



# **European Network for Social and Emotional Competence**

*Established December 2007*

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## **SOCIAL AND EMOTIONAL LEARNING MATTERS**

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

**Issue 22: AUGUST 2020**

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### **Honorary chairs**

- **Paul COOPER**, Professor, Brunel University London, UK, [paul.cooper@brunel.ac.uk](mailto:paul.cooper@brunel.ac.uk)
- **Carmel CEFAL**, Director, Centre for Resilience & Socio-Emotional Health, University of Malta, [carmel.cefal@um.edu.mt](mailto:carmel.cefal@um.edu.mt)

## Welcome!

It is a pleasure that on behalf of our four co-chairs and our founding chairs to welcome you to the 22<sup>ND</sup> 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 studying opportunities, new publications in the field, reports, books and articles on SEL. Also a couple of European projects have announced their conferences or cooperation opportunities.

We would love to hear from your experience so we invite you to share some interesting features, project ideas, and new publications announcements for the next edition. Please send any contributions to [newsletterensec@gmail.com](mailto:newsletterensec@gmail.com) as a Word document so that it can be cut and pasted – no logos please. The ENSEC Newsletter has started to accept longer features to share richer, detailed knowledge throughout the network, but keep in mind that this is a newsletter so the information should be rather short, specific and relevant.

We express our gratitude to all who contributed to the spreading knowledge and kindness and wish you will be safe and healthy for the next period of time!

Thank you!

Enjoy reading and keep safe!

## UPCOMING CONFERNCES & EVENTS



### Call for Abstracts: 2021 ENSEC Conference on Social Emotional Learning and Positive Development

The first Call for Abstracts is now open for the 2021 ENSEC Conference on Social Emotional Learning and Positive Development to be held on 1<sup>st</sup> - 3<sup>rd</sup> July 2021 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.

Abstracts on any subject related to the field of social – emotional learning and positive development are welcome. Both quantitative studies and qualitative research are important for clarifying and deepening scientific understanding in the field, and also are welcome. We hope to organise themed sessions on substantive and methodological topics including the following:

1. Mental Health in Schools
2. Teacher Training in SEL and Mental Health
3. Assessment of SEL and Mental Health
4. SEL and Media & Technologies
5. Evidence- Based Practices in SEL and Mental Health
6. SEL and Inclusive Communities
7. SEL for Adult Education
8. Mindfulness
9. SEL and Migration
10. SEL and Mental Health – Policy Development
11. Resilience – Promoting Through Education

Please submit abstracts (English language) of not more than 250 words through the online submission system at [ensec2021@usm.ro](mailto:ensec2021@usm.ro)

**The closing date for submission of abstracts is 31<sup>st</sup> of March 2021.**

The website will be soon available and you will be informed about the possibilities to register. Registration will be open on 15<sup>th</sup> of October.

More information: [adina.colomeischi@usm.ro](mailto:adina.colomeischi@usm.ro)

Suceava, 15<sup>th</sup> of September

8<sup>th</sup> ENSEC CONFERENCE – KEYNOTE SPEAKERS

**Prof. Stephanie Jones - 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. [Marcelino.Cabrera@ec.europa.eu](mailto:Marcelino.Cabrera@ec.europa.eu)

## Prof. Adrian OPRE, Babes – Bolyai University, Cluj – Napoca, Romania



**Dr. Adrian Opre** is professor of Psychology Department from Babes – Bolyai University , Cluj Napoca, Romania. His academic and research interests are social – emotional development, educational psychology, cognitive psychology, personality psychology. He is an outstanding scholar in the field of social – emotional learning in Romania, he developed programs for promoting SEL and coordinates a centre for teacher training in SEL. (selfkit.ro)

## **2<sup>nd</sup> INTERNATIONAL CONFERENCE ON “MINDFULNESS IN SCHOOL AND EDUCATION” 2021**

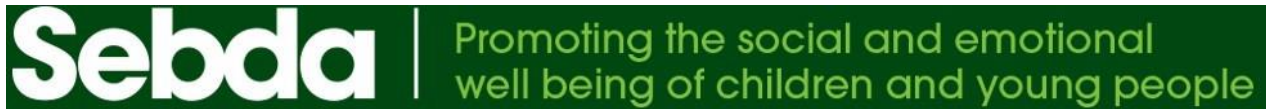
**25 September 2021 at the Zurich University of Teacher Education (PH Zürich)**

The field of contemplative practices such as mindfulness is garnering the attention of researchers in the learning and educational sciences as well as the attention of teachers and educators. Mindfulness can be defined as a particular way of paying attention to the present moment, characterized by a receptive and non-judgmental attitude. In relation to education and school, mindfulness is associated with stress reduction, the development of socio-emotional competence, the promotion of the health and resilience of teachers and students, the increase of concentration and well-being as well as the improvement of the classroom climate and subject-related learning processes.

<https://phzh.ch/en/Research/research-related-events/conferences-and-workshops/conference-mindfulness-in-school-and-education-2021/>

## STUDY OPPORTUNITIES

### ONLINE POSTGRADUATE STUDY APPLY



#### **Social, Emotional and Mental Health Difficulties (SEMH)**

Oxford Brookes University, in partnership with the Social Emotional and Behavioural Difficulties Association (SEBDA), offers two postgraduate courses for professionals working with children and/or young people with social, emotional and mental health difficulties. These Master's level courses are delivered predominantly online. Each 60 credit course lasts one year. Take both postgraduate certificates and a dissertation year and you can achieve an MA Education (SEND) with a specialism in SEMH.

Contact [admin@sebda.org](mailto:admin@sebda.org) for more information.

## RUTGERS SOCIAL-AMOTIONAL & CHARACTER DEVELOPMENT LAB – ACTIVITIES FOR REMOTE LEARNING

The Social-Emotional & Character Development Lab (SECD) has adapted some of its materials for remote learning to provide SEL-related lessons to help empower youth at the start of school and get them involved in making themselves, their school, and their communities and the world better.

It has an SECD focus, building both skills and associated virtues. These lessons are derived from our larger and longer MOSAIC materials and the CASEL SElect Social Decision Making/Social Problem Solving curriculum and can be used by teachers, advisors, counselors, psychologists with or without prior SEL experience. They are in PDF format so you can see how they are supposed to look and easily get the projector displays/screen sharing pages, but they also are in WORD so they can be tailored, updated, etc. as you wish.



**SEL Based Lesson Plans  
for Empowering  
Student Leadership**  
(Tailored for remote learning!)

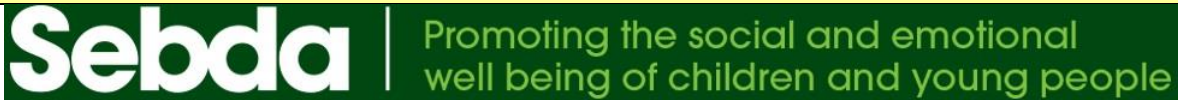
Lessons available for grades 5-6, 6-7, and 7-8  
in both WORD and PDF formats!

Find them at:  
<https://www.secdlab.org/supplemental-lessons-2>





**SUPPORTING CHILDREN AT HOME**  
**Ebook**  
**Opportunity to publish in your country language**



SEBDA is an organisation in the UK that seeks to promote the social, emotional well-being of children – and the adults who work with them.

In the last ENSEC Newsletter, Dr Rob Long, Dr Kathy Evans and Dr Bob Law of SEBDA called on ENSEC members to translate the 'Supporting children at home' guide into other languages. Sabine Gessenich, learning consultant from Germany, has translated the book into German and it is available on Amazon. The proceeds of the German edition will be donated 100% to MütZe e.V., Germany. MütZe e.V. exists just like SEBDA to promote the social and emotional well-being of children and young people - and the well-being of the professionals who work with them. Dr Rob Long, Dr Kathy Evans, Dr Bob Law and Sabine Gessenich agree that this book translation is the prelude to a transnational cooperation of ENSEC members. A joint book is being considered.



<https://www.amazon.de/Zuhause-Lockdown-Leitfaden-Unterst%C3%BCtzung-Kindern-ebook/dp/B089GZKWGM>

## NEW PUBLICATIONS

### **LifeComp: The European framework for the personal, social and learning to learn key competence**

The European Union has just published the *European Framework for the Personal, Social and Learning to Learn key competence*. LifeComp is a conceptual framework to establish a shared understanding on the “personal, social and learning to learn” key lifelong learning competence. It is aimed to be used as a basis for the development of curricula and learning activities in this area, with a particular emphasis on helping people to self-regulate their emotions, thoughts, and behaviours, establish empathic relationships, cope with complexity, and be thriving individuals, responsible social agents, and reflective lifelong learners. LifeComp describes nine competences that can be learned in formal, informal and non-formal education, in three respective domains, namely Personal (self-regulation, flexibility and wellbeing), Social (empathy, communication and collaboration) and Learning to learn (growth mindset, critical thinking, and managing learning). The Framework may be accessed at <https://ec.europa.eu/jrc/en/lifecomp>

## PUBLICATIONS

### **TWO BOOKS RELEASED WITHIN THE SCIENTIFIC PROJECT IN CROATIA: *CHILDREN'S WELL-BEING IN TRANSITION PERIODS: THE EMPIRICAL VALIDATION OF ECOLOGICAL-DYNAMIC MODEL***

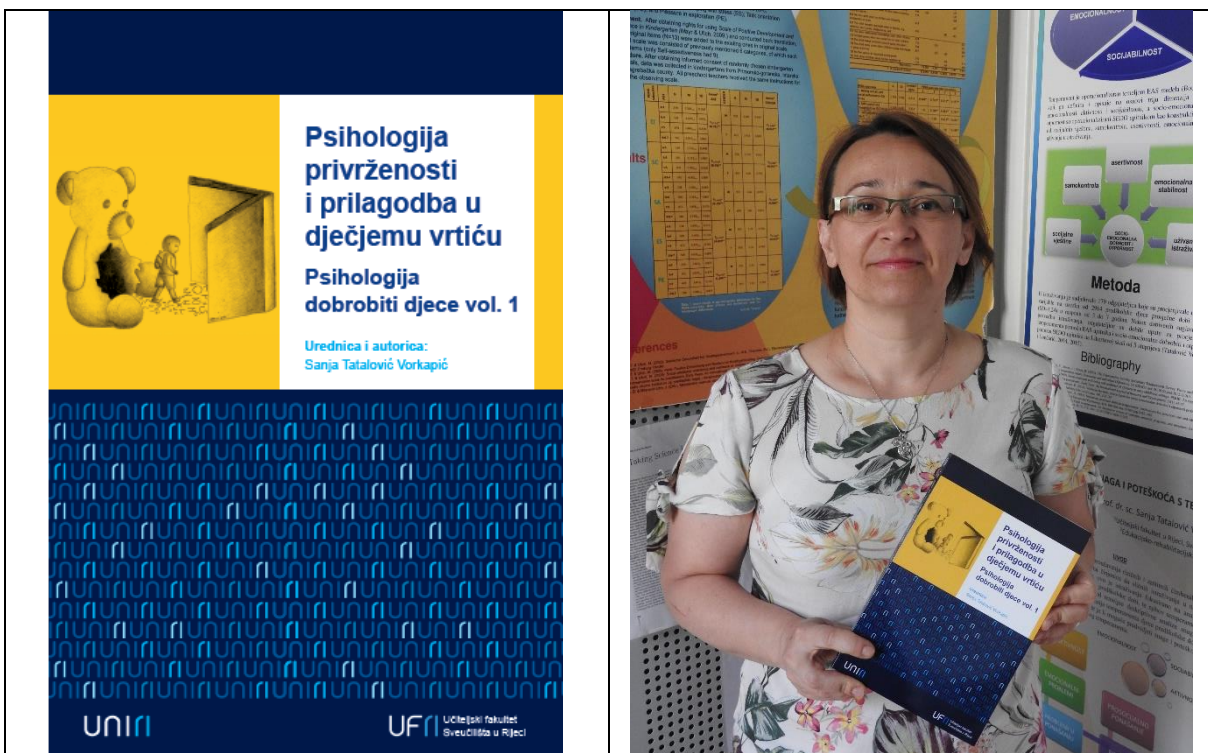
Contact: Sanja Tatalović Vorkapić ([sanjatv@uniri.hr](mailto:sanjatv@uniri.hr))  
Faculty of Teacher Education in Rijeka, Croatia

As a part of the Croatian scientific project: *Children's well-being in transition periods: The empirical validation of ecological-dynamic model* (uniri-drustv-18-11), two books have been published.

### **ATTACHMENT PSYCHOLOGY AND ADAPTATION IN KINDERGARTEN: THE PSYCHOLOGY OF CHILDREN'S WELL- BEING VOL. 1 (ISBN: 978-953-7917-21-0).**

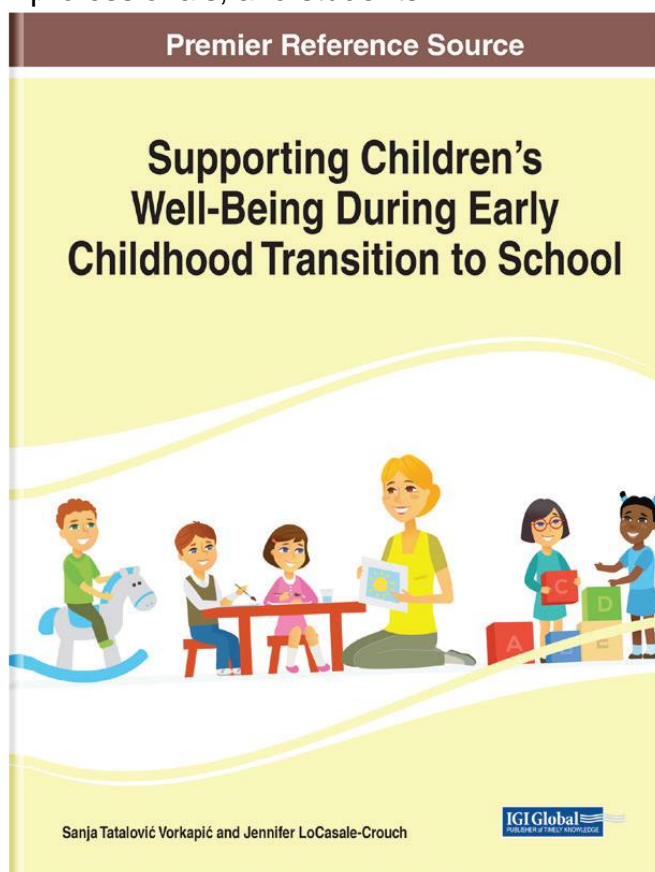
The first one is the scientific monograph published by University of Rijeka and it is written on Croatian language. The book is written with the aim of filling the gap in the field of attachment development, especially in the context of early and pre-school education in Croatia. There is a lack of scientific literature on significant effects of the attachment patterns

on the overall psychological experience and functioning among early and pre-school children during transitions. Therefore, the contribution in the scientific and practical sense of this monograph is extremely significant. It focuses on the role of early and pre-school education in the development of attachment for early and pre-school children with the basic question: what should the organization of educational practice be in providing optimal psychological conditions for developing safe attachment? So, trying to answer this question, the book begins with an introduction on basic research concepts: attachment, transition, adaptation, and connection with their interrelationships, which is extremely important in understanding their complex effect on children's development and their well-being. The introduction is followed by a comprehensive theoretical and empirical description of attachment, supported by contemporary research findings. The findings of the quantitative and qualitative research on the perspective of educators on the organization of educational practice during transition and adjustment in Croatian kindergartens are then presented, which indicate agreement on the basic principles of adjustment of children but differentiation in the way they are implemented. Following these two studies, early childhood and pre-school attachment assessment studies were presented, indicating that the largest number of children showed safe attachment patterns, and some dimensions indicated significant gender differences. Furthermore, in a subsequent study, no differences in attachment were found between children growing up in single-parent families and those growing up in two-parent families, but a significant difference in attachment quality was found between children whose adaptation was satisfactory with respect to children whose adaptation has been unsatisfactory. In order to illustrate good practice, the monograph describes in detail a transition model based on the development of attachment developed in Novi Sad. Finally, the legislative perspective of adaptation in our country is presented, as well as the organization of adaptation in DV More, with a concluding comment on the monograph.



## **SUPPORTING CHILDREN'S WELL-BEING DURING EARLY CHILDHOOD TRANSITION TO SCHOOL (ISBN: 9781799844358)**

The book is edited by Sanja Tatalović Vorkapić (University of Rijeka, Croatia) and Jennifer LoCasale-Crouch (University of Virginia Centre for Advanced Study of Teaching and Learning, USA) and is written in English language. It is published by IGI-Global, USA and contains of 300 pages. This books covers broad international perspectives in both theoretical and empirical chapters, on early childhood transition, mostly from home to kindergarten and from kindergarten (preschool) to elementary school. Life transitions differ concerning the intensity of the change and the intensity of the child's reaction to that change. For most children, the first and indeed the most significant transition is from the family home to an institution of early and preschool care and education or from kindergarten to elementary school. However, the intensity of the child's reaction is related to the size of the change that is happening and to who or what is involved in that change and the importance a child attributes to that someone or something. So, the topics that are covered in this book that is structured of 16 chapters are: Curriculum Design, Early Childhood Education, Transitions, Emotional Competency, Equity, Family-Teacher Partnership, Kindergarten, Language Learners, Professional Development and School Readiness. This book is an essential scholarly publication that examines evidence-based practices and approaches that fully support a child's well-being during transition periods in early childhood. It serves as a resource to rethink contemporary transition theoretical models, research studies, and applied practices. Featuring a wide range of topics such as emotional competency, language learners, and professional development, this book is ideal for academicians, psychologists, early childhood educators, day-care centres, curriculum designers, policymakers, researchers, education professionals, and students.



## PUBLICATIONS

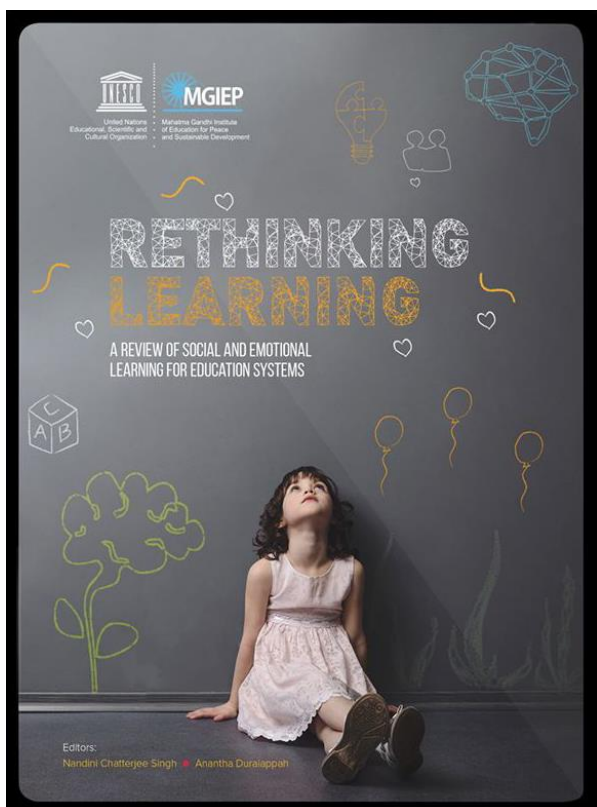
### Re-thinking Learning: A Review of Social and Emotional Learning for School Systems

This significant publication was launched on July 18<sup>th</sup> – Nelson Mandela International Day - by UNESCO MGIEP with an on-line promotional campaign.

<https://mgiep.unesco.org/rethinking-learning>

The report addresses a wide range of issues congruent with SDG 4.7.

The UN Sustainable Development Goal 4.7. for 2030 looks to ensure that all learners acquire knowledge and skills... for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity....



In the report you will find chapters on: The critical need for SEL, understanding the social and emotional brain, the dangers of not focusing on SEL in education, the value of games, implementation and monitoring factors, the value of SEL for teachers, and other adults and leveraging technology.

With 23 contributors from countries all over the world this publication captures some of the most critical issues for SEL now and in the future.

Over the course of next two years, UNESCO MGIEP will review rich and diverse traditions of approaching social and emotional skills in different parts of the world to propose an approach to SEL that is consistent with the transformative aspirations of SDG 4.7.

<https://www.youtube.com/watch?v=WDZ3wxIC9fQ>

## PUBLICATIONS

### **Health and Education professionals working together to support children and families' ability to Emotion Coach and develop emotional regulation**

#### **Written by:**

Licette Gus, Emotion Coaching UK

Dr. Sarah Modi, Northamptonshire Educational Psychology Service

Dr. Kirsten Krawczyk, Northamptonshire Educational Psychology Service

In the UK, Northamptonshire Educational Psychology Service have been working alongside Health colleagues in Northamptonshire to support health professionals use of Emotion Coaching in their interactions with children and families. Emotion Coaching is a style of communication around difficult emotions that supports the development of emotional regulation. Health professionals (including school nurses, nursery nurses and health visitors) received a programme of training to use Emotion Coaching in their work with families with children.

Northamptonshire health professionals support to children and their families is diverse and aims to support the mental health and emotional wellbeing of children in the community across the ages of 0-19. Support includes; parent drop in sessions, initial assessments where families were concerned about their children's behaviour, parenting groups, flu jab clinics and monitoring and supporting the development of children in the early years.

The aims of the project were to provide 200 health colleagues with at least one day initial training in Emotion Coaching. This training focussed on why we need Emotion Coaching, what it is and how to do it. This initial day was reinforced by up to three follow up supervision sessions. The follow up sessions aimed to deepen individual understanding of this relational approach, enabling practitioners to consider how they can use emotion coaching in their personal and professional lives.

Health professionals found the supervision sessions supported them to engage in increased self-reflection practices with a clearer understanding of their own personal triggers, as well as an increased appreciation of their biases and how this will impact on their relationships with others; this supported improved emotional and self-awareness, as well as improving capacity to "sit with" uncomfortable emotions. In turn, it was considered that interpersonal relationships improved by promoting quality adult-child relationships.

Participants left the training and supervision with an increased understanding of the importance of considering an individual's neurobiological reactions, as well as the importance of psychoeducation for adults working with children, which included the need for adults to have opportunities to see others using Emotion Coaching in practice. Emotion Coaching was also considered to be a simple, cost-effective, empowering and universal tool which supported the health practitioners in their aims of "helping others to cope" with their emotions.

## PUBLICATIONS

**Rusu PP and Colomeischi AA (2020) Positivity Ratio and Well-Being Among Teachers. The Mediating Role of Work Engagement. *Frontiers Psychol.* 11:1608. doi: 10.3389/fpsyg.2020.01608**

Previous studies indicated that the balance of positive to negative affect (i.e., positivity ratio) is associated with subjective well-being and flourishing in the general population. Moreover, a positivity ratio of 2.9 is considered a critical value discriminating between flourishing and non-flourishing individuals. To date, however, there is limited research on the positivity ratio on samples of teachers. The present study aimed to investigate whether the positivity ratio affects work engagement and well-being among teachers. Based on the broaden-and-build theory (Fredrickson, 2001) and work engagement model (Bakker and Demerouti, 2007), we predicted that positivity ratio (the ratio between positive and negative emotions) experienced by teachers would increase their work engagement, which in turn would positively affect their well-being. A sample of 1,335 teachers (762 women and 573 men) from Romania participated in the study. Results revealed that work engagement mediated the relationship between positivity ratio and well-being. Specifically, teachers with a higher ratio of positive to negative emotions reported more engagement (dedication, absorption, and vigor) and in consequence higher levels of subjective well-being (autonomy, environmental mastery, personal growth, self-acceptance, positive relations with others and purpose in life). Also, when investigating the positivity ratio according to participants' well-being, we found a mean of positivity ratio of 2.84 for the group of teachers with high levels of well-being, validating the proposed critical positivity ratio of 2.9. These findings support the importance of addressing positive emotions and positivity ratio in prevention and intervention programs with teachers.

## VIDEO

### **TEACHERS IN CONTROL: MANAGING THE STRESS OF THE PROFESSION (2020)**

Teaching is considered nowadays as a high risk profession, with high levels of burnout and emotional exhaustion reported by many teachers across the world. However, the way stress is handled can make a significant difference on the impact it may have on work, health, wellbeing, and quality of life. Various strategies have been found to support teachers in their daily struggles and challenges of their profession and turn their challenges into opportunities for growth and development. In this video ***Teachers in Control: Managing the Stress of the Profession***, we hear how six teachers from different parts of the world manage the stress in their workplace and prevent it from compromising the quality of their work, their health and wellbeing. In each part, teachers describe different strategies they have found useful and effective in coping effectively with stress at work. These stories of success and resilience should serve as an inspiration to fellow teachers across different cultures and contexts, on how they themselves in their own ways and according to their own contexts, may turn the challenges of the profession into opportunities to make a difference in the lives of so many children around the world.

This video pack has been developed by Carmel Cefai and John Malouff and published by the Centre for Resilience and Socio-Emotional Health with the support of the Faculty of Media & Knowledge Sciences, University of Malta, and in collaboration with the University of New England Australia. The video can be accessed at

<https://www.youtube.com/playlist?list=PL-0-FDRSQ4DSZgKtTw5GQbIYMoxkzJFFe>



## PROJECTS ON SEL

### PROMEHS

**Promoting mental health at schools** is an Erasmus + Key Actions 3 project co-funded by the European Commission (2019-2022)



### PROMEHS conferences across Europe

**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 a mental health promotion curriculum in schools, serving to create a bridge between evidence-based school programs and educational Institutions, thus linking research, practice and policies. The curriculum seeks to enhance the social and emotional well-being and resilience of students and teachers and as well as reduce social, emotional and behavioural difficulties by providing high-quality training for school staff and parents and working in collaboration with policy-makers to improve educational policies on mental health promotion.

Several conferences have been planned to promote the trial implementation of PROMEHS across partners Countries, please find here below the list of the events.

For further information on **PROMEHS**:

Website: [www.promehs.org/](http://www.promehs.org/)

Facebook: [www.facebook.com/promehs](https://www.facebook.com/promehs)

Country	<b>Croatia</b>
Title of the conference	<b>PROMEHS Promoting mental health at schools</b>
Language	Croatian
Date and time:	10 <sup>th</sup> October
Keynotes	Representatives of policymakers (from the University of Rijeka, City of Rijeka, Primorje-Gorje county, Ministry of Health, Ministry of Education, Ministry of demography, social work and youth, UNICEF for Croatia, Croatian institute for public health Division of mental health), Croatian agency for education, and counsellors for kindergartens, counsellors for primary schools and counsellors for

	secondary schools), Sanja Tatalović Vorkapić and Croatian experts in school mental health.
Location	Faculty of Teacher Education, University of Rijeka, Rijeka, Croatia.
Further information	Prof. Sanja Tatalović Vorkapić, email: sanjatv@ufri.uniri.hr

Country	<b>Italy</b>
Title of the conference	<b>Star bene a scuola. La sfida del futuro</b>
Language	Italian
Date and time:	3rd September, 4pm-7pm
Keynotes	Valeria Cavioni (Università degli Studi di Milano-Bicocca), Matteo Lancini (Fondazione Minotauro) Emanuela Confalonieri (Università Cattolica del Sacro Cuore)
Location	Online webinar – Webex
Further information	<a href="https://www.labpse.it/eventi">https://www.labpse.it/eventi</a>

Country	<b>Greece</b>
Title of the conference	<b>Promoting mental health at schools</b>
Language	Italian
Date and time:	4rd September, 6pm-8pm
Keynotes	Maria Poulou (University of Patras), Theoni Papathanasopoulos, Maria Vogga, Roula Karachaliou and Roula Sotiropoulou, the dean of the University of Patras, policy-makers from the Achaia region and coordinators of Promoting Mental Health at Schools.
Location	online webinar
Further information	Prof. Maria Poulou, email: <a href="mailto:mpoulou@upatras.gr">mpoulou@upatras.gr</a>

Country	<b>Latvia</b>
Title of the conference	<b>GARĪGĀS VESELĪBAS VEICINĀŠANA IZGLĪTĪBĀ</b>
Language	Latvian
Date and time:	25th August, 10am-14pm
Keynotes	Opening speeches: The President of Latvia Egils Levits, Minister of Health Ilze Viņķele, Minister of Education Ilga Šuplinska Keynotes: Malgožata Raščevska (University of Latvia), Baiba Martinsone (University of Latvia), Indra Majore-Dūšele (Riga Stradins University)
Location	Sigulda Culture centre DEVONS, will be streamed online
Further information	Prof. Baiba Martinsone, email: <a href="mailto:baiba.martinsone@lu.lv">baiba.martinsone@lu.lv</a>

Country	<b>Portugal</b>
Title of the conference	<b>Promover a Saúde Mental na Escola - Conferência Nacional de Abertura - Projeto PROMEHS</b>
Language	Portuguese
Date and time:	10th September, 2pm - 6pm
Keynotes	Celeste Simões (Faculdade de Motricidade Humana - Universidade de Lisboa), Paula Lebre (Faculdade de Motricidade Humana - Universidade de Lisboa), Lúcia Canha (Faculdade de Motricidade Humana - Universidade de Lisboa), Margarida

	Gaspar de Matos (Faculdade de Motricidade Humana - Universidade de Lisboa), Alexandra Marques-Pinto (Faculdade de Psicologia - Universidade de Lisboa), Maria Filomena Gaspar (Faculdade de Psicologia e Ciências da Educação - Universidade de Coimbra; Equipa Incredible Years), Andreia Azevedo (Psicóloga Clínica; Equipa Incredible Years), José Gabriel Quaresma (Journalist – National TV Channel) and Members from Stakeholders who are Partners of the Portuguese PROMEHS Team - Almada City Council, Oeiras City Council and SpoViseu (in definition).
Location	online webinar – Zoom
Further information	<a href="https://www.facebook.com/events/814184065784073/">https://www.facebook.com/events/814184065784073/</a>

Country	<b>Romania</b>
Title of the conference	<b>Promoting mental health at schools</b>
Language	Romanian
Date and time:	30 <sup>th</sup> of September, 3pm-7pm
Keynotes	Ioana Podina (Bucharest University), Daniela Muntele (Al I Cuza University of Iasi), Angela Andrei (Ministry of Education – Research Unity), Aurora Adina Colomeischi (Stefan cel Mare University from Suceava), Petruta Rusu (Stefan cel Mare University from Suceava ), Diana Duca (Stefan cel Mare University from Suceava), policy-makers from the Suceava region
Location	online webinar
Further information	Adina Colomeischi, email: <a href="mailto:adina.colomeischi@usm.ro">adina.colomeischi@usm.ro</a>

**EU-SELF Social and Emotional Skills Development in Early Childhood Education  
and Care in Europe**

**2019-1-BG01-KA201-062593**

**KA2 – Cooperation for innovation and the exchange of good practices**

**KA201 - Strategic Partnerships for school education**



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### **A Pan-European EU-Self Project Initiative**

The project “Social and Emotional Skills Development in Early Childhood Education and Care in Europe” (EU-Self Project 2019-1-BG01-KA201-062593), financed by the Erasmus+ Program aims to link the knowledge and practice of early childhood social and emotional skills (SES) development.

EU-Self Project team is developing an innovative SES information hub for almost all European countries (we target 47 countries). For each country, there will be a country overview related to SES development of young children. Experts from all over Europe can join us in this endeavour by taking an active part in writing the descriptions, review of already written country overviews or providing information and materials that can contribute to the process of writing. Experts’ contributions will be credited in any case. For more information: <https://eu-self.nbu.bg/en/news> The deadline is 15 October 2020.

Regarding the assessment part of our overviews, we are running “Assessment Tools of Social and Emotional Skills in Children from Birth through Age 7: A Survey for European Psychologists”. It is in 5 languages (English, Portuguese, Bulgarian, Bosnian, and Hungarian). If you are a psychologist, working with young children, we would be very grateful for your contribution. The results of the survey will generate a compendium of measures available and in use in European countries. The survey is available on the following link till 15 October 2020:

<https://forms.gle/oHUD1XM4mE4hhGWi9>

The platform and all the project outputs (SES country overviews, SES assessment tools compendium, good practices, etc.) will be disseminated free of charge. We hope all these valuable resources to boost this field in Europe and various stakeholders to benefit from them!

For more information, you can contact Nadia Koltcheva, General Coordinator ([nkoltcheva@nbu.bg](mailto:nkoltcheva@nbu.bg), [eu-self@nbu.bg](mailto:eu-self@nbu.bg)) or visit: <https://eu-self.nbu.bg/en>