Erasmus+
Juggle - Creative ways to develop key competences of lifelong learning (2020-2023)
Intellectual Output 1

Review in methodologies for enhancing abilities, opportunities and inclusion of marginalised, or potentially marginalised members of society

by Tomás Aylward & Michael Hall

Munster Technological University

Chapter 1: Introduction

The purpose of this review is to provide a guide for the reader interested in exploring the information database to further their own research into creative pedagogical methodologies for enhancing abilities, opportunities and inclusion of marginalised, or potentially marginalised members of society. This review is intended to support Juggle Project Intellectual Outputs 2 and 3, which provide more applied details of the applications of creative pedagogies (Intellectual Output 2) and practical procedures for creative approaches to the development and enhancement of social, personal and lifelong learning skills in potentially vulnerable societal groups.

The Juggle Project Summary

The main goal is to increase capacity to use **creative pedagogical methods** for professionals who are working with groups which include potentially vulnerable people. Our direct beneficiaries will be educators, counsellors, youth workers and support staff of vocational education institutions and other organisations working with the target groups. Indirect beneficiaries are people (family, friends, classmates, co-workers) who accompany people with disabilities/special needs or individuals who are otherwise in a vulnerable position.

In their recommendation of key competences of lifelong learning the Council of European Union states that everyone has the right for "*quality and inclusive education, training and lifelong learning*". These activities are important in acquiring, developing, maintaining and modifying ('re-skilling' and 'up-skilling') skills that allow full participation in society and successful transitions in the labour market.

The Council of European Union regards access to education, training and lifelong learning as its first principle of the European Pillar of Social Rights. The Council further supports the right to support in developing the skills and competences for "*personal fulfilment, health, employability and social inclusion*". To use the metaphor, 'a rising tide lifts all boats', realisation of these educational and social rights for every member of society helps to strengthen Europe's resilience in a time of rapid and profound change, which has been further complicated by the recent Covid-19 pandemic and manifestation of consequences of climate change.

The development of the personal and social skills and competences need to be underpinned by good practice and appropriate support for educational professionals through appropriate evolution of their initial and continuing professional education and through the introduction of new and innovative teaching and learning practices. This is the goal of the Juggle project.

As an outcome of the Juggle project new and innovative forms and methods of teaching and learning will be identified, developed and disseminated. For example, in social circus various group activities, games and equipment such as juggling balls are used as a tool for learning social and team skills, accepting failure and acquiring sense of competence. Social circus, as well as dance and theatre offer various ways of expressing one´s self.

Outdoor activities can be used to give students new experiences, new ways to learn and create a sustainable relationship with the environment. Digital skills and environments enhance the possibilities of participating in the society and gamification will help to reach such groups who might be hard to reach otherwise.

The Juggle project will describe in detail the basis of creative pedagogical methods and how these could be applied, using best practice, in specific contexts. In learning, teaching and training activities the project partners will have an opportunity to learn and test new pedagogical methods. It is expected that dissemination of best practice to the project consortium and beyond will create possibilities to apply these creative pedagogical methods in new contexts, new target audiences and thereby expand the scope and potential of these pedagogical methods to support the key competences of lifelong learning and social inclusion of vulnerable members of society.

Intellectual Output 1:

Executive Summary

The 2006 Recommendation of the European Parliament and of the Council on Key competences for Lifelong Learning supported the development of competence-oriented teaching and learning in the European Union. "Personal, Social and Learning to Learn" was established as a key competence in 2018 by the Council Recommendation on Key Competences for Lifelong Learning. Competence-oriented education focuses on the outcomes of learning processes, as well as on the fact that learning happens for diverse individuals in society within a diverse range of contexts. The key competences are those intended for and expected by citizens of the EU for personal fulfilment and development, employability, social inclusion, civic participation as well as for democracy.

"*Inclusive education is a fundamental human right that cannot be questioned or violated*" (United Nations, 2006).

The aim of Juggle Project Intellectual Output #1 (IO#1) is to develop a comprehensive review of existing policy and best practice of the following methodologies as creative pedagogies with specific reference to social inclusion:

- social circus methodologies,
- outdoor learning,
- dance and theatre,
- creative use of digital methods,
- gamification.

The review includes an exploration of the dominant themes that emerge in discussions around these creative pedagogical methods and how they support the development of key competences of lifelong learning with the emphasis on the personal, social and learning to learn competence for vulnerable people and the teachers, youth workers and wider interdisciplinary teams that work directly and indirectly with marginal groups.

The review also examines the concepts that underpin creative methodologies and how these can promote social inclusion. In doing so, it identifies key innovative learning approaches and sample applications for personal development and social inclusion as well as support for the wider educational staff working directly with vulnerable groups in our society.

In Project Juggle Intellectual Output #1, the intention is to provide an evidence-based practical guide and toolkit to teaching of personal, social and learning to learn skills through Dance and Theatre, Digital Methods, Gamification, Experiential Education, Outdoor (Experiential) Learning, Social Circus, and Vocational Education in the EU. In preparation for the practical guide and toolkit, a systematic literary review identifies the different kinds of creative pedagogical methods being used in vocational education and the evidence of the impact of these methods.

The guidebook will present information for the current and best creative pedagogical methods from the themes, social circus, outdoor activities, dance, theatre, creative use of digital environments and gamification. The guidebook will also contain frameworks for courses/lessons for each of the methods.

Finally, the toolkit for teachers / trainers / youth-workers in vocational education and training is intended to be: Practical toolkit which can include for example cards instructing social circus exercises, dance, theatre, outdoor activities, creative use of digital environments and gamification. Cards will include text, pictures and QR-codes with links to video material.

Given the regularity of development and publication of new information in this discipline, the Juggle projects proposes to 'draw a line in the sand', provide guidance, based on contemporary information, to teachers and instructors and to point to opportunities for the future.

Aims and Objectives

In their recommendation of key competences of lifelong learning the Council of European Union states that everyone has "*the right for quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that allow full participation in society and successful transitions in the labour market.*"

Intellectual Output #1 aims to identify the evidence-base for the use of creative pedagogical methodologies for the teaching / learning of the skills and competences needed for personal fulfilment, health, employability and social inclusion, and resilience in a time of rapid and profound change.

The objective of the IO#1 is to further support educational staff in their profession, with particular emphasis on learners from marginalised sections of society, by expanding the teacher's / instructor's educational 'toolkit' with new and innovative forms of teaching and learning.

A scientific literary review mapping the different kinds of creative pedagogical methods being used in vocational education and searching for evidence of the impact of these methods.

Includes: needs analysis, target groups, elements of innovation, expected impact and transferability potential

There is some anecdotal and peer reviewed evidence that social circus methodologies, outdoor learning, dance and theatre and creative use of digital environments, when delivered through structured engagement can produce a plethora of beneficial outcomes. However, to what extent, there is a sustained positive effect on educational, social and economic outcomes for young vulnerable people remains unclear.

The aim of IO1 is to develop a comprehensive review of existing policy and best practice of social circus methodologies, outdoor learning, dance and theatre, creative use of digital methods,

gamification and the links with social inclusion. This includes an exploration of the dominant themes that emerge in discussions around these creative pedagogical methods and how they support the development of key competences of lifelong learning with the emphasis on the personal, social and learning to learn competence for vulnerable people, teachers, youth workers and wider interdisciplinary teams that work (in)directly with marginal groups.

Through an in-depth examination of relevant literature, the review critically examines the concepts that underpin creative methodologies and bridge a gap in social scientific research as to the nature and effectiveness of such for social inclusion. In doing so, it identifies key innovative learning approaches for personal development and social inclusion as well as support for the wider educational staff working directly with vulnerable groups in our society.

Methodology

Literature Search Key words include, in various combinations: pedagogy, creative pedagogy, disability, social inclusion, people with disability, physical disability, intellectual disability, vocational education, special education, marginalisation / marginalised society, sustainability, SDG, pedagogy, lifelong learning, professional development, life skills, social circus, outdoor learning, experiential learning, dance and theatre, digital methodology, gamification.

Focus upon themes: Social Circus methodologies / Outdoor Learning / Dance and Theatre / Creative Use of Digital Methods and Gamification

Towards overall project goals:

Supporting social inclusion; abilities to participate in the society; work towards equality; enhancing abilities in the working life.

Key Tasks:

- Refining the scope:
- Identifying inclusion criteria
- Identifying exclusion criteria
- Identifying a timespan of search.
- Inputs and information sources
- Academic publication
- Project reports
- Online Resources
- Significant work in languages other than English

Organisation reports and local developed resources

- Creative Pedagogical Method
- Pedagogical Principles
- Link to Key Competence(s)
- Linked Policies
- Impact

Intellectual Outputs 2 and 3

2. A guidebook: information for the best practices about the use of creative pedagogical methods: social circus, outdoor activities, dance, theatre, creative use of digital environments and gamification. A guidebook will also contain frames for courses/lessons for each of the methods.

3. Toolkit for teachers/trainers / youth-workers in VET: Practical toolkit which can include for example cards instructing social circus exercises, dance, theatre, outdoor activities, creative use of digital environments and gamification. Cards will include text, pictures and qr-codes with links to video material.

Towards the end of the project each of the partner organisations will organize a multiplier event in their own country to ensure the dissemination of the outcomes of the project on a larger scale. The partner organisations will invite other organisations and contacts on a national level to multiplier events and provide them information on the creative pedagogical methods and how they have been used during the project. Multiplier events also offer a possibility to disseminate the complete Intellectual Outputs.

On the completion of the project all of the project partners will have an understanding and means to use different creative methods in pedagogical ways. The partners will include the new methods in a sustainable way in the day-to-day work of their staff to enhance the social inclusion of their students/clients. Activities of the project will, during the project and after the project, benefit the most vulnerable target groups and their key competences of lifelong learning. The target groups will also benefit from the increased skill level of the teachers and other staff of the partner organisations and have new, creative and fun ways to develop their personal, social and work life skills and participation in the society.

Link to Previous EU Research

LifeComp is the European Framework for Personal, Social and Learning to Learn Key Competence "Personal, Social and Learning to Learn" was set as a key competence in 2018 by the Council Recommendation on Key Competences for Lifelong Learning. The LifeComp framework identifies a set of nine distinct sub-competences to develop within the Key Competence of "Personal, Social and Learning to Learn". The nine sub-competences were identified from the literature and consultations with stakeholders, including subject matter experts. The sub-competences were presented with three descriptors each and are described by the authors as conceptual and non-prescriptive.

The nine LifeComp sub-competences for Personal, Social and Learning to learn are arranged into three groups of three, as follows:

- Personal: Self-regulation, Flexibility, Wellbeing
- Social: Empathy, Communication, Collaboration
- Learning to Learn: Growth Mindset, Critical Thinking, Managing Learning

More information on the sub-competences from the LifeComp report are presented in Chapter 4 of this Juggle report. The LifeComp report concludes with recommendations for further work. These include:

- Explore application of LifeComp in different contexts

- Creation of flexible guidelines for educators
- Practical Solutions and Scenarios for different subject areas
- ITE and CPD opportunities

LifeComp is a useful foundation for the Juggle research and development work. The framework is employed to map creative pedagogies and suggested activities against development by users of Juggle intellectual outputs of individual and groups of personal, and social development, and learning to learn competencies.

The framework advocates for reflection about the learners' current competences and finding pathways of continuous improvement and acknowledges that the acquisition and application of competences are dynamic processes and are influenced by personal and contextual factors.

Some competences are transferrable between situations and some may not be. With such in mind, the practices of reflection, self-cultivation and continuous self-improvement are valuable, if not essential adjunct skills for learning to learn and lifelong learning. This reflective practice has thus become an integral component of Juggle Intellectual Outputs 2 and 3.

https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/lifecomp-european-framework-personal-social-and-learning-learn-key-competence

The description of the competences can help in exploring its implementation and be contemplated as the embryo of a continuous discussion with teachers and educational policymakers.

Chapter 2: Context and Definitions

Draft Table of Contents:

Chapter 2: Context and Definitions

United Nationals Educational, Scientific and Cultural Organisation

The United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to foster understanding and respect for each other and our planet through international cooperation in programmes relating to education, sciences and culture (https://www.unesco.org/en/brief). These programmes are intended to support the achievement of the Sustainable Development Goals defined in the 2030 Agenda (https://en.unesco.org/sustainabledevelopmentgoals).

UNESCO International Bureau of Education

The UNESCO International Bureau of Education (IBE) is a global centre of excellence in curriculum and related matters. As a leading UNESCO Institute we are recognized and valued for the specialist knowledge and expertise that we bring to member states promoting new shared global understanding of curriculum issues. To this end, we provide practical technical support addressing critical areas that impact provision and delivery of equitable quality education for all within the framework of the 2030 Agenda for Sustainable Development.

Glossary of Curriculum-Related Terminology

The UNESCO International Bureau of Education (IBE) glossary of curriculum-related terminology provides a comprehensive list of educational terms with clear explanations that can form the basis for discussion and / or consensus for international collaborators.

http://www.ibe.unesco.org/en

The UNESCO IBE Glossary is not intended to be a compilation of 'universally applicable definitions' and it is noted that different terms and understanding of the application of those terms are in common use, even in geographically close countries. However, such a universally available glossary is a useful reference point for multinational research project outputs.

Education and Social Integration

Comenius and 'the whole art of teaching':
John Amos Comenius (1592-1670) knew about religious wars and persecution. He was a refugee, He knew personal tragedy. His energies were focus on the educational challenges of his era and how his students had to overcome these if they wanted to learn. Comenius' life mission was to try to improve pedagogical methods. His first textbook (1631) was, Janua Linguarum Reserata ("The Gate of Languages Unlocked"), One of his later books may have been the first children's picture book, Orbis Pictus ("The World Illustrated"), published in 1658.

https://archive.org/details/jacomeniiianuali00come/page/n2
https://www.gutenberg.org/files/28299/28299-h/28299-h.htm
Comenius's most important work written published in 1649, first in Czech and then in
Latin: the Didactica Magna, usually called in English, The Great Didactic. Perhaps a more meaningful
translation would be "The Whole Art of Teaching."
https://archive.org/stream/cu31924031053709/cu31924031053709_djvu.txt
The Didactica Magna explores how people, from childhood through early adulthood and
beyond learn and therefore how they should be taught.
Comenius believed that everyone was born with a natural craving for knowledge and goodness, a
fact that schools and wider society then may not have fully appreciated.
Although he did not use the modern words (nor did the Victorian translator who made his work
available in English), Comenius addressed such topics as

- Education for everyone
- Students' natural tendency to learn
- Learning by easy stages
- Financial aid
- Career preparation
- Extracurricular activities
- Lifelong learning

It is thanks to him that educators today think these things are important.
https://www.moravian.edu/about/college-history/john-amos-comenius

Vigotsky and Social Constructivism
Social constructivism emphasizes the collaborative nature of much learning.
Vygotsky argued that learning could not be separated from its social context, that cognitive functions
originate from social interactions and that learning was not simply the assimilation and application
of knowledge.
Vygotsky emphasized the role of language and culture in cognitive development. He said that
language and culture, i.e. social phenomena, are the frameworks through which humans experience,
communicate, consider reality and learn. As such, Vygotsky maintained that learning is a
collaborative process. He visualised two developmental levels, the level of development that the
learner has already reached, and the level of potential development or the "zone of proximal
development" which is a higher level of development that the learner is capable of reaching under
the guidance of teachers or in collaboration with peers.
Learning happens in the zone of proximal development where cognitive structures are still in the
process of maturing, but which can only mature under the guidance of or in collaboration with
others.
Because learning is essentially a social phenomenon, learners are partially motivated by rewards
provided by the knowledge community and to a significant extent on the learner's internal drive to
understand and promote the learning process.

Implications for Teaching
Collaborative learning methods require learners to develop teamwork skills and to see individual
learning as essentially related to the success of group learning. The optimal size for group learning is
four or five people. Since the average section size is ten to fifteen people, collaborative learning
methods often require GSIs to break students into smaller groups, although discussion sections are
essentially collaborative learning environments. For instance, in group investigations students may be
split into groups that are then required to choose and research a topic from a limited area. They are
then held responsible for researching the topic and presenting their findings to the class. More
generally, collaborative learning should be seen as a process of peer interaction that is mediated and
structured by the teacher. Discussion can be promoted by the presentation of specific concepts,

problems, or scenarios; it is guided by means of effectively directed questions, the introduction and clarification of concepts and information, and references to previously learned material. Some more specific techniques are suggested in the Teaching Guide pages on Discussion Sections.
Reference
Vygotsky, Lev (1978). Mind in Society. London: Harvard University Press.

Glossary of Terms

Learning:
1. Act or experience of one that learns
2. Knowledge or skill acquired by instruction or study
3. Modification of a behavioral (sic) tendency by experience (such as exposure to conditioning).
https://www.merriam-webster.com/

Creative Pedagogy
What is pedagogy?
"The art and science of teaching, as a professional practice and as a field of academic study.
(http://www.ibe.unesco.org/en/glossary-curriculum-terminology/p/pedagogy and from Wallace 2009).
Wallace, S. (Ed.) 2009. A dictionary of education. Oxford: Oxford University Press.

Jeffrey and Craft (2004) proposed two important concepts of creativity in education, namely, teaching creatively and teaching for creativity. Teaching creatively is described as using imaginative approaches to make learning more interesting and effective, while teaching for creativity is described as teaching that is intended to develop creative thinking or behaviour of young people. While both concepts are undoubtedly important for education, the Juggle Project focuses on creative teaching (creative teaching or pedagogical strategies) and how this can be employed to develop personal and social competences.
M. Jeffrey, A. Craft. Teaching creativity and teaching for creativity: Distinctions and relationships. Educational Studies, 30 (1) (2004), pp. 77-87

Personalised Learning
Personalised learning is based on research findings which indicate that personalised learning and assessment gives rise to enhanced academic attainment, problem solving skills, personal development and self-confidence in learners. This approach identifies the specific needs, aptitudes and interests of individual learners in order to assist these learners to reach their maximum potential and is particularly relevant to vocational education and to minority groups.
Duckett, I. Personalised Learning and Vocational Education and Training.
International Encyclopedia of Education, 2010; 391 –
396. https://doi.org/10.1016/B978-0-08-044894-7.00789-2

Social Inclusion
Social inclusion can be defined as "*affirmative actions undertaken in order to reverse the social exclusion of individuals or groups in our society.*"
http://www.incluso.org/manual/social-inclusion-and-social-exclusion-explained

Social exclusion
Silver (2007) describes social exclusion as "*A multidimensional process of progressive social rupture, detaching groups and individuals from social relations and institutions and preventing them from full participation in the normal, normatively prescribed activities of the society in which they live.*"
Silver, Hilary, The Process of Social Exclusion: The Dynamics of an Evolving Concept (October 1, 2007). Available at https://ssrn.com/abstract=1087789 or http://dx.doi.org/10.2139/ssrn.1087789

The aim of the European Union's social policy is to promote employment, improve living and working conditions, provide an appropriate level of social protection and develop measures to combat exclusion.
https://www.gov.ie/en/publication/809685-eu-social-inclusion-policy/
In June 2010, the European Council adopted Europe 2020: A strategy for smart, sustainable and inclusive growth, which sets out the 10-year vision for Europe.
The Strategy contains five headline targets on:
- employment
- research and development
- climate change and energy efficiency
- education
- poverty reduction

The Europe 2020 poverty target is to lift 20 million people out of the risk of poverty or social exclusion by 2020. Member States were required to set national poverty targets to contribute to the overall Europe 2020 poverty target.

Vocational Education in the EU.
Vocational Education and Training (VET) is defined as: "education programmes that are designed for learners to acquire the knowledge, skills and competencies specific to a particular occupation, trade or class of occupations or trades." (UNESCO, 2012)
Modern vocational education allows people to learn highly transferable creative and personal development skills, as well as practical skills and activities specific to a chosen job role. Those who undertake vocational training or apprenticeships can expect to learn a lot about themselves, and to discover talents they didn't know
they had.From: https://ec.europa.eu/social/vocational-skills-week/what-vocational-education_en
Vocational education and training (VET) systems consist of initial and continuing VET.
Initial vocational education and training (I-VET) is usually carried out at upper secondary level and post-secondary level before students begin working life. It takes place either in a school-based environment (mainly in the classroom) or in a work-based setting, such as training centres and companies. Although, this varies from country to country, depending on national education and training systems and economic structures.
Continuing VET (C-VET) takes place after initial education and training or after beginning working life. It aims to upgrade knowledge, help citizens to acquire new skills, retrain and further their personal and professional development.
https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en
UNESCO, International Standard Classification of Education - ISCED. Montreal, Quebec: UNESCO Institute for Statistics, 2012.

Vulnerable and vulnerability

By vulnerable we mean children, youngsters and adults with socially, economically or politically disadvantaged backgrounds or low socioeconomic status. (Hannes and Uten, 2018).

Mackenzie et al., explained three sources and two states of vulnerability. The sources explain where the vulnerability is coming from: inherent, situational, or pathogenic. Inherent sources of vulnerabilities are intrinsic to the human condition; such as hunger or thirst. Situational sources on the other hand, are context specific vulnerabilities; such as vulnerabilities due to natural disasters. Pathogenic vulnerabilities are situational vulnerabilities that are caused by injurious social phenomena. For example: "people with cognitive disabilities, who are occurrently vulnerable due to their care needs, are thereby susceptible to pathogenic forms of vulnerability, such as to sexual abuse by their carers.". The states explain how pressing the vulnerability is dispositional (potential) or occurrent (acute).

Hoffmaster (2006) explains how vulnerability is in fact harming the autonomy of a vulnerable person. The characteristic or situation causing the vulnerability has taken control from a vulnerable person, the vulnerable person therefore loses its autonomy.

Lifelong Learning (Learning to Learn)

"A lifelong process in which individuals deliberately or intuitively plan, monitor, and adapt their learning. When individuals learn to learn, they treat learning activities as objects of inquiry, personal reflection and self-analysis. (Adapted from: Seel 2012). Within the European Union area learning to learn is seen as the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This key competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts. Motivation and confidence are crucial to an individual's competence. (Source: European Parliament. 2006)."
http://www.ibe.unesco.org/en/glossary-curriculum-terminology/l/learning-learn
Seel, N. M. (Ed.) 2012. Encyclopedia of the sciences of learning. London-New York: Springer.

Social Circus

The term social circus refers to a philosophy of using circus arts (juggling, acrobatics, aerial skills etc.) as a method of social intervention aimed at specific population groups, such as at-risk youth, homeless populations or, in this case, individuals living with learning disabilities (McCaffery, 2014, p.30).

Gamification

Gamification is defined as the application of typical elements of game playing (rules of play, point scoring, competition with others) to other areas of activity, specifically to engage users in problem solving (Oxford Online Dictionary).

Juggle Project Intellectual Output One (IO1)

Chapter 3 Relevant Policies

Draft Table of Contents:

- Relevant Policies in the EU and Member States (Introduction)
- UNESCO
- European Higher Education Area
- The European Union
- EU Recommendations of Key Competences for Lifelong Learning
- EU Skills Agenda for Europe
- EU Cohesion Policy
- Vocational Education in Europe
- European Agenda for Adult Learning
- Teacher Education and Training for Inclusion
- Accessible vocational education and training (disability)
- OECD Policy Outlook
- National Plans for (Inclusive, VET, Special) Education
- (Policy Statements; Inclusive Education Policy and Strategy;
  - Estonia
  - Finland
  - Ireland
  - Netherlands
  - Poland

Chapter 3: Relevant Policies in the EU and member states

UNESCO
The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties prohibit any "exclusion from, or limitation to, educational opportunities on the basis of socially-ascribed or perceived differences, such as by sex, ethnic/social origin, language, religion, nationality, economic condition, ability". For decades the concept of inclusive education was mostly understood as focusing narrowly on children with disabilities only.
The 1994 Salamanca Statement, which was signed by 92 countries, and of which we celebrate the 25th anniversary this year, expanded the concept from focusing only on children with special needs to children from all backgrounds: 'All children should learn together, wherever possible, regardless of any difficulties or differences they may have. Inclusive schools must recognize and respond to the diverse needs of their students".
http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html
https://en.unesco.org/themes/education/

The European Higher Education Area

The European Higher Education Area (EHEA; http://www.ehea.info/) includes 49 countries with '*different political, cultural and academic traditions*.' The EHEA encompasses diverse educational methodologies catering for many different learning contexts combined with diverse evaluation methods. In each case, the learner is intended to acquire, in a way that is progressive, active and dynamic, the different intended competences, skills and knowledge and values of the curriculum and beyond.

The European Union
The European union (EU) is founded on values of human dignity, freedom, democracy, equality, the rule of law and human rights. These values are set out in Article 2 of the Lisbon Treaty:
https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12016ME/TXT&from=EN
and the EU Charter of Fundamental Rights:
https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:12012P/TXT.

The Institutions of the EU include the European Parliament, the European Council, the Council of the European Union, European Commission and Court of Justice of the European Union (CJEU). A Resolution adopted by the Council of the European Union ('the Council') on a renewed European Agenda for Adult Learning
(https://eaea.org/our-work/influencing-policy/monitoring-policies/european-agenda-for-adult-learning/) highlights the need to significantly increase adult participation in formal, non-formal and informal learning whether to acquire work skills, for active citizenship, or for personal development and fulfilment. The Agenda outlines a vision of how adult learning should develop in Europe by 2020 and sets the following specific priorities for the years 2015 – 2020 and beyond:
● Improve governance through better coordination between policy areas, enhanced effectiveness and societal relevance
● Significantly increase the supply and demand for high-quality provision, especially in literacy, numeracy and digital skills
● Ensure effective outreach, guidance and motivation strategies to reach and assist adult learners
● Offer more flexible opportunities for adults to learn and improved access through more learning at the workplace, the use if ICT and so-called 'second chance' qualification programmes
● Enhance the quality of adult learning by monitoring the impact of policies and improving the training provided to adult educators

Further to this, the Council adopted a recommendation on Upskilling Pathways
(https://ec.europa.eu/social/main.jsp?catId=1224 aiming to help adults acquire a minimum level of literacy, numeracy and digital skills or a specific upper-secondary level qualification (level 3 or 4 in the European Qualifications Framework (EQF)).
The Commission has set up an ET 2020 Working Group on adult learning consisting of national experts, representatives of European social partners and civil society members. The Working Group on Adult Learning intends to benefit the members states of the EU through "mutual learning and the identification of good practices". The Working Group exchanges and analyses information, and develops policy guidance in the field of adult learning based upon best practices taken from across Europe. https://www.eumonitor.eu/9353000/1/j9vvik7m1c3gyxp/vk66hkal80zk
A network of National Coordinators who promote adult learning in their countries, provide policy advice and support, and gather and disseminate best practices has also been established.
The Electronic Platform for Adult Learning in Europe (EPALE) provides a multilingual online space to exchange, showcase and promote best practices in adult education, as well as to promote peer learning. https://digital-skills-jobs.europa.eu/en/actions/european-initiatives/electronic-platform-adult-learning-europe-epale.

EU Recommendations of Key Competences for Lifelong Learning

In the recommendation of key competences of lifelong learning the Council of European Union sets out the right of everyone to have a quality, inclusive education, training and thereafter, lifelong learning to develop, maintain and enhance skills that allow full participation in society and successful

transitions within the labour market. Member states of the European Union echo these rights in their respective educational strategies.

The Council of European Union regards this right as a first principle of the European Pillar of Social Rights. The Council also requires that members states ensure that people can access support in gaining the skills and competences needed for "*personal fulfilment, health, employability and social inclusion*". These skills are important in strengthening the EU's collective resilience during rapid and profound change. The development of key competences are ideally supported through better support of educational staff, improving their education and by introducing new and innovative forms of teaching and learning. In this regard, the relevance of the Juggle project is clear.

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en#:-:text=The%20Council%20of%20the%20European,active%20citizenship%20and%20social%20inclusion.

The Skills Agenda for Europe to 2025

The updated Skills Agenda for Europe intends to address citizens with low (i.e. inadequate, unfulfilling, unsustainable, resulting in vulnerability) skillsets.

https://ec.europa.eu/social/main.jsp?catId=1223&langId=en

This 5-year plan aims to strengthen "sustainable competitiveness, social fairness and build resilience in order to react to crises (e.g. the Covid-19 pandemic). The original Skills Agenda aimed to improve people's life chances by giving low qualified adults access to flexible learning pathways tailored to their individual learning needs by means of a thorough skills assessment, guidance and support at every step on the way towards:

- acquiring a minimum level of literacy, numeracy and digital skills;

and/or

- progress towards a qualification at EQF level 4 or equivalent, acquiring a wider set of skills.

The updated Skills Agenda more explicitly highlights the right to quality and inclusive education, training and lifelong learning. The updated Agenda clearly articulates the central role of the 'European Green Deal', the most recent Digital Strategy and the most recent Industrial and Small and Medium Enterprise Strategies, the Recovery Plan for Europe and increased support for youth employment as key to realising the Skills Agenda post the Covid-19 pandemic.

- https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal; https://digital-strategy.ec.europa.eu/en/policies;
- https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age/european-industrial-strategy_en
- https://ec.europa.eu/info/strategy/recovery-plan-europe_en
- https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1594047420340&uri=CELEX%3A52020DC0276

EU Cohesion Policy

The European Union's Cohesion Policy 2021 – 2027 intends to strength economic, social and territorial cohesion in the European Union by correcting 'imbalances' between countries and regions. In particular, the Policy focuses on the 'green and digital transition'. There are five main objectives:

- A more competitive and smarter Europe
- A greener, low-carbon transitioning towards a net zero carbon economy
- A more connected Europe by enhancing moility
- A more social and inclusive Europe
- [A] Europe closer to citizens by fostering the sustainable and integrated development of all types of territories.

Substantial funds have been allocated to realising the Policy. The European Social Fund Plus (ESF+), for example aims to 'support jobs and create a fair and socially inclusive society in EU countries'. The ESF enables among other aspects of EU activities, social inclusion, combating poverty, investments in education, skills and lifelong learning.
https://ec.europa.eu/regional_policy/en/2021_2027/

Vocational Education in Europe

The EQF (European Qualification Framework) sets a common European standard for education programmes, which should be transposed into Member States' National Qualification Frameworks (NQF). The framework promotes harmonisation of the level of difficulty of qualifications, establishing an 8-level system of reference. The aim of EQF is to create transparency amongst the European Education systems.

The ECVET (European Credit System for Vocational Education and Training) is specifically a standard for comparing the study attainment and performance of students enrolled in VET courses across the EU, and other collaborating countries. It supports mobility for citizens between European Member States by establishing an internationally recognised standard. Moreover it also creates new opportunities for permeability within national education systems, as knowledge level of related VET programmes may be compared, and their value understood.

European Agenda for Adult Learning

The European Agenda for Adult Learning, originally published in 2011, defines the focus for European cooperation in adult education policies. The Agenda acknowledges the need for acquisition of new 'work skills' by adults through formal, non-formal and informal learning for "*active citizenship, or for personal development and fulfilment*" as well as to address contemporary expectations of the labour market.

Participation of adults in learning varies greatly between European countries: overall, the numbers are stagnating and go from 1.4% to 31.6% (2012 figures). Participation rates are especially disappointing for low-skilled and older adults. Urgent action is needed at European level to increase knowledge about successful policies, provide support, and enable a better exchange of experiences between countries.

Challenges for Adult Learning include the following:

- Making lifelong learning and mobility a reality;
- Improving the quality and efficiency of education and training;
- Promoting equity, social cohesion, and active citizenship;
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training.

These priorities are addressed by the European Commission, by European Member States, by other countries participating in the Erasmus+ programme, by education institutions, education stakeholders, networks, associations by working on the following topics:

- Awareness-raising;
- Financing adult learning;
- Higher education: access to adults;
- Monitoring the adult learning sector;
- Quality;

- Reaching out to specific target groups;
- Validation of non-formal and informal learning.

In adult education, the targets set for 2020 were that 15% of adults aged 25–64 should be taking part in adult education / lifelong learning activity. In 2016, the average participation was 10.8% and only 7 EU countries had reached the target rate. In 2018, the participation rate was 11.1% and 8 EU countries appeared to have reached the target of 15%. While the rate of increase is slow, there is evidence of an upward trend.
https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20190517-1.

The European Association for the Education of Adults (EAEA: https://eaea.org/) and a range of European associations, networks, and labour organisations are actively involved in the promotion of adult learning.

https://eaea.org/our-work/influencing-policy/monitoring-policies/european-agenda-for-adult-learning/

The EAEA also promotes the funding opportunities offered in the framework of the Erasmus+ programme, which priorities are usually aligned with the EU's Education and Training (ET2020) objectives. There is an ET2020 working group on Adult Learning
(https://www.eumonitor.eu/9353000/1/j9vvik7m1c3gyxp/vk66hkal80zk)
which focuses on:

- delivering useable outputs.
- assisting in the preparation of legislative proposals and policy initiatives;
- facilitating exchange of views
- assist countries in evaluating how their adult learning policy/strategies are performing,
- identify shortcomings and gaps,
- and help implement solutions.

The group tries to focus on "*particular problems of the low skilled and the need to improve basic skills (literacy, numeracy, digital), while also working on cross-cutting policy challenges of participating countries, notably those related to issues raised with the European Semester process (e.g. lifelong learning, up-skilling, specific target groups).*"

Teacher Education and Training for Inclusion

1. Social, Race, Migrants, Sexuality, Disability,

According to the Council of the European Union (2009a, p.7), education and training systems should:
- ensure that all learners—including those from disadvantaged backgrounds, those with special needs and migrants—complete their education, including, where appropriate, through second-chance education and the provision of more personalized learning;
- promote intercultural competences, democratic values and respect for fundamental rights and the environment;
- combat all forms of discrimination, equipping all young people to interact positively with their peers from diverse backgrounds. (Council of the European Union 2009a, p. 7)

Additionally, vocational education and training (VET) should:
- be equitable and efficient;
- address all sections of the population;
- be of high quality, particularly in terms of promoting social inclusion.

2. Accessible vocational education and training (disability)

People with disabilities are often unable to complete official Vocational Education and Training (VET) programmes, and are restricted to participating in tailor - made VET courses, which unfortunately do not grant the student any official certification of their gained qualification.
- https://www.academia.edu/23081037/Teacher_education_for_inclusion_in_Europe
- https://www.easpd.eu/en/content/accessible-vocational-education-and-training-persons-disabilities
- https://www.european-agency.org/sites/default/files/VET%20Policy%20Brief_EN.pdf

3. National Plans for (Inclusive, VET, Special) Education

Estonia

General Information

Estonian Education System:
In Estonia, schools have a large degree of autonomy. The state sets national standards and establishes principles of education funding, state supervision and quality assessment. While most pre-primary and general schools are owned and run by the municipalities, most vocational schools are state-owned. Overall expenditure on education (measured in terms of share of gross domestic product (GDP) or in USD per student) is relatively low compared to other OECD countries, although Estonia invests an above average proportion of its resources on ECEC and has increased spending on higher education.

Estonian Education Institutions:
Estonia government policy has made significant efforts to strengthen digital skills and inclusive education among teachers, as well as increasing their wages in recent years.
In TALIS 2018, the share of teachers that felt their profession was valued in society had almost doubled since TALIS 2013.
The disciplinary climate in schools, as reported by students in PISA 2018, is also among the most favourable in the OECD and has increased across PISA cycles.
Estonia has comprehensive procedures for system-level evaluation, drawing on data from external and internal evaluations at different levels of the system.

Estonian Students:
- Estonia outperform other countries in overall PISA performance despite relatively low expenditure on education. In PISA 2018 1, Estonia was among the top performers in all three domains assessed.
- Students' socio-economic status also had the lowest impact on reading performance in the OECD, explaining 6.2% of the variance (OECD average: 12.0%). Performance in reading and mathematics have increased steadily since Estonia's first participation in PISA in 2006.
- Participation in early childhood education and care (ECEC) has also increased over time; enrolment rates for 3-year-olds are above the OECD average.
- Upper secondary and tertiary attainment rates are also above the OECD average, and tertiary attainment rates have increased in recent years.

- Adults in Estonia outperformed the OECD average in literacy and numeracy, as measured by the OECD Survey of Adult Skills (PIAAC) in 2012.

Key policy issues for the Estonian education system:
Strategic development of the supply of skills in the labour market, including for a digital transformation.
Increasing the attractiveness of vocational education and training (VET) to graduates from compulsory education, raising awareness of the opportunities VET offers, and successful transitions from initial VET.
Increasing rate of completion in higher education.
Attracting qualified candidates to the profession will be a priority going forward.
Further consolidation of its school network in the context of demographic change.
Ensuring continued funding for activities currently supported by EU funding and increasing the level of private non-household funding in higher education are also key issues.
https://www.oecd.org/education/policy-outlook/country-profile-Estonia-2020.pdf

Policy Statements

Inclusive Education
Inclusive education has been a leading principle for the management of education in Estonia since the Basic Schools and Upper-Secondary Schools Act was enacted in 2010.
https://www.oecd.org/education/school/Estonia%20-%20Summary%20- %20ENG.pdf

Equality of Opportunity in Education

Intercultural (Inclusion and Integration) Respect

Others

ESTONIA - https://www.european-agency.org/news/research-inclusive-education- estonia
ESTONIA - https://www.innove.ee/en/teaching-materials-and-methodologies/support-students-sen/

Estonian resource for explaining the national policy for inclusive education is from OECD

ESTONIA - https://tik.edu.ee/p/1308-special-education-needs-policy

Finland

General Information

The Finnish Education System:
The Finnish system shows a clear commitment to the public provision of a quality education which is responsive to local needs.

The system is highly decentralised and most education-related decisions are taken at municipal or institutional level, with strong stakeholder participation. The decisions are steered from the centre by regularly updated strategies, including the national core curriculum. To further support coherence, the governance of all educational sectors and levels is integrated under the authority of the Ministry of Education and Culture (OKM).

Finland spends more on education as a share of national wealth than on average across the OECD (5.5% compared to 5.0%) and a high proportion of these funds at every education level are publicly sourced.

At tertiary level, tuition remains free for most students and core funding allocations to institutions are heavily performance-based.

Finnish Education Institutions:

Both students and teachers in Finland view schools as supportive environments. According to comparative data, Finnish teachers feel valued in society and enjoy positive working conditions, such as competitive salaries in relation to other tertiary-educated adults, particularly in the early years of their career, and a lower teaching load than on average across the OECD.

An improvement-focused evaluation culture is in place in Finland, which helps foster an accountability system based on local needs, professionalism and trust. At the same time, OECD evidence suggests that school leaders may benefit from greater support as the demands placed on them continue to grow.

Finnish Students:
- Perform above average in reading, mathematics and science.
- Socio-economic status had a lower than average impact on student performance.
- Second highest among participants in both literacy and numeracy (Survey of Adult Skills (PIAAC), 2012)
- Enrolment in early childhood education and care (ECEC) has been increasing, with an extension to universal fulltime provision scheduled for 2020.

Key policy issues for the Finnish Education System

Maintaining the high performance of outcomes. Mean student performance in all three PISA disciplines has been decreasing across cycles.

Addressing equity concerns as performance differences according to student characteristics, such as socio-economic status, immigrant background and gender, are widening.

Optimising teaching, learning and school leadership, with more systematised approaches to induction, mentoring, professional development and appraisal for teachers and school leaders.

Addressing a decline in employment rates among younger adults and the proportion of young people classified as NEETs (not in employment, education or training) has risen, although national data indicates more recent improvements in both.

Considering the selective tertiary admissions system

Considering the long study periods which may delay labour market entry.

Increasing participation when public funding is already under considerable pressure.

Development of a more internationally competitive tertiary system and labour market.

Reviewing of the governance and funding structures for the research and development sector.

https://www.oecd.org/education/policy-outlook/country-profile-Finland-2020.pdf

Equality of Opportunity in Education
The key objective of Finnish educational policy is to provide all citizens with equal access to education – regardless of age, place of residence, economic circumstances, sex, or mother tongue. Education is considered to be a fundamental right of all citizens. Statutes guarantee everyone residing in Finland – not only Finnish citizens – the right to free basic education.

Inclusive Education
Lempinen 2017: New education laws that emphasize inclusive ideology were recently introduced to the Finnish educational system.

Others
Compulsory basic education.
https://www.european-agency.org/sites/default/files/Inclusive-Education- in Finland.pdf (presentation).

Collective webpage for Finnish educational system and VET (should contain also vocational special education): https://minedu.fi/en/vocational-education-and- training.

Changes in the legislation regarding the compulsory education for studying in Finland: Recently changed: everyone is required to go to the secondary level studies and the age for compulsory education has been extended.

Finland: https://minedu.fi/en/extension-of-compulsory-education

Finland: https://www.european-agency.org/country-information/finland/systems-of-support-and-specialist-provision

Ireland

General Information

The Irish Educational System:
Ireland's education system balances strong central oversight with a high level of autonomy for schools and higher education institutions. Previously absent, more recently there has been a growing layer of regional governance approaches including informal school clustering for innovation and formal clustering among higher education institutions, as well as regional mechanisms for Further Education and Training (FET). Primary and Secondary Education is governed by the Department of Education (formerly Education and Skills). Further and Higher Education is governed by the Department of Further and Higher Education Research Innovation and Science (FHERIS). Quality Assurance of further and higher education providers is overseen by Quality and Qualifications Ireland (QQI; www.qqi.ie) while higher education funding is provided and monitored through the Higher Education Authority (www.hea.ie) .
Private organisations play a significant role in the provision of education: state-funded schools are owned and managed privately, and early childhood education and care (ECEC) is offered by private providers with government subsidies. Ireland invests a smaller share of national wealth in education than on average across the OECD.

Irish Institutions:

In PISA 2018, Ireland's students perceived their teachers to be supportive but also reported a lower sense of belonging at school and a higher rate of truancy than on average across the OECD. School leaders reported engaging in leadership activities related to teaching and learning more frequently than on average across the OECD, in PISA 2015. Salaries for teachers and school leaders in primary and post-primary education have been higher than the respective OECD averages. Ireland has a comprehensive school evaluation infrastructure for compulsory education combining external inspection and self-evaluation. At system level, policy monitoring and evaluation are employed systematically and inform decision-making. Standardised student assessments and state examinations are administered at regular intervals in primary and post-primary schools, and information is reported to parents, school boards of management and the Department for Education and Skills (DES).

Irish Students:
● Above the OECD average in reading, mathematics and science (PISA1 2018).
● Socioeconomic status impact on student outcomes in Ireland similar to average of the OECD countries (PISA 2018)
● Performance gap between students of an immigrant background and their native-born peers was significantly narrower than in most other OECD countries.
● PISA 2018 suggests Irish schools are more socially inclusive than elsewhere in the OECD.
● Secondary and tertiary attainment are above the OECD average.
● Participation in vocational education is lower than general education.

Key policy issues
Proactivity in context of growing diversity within the school population, school patronage and admissions policies had been high on the policy agenda before the pandemic.
Enrolment in FET programmes among both youth and adults is below OECD averages and the sector suffered from a lack of parity of esteem Addressing this is important for improving skills matching and increasing the active labour participation of vulnerable groups.
It has also been identified that a formal system of teacher and school leader professional development and appraisal, tied to career progression and professional development, could help improve both learner outcomes and satisfaction among the educational workforce. Although teaching appears to have high social status, Ireland has faced teacher shortages. At the system level, as regional initiatives develop, ensuring cohesion and clearly assigned responsibilities will be crucial, particularly within higher education. Finally, changing demographics have been putting increasing pressure on post-primary and tertiary institutions, requiring careful financial planning. In particular, there have been calls to agree on a new funding model for higher education.
https://www.oecd.org/education/policy-outlook/country-profile-Ireland- 2020.pdf
https://www.oecd.org/education/policy-outlook/country-profile-Ireland-2020.pdf

Policy Statements

Equality of Opportunity in Education
Delivering Equality of Opportunity in Schools – DEIS - focuses on addressing and prioritising the educational needs of children and young people from disadvantaged communities, from pre-school through second-level education (3 to 18 years).
Primary and post-primary schools participating in DEIS receive additional supports and resources, including additional staffing, to assist them in achieving the aims of the initiative. The level of additional supports and resources allocated to schools participating in DEIS varies according to the level of disadvantage in the school community.

Inclusive Education
"We can be measured as a society by how we look after our most vulnerable and by the way we treat and respect each other. The government is committed to using education and training services to help break the cycle of disadvantage. Those with additional needs should receive the right supports at the right time."
https://www.gov.ie/en/policy-information/9bf5d3-inclusive-education/

Intercultural (inclusion and Integration) Respect
The Intercultural Education Strategy ("IES") aims to ensure that all students experience an education that "respects the diversity of values, beliefs, languages and traditions in Irish society and is conducted in a spirit of partnership" (Education Act, 1998).
All education providers are assisted with ensuring that inclusion and integration within an intercultural learning environment become the norm. The IES was developed in recognition of the recent significant demographic changes in Irish society, which are reflected in the education system. The strategy builds on existing work in this area and seeks to be of relevance for all sectors of education, in line with the high level goal of the Department of Education ("DE") to "support and improve the quality, relevance and inclusiveness of education for every learner in our schools".
https://www.gov.ie/en/publication/75ade-intercultural-education-strategy/

National Traveller and Roma Inclusion Strategy
The Department of Justice and Equality published the National Traveller Roma Inclusion Strategy in June 2017. The Department of Education participated in the development of the strategy and is a member of the Steering Group which was established to oversee the implementation of the new strategy. Membership of the Steering Group includes all relevant government departments, agencies and NGOs.
https://www.gov.ie/en/policy-information/531ef5-co-ordination-of-traveller- education/
https://www.gov.ie/en/publication/75ade-intercultural-education-strategy/

Netherlands

General Information

The Dutch Education System:
The Dutch education system combines a centralised framework and policies with decentralised administration and school management. This framework provides standards with broadly-formulated attainment targets and supervision, while schools are highly autonomous on matters related to resource allocation, curriculum and assessment as compared to other OECD countries. School boards are responsible for governance of schools and implementation of national education policy.
The Ministry of Education, Culture and Science provides funding to all levels of education. Public and private schools are funded on an equal basis through a lump sum allocation. Students pay tuition fees in secondary vocational and higher education institutions.
Targeted funding for schools with specific student needs is available through the government or municipalities.

Dutch Education Institutions:
Schools in the Netherlands are characterised by great autonomy. All teachers receive initial training, and most school leaders take additional professional training while they are on the job. Teachers'

salaries are relatively high, but lower than other highly-trained employees in the Netherlands, and the teaching workforce is ageing. There has been an increased focus on the use of evidence from assessment and evaluation.

Results from school self-evaluations, monitoring reports from the Dutch Inspectorate of Education and student assessments can provide information to schools on areas for improving school quality and student learning.

Dutch Students:
● Perform well in mathematics, reading and science (PISA 2012).
● Socio-economic background had a lower impact on performance than the OECD average (PISA 2012).
● Policies in place aim to increase participation of students from disadvantaged backgrounds in programmes such as early childhood education and care.
● The proportion of students reported in PISA 2012 as having repeated a grade is above the OECD average.
● Enrolment in vocational education and training (VET) is above the OECD average.
● Labour market perspectives for young people are positive, with one of the lowest unemployment rates among OECD countries.
● Adults have above-average literacy skills (2012 OECD Survey of Adult Skills)

Key Policy Issues for the Dutch Education System:
Continuing policy efforts to support low performing or disadvantaged schools and students, within the context of system-level characteristics such as academic selection and grade repetition, which can hinder equity and quality.

Supporting the needs of growing student diversity by training teachers in adaptations to their practice to meet diverse student needs.

Attracting, training and retain quality teachers.

Enhancing the capacity and responsibility of school boards so that they can address student needs consistently, develop positive learning environments and use resources more effectively.

Use of results from school, teacher and student assessments supporting school improvement and student learning.

https://www.oecd.org/education/EDUCATION%20POLICY%20OUTLOOK_NETHERLANDS_EN%20.pdf

Policy Statements

● Inclusive Education

● Equality of Opportunity in Education

● Intercultural (Inclusion and Integration) Respect

● Others

The web-link below has a chapter (1.3) on the role of education system in combating poverty, social exclusion and cultural marginalisation.

https://www.european-agency.org/sites/default/files/Inclusive_Education_Netherlands.pdf.

Poland

General Information

Polish Education System:
Governance of the education system in Poland is a shared responsibility of central and local authorities. The national education policy is developed centrally. Local authorities run primary and lower secondary schools, while districts (powiat) run schools above lower secondary level.
Regions are responsible for pedagogical supervision and implementation of national education policy.
Schools employ teachers directly and make slightly less than half of decisions at the lower secondary level.
Expenditure on education institutions as a percentage of GDP (for all education levels combined) is below the OECD average, as is the share of private expenditure. Private expenditure has been increasing at primary, secondary, postsecondary non-tertiary level and decreasing at tertiary level.
At primary, secondary and post-secondary nontertiary levels of education, Poland had one of the greatest increases in expenditure per student among OECD countries over the period 2005-12.

Polish Education Institutions:
The level of autonomy over curriculum and assessment in schools in Poland is above the OECD average, and autonomy over resource allocation is below average.
 Practically all lower secondary teachers participate in a pre-service teacher-training programme that lasts five years and includes a mandatory teaching practicum, although only tertiary level education (a bachelor's degree) is required. Teaching conditions for primary and secondary teachers include below-average class size, teaching time and salaries.
The Teachers' Charter guaranties special status to the teaching profession.
Compared to the other countries participating in TALIS, a higher-than-average proportion of teachers in Poland would choose to work as teachers if they could decide again, while a lower-than-average proportion consider that the teaching profession is valued in society.

Polish Students:
- Above the OECD average (PISA 2012) in mathematics, reading and science.
- The impact of socio-economic background on students' performance in mathematics in Poland is around the OECD average.
- Enrolment in early childhood education is below the OECD average.
- Comprehensive secondary schooling and tracking from age 16, and little grade repetition.
- Student selection mechanisms (such as school choice and the possibility for schools to apply selective admission criteria) can hamper equity if not managed appropriately.
- Poland has one of the largest shares of attainment of at least upper secondary education among 25-34 year-olds across all OECD countries.
- Poland also has an above-average proportion of students enrolled in vocational education and training (VET) programmes, which do allow transition from VET to tertiary education.
- Tertiary attainment of 25-34 year-olds is above the OECD average and has increased sharply in the last two decades.
- Literacy and numeracy skills of 16-65 year olds in Poland are below the average of countries participating in the Survey of Adult Skills, while 16-24 year-olds score above the average in literacy and around the average in numeracy.

Key policy issues for Polish Education
Increasing participation in early childhood education, particularly in rural areas to enhance equity.

Addressing the skills mismatch in the labour market and continue to strengthen its VET system, while further increasing numeracy and literacy skills of adults and strengthening adult learning.

Improvements to conditions for teachers and support their professional development to enable them to apply innovative practices and provide individualised support to students, particularly disadvantaged students.

Facilitation of evidence-informed policy development based on various sources of information and build capacity at all levels of administration.

Enhancing equity and quality in higher education

https://www.oecd.org/education/POL-country-profile.pdf

Policy Statements

Equality of Opportunity in Education

Inclusive Education

The main legal document in Poland is the Constitution and it guarantees the right to education to every person, regardless of whether or not they have disabilities.

Poland and Croatia have a relatively long history of implementing integration/inclusion in education (the right of students with disabilities to learn in mainstream schools was legalized in 1980 in Croatia and in 1991 in Poland).

https://eera-ecer.de/ecer-programmes/conference/24/contribution/48108/

Also:

Ania Starczewska, Alan Hodkinson, Gill Adams. Conceptions of inclusion and inclusive education: a critical examination of the perspectives and practices of teachers in Poland.

https://doi.org/10.1111/j.1471-3802.2011.01209.x

And

Ober, K.M., Twardowski, A. and Pierson, M.R. (2015), "Inclusive Education in Poland: Policies, Practices, and Perspectives", Including Learners with Low-Incidence Disabilities (International Perspectives on Inclusive Education, Vol. 5), Emerald Group Publishing Limited, Bingley, pp. 315-339. https://doi.org/10.1108/S1479- 36362014000005024

Chapter 4: Key Competences

Draft Table of Contents

Chapter 4: EU Key Competences

Overview

To engage effectively with life in this contemporary world, certain key cognitive, social and emotional competences are essential. Effective adaptability, flexibility and resilience are characteristics of people living healthy and fulfilling lives and who can engage with others in an "*appreciative and non-discriminatory manner*" (see OECD, 2015). The OECD Report 'Skills for Social Progress: The power of social and emotional skills' stresses that children are not born with a '*fixed set of abilities*', nor as a '*maths person*', a '*creative person*' or an '*attentive*' person. The Skills for Social Progress report contents that humans are born with '*considerable potential to develop*' these personal and social competences' at any stage of life. The development of these skills depends on exposure to appropriate learning situations. Furthermore, the report points out that many parents and teachers may themselves may not be sufficiently skilled or may lack sufficient information on the key cognitive, social and emotional skills and how to support development of these skills in others.

What is Competence?

The term Competence can be defined as competence as a dynamic combination of knowledge and skills, and in some cases in combination with attitude (Bianchi, Hernández-Lara, and Gualdi, 2015; Dalle Rose, 2015; Hawse, 2017 and Velasco-Martínez and Tójar-Hurtado, 2018) define. So, in line with the guidelines Tuning project, we can represent competence as "a dynamic combination of knowledge, understanding, skills and abilities. Fostering competences is the object of educational programmes. Competences will be formed in various course units, and assessed at different stages" (Tuning, 2005, p. 32; Tuning, 2008, p. 121). The literature stresses the essential nature of self-reflection by the learner of their cognitive reasoning and learning process so that this becomes embedded in the process of self-assessment, for validation of their progress within a specific academic process.

A.R. Lopez, J.E. Souto, M.L Arroyo Noblejas. Improving teaching capacity to increase student achievement: The key role of communication competences in Higher Education. Studies in Educational evaluation. 2019 (60), pp 205-213. https://doi.org/10.1016/j.stueduc.2018.10.002

M. Bianchi, A.B. Hernández-Lara, D. Gualdi. The contribution of virtual enterprises to competence-based learning: An assessment from the students' perspective: Case study. Technology, Innovation and Education, 1 (1) (2015), p. 4

L.F.D. Dalle Rose. Impact of Erasmus mobility for study on the development of Tuning Europe generic competences, as assessed by outgoing and incoming students in a large university: A revealing analysis. Tuning Journal for Higher Education, 3 (1) (2015), pp. 57-98

S. Hawse. Transitioning to professional work: A view from the field. Success in higher education, Springer, Singapore (2017), pp. 229-253

L.C. Velasco-Martínez, J.C. Tójar-Hurtado. Competency-based evaluation in higher education—Design and use of competence rubrics by university educators. International Education Studies, 11 (2) (2018), p. 118

Key Competences of Lifelong Learning:

In their recommendation of key competences of lifelong learning the Council of European Union stated that everyone has the right to a quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that allow full participation in society and successful transitions in the labour market.

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en#:-:text=The%20Council%20of%20the%20European.active%20citizenship%20and%20social%20inclusion.

The EU identifies eight Key Competences for Lifelong Learning (A European Reference Framework) for employability, personal fulfilment and health, active and responsible citizenship and social inclusion. In support of competence-oriented education, training and learning in lifelong learning context, three challenges have been identified:

- the use of a variety of learning approaches and contexts;
- support for teachers and other educational staff;
- and assessment and validation of competence development.

National educational policies and strategies aim to implement these rights. These policies are outlined in another chapter of this report.

The Council of European Union regards the right to a quality and inclusive education as a first principle of European Pillar of Social Rights.

https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

The Council also states that people have the right to have support in gaining the skills and competences needed for personal fulfilment, health, employability and social inclusion. Education, training and lifelong learning are regarded as essential to strengthen Europe's resilience in modern times.

According to the Council of European Union, '*the development of key competences should be supported by establishing good practices for better support of educational staff in their tasks, improving their education and for introducing new and innovative forms of teaching and learning*'.

Eight Key Competences for Lifelong Learning are set out in the European Reference Framework for employability, personal fulfilment and health, active and responsible citizenship and social inclusion.

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

"*Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood and other communities.*"

The Reference Framework key competences are:

- Literacy competence,
- Multilingual competence,
- Mathematical competence and competence in science, technology and engineering,
- Digital competence,

- Personal, social and learning to learn competence,
- Citizenship competence,
- Entrepreneurship competence,
- Cultural awareness and expression competence

The eight key competences are an interrelated and variable combination of the knowledge, skills, competences and 'attitudes' learners need to develop and apply throughout their life. The Council contends that "*quality and inclusive education, training and lifelong learning*" will provide the opportunities for all citizens to develop the 8 key competences. Education, therefore, should be characterised by competence-oriented approaches.

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en#:-:text=The%20Council%20of%20the%20European.active%20citizenship%20and%20social%20inclusion.

Personal, Social and Learning to Learn is one of the eight key competences. Personal, Social and Learning to Learn" was set as a key competence in 2018 by the Council Recommendation on Key Competences for Lifelong Learning. The LifeComp framework identifies a set of nine distinct sub-competences to develop within the Key Competence of "Personal, Social and Learning to Learn". The nine (sub-) competences to learn have been established following a thorough literature research and several consultations with experts and stakeholders. The nine LifeComp sub-competences have three descriptors each. The framework is conceptual and non-prescriptive.

Key Competences in Personal, Social and Learning to Learn

LifeComp is the European Framework for Personal, Social and Learning to Learn Key Competence "Personal, Social and Learning to Learn" was set as a key competence in 2018 by the Council Recommendation on Key Competences for Lifelong Learning.

https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/lifecomp-european-framework-personal-social-and-learning-learn-key-competence

The LifeComp framework identifies a set of nine distinct sub-competences to develop within the Key Competence of "Personal, Social and Learning to Learn". The nine competences to learn were established by thorough literature research and several consultations with experts and stakeholders. LifeComp has nine competences with three descriptors each. The framework is conceptual and non-prescriptive.

Sub-competences for Personal, Social and Learning

The nine LifeComp sub-competences for Personal, Social and Learning are arranged into three groups of three, as follows:

- Personal: Self-regulation, Flexibility, Wellbeing
- Social: Empathy, Communication, Collaboration
- Learning to Learn: Growth Mindset, Critical Thinking, Managing Learning

LifeComp can be used as a basis for the development of curricula and learning activities fostering personal, and social development, and learning to learn. The framework advocates for reflection about the learners' current competences and finding pathways of continuous improvement. The framework acknowledges that the acquisition and application of competences are dynamic processes and are influenced by personal and contextual factors. Some competences are transferrable between situations and some may not be. With such in mind, the practices of

reflection, self-cultivation and continuous self-improvement are valuable, if not essential adjunct skills for learning to learn and lifelong learning.

https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/lifecomp-european-framework-personal-social-and-learning-learn-key-competence

Domain	Competences	Explanation	Descriptors
Personal	Self-Regulation	Awareness and management of emotions, thoughts and behaviour	P1.1 Awareness and expression of personal emotions, thoughts, values, and behaviour P1.2 Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses P1.3 Nurturing optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action
	Flexibility	Ability to manage transitions and uncertainty, and to face challenges	P2.1 Readiness to review opinions and courses of action in the face of new evidence P2.2 Understanding and adopting new ideas, approaches, tools, and actions in response to changing contexts P2.3 Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals
	Wellbeing	Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle	P3.1 Awareness that individual behaviour, personal characteristics and social and environmental factors influence health and wellbeing P3.2 Understanding potential risks for wellbeing, and using reliable information and services for health and social protection P3.3 Adoption of a sustainable lifestyle that respects the environment, and the physical and mental wellbeing of self and others, while seeking and offering social support
Social	Empathy	The understanding of another person's emotions, experiences and values, and the provision of appropriate responses	S1.1 Awareness of another person's emotions, experiences and values S1.2 Understanding another person's emotions and experiences, and the ability to proactively take their perspective S1.3 Responsiveness to another person's emotions and experiences, being conscious that group belonging influences one's attitude
	Communication	Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content	S2.1 Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content S2.2 Understanding and managing interactions and conversations in different socio-cultural contexts and domain-specific situations S2.3 Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts

	Collaboration	Engagement in group activity and teamwork acknowledging and respecting others	S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances S3.2 Understanding the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships S3.3 Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim; eliciting the expression of different views and adopting a systemic approach
Learning to Learn	Growth Mind-set	Belief in one's and others' potential to continuously learn and progress	L1.1 Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication L1.2 Understanding that learning is a lifelong process that requires openness, curiosity and determination L1.3 Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential
	Critical Thinking	Assessment of information and arguments to support reasoned conclusions and develop innovative solutions	L2.1 Awareness of potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources L2.2 Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions L2.3 Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems
	Managing Learning	The planning, organising, monitoring and reviewing of one's own learning	L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support L3.2 Planning and implementing learning goals, strategies, resources and processes L3.3 Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains

Adapted from LifeComp report.

As shown in the table above, the nine LifeComp sub-competences for Personal, Social and Learning are arranged into three groups of three, as follows:

- Personal: Self-regulation, Flexibility, Wellbeing
- Social: Empathy, Communication, Collaboration

- Learning to Learn: Growth Mindset, Critical Thinking, Managing Learning

The subcompetences are described in greater detail below:

Self-regulation

Awareness and management of emotions, thoughts and behaviour

The capacity to modulate attention and emotion—has been identified as a robust predictor of important outcomes across the lifespan, such as educational attainment (Moffitt et al. 2011). There is a need for interventions that target self-regulatory skills in early development, as the brain is rapidly growing (Diamond 2012). Further, early intervention is important for children living in the context of economic difficulty, which can impede children's educational trajectories (Blair and Raver 2012). Emotional competence and social problem-solving are two of the positive psychological constructs that incorporate both emotional and cognitive–behavioral components. They provide a foundation for people to strive for individual wellbeing and flourishing (Kwok et al., 2015).

Emotion regulation enables children to modify spontaneous emotional responses, their intensity and their duration in order to achieve their prioritized goals (Eisenberg et al., 2001, Feng et al., 2008, Galyer and Evans, 2001, Tamir, 2011, Thompson, 2011) according to the situation and by conforming to social rules (Saarni, 1999). They share their positive emotions in diversified social contexts and initiate successful interactions with peers (Denham et al., 2003). Their development of emotional regulation leads to significant effects on the child's behaviour, and particularly to positive interactions with peers or with adults. Emotional Intelligence is a combination of perceiving, using, understanding and managing emotions with oneself and others (Mayer & Salovey, 1997).

Social and emotional competences are often discussed together (Biermanetal.,2008; Domitrovich, Cortes and Greenberg, 2007; Elias, 2003; Greenberg et al., 2003). The Collaborative for Academic, Social, and Emotional Learning (CASEL) model is based on five components: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2005, p.5). The concept of self-awareness contains the aspects of identifying emotions, an accurate self-perception, recognizing strengths, self-confidence, and self-efficacy. Self-management can be operationalized as impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skills. The sub-items of perspective-taking, empathy, appreciating diversity, and respect for others describe the concept of social awareness. The fourth component of the theory, relationship skills, is subdivided into communication, social engagement, relationship building, and teamwork (CASEL,2018).

Around the world, armed conflicts force people to leave their homes, families, and communities in search of protection from collective violence, and seek to regain a meaningful perspective on their lives within the borders of their Western host societies. As the dynamics of organized violence and forced displacement continue to impact and disrupt relationships in refugee communities, scholars in the field of refugee trauma care have increasingly argued for the need to understand spaces that are able to restore safety, meaning, and connectedness in the process of post-trauma reconstruction within those disrupted communities. This is reflected in the growing interest in community-based psychosocial interventions.

In summary, mental resilience consists of:

- Inner forces – a sense of commitment and control, motivation, goal-orientation, self-efficacy, autonomy, flexible thought, self-awareness, emotional awareness, emotional regulation, imagination.
- Coping – problem solving skills, perception of stressful situations as challenges, flexible thought and adaptability to change.

- Social – social interactions, empathy, sense of belonging, ability to express and share.
- Spirituality and belief – belief, search for meaning, hope and optimism.
- Physiology – emotions, traumatic stress reflected at the physical level, physical activity relieves body-soul as one unit. (Harari, 2019)

Music and dance are an important part of the human experience. Many people engage in these activities in a social and recreational capacity. Less known and less understood, however, is that dance can also be an effective form of exercise (Angioi et al., 2009; Domene et al., 2014; Flores, 1995). Regular exercise can improve physical and cognitive function and psychological well-being, and dance-related exercise can provide similarly positive effects on physical and mental health (Angioi et al., 2009).

R.G. Lord, J.M. Diefendorff, A.M. Schmidt, R.J. Hall. Self-regulation at work. Annual Review of Psychology, 61 (2010), pp. 543-568

M.L. Savickas, E.J. Porfeli. Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80 (2012), pp. 661-673

C. Maggiori, C.S. Johnston, F. Krings, K. Massoudi, J. Rossier. The role of career adaptability and work conditions on general and professional well-being. Journal of Vocational Behavior, 83 (3) (2013)

M.L. Savickas, E.J. Porfeli. Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80 (2012), pp. 661-673

Sofie de Smet, Cécile Rousseau, Christel Stalpaert, Lucia De Haene. A qualitative analysis of coping with trauma and exile in applied theatre with Syrian refugees: The role of within-group interactions. The Arts in Psychotherapy. 66 (2019), 101587. https://doi.org/10.1016/j.aip.2019.101587

Michal Doron Harari "To Be On Stage Means To Be Alive": Theatre Work With Education Undergraduates as a Promoter of Students' Mental Resilience. Procedua – Social and Behavioral Sciences 209 (2015) 161 – 166. doi: 10.1016/j.sbspro.2015.11.272

M. Angioi, G. Metsios, Y. Koutedakis, M.A. Wyon. Fitness in Contemporary Dance: A systematic Review. Int. J. Sports Med 30(7) (2009): 475-484. DOI: 10.1055/s-0029-1202821

Alethea Blackler, Shital Desai, Levi Swann, Marianella Chamorro-Koc, Gene Moyle, Mikaela Stephens. Using technology to enhance and encourage dance-based exercise. Heliyon 5 (2019) e01241. doi: 10.1016/j.heliyon.2019.e01241

Kwok, S.Y., Yeung, J.W., Low, A.Y., Lo, H.H., Tam, C.H. The roles of emotional competence and social problem solving in the relationship between physical abuse and adolescrnt suicidal ideation in China. Child Abuse and Neglect 44 (2015); 117-129. http://dx.doi.org/10.1016/j.chiabu.2015.03.020.

Flexibility

Psychological flexibility and the concept of adaptability are key self-regulation constructs. Flexibility and adaptability can be regarded as overlapping concepts.

Psychological flexibility refers to the "ability to contact the present moment more fully as a conscious human being, and to change or persist in behaviour when doing so serves valued ends" (Hayes, Luoma, Bond, Masuda, & Lillis, 2006, p. 6). It is a broad construct comprising six distinct sub-component processes: acceptance, cognitive defusion, self-as-context, present moment awareness, values clarification, and committed action (Hayes et al., 2006). Psychological inflexibility, on the other hand, refers to a behavioural pattern of excessive control of a person's thoughts, feelings, and emotions, with a tendency to avoid unpleasant internal experiences at the expense of more effective or valued actions (Hayes et al., 2006; Levin et al., 2014). Similarly, psychological inflexibility comprises six sub-processes: experiential avoidance, cognitive fusion, self-as-content, lack of present moment awareness, lack of values, and lack of commitment to action (Levin et al., 2014).

The ability to adjust (or adapt) one's behaviours in response to changing (and potentially challenging) environments is known to promote positive psychological wellbeing outcomes (Martin, Nejad, Colmar, & Liem, 2013; Zhou & Lin, 2016). Specifically, according to the tripartite model, adaptability refers to an individual's cognitive, behavioural, and emotional regulation (or adjustment) in situations of change, novelty, and uncertainty (Martin, Nejad, Colmar, & Liem, 2012). Cognitive adjustment reflects changes or modifications in thinking in response to novel situational demands.

The withdrawal, educating, challenging and distancing are the major mechanisms that allow an individual(s) to cope with the physical disability stigma (PDS). Behavioural adjustment refers to modifications in the type, magnitude, and intensity of behavior to deal with new and uncertain circumstances (see Martin et al., 2013), while affective adjustment builds upon Gross's (1998) perspective that typical emotional response tendencies may be modulated in order to respond more effectively to novelty and uncertainty in the person's environment. As the focus of adaptability is typically on novelty and uncertainty (Ployhart & Bliese, 2006) within transition phases in a variety of life domains (e.g., adolescence, education, career change), rather than adversity, trauma, or exceptionally difficult circumstances, it has been argued that, while related, it is distinct from other constructs involving emotional self-regulation resources such as resilience, coping, and buoyancy (see Martin et al., 2013, for a review).

Resilience, or the ability to adapt to stressful situations, has been positively linked to higher levels of psychological wellbeing (Souri and Hasanirad, 2011). Resilience is sometimes conceptualized as a buffering response to severe or chronic adversities that could damage or hinder a person's developmental process (e.g., Masten, 2001). Buoyancy reflects a capacity to work through everyday difficulties or challenges (e.g., failing a driving test, upcoming university exam). Coping is traditionally viewed (e.g., Lazarus & Folkman, 1984) and defined as an individual's perceptions or appraisal that they do not have the resources to deal with specific situational demands, often adversity-related. Thus, while adaptability appears similar to these other constructs, it is sufficiently distinct in terms of scope.

Mental resilience is also defined as an inherent human ability constructed by personal features that are inner assets or personal abilities related to healthy development and success in life (Bonnie, 2004). Mental resilience is a collection of skills that assist a person in regulating disturbing emotions

and responding to a new reality accordingly (Berger & Lahad, 2011). In summary, mental resilience consists of:

x Inner forces – a sense of commitment and control, motivation, goal-orientation, self-efficacy, autonomy, flexible thought, self-awareness, emotional awareness, emotional regulation, imagination.

x Coping – problem solving skills, perception of stressful situations as challenges, flexible thought and adaptability to change.

x Social – social interactions, empathy, sense of belonging, ability to express and share.

x Spirituality and belief – belief, search for meaning, hope and optimism.

x Physiology – emotions, traumatic stress reflected at the physical level, physical activity relieves body-soul as one unit. (Harari, 2015).

Being onstage Interventional Program (BIP) affords participants the opportunity to enhance mental resilience through acting and role playing. Acting incorporates 'inherent therapeutic forces' that provide for personal development by repeating childhood events, exploring imaginary realities and personal biographical situations.

Within a variety of community programs there has been a growing interest in using applied theatre in therapeutic supports for refugees and asylum seekers (de Smet et al. 2019). De Smet and colleagues In this article, presenting findings on participants' lived experiences of coping processes with trauma and exile in this theatre project by focusing on within-group interactions in order to explore the role of community relations in the way people deal with experiences of collective violence and forced displacement in applied theatre practice.

Adaptability has been associated with a range of psychological wellbeing outcomes. For example, while Dyson and Renk (2006) referred to adaptation rather than adaptability per se, they reported a negative relationship between adaptation and levels of stress and depressive symptoms in a sample of first year university students. Within the context of workplace settings, Maggiori, Johnston, Krings, Massoudi, and Rossier (2013) found a positive correlation between career adaptability and both general and professional wellbeing. Moreover, Martin et al. (2013) showed that adaptability was a predictor of subjective wellbeing (positive) and psychological distress (negative) in a sample of Australian adolescents. Furthermore, Martin et al. reported that adaptability explained singular variance beyond other factors such as self-regulation and buoyancy, thus supporting that wellbeing is distinctly influenced by cognitive, behavioral, and affective adjustments to uncertainty and novelty. Thus, adaptability would seem an important resource for an individual's healthy psychological functioning in different contexts.

Ability to manage transitions and uncertainty, and to face challenges. Adaptability, dealing with change. Career adaptability is a self-regulatory construct that informs individual differences in career trajectories. Self-regulation allows individuals to modify their behaviors and attitudes to better align themselves with their intended goal (Lord, Diefendorff, Schmidt, & Hall, 2010). Career adaptability serves this function in response to employment challenges such as promotions, changes in organizations, layoffs (Savickas and Porfeli, 2012, Zacher, 2014), or refugee resettlement. Research has shown that unemployed individuals report higher career adaptability than employed individuals (Maggiori, Johnston, Krings, Massoudi, & Rossier, 2013), suggesting that challenging occupational

circumstances trigger adaptive coping mechanisms. As such, career adaptive individuals are better equipped to navigate ill-defined career problems, modify career expectations, and exert self-control to adjust to vocational transitions and meet resettlement goals (Del Corso and Rehfuss, 2011, Savickas and Porfeli, 2012)..

Research reports on immersive life skills programmes. Such residential programmes, ranging from three days to three weeks. The foundational benefits of such programmes for vulnerable adolescents (e.g. with disability) included acquisition of life skills, greater awareness of future possibilities, and enhancements to self-confidence. The emergent benefits included greater comfort in new situations, and changes in motivation and initiative, maturity and responsibility, and community involvement. Further more the programmes included enhanced awareness of life possibilities, amplification of existing capacities, and more rapid growth in adaptability, motivation, and maturity, as well as community involvement (e.g. King et al., 2021).

S.C. Hayes, J.B. Luoma, F.W. Bond, A. Masuda, J. Lillis. Acceptance and commitment therapy: Model, processes and outcomes. Behavior Research and Therapy, 44 (2006), pp. 1-25

M.E. Levin, C. MacLane, S. Daflos, J. Pistorello, S.C. Hayes, J. Seeley, et al. Examining psychological inflexibility as a trandiagnostic process across psychological disorders. Journal of Contextual Behavioral Science, 3 (2014), pp. 155-163, 10.1016/j.jcbs.2014.06.003

S.C. Hayes, J. Pistorello, M.E. Levin. Acceptance and commitment therapy as a unified model of behavior change. The Counseling Psychologist, 40 (2012), pp. 976-1002

A.J. Martin, H.G. Nejad, S. Colmar, G.A.D. Liem. Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. Journal of Educational Psychology, 105 (2013), pp. 728-746

M. Zhou, W. Lin. Adaptability and life satisfaction: The moderating role of social support. Frontiers in Psychology, 7 (2016), p. 1134,

A.J. Martin, H. Nejad, S. Colmar, G.A.D. Liem. Adaptability: Conceptual and empirical perspectives on responses to change, novelty and uncertainty. Journal of Psychologists and Counsellors in Schools, 22 (2012), pp. 58-81

J.J. Gross. Antecedent-and response-focused emotion regulation: Divergent consequences for experience, expression, and physiology. Journal of Personality and Social Psychology, 74 (1998), pp. 224-237

R.G. Ployhart, P.D. Bliese. Individual adaptability (I-ADAPT) theory: Conceptualizing the antecdents, consequences, and measurement of indeividual differences in adaptability. C.S. Burke, I.G. Pierce, E. Salas (Eds.), Understanding adaptability: A prerequisite for effective performance within complex environments, Vol. 6, Elsevier Science (2006), pp. 3-39

Cornelia M. Schrecka, J. Theron Weilbach, Gerda M. Reitsma. Improving graduate attributes by implementing an experiential learning teaching approach: A case study in recreation education. Journal of Hospitality, Leisure, Sport & Tourism Education 26 (2020) 100214. https://doi.org/10.1016/j.jhlste.2019.100214

Gillian King, Shauna Kingsnorth, Andrea Morrison, Jan Willem Gorter, Andrea DeFinney, Barbara Kehl. Parents' perceptions of the foundational and emergent benefits of residential immersive life

skills programs for youth with disabilities. Research in Developmental Disabilities 100 (2021) 103857. https://doi.org/10.1016/j.ridd.2021.103857

Doron Harari, M. "to be on stage means to be alive": Theatre work with education undergraduates as a promotor of students' mental resilience. Procedia – Social and Behavioral Sciences 209 (2015) 161-166. doi: 10.1016/j.sbspro.2015.11.272

Berger, R., and Lahad, M. (2011). 'Resilience and Coping Resources. Healing Forest'. Kiryat Bialik: Ach. (Hebrew.)

Benard, B. (2004). Resiliency: What we have learned. WestEd.

Emunah, R. (2015). Self-revelatory performance: A form of drama therapy and theatre. Drama Therapy Review, 1(1), 71-85.

De Smet, S., Rousseau, C., Stalpaert C. De Haene, L. A qualitative analysis of coping with trauma and exile in applied theatre with Syrian refugees: The role of within-group interactions. The Arts in Psychotherapy 66 (2019) 101587. https://doi.org/10.1016/j.aip.2019.101587

Hannes K. and Uten L. On the act of giving, receiving and rendering: Piloting the use of Youtube videos to develop a contextually inspired portrait of social circus trainers. Learning, Culture and Social Interaction 19 (2018) 96 – 108. https://doi.org/10.1016/j.lcsi.2018.05.001

Jennifer Beth Spiegel, Maria-Christina Breilh, Arturo Campan˜a, Judith Marcuse & Annalee Yassi (2015) Social circus and health equity: Exploring the national social circus program in Ecuador, Arts & Health, 7:1, 65-74, DOI: 10.1080/17533015.2014.932292

Souri, H., Hasanirad, T., 2011. Relationship between resilience, optimism and psychological well-being in students of medicine. Procedia - Social and Behavioral Sciences 30, 1541–1544. https://doi.org/10.1016/j.sbspro.2011.10.299.

Bolton, R. (2004). Why circus works: How the values and structures of circus make it a significant developmental experience for young people (doctoral dissertation). Perth, Australia: Murdoch University. Retrieved from www.regbolton.org/circus_library/PHD-extract.pdf

B. Hoffmaster, What does vulnerability mean? Hastings Center Report 36 (2) (2006) 38–45.

Van der Lubbe L.M., Gerritsen, C., Klein M.C.A. and Kindriks, K.V. Empowering vulnerable target groups with serious games and gamification. Entertainment Computing 38 (2021) 100402. https://doi.org/10.1016/j.entcom.2020.100402

Donnelly, V. and Watkins, A. Teacher Education for Inclusion in Europe. Prospects (2011) 41: 341-353. DOI 10.1007/s11125-011-9199-1.

C. Mackenzie, W. Rogers, S. Dodds, Introduction: What is vulnerability and why does it matter for moral theory, Vulnerability: New essays in ethics and feminist philosophy, 2014, pp. 1–29.

Wellbeing

On almost every measure, we see health variations across different identities or social statuses such as race, class, gender and disability (Marmot, Friel, Bell, Houweling, & Taylor, 2008), and in almost every context we see that those who are of lower positions in these hierarchies have poorer health outcomes than those of more advantaged or higher positions. Social support creates a psychological state of wellness that helps individuals to feel safe, respected, autonomous, self-valued, and competent (Bick-har, 2019)

Attaining a recommended 60 min of moderate- to vigorous-intensity physical activity (MVPA) each day is essential for children to achieve optimum health and development. Yet, global data demonstrate that few children are achieving this, with rates of participation declining each year from five years of age through to adolescence. Possessing positive physical perceived competence is important for physical activity in older children. Young children are primarily physically active through play-based behaviour rather than through organised sports and activities, so understanding how play perceptions might influence physical activity behaviour is important.

Despite a wealth of research on its correlates, relatively little is known about how to effectively raise wellbeing in local communities by means of intervention. Target cohorts for wellbeing interventions vary. Included in the review were Men, Children and Youth, at-risk youth, refugee children and adolescents, racial-ethnic groups.

M. Marmot, S. Friel, R. Bell, T.A. Houweling and S. Taylor. Closing the gap in a generation: Health equity through action on the social determinants of health. Lancet, 372 (2008), pp. 1661-1669 https://doi.org/10.1016/S0140-6736(08)61690-6

The spirit level: Why equality is better for everyone. R. Wilkinson and K. Pickett. Penguin, London, UK (2010)

G.R. Bauer. Incorporating intersectionality theory into population health research methodology: Challenges and the potential to advance health equity. Social Science & Medicine, 110 (2014), pp. 10-17. https://doi.org/10.1016/j.socscimed.2014.03.022

Bick-har, 2019. Social support, well-being, and teacher development. L. Bick-har Springer (2019)

F. Diderichsen, J. Hallqvist and M. Whitehead. Differential vulnerability and susceptibility: How to make use of recent development in our understanding of mediation and interaction to tackle health inequalities. International Journal of Epidemiology (2018), pp. 1-7 https://doi.org/10.1093/ije/dyy167

V.J. Poitras, C.E. Gray, M.M. Borghese, et al. Systematic review of the relationships between objectively measured physical activity and health indicators in school-aged children and youth. Appl Physiol Nutr Metab, 41 (6, Suppl. 3) (2016), pp. S197-S239

A.R. Cooper, A. Goodman, A.S. Page, et al. Objectively measured physical activity and sedentary time in youth: The international children's accelerometry database (icad). Int J Behav Nutr Phys Act, 12 (2015), p. 113

L.M. Barnett, N.D. Ridgers, K.Hesketh, J.Salmon. Setting them up for lifetime activity; Play competence perceptions and physical activity in young children. J. Sci.Med.Sport. 20 (2017), p856-860. https://doi.org/10.1016/j.jsams.2017.03.003

C. Krekel, E. De Neve, D. Fancourt, R. Layard. A local community course that raises wellbeing and pro-sociality: Evidence from a randomised controlled trial. J.Economic Behavior and Organisation. 188 (2021), p 322-336. https://doi.org/10.1016/j.jebo.2021.05.021

J. Sanders, R. Munford, T. Thimasarn-Anwar, L. Liebenberg, M. Ungar. The Role of positive youth development practices in building resilience and enhancing wellbeing for at-risk youth. Child Abuse & Neglect 42 (2005), p40-53. http://dx.doi.org/10.1016/j.chiabu.2015.02.006

C. K. Allison, M. Van Puymbroeck, B. M.Crowe, A. A.Schmid, J. A.Townsend. The impact of an autonomy-supportive yoga intervention on self-determination in adults with intellectual and developmental disabilities. Complementary Therapies in Clinical Practice 43 (2021), 101332.

H. A. Lauria and Julee Waldrop. Health Promotion for Individuals with Intellectual Disabilities in the Community. The Journal of Nurse Practitioners 16 (2020) e41-e44. https://doi.org/10.1016/j-nurpra.2019.09.004

Sanders, J., Munford, R., Thimasarn-Anwarb, T., Liebenberg, L, Ungar, M. The role of positive youth development practices in building resilience and enhancing wellbeing for at-risk youth. Child Abuse & Neglect. Volume 42, April 2015, Pages 40-53. https://doi.org/10.1016/j.chiabu.2015.02.006

Vanessa Wan Sze Chenga, Tracey Davenport, Daniel Johnson, Kellie Vella, Jo Mitchell, Ian B. Hickie. Naturalistic evaluation of a sport-themed mental health and wellbeing app aimed at men (MindMax), that incorporates applied video games and gamification. Internet Interventions 20 (2020) 100306. https://doi.org/10.1016/j.invent.2020.100306

Empathy

In broad terms, empathy is the skill of identifying with:

- another person by acknowledging and understanding that person's perspective. This is cognitive empathy or 'social perspective taking' (Rose-Krasnor, 1997).
- as well as identifying and sharing in another person's emotions. This is affective empathy, such as responding to other person's emotions by imitation for example (Hay et al., 2004; Rose-Krasnor, 1997). This affective response arises from 'apprehension or comprehension of another's emotional state or condition (Spinrad and Gal, 2018).

Empathy relates to the awareness of variable emotions and feelings and values and the associated understanding and appropriate (appreciative) response. Empathy, thus is important social competence in initiating and continuing social interactions (Eisenberg Fabes, & Spinrad, 2006) in order to sustain relationships, form friendships and establish peer popularity (Eisenberg et al., 2015, 2006; Spinrad and Gal, 2018). Empathy is also thought to give rise to intrinsically motivated pro-social behaviour (voluntary actions that are of benefit to others; Spinrad and Gal, 2018).

Parenting style influences children's prosocial behavior and empathy, being enhanced by parental warmth and support and by children's connection to others (i.e. attachment), positive socialization practices that foster emotional competence (i.e. parental behaviors that teach children about emotions or the regulation of emotions). Encouraging children's prosocial actions through praise and encouraging participation in household chores may be effective in fostering prosocial behaviors.

Affective and Cognitive empathy may development separately. For affective empathy, it appears that even neonates can already imitate other's facial expression (e.g., contagious crying, Simner, 1971). Affective empathy in childhood and adolescence is an important underlying skill of social competence (e.g., Van der Graaff et al., 2014; van Hoorn et al., 2016).

There is also protracted development in social perspective taking, which starts at a later age (Rose-Krasnor, 1997; Selman, 1980). Toddlers begin social perspective taking by recognizing the separation between self and others. That is, they are developing a theory mind, which is the awareness that others can hold different feelings or opinions from themselves (Wellman, 1992; Wellman et al., 2011). Across childhood (2–12 years) children who possess an advanced theory of mind often display higher levels of social competence (Imuta et al., 2016). Yet preschoolers might still find it difficult to act upon it as their own feelings might be a more dominating force. It is only by late childhood that children learn to view oneself from another person's perspective. Early adolescence sees the development of mutual and third- person perspective, and late adolescence is characterized by taking into account perspectives beyond the immediate interaction as it considers the relevance of one's current interaction to social norms.

Interventions targeting the skill of empathy often start with improving in social-emotional understanding and prosocial behaviors in class-room settings (that is, in early and late childhood). Such interventions reveal small but positive effects for fostering social competence, visible in indices such as peer nominations and teacher ratings (Durlak et al., 2011; Malti et al., 2016).

N. Eisenberg, N.D. Eggum-Wilkens, T.L. Spinrad. The development of prosocial behaviour. D.A. Schroeder, W.G. Graziano (Eds.), The Oxford Handbook of Prosocial Behavior, Oxford University Press, New York (2015), pp. 114-136

N. Eisenberg, R.A. Fabes, T.L. Spinrad. Prosocial development. N. Eisenberg, W. Damon, R.M. Lerner (Eds.), Handbook of Child Psychology Vol. 3: Social, Emotional and Personality Development, Wiley, Hoboken, NJ (2006), pp. 646-718

T.L. Spinrad, D.E. Gal. Fostering prosocial behavior and empathy in young children. Curr. Opin. Psychol., 20 (2018), pp. 40-44

L. Rose-Krasnor. The nature of social competence: a theoretical review. Soc. Dev., 6 (1) (1997), pp. 111-135

D.F. Hay, A. Payne, A. Chadwick. Peer relations in childhood. J. Child Psychol. Psychiatry, 45 (1) (2004), pp. 84-108

M.L. Simner. Newborn's response to the cry of another infant. Dev. Psychol., 5 (1) (1971), pp. 136-150

J. Van der Graaff, S. Branje, M. De Wied, S. Hawk, P. Van Lier, W. Meeus. Perspective taking and empathic concern in adolescence: gender differences in developmental changes. Dev. Psychol., 50 (3) (2014), pp. 881-888

J. van Hoorn, E. van Dijk, R. Meuwese, C. Rieffe, E.A. Crone. Peer influence on prosocial behavior in adolescence. J. Res. Adolesc., 26 (1) (2016), pp. 90-100

R.L. Selman. The Growth of Interpersonal Understanding: Developmental and Clinical Analyses. Academic Press, New York (1980)

H.M. Wellman, F. Fang, C.C. Peterson. Sequential progressions in a theory-of-mind scale: longitudinal perspectives. Child Dev., 82 (3) (2011), pp. 780-792

K. Imuta, J.D. Henry, V. Slaughter, B. Selcuk, T. Ruffman. Theory of mind and prosocial behavior in childhood: a meta-analytic review. Dev. Psychol., 52 (8) (2016), pp. 1192-1205

J.A. Durlak, R.P. Weissberg, A.B. Dymnicki, R.D. Taylor, K.B. Schellinger. The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. Child Dev., 82 (1) (2011), pp. 405-432

T. Malti, M.P. Chaparro, A. Zuffianò, T. Colasante. School-based interventions to promote empathy-related responding in children and adolescents: a developmental analysis. J. Clin. Child Adolesc. Psychol., 45 (6) (2016), pp. 718-731

Communication

Competent communication refers to "*functionally effective interaction appropriate to a given relational context*" (Spitzberg, 1983). The appropriateness and effectiveness are most evident when a person is "*motivated to communicate, knowledgeable about communication, and skilled in communicating in a particular interpersonal relationship and context*". The attainment of the means and competence of in-context, effective communication is important for humans at all stages of life and learning (Wiemann and Backlund, 1980). It is estimated that between 7% and 25% of general populations, and even in college graduates, may have noticeable constraints in communication-related competences (Spitzberg (2015); Payscale.com (2016)).

People intellectual disabilities (ID) often have language difficulties, resulting in, at best, delayed language acquisition. Poor language skills predict fewer social contacts and reduced social inclusion (Hofmann and Muller, 2021). Hofmann and Muller reported that more social contacts among students in special needs schools is conducive to better language development and therefore, better social inclusion.

Learner-centred teaching (LCT) has informed practice in the field of education for many years. A strong influence in LCT is the importance of an authentic relationship between teacher and learner based on valuing, acceptance, trust, and empathy (Rogers, 1969). Providing education for refugees and other minority groups at risk of marginalisation in mainstream education necessitates considering their wider learning needs, including psycho-emotional wellness, interpersonal and communication skills. A review of refugee education in the Organization for Economic Development and Cooperation (OECD) countries indicated that language proficiency was important among other factors such as physical and mental health, connections with peers and family, learning environments, teacher-student interactions, school engagement and assessment, and extra-curricular activities in reducing students' stress, enhancement of learning, and trauma recovery (Cerna, 2019).

The literature database suggests potential interventions in support of enhancing communication and related skills. These include creative yoga (Kaur et al, 2021), board games (Chena et al, 2021), creative drama (Erbay and Dogru, 2010), turn-taking skills (Stanton-Chapman and Snell, 2011), functional skills (Lamonica et al, 20210) and others (e.g. Logan et al., 2022) but there appears to be a dearth of specific interventions for broader 'marginalised' members of society.

J.M. Wiemann, P. Backlund. Current theory and research in communicative competence. Review of Educational Research, 50 (1) (1980), pp. 185-199.

B.H. Spitzberg. The composition of competence: Communication skills. A.F. Hannawa, B.H. Spitzberg (Eds.), Communication competence (in P. Cobley & P. J. Schulz, series Eds.; Handbooks of Communication Science series, Vol. 22, De Gruyter Mouton, Boston (2015), pp. 237-269

PayScale.com. Which American workers have the biggest egos? MONEY/Payscale.com (2016) http://www.payscale.com/data-packages/big-ego-jobs [Accessed 21st April, 2022].

B.H. Spitzberg Communication competence as knowledge, skill, and impression. Communication Education, 32 (3) (1983), pp. 323-329.

V. Hofmann and C.M. Muller. Language skills and social contact among students with intellectual disabilities in special needs schools. Learning, Culture and Social Interaction (2021) Vol. 30 (A); https://doi.org/10.1016/j.lcsi.2021.100534

C.R. Rogers. Freedom to Learn. Charles E. Merrill, Columbus, OH (1969)

L. Vygotsky. Interaction between learning and development. Read. Dev. Child., 23 (3) (1978), pp. 34-41.

J. Piaget. Intellectual evolution from adolescence to adulthood. Hum. Dev., 15 (1972), pp. 1-2

L. Cerna. OECD education working papers, No. 203, OECD Publishing (2019), 10.1787/a3251a00-en (https://www.oecd-ilibrary.org/education/refugee-education_a3251a00-en) [Accessed on 21st April 2022].

Maninderjit Kaur, Inge-Marie Eigsti, Anjana Bhat. Effects of a creative yoga intervention on the joint attention and social communication skills, as well as affective states of children with Autism Spectrum Disorder. Research in Autism Spectrum Disorders. 2021 Vol.88; 101860. http://doi.org/10.1016/j.rasd.2021.101860

Shih-YehChena Jen-CheTsaib Shiang-YaoLiuc Chun-YenChangd. The effect of a scientific board game on improving creative problem solving skills. Thinking Skills and Creativity Vol.41 (2021) 100921. https://doi.org/10.1016/j.tsc.2021.100921

F. Erbay, S.Dogru. The effectiveness of creative drama education on the teaching of social communication skills in mainstreamed students. Procedia – social and Behaviouiral Sciences, 2010. 4475 – 4479. doi:10.1016/j.sbspro.2010.03.714

T.L. Stanton-Chapman, M.E. Snell. Promoting turn-taking skills in preschool children with disabilities: The effects of a peer-based social communication intervention. Early Childhood Research Quarterly 26 (2011); 303-319. doi:10.1016/j.ecresq.2010.11.002

Lamônica, D.A.C., Giacheti, C.M., Dias Hayssi Haduo, M., Dias dos Santos, M.J., da Silva, N.C. and Pinato, L. Sleep quality, functional skills, and communication in preschool-aged children with autism spectrum disorder. Research in Developmental Disabilities 116 (2021) 104024. https://doi.org/10.1016/j.ridd.2021.104024

K. Logan, T. Iacono and D. Trembath. A systematic search and appraisal of intervention characterstics used to develop varied communication functions in children with autism who use aided AAC. Research in Autism Spectrum Disorders 90 (2022) 101896. https://doi.org/10.1016/j.rasd.2021.101896

Growth Mindset

People who have been relocated in foreign countries following conflict or persecution regarded to be at greater risk of negative outcomes when compared with people from more settled backgrounds. These members of society are more likely to:

- have mental health issues (Fazel, Wheeler, & Danesh, 2005),
- experience racial discrimination (Correa-Velez, Gifford, McMichael, & Sampson, 2017),
- experience social isolation (Correa-Velez, Gifford, McMichael, & Sampson, 2017),
- withdraw from school or leave school early (Correa-Velez, Gifford, McMichael, & Sampson, 2017),
- experience difficulty in finding and holding down employment (Nunn, McMichael, Gifford, & Correa-Velez, 2014).

Research has shown that disadvantage during adolescence is generally predictive of disadvantage in adulthood (Trzesniewski et al., 2006). The particular disadvantages that youth from refugee and migrant backgrounds face, both immediately and as they enter adulthood, is of increased importance internationally in light of the global refugee crisis (United Nations Population Fund, 2022). The principles described for this cohort are not significantly different from other 'at-risk' members of society relevant to the Juggle project.

People from refugee and migrant backgrounds who live constructive and fulfilling lives are shown to display several adaptive qualities. These include personal and social skills and adaptive qualities which contribute to a growth mindset. These skills and qualities include:

- form social bonds with individuals from diverse backgrounds,
- manage their emotional upheavals,
- learn new languages and customs that support acculturation,
- form identities capable of straddling the norms of both their original and adopted countries
- optimism for the future (Brough et al., 2003; Nunn et al., 2014).

Such skills and adaptive qualities identify the capacity to find solutions to the many challenges of their present lives while building a future for themselves. Programmes designed to assist these members of society with their journey, based upon psychological theories and perspectives may be significant tools to assist participants to build successful and fulfilling futures.

The concept of positive youth development (PYD) is based on the possibility for change of psychological outlook across the lifespan (Larson, 2000). In essence, PYD approaches youth challenges from the perspective that youths have the inherent resources and capacities to provide for optimal lifestyle and life experiences. The basis of the approach is the nature of the engagement of the individual and their own personal resources with their external circumstances, including social environment. The nature of the engagement is ideally one that influences positive development and thereby, effective, positive engagement (Lerner *et al.*, 2005).

The personal resources important for development have been summarised by Benson (1997). The personal resources include some forty assets divided into eight sub-themes and two parent themes. The parent themes are:

1. internal assets such as positive values, social competence, and commitment to learning; and;
2. external assets such as support, empowerment, boundaries and expectations, and the constructive use of time (see Benson, 1997).

The eight sub-themes characterise social environments that can promote the development of the forty assets (National Research Council and Institute of Medicine, 2002). These are: physical and psychological safety; appropriate structure; supportive relationships; opportunities for belonging; positive social norms; support for personal efficacy; opportunities for skill building; and the integration of family, school, and community efforts.

M.A. Pink, J.W. Mahoney, J.E. Saunders. Promoting positive development among youth from refugee and migrant backgrounds: The case of Kicking Goals Together. Psychology of Sport and Exercise (2020) Vol. 51. 101790. https://doi.org/10.1016/j.psychsport.2020.101790

M. Fazel, J. Wheeler, J. Danesh. Prevalence of serious mental disorder in 7000 refugees resettled in western countries: A systematic review. The Lancet, 365 (9467) (2005), pp. 1309-1314, 10.1016/S0140-6736(05)61027-6.
https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(05)61027-6/fulltext

I. Correa-Velez, S.M. Gifford, C. McMichael, R. Sampson. Predictors of secondary school completion among refugee youth 8 to 9 Years after resettlement in Melbourne, Australia. Journal of International Migration and Integration, 18 (3) (2017), pp. 791-805, 10.1007/s12134-016-0503-z.
https://link.springer.com/article/10.1007/s12134-016-0503-z

C. Nunn, C. McMichael, S.M. Gifford, I. Correa-Velez. 'I came to this country for a better life': Factors mediating employment trajectories among young people who migrated to Australia as refugees during adolescence. Journal of Youth Studies, 17 (9) (2014), pp. 1205-1220, 10.1080/13676261.2014.901496. https://doi.org/10.1080/13676261.2014.901496

K.H. Trzesniewski, M.B. Donnellan, T.E. Moffitt, R.W. Robins, R. Poulton, A. Caspi. Low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood. Developmental Psychology, 42 (2) (2006), pp. 381-390

United Nations Population Fund. Migration. Retrieved from http://www.unfpa.org/migration (2016) [Accessed on 21st April 2022].

R.W. Larson. Toward a psychology of positive youth development. American Psychologist, 55 (1) (2000), pp. 170-183.

P.L. Benson. All kids are our kids: What communities must do to rise caring and responsible children and adolescents. Jossey-Bass, San Francisco, CA (1997)

National Research Council and Institute of Medicine. Community programs to promote youth development. National Academy Press, Washington (2002)

R.M. Lerner, J.B. Almerigi, C. Theokas, J.V. Lerner. Positive youth development. The Journal of Early Adolescence, 25 (1) (2005), pp. 10-16

Critical Thinking

Critical thinking is increasingly regarded as an essential skill for people to process the extensive and varied online information to which they are exposed on a daily basis. Beyond the internet, strong critical thinking skills are needed for developing relationships, making ethical choices, participation in democratic society (Marin and Halpern, 2011). A growing body of evidence supports the use of learner-centred teaching (LCT) strategies as the means to promote critical thinking and deep learning (Lapkin et al., 2010). Critical thinking is a higher order thinking skill. However critical thinking can be definited somewhat differently in different contexts – academic, industrial and even within different discipline areas (Gunawardena and Wilson, 2021). Some schools of thought regard critical thinking to require a 'critical mindset' while others regard it as a purer cognitive (intellectual) process. From the latter perspective, critical thinking is a thought process or strategy used to interpret and evaluate information through reflection, thoughtful assumptions and actions. Thus critical thinking is purposeful, reasoned, goal-directed (Ennis, 1962). Critical thinking is an essential element of solving problems, formulating conclusions, and calculating probabilities. It is a strategy of engaging with a situation:

- with 'reflective skepticism' (Powers, 2011).
- to analyse facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments, and solve problems (Topoğlu, 2014).
- by collecting, conceptualizing, organizing, applying, analyzing, synthesizing, and evaluating data. Determined as self-corrective, self-disciplined, independent, and self-monitored thinking, it requires rigorous standards of excellence and mindful control of its use (Qiang, Han, Guo, Bai & Karwowski, 2020).
- to formulate questions and problems clearly and precisely.
- to gather, evaluate, and interpret information; present well-reasoned conclusions and solutions;
- to think open-mindedly within alternative systems of thought;
- to communicate effectively with others in figuring out resolutions to complex issues (Lee, 2016)

Erlam et al (2018) advocates for improvements to pedagogical approaches, including use digital methods and simulations, to encourage critical thinking while highlighting that current learners represent the most ethnically diverse, technologically-adept and 'entitled' generation for many generations.

Assessment of critical thinking

- The Halpern Critical Thinking Assessment (Halpern, 2010) can be used to measure critical thinking ability, for example to compare baseline and subsequent measure for determining the effectiveness of an intervention.
- Self-assessment of conscientiousness (a subscale on the personality inventory known as "The Big Five"; Costa & McCrae, 1992).
- An individual's inclinations towards critical thought ("Need for Cognition"; Cacioppo, Petty, & Kao, 1984).
- The Comprehensive Ability Battery for Verbal, Numerical, and Spatial skills (Hakstian & Cattell, 1975).
- The Reliability Generalisation technique (RG; Vacha-Hasse, 1998).

Other methods include: sculpture method, absurdity method, verbal fantasy method, drawing method, think of a game method

S. Lapkin, T. Levett-Jones, H. Bellchambers, R. Fernandez. Effectiveness of patient simulation manikins in teaching clinical reasoning skills to undergraduate nursing students: a systematic review. Clin. Simul. Nurs., 6 (6) (2010), pp. e207-e222

H. Zhao, L. Narikbayeva, Y. Wu. Critical thinking of musical educators as a factor in creative music pedagogy. Thinking Skills and Creativity 41 (2021) 100884. https://doi.org/10.1016/j.tsc.2021.100884

Facione, P. A. (2011). Critical thinking: What it is and why it counts. Millbrae: Measured reasons and the California. New York: Academic Press.

Ennis, R. H. (1962). A concept of critical thinking. Harvard Educational Review, 32, 81–111.

Powers, K. (2011). Going mental: How music education can help develop critical thinking. Teaching Music, 18(6), 40–45.

Topoğlu, O. (2014). Critical thinking and music education. Procedia-Social and Behavioral Sciences, 116, 2252–2256. https://doi.org/10.1016/j.sbspro.2014.01.554.

Qiang, R., Han, Q., Guo, Y., Bai, J., & Karwowski, M. (2020). Critical thinking disposition and scientific creativity: The mediating role of creative self-efficacy. The Journal of Creative Behavior, 54(1), 90–99. https://doi.org/10.1002/jocb.347

Lee, Y. K. R. (2016). Teachers' beliefs, confidence and practice and students' achievement in cultivating critical thinking in primary music education in Hong Kong. A thesis submitted to the education university of hong kong in partial fulfillment of the requirement for the degree of doctor of education. retrieved from Lee, Y.K., .& Leung, B.W. (.2017). Teachers' beliefs, confidence and practice and students' achievement in cultivating critical thinking in primary music education in Hong Kong. In Asia-Pacific Symposium for Music Education Research (APSMER 2017): Music Education Transcending Borders, The Historical City of Melaka, Melaka, Malaysia.

G. Erlam, L. Smythe, V. Wright-St.Claire. Action research and millennials: Improving pedagogical approaches to encourage critical thinking. Nurse Education Today 61 (2018) P140-145. https://doi.org/10.1016/j.nedt.2017.11.023

M. Gunawardena and K. Wilson. Scaffolding students' critical thinking: A process not an end game. Thinking Skills and Creativity 41 (2021), 100848. https://doi.org/10.1016/j.tsc.2021.100848

L. Marin and D. Halpern. Pedagogy for developing critical thinking in adolescents: Explicity instruction produces greatest gains. Thinking Skills and Creativity 6(1) (2011). P1-13. https://doi.org/10.1016/j.tsc.2010.08.002

Halpern, 2010: D.F. Halpern. Halpern Critical Thinking Assessment. Schuhfried (Vienna Test System) (2010). http://www.schuhfried.at

P.T. Costa, R.R. McCrae. NEO PI-R Professional manual. Psychological Assessment Resources, Inc., Odessa, FL (1992).

J.T. Cacioppo, R. Petty, C.H. Kao. The efficient assessment of Need for Cognition. Journal of Personality Assessment, 48 (1984), pp. 306-307. https://doi.org/10.1207/s15327752jpa4803_13

Hakstian, A.R. and Cattell, R.B., 1982. *Manual for the comprehensive ability battery (CAB)*. Institute for Personality and Ability Testing.

Vacha-Haase, T. (1998). " Reliability generalization: Exploring variance in measurement error affecting score reliability acros s studies,". Educational and Psychological Measurement. 58, 6–20.

N Nahapoonyanont, R. Krahomwong, D. Kochakornjarupong, W. Rachasong. Critical thinking abilities assessment tools: reliability generalisation. Procedua Social and Behavioral Sciences 2 (2010) 434-438. https://doi:10.1016/j.sbspro.2010.03.038

A. Meirbekov, I. Maslova, Z. Gallyamova. Digital education tools for critical thinking development. Thinking Skills and Creativity 44 (2022), 101023. https://doi.org/10.1016/j.tsc.2022.101023

O. Sarigoz. Assessment of the high school students' critical thinking skills. Procedia – Social and Behavioral Sciences 46 (2012) 5315 – 5319. https://doi.org/10.1016/j.sbspro.2012.06.430

Managing Learning

Adult educators and teachers will reflect and experience how to teach language skills, interculturality, personal and social skills through games, drama and improvisation theater techniques in outdoor settings. Each teacher or educator will have the opportunity to reflect on how they can apply the learnt methodologies to their local settings. For example, how to organize biology or geography field trips in the school garden or nearby park, biology and maths activities in a local shop or visiting a museum etc.

The nature of this course is highly practical and hands on, so the participants will experience themselves the innovative techniques while also reflecting on how to apply them to their context.

Competences to be acquired:

- Knowledge about outdoor education, nature-based learning and garden-based learning
- Knowledge and skills on how to apply experiential and active learning methodologies in outdoor settings
- Knowledge and skills on how to use games, drama and improvisation theatre in outdoor settings
- Competences on how to improve the motivation and involvement of students by applying outdoor education in different formal settings (language and literature, biology, maths, history, geography etc.)
- Competences on how to develop social skills and emotional intelligence through outdoor activities and games
- Skills and knowledge on how to develop a classroom/center plan on non-formal indoor and outdoor educational activities
- Knowledge on how to teach about ethics and risks in outdoor education
- Intercultural competences and enhanced cultural awareness
- Ability to create a stimulating and open learning environment and foster collective learning.
- Ability to do networking and create professional and personal relations with teachers from other countries.

Regarding social development, Hunt identified two conditions that must be met if "exciting activities out-of-doors ... are to be transformed into a learning experience of really fundamental value" (1989, p. 161). The first condition is that participants should live together closely as a group; the second condition is that young people should be able to exercise choice and solve problems with minimum interference from adults. Such conditions will give rise to the potential for powerful social development (as well as personal development) opportunities.

http://www.docs.hss.ed.ac.uk/education/outdoored/dissertation_rubens.pdf

Hunt, J. (1989) In Search of Adventure: A Study of Opportunities for Adventure and Challenge for Young People Bournemouth: Bourne Press

Smith, K. and Abrams, S.S. (2019), "Gamification and accessibility", International Journal of Information and Learning Technology, Vol. 36 No. 2, pp. 104-123. https://doi.org/10.1108/IJILT-06-2018-0061

Chapter 5: Creative Pedagogical Methodologies

Draft Table of Contents

- **Key Competences for Personal, Social and Lifelong Learning**
- **Intended target cohorts**
- **Competence-Oriented Education**
- **Good Practices**
  - **A variety of learning approaches and environments**
  - **Support for Educational Staff**
  - **Assessment and validation of competence development**
- **Juggle Project Creative Pedagogies (for Key Competences in Personal, Social and Learning to Learn)**
  - **Dance and Theatre**
  - **Digital Methods**
  - **Gamification**
  - **Experiential Education**
  - **Outdoor Experiential Learning**
  - **Social Circus**
- **Social and Emotional Learning and Assessment**

Key Competences for Personal, Social and Lifelong Learning

Key competences are a dynamic combination of the knowledge, skills and attitudes a learner needs to develop throughout life, starting from early age onwards. High quality and inclusive education, training and lifelong learning provides opportunities for all to develop key competences, therefore competence-oriented approaches can be used in all education, training and learning settings throughout life.

Intended target cohorts

The intended target readers and users are varied and were subject to some discussion by the Juggle partners. The main topic of discussion was agreement on the terminology for intended readers and users. Essentially, the resource is to be freely available, therefore in theory, anyone is welcome to read and use the materials developed by the Juggle project. However, the models of action and underpinning theory were presented to participants of the Juggle international LTT meetings who identified as teachers, educators, pedagogues*, instructors, facilitators and carers.
Note that pedagogue has some negative / stereotypical connotations in English dictionaries. Might not work in the context of creative pedagogies.

The intended recipient of the activities and learning resources presented in Intellectual Outputs 1, 2 and 3 of the Juggle Project are best described as learners, so as to avoid characterising the recipient (e.g. as a child, adolescent, etc.) in a manner that might unintentionally limit the scope of the outputs.

Competence-Oriented Education

In support of competence-oriented education, training and learning in lifelong learning context, three challenges have been identified:

- the use of a variety of learning approaches and contexts;
- support for teachers and other educational staff;
- and assessment and validation of competence development.

To provide some guidance on how countries could address those challenges, examples of good practices are listed in the document. These are included in full below for information, with some additional points and clarifications for context for the objectives of the Juggle project.

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

Good Practices:

a. A variety of learning approaches and environments

(a) Learning can be enriched by any and all of the following:

- Cross-discipline learning,
- Partnerships between different education levels,
- Training and learning actors, including from the labour market,
- Whole school approaches with emphasis on collaborative teaching and learning
- Active participation and decision-making of learners.

Cross-discipline learning helps to link different subjects in a national curriculum, as well as demonstrating relevance of subject matter with societal dynamics. Cooperation between education and training institutions and external stakeholders (e.g. business, arts, sport and youth community, higher education or research institutions) can contribute significantly to broader competence development. Cross-discipline learning is often facilitated by entrepreneurship and inter-disciplinary project work, capstone research or work-placement (internship) activities.

(b) Strengthening personal, social and learning competences from early age can provide the basis of basic skills as well as broader competence development. These competences can be further supported by combining academic learning with social and emotional learning, e.g through arts, health-enhancing physical activities towards encouraging healthy, future-oriented and physically active lifestyles.

(c) Learning methodologies such as inquiry-based, project-based, blended, problem-based, work-based, internship, arts-based and games-based learning can enhance motivation and engagement in the learning process. Equally, experimental learning, work-based learning and scientific methods in science, technology, engineering and mathematics (STEM) disciplines can foster greater enthusiasm for the development of a range of relevant, complementary competences.

(d) The routine use of digital technologies by learners, educational staff and learning providers could improve learning options and to support the development of digital competences. Digital technologies may also facilitate provision of additional learning resources, independent learning, networking, study groups and revision activities thereby building motivational and support structures around the learner as they develop.

(e) Learners and teachers alike can benefit from opportunities for entrepreneurial experiences. These experiences may include traineeships or internships in companies and, for example taking on entrepreneurial challenges which may include creativity challenges and start-ups. Young people can particularly benefit from participation in student-led community initiatives, business simulations or entrepreneurial project-based learning. This is not to suggest that the same activities do not benefit adult learners and teachers too. Education, community and business partnerships can promote entrepreneurial experiences in education. Training of teachers could create sustainability in this regard.

(f) Multilingual competence can be developed by close cooperation with education, training and learning settings abroad, the mobility of educational staff and learners and the use of eTwinning, EPALE and or similar on-line portals. Multi-lingual experiences, or simply engaging with individuals and communities from other countries and cultures, helps develop competences for social and personal interactions.

(g) Learners, including those facing disadvantages, or having special needs, could be given adequate support in inclusive settings to fulfil their educational potential. Such support could consist of language, academic or socio-emotional support, peer coaching, extra-curricular activity, career guidance or material support.

(h) The collaboration between education, training and learning settings at all levels can be key to improve the continuity of learner competence development throughout life and for developing innovative learning approaches.

(i) Cooperation between education and training and non-educational partners in local communities and employers in combination with formal, non-formal and informal learning can support competence development and ease the transition from education to work as well as from work to education.

b. Support for educational staff

(a) Embedding competence-oriented approaches, including broadened teaching and learning strategies, practical, experiential learning, work placement, field trips, mobilities, research, volunteerism, etc., into education, training and learning in initial education and in continuing professional development can help educational staff in changing teaching and learning situations in their professional settings and to be competent in adapting to learner needs and other circumstances as they arise.

(b) Educational staff could be supported in developing competence-oriented approaches in their specific contexts by staff exchanges and peer learning, and peer counselling allowing for flexibility and autonomy in organising learning, through networks, collaboration, learning communities and communities of practice. All such activities are professional development opportunities and can provide greater capacity for educational staff to cater for increasingly diverse cohorts of learners.

(c) Educational staff could be provided with training, resources and assistance in creating innovative practices, taking part in research and making appropriate use of new technologies, including digital technologies, for competence-oriented approaches in teaching and learning. This particular point explicitly highlights the relevance of the Juggle project in supporting educational staff and target learners with creative options for addressing specific learner needs.

(d) Guidance could be provided for educational staff, access to centres of expertise, appropriate tools and materials can enhance the quality of teaching and learning methods and practice.

c. Assessment and validation of competence development

(a) Key competence descriptions could translate into frameworks of learning outcomes that could be complemented with suitable tools for diagnostic, formative and summative assessment and validation at appropriate levels. Incorporating the key social, personal and lifelong learning competences into learning outcomes may provide explicit reference to broad skills often assumed or implied in learning outcomes but not explicitly written. Incorporating these competences into learning outcome frameworks create focus on the associated skillsets and provide for assessment of those skillsets during and after the learning process.

(b) Digital technologies, in particular, could contribute to capturing the multiple dimensions of learner progression, including entrepreneurial learning. Digital technologies may also facilitate provision of continuing freely available learning resources, motivation for independent learning and revision activities. Embedded assessment points within digital resources can provide the learner with immediate feedback on their own multi-dimensional development and progress, thereby building motivational and support structures around the learner as they develop.

(c) Different approaches to assessment of key competences in non-formal and informal learning settings could be developed, including related activities of employers, guidance practitioners and social partners. These should be available to everyone, and especially to low skilled individuals to support their progression to further learning.

(d) Validation of learning outcomes acquired through non-formal and informal learning could expand and become more robust, in line with the Council Recommendation on the Validation of prior non-formal and informal learning, including different validation processes. Also, the use of tools such as Europass and Youthpass, which serve as tools for documentation and self-assessment, may support the validation process

The Council of the European Union Recommendations of Key Competences for lifelong learning (2018/C 189/01)

Social and Emotional Learning and Assessment

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2005) model is based on the components: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2005, p. 5). The concept of self-awareness contains the aspects of identifying emotions, an accurate self-perception, recognizing strengths, self-confidence, and self-efficacy. Self-management can be operationalized as impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skills. The sub-items of perspective taking, empathy, appreciating diversity, and respect for others describe the concept of social awareness. The fourth component of the theory, relationship skills, is subdivided into communication, social engagement, relationship building, and teamwork (CASEL, 2018). The fifth component is more difficult to assess, not least because of the individual and cultural morality and ethics involved.

The concept of social competence can be challenging with regard to clarity of concept and therefore in devising well-defined assessment (Waters and Sroufe, 1983). Competences should be simplified so that they can be characterised and described in terms of specific capacities or skills for ease of study and description. However, a potential consequence of this approach is to deflect from the natural integration of social competence in daily living. Qualitative (summative competence manifestations) descriptions of effective competence are closer to the integrative nature of the social competence construct. Social and emotional competences are often discussed together (Bierman et al., 2008; Domitrovich, Cortes, & Greenberg, 2007; Elias, 2003; Greenberg et al., 2003). However, the more natural approach can be challenging for adequately granular assessment strategies where required. These considerations are relevant for formal teaching, learning and assessment, while more informal, perhaps initial, flexible approaches to competence development as part of interventions for specific learner cohorts can side-step such potential complexity to build learner confidence and motivation for further engagement with learning opportunities.

Assessment Strategies for Social, Emotional and Intercultural Competences

Muller *et al.*, 2020 carried out a systematic literature review of assessments methods for social emotional and intercultural (SEI) competences. This research was part of the international project "HAND in HAND - Social and Emotional Skills for Tolerant and Non-Discriminative Societies (A Whole School Approach)" – an EU-based universal SEI learning program (http://handinhand.st/). The Handinhand project promotes social, emotional and intercultural competences for students and school staff and thereby prevent segregation and discriminative bullying. The project was carried out in Croatia, Germany, Slovenia, and Sweden.

The systematic literature review (Muller *et al.*, 2020) and assessment tools are described in further detail in the following pages.

Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. Child Development, 79(6), 1802–1817. https://doi.org/10.1111/j.1467-8624.2008.01227.x

Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: A randomized trial of the preschool "PATHS" curriculum. Journal of Primary Prevention, 28(2), 67–91. https://doi.org/10.1007/s10935-007-0081-0

Elias, M. J. (2003). Academic and social-emotional learning. Educational practices series (11th ed.). Geneva: Unesco - International Bureau of Education.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., et al. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. American Psychologist, 58(6–7), 466. https://doi.org/10.1037/0003-066x.58.6-7.466

Collaborative for Academic, Social, and Emotional Learning. (2005). Safe and sound: An educational leader's guide to evidence-based social and emotional learning (SEL) programs, Vol. 2005. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. Collaborative for Academic, Social, and Emotional Learning. (2018). Core SEL competencies. https://casel.org/core-competencies/.

Fabian Müller, Albert Denk, Emily Lubaway, Christine Sälzer, Ana Kozina, Tina Vršnik Perše, Maria Rasmusson, Ivana Jugović, Birgitte Lund Nielsen, Mojca Rozman, Aleš Ojsteršek, Svetlana Jurko. Assessing social, emotional, and intercultural competences of students and school staff: A systematic literature review. Educational Research Review 29 (2020) 100304. https://doi.org/10.1016/j.edurev.2019.100304

OECD (2015). Skills for social progress: The power of social and emotional skills. Paris: OECD Skills Studies, OECD Publishing. Accessed and read from: https://read.oecd-ilibrary.org/education/skills-for-social-progress_9789264226159-en#page1

Assessment Tools for Social, Emotional (and Intercultural) competences

Muller et al, 2020 published a review of the 149 assessment tools derived from the systematic literature review and categorized by competence. They listed the target group, type, main dimension, the number of items, their scale reliability, as well as corresponding literature. The tools are categorised into Social (26 assessment tools), Emotional (11 assessment tools), Intercultural (45), Social-Emotional (47), Social-intercultural (12), Emotional-Intercultural (1) and Social-Emotional-Intercultural (7).

Social (26)

California Healthy Kids Survey - Resilience Module (CHKS) St Scaled Survey Externally- and internally situated strengths 65 .55 to .88 Rhee, Furlong, Turner, and Harari (2001)

Rhee, S., Furlong, M. J., Turner, J. A., & Harari, I. (2001). Integrating strength-based perspectives in psychoeducational evaluations. California School Psychologist, 6(1), 5–17. https://doi.org/10.1007/BF03340879.

Colorado Trust's Bullying Prevention Initiative Student Survey St Survey Perception of bullying and bullying-related behaviors 11 .69 to .88 Low, van Ryzin, Brown, Smith, and Haggerty (2014)

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: Lessons from assessing classroom implementation of steps to respect: A bullying prevention program over a one-year period. Prevention Science: The Official Journal of the Society for Prevention Research, 15(2), 165–176. https://doi.org/10.1007/s11121-012-0359-1.

Academic Self-Efficacy Scale (ASES) St Scaled Questionnaire Academic self-efficacy, cross-cultural differences, and gender differences 8 .74 to .79 Ansong, Eisensmith, Masa, and Chowa (2016)

Ansong, D., Eisensmith, S. R., Masa, R. D., & Chowa, G. A. (2016). Academic self-efficacy among junior high school students in Ghana: Evaluating factor structure and measurement invariance across gender. Psychology in the Schools, 53(10), 1057–1070. https://doi.org/10.1002/pits.21975.

Attitudes Toward Mainstreaming Scale (ATMS) ScSt Scaled Questionnaire Presumption of learning capability, general integration issues, and presumption of limited capacity 18 .64 to .82 Berryman and Neal (1980); Yuen and Westwood (2002)

Berryman, J. D., & Neal, W. R. (1980). The cross validation of the attitudes toward mainstreaming scale (ATMS. Educational and Psychological Measurement, 40(2), 469–474. https://doi.org/10.1177/001316448004000227.

Yuen, M., & Westwood, P. (2002). Teacher's attitudes toward integration: Validation of a Chinese version of the attitudes toward mainstreaming scale (ATMS). PSYCHOLOGIA -An International Journal of Psychology in the Orient, 45(1), 1–11. https://doi.org/10.2117/psysoc.2002.1.

Child and Adolescent Social Support Scale (CASSS) St Scaled Questionnaire Student social support network (frequency and importance) 40 .95 Kerres Malecki and Kilpatrick Demary (2002)

Kerres Malecki, C., & Kilpatrick Demary, M. (2002). Measuring perceived social support: Development of the child and adolescent social support scale (CASSS). Psychology in the Schools, 39(1), 1–18. https://doi.org/10.1002/pits.10004.

Freedom Writers Student Engagement Survey (FWSES) ScSt Scaled Survey Student engagement 51 .79 to .94 Powers, Shin, Hagans, and Cordova (2015)

Powers, K., Shin, S.-H., Hagans, K. S., & Cordova, M. (2015). The impact of a teacher professional development program on student engagement. International Journal of School & Educational Psychology, 3(4), 231–240. https://doi.org/10.1080/21683603.2015.1064840.

Relationship and Motivation (REMO) Scale St ScSt Scaled Questionnaire Student perceptions of peers and teachers as motivators of school performance 39 .73 to 82 Raufelder, Drury, Jagenow, Hoferichter, and Bukowski (2013)

Raufelder, D., Drury, K., Jagenow, D., Hoferichter, F., & Bukowski, W. (2013). Development and validation of the Relationship and Motivation (REMO) scale to assess students' perceptions of peers and teachers as motivators in adolescence. Learning and Individual Differences, 24, 182–189. https://doi.org/10.1016/j.lindif.2013.01.001.

Revised Scale of Prejudice Against Sexual and Gender Diversity (PASGD-R) St ScSt Scaled Questionnaire Prejudice against sexual and gender diversity 18 .93 Costa, Lara Machado, Ruschel Bandeira, and Nardi (2016)

Costa, A. B., Lara Machado, W. de, Ruschel Bandeira, D., & Nardi, H. C. (2016). Validation study of the revised version of the scale of prejudice against sexual and gender diversity in Brazil. Journal of Homosexuality, 63(11), 1446–1463. https://doi.org/10.1080/00918369.2016.1222829.

Social Coping Questionnaire (SCQ) St Questionnaire Denying giftedness, social interaction, humor, conformity, peer acceptance 34 .61 to .77 Swiatek and Cross (2007)

Swiatek, M. A., & Cross, T. L. (2007). Construct validity of the social coping questionnaire. Journal for the Education of the Gifted, 30(4), 427–449. https://doi.org/10.4219/jeg-2007-508.

Student Engagement Instrument (SEI) St Scaled Questionnaire Student's levels of cognitive and psychological engagement 35 n.a. Appleton, Christenson, Kim, and Reschly (2006)

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the student engagement instrument. Journal of School Psychology, 44(5), 427–445. https://doi.org/10.1016/j.jsp.2006.04.002.

What's My School Mindset Scale St ScSt Scaled Questionnaire Teacher's participation in leadership and decisionmaking, openness to feedback, accepting change as a normal condition of the school, sharing knowledge, continuous improvement, communities of practice professional development, meeting students' needs, and school-wide pride, 19 .92 Hanson, Bangert, and Ruff (2016)

Hanson, J., Bangert, A., & Ruff, W. (2016). Exploring the relationship between school growth mindset and organizational learning variables: Implications for multicultural education. Journal of Educational Issues, 2(2), 222. https://doi.org/10.5296/jei.v2i2.10075.

Comprehensive Assessment of Spoken Language (CASL) n.i. n.i. Social meaning through pragmatic judgement 60 .96 McKown, Allen, RussoPonsaran, and Johnson (2013)

McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. Psychological Assessment, 25(4), 1154–1166. https://doi.org/10.1037/a0033435.

Devereux Student Strengths Assessment (DESSA) St ScSt Scaled Questionnaire Optimistic thinking, selfmanagement, goal-directed behavior, self-awareness, socialawareness, relationship skills decision making, and personal responsibility 72 .87 to .93 Naglieri, LeBuffe, and Shapiro (2011); Nickerson and Fishman (2009)

Naglieri, J. A., LeBuffe, P., & Shapiro, V. B. (2011). Universal screening for social-emotional competencies: A study of the reliability and validity of the DESSA-mini. Psychology in the Schools, 48(7), 660–671. https://doi.org/10.1002/pits.20586

Nickerson, A. B., & Fishman, C. (2009). Convergent and divergent validity of the devereux student strengths assessment. School Psychology Quarterly, 24(1), 48–59. https://doi.org/10.1037/a0015147.

Child-Adolescent Teasing Scale (CATS) St Scaled Questionnaire Personality and behavior teasing, family and environment teasing, school- related teasing, and body teasing 70 .94 Vessey, Horowitz, Carlson, and Duffy (2008)

Vessey, J. A., Horowitz, J. A., Carlson, K. L., & Duffy, M. (2008). Psychometric evaluation of the child-adolescent teasing scale. Journal of School Health, 78(6), 344–350. https://doi.org/10.1111/j.1746-1561.2008.00312.x.

Edinburgh Study of Youth Transitions and Crime (ESYTC) school misbehaviour subscale St Scaled Questionnaire Domains of violence and aggression at school n.a. n.a. Bonell et al. (2014)

Bonell, C., Allen, E., Christie, D., Elbourne, D., Fletcher, A., Grieve, R., ... Viner, R. M. (2014). Initiating change locally in bullying and aggression through the school environment (INCLUSIVE): Study protocol for a cluster randomised controlled trial. Trials, 15, 381. https://doi.org/10.1186/1745-6215-15-381

Lesbian, Gay, and Bisexual Affirmative Counseling Inventory (LGB-CSI) ScSt Inventory Questionnaire Application of [LGB] knowledge, advocacy skills, selfawareness, relationship, and assessment skills. Dillon and Worthington (2003)

Dillon, F., & Worthington, R. L. (2003). The lesbian, gay and bisexual affirmative counseling self-efficacy inventory (LGB-CSI): Development, validation, and training implications. Journal of Counseling Psychology, 50(2), 235–251. https://doi.org/10.1037/0022-0167.50.2.235

Program Implementation Checklist (PIC) ScSt Inventory Checklist Student lesson engagement and teacher lesson adherence n.a. .86 Low et al. (2014)

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: Lessons from assessing classroom implementation of steps to respect: A bullying prevention program over a one-year period. Prevention Science : The Official Journal of the Society for Prevention Research, 15(2), 165–176. https://doi.org/10.1007/s11121-012-0359-1.

School Climate St Questionnaire School's order, safety, and discipline, academic outcomes, social relationships, school facilities school connectedness Zullig, Koopman, Patton, and Ubbes (2010)

Zullig, K. J., Koopman, T. M., Patton, J. M., & Ubbes, V. A. (2010). School climate: Historical review, instrument development, and school assessment. Journal of Psychoeducational Assessment, 28(2), 139–152. https://doi.org/10.1177/0734282909344205.

School Climate and School Identification Measure – Student (SCASIM-St) St Questionnaire School belongingness or connectedness and social identity 44 .94 Lee et al. (2017)

Lee, E., Reynolds, K. J., Subasic, E., Bromhead, D., Lin, H., Marinov, V., et al. (2017). Development of a dual school climate and school identification measure–student (SCASIM-St). Contemporary Educational Psychology, 49, 91–106. https://doi.org/10.1016/j.cedpsych.2017.01.003.

School Environment Survey ScSt Survey School's anti-bullying policies and strategies, climate, staff bullying intervention, and bullying-related problems Low et al. (2014)

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: Lessons from assessing classroom implementation of steps to respect: A bullying prevention program over a one-year period. Prevention Science : The Official Journal of the Society for Prevention Research, 15(2), 165–176. https://doi.org/10.1007/s11121-012-0359-1.

Self-Esteem, Academic Self-Concept, and Aggression St Interviews, Questionnaire and School Records Student's aggression, self-esteem, self-concept of academic abilities, academic performance, threat to self concept, and aggression-related controls. Taylor, Davis-Kean, and Malanchuk (2007)

Taylor, L. D., Davis-Kean, P., & Malanchuk, O. (2007). Self-esteem, academic self-concept, and aggression at school. Aggressive Behavior, 33(2), 130–136. https://doi.org/10.1002/ab.20174.

Social Achievement Goal Scale St Scaled Questionnaire Student's social development, social approach (popularity), and social avoidance (antisocial) 12 .77 to .85 Herrera López, Romera Félix, Ortega Ruiz, and Gómez Ortiz (2016)

Herrera López, M., Romera Félix, E. M., Ortega Ruiz, R., & Gómez Ortiz, O. (2016). Influence of social motivation, self-perception of social efficacy and normative adjustment in the peer setting. Psicothema, 28(1), 32–39. https://doi.org/10.7334/psicothema2015.135.

Social and School Connectedness in Early Secondary School St Questionnaire Mental health status, substance use, academic outcomes, social connectedness, interpersonal conflict, school connectedness, and family measures n.a. n.a. Bond et al. (2007)

Bond, L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., et al. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. Journal of Adolescent Health : Official Publication of the Society for Adolescent Medicine, 40(4), https://doi.org/10.1016/j.jadohealth.2006.10.013 357.e9-18

Students' Self Regulation & Self Discipline St Questionnaire Self-regulation and self-discipline 156 + 45 .52 to .94 Zimmerman and Kitsantas (2014)

Zimmerman, B. J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. Contemporary Educational Psychology, 39(2), 145–155. https://doi.org/10.1016/j.cedpsych.2014.03.004

Teacher Self-Efficacy Scale ScSt Scaled Questionnaire Teacher's self-efficacy in organizing, planning, and evaluating 13 .87 to .93 Kan (2009)

Kan, A. (2009). Effect of scale response format on psychometric properties in teaching self-efficacy. European Journal of Educational Research, 34, 215–218.

Zulliger Test in the Comprehensive System (Zulliger-SC) St Testing Protocol Adequacy of reality perception, affects, self-perception, interpersonal relationships, and cognitive processing n.a. n.a. Villemor-Amaral, Pavan, Tavella, Cardoso, and Biasi (2016)

Villemor-Amaral, A. E.d., Pavan, P. M. P., Tavella, R. R., Cardoso, L. M., & Biasi, F. C. (2016). Validity evidence of the Z-test-SC for use with children. Paideia, 26(64), 199–206. https://doi.org/10.1590/1982-43272664201607.

Emotional (11)

General academic selfefficacy scale of the Patterns of Adaptive Learning Scales (PALS) St Scaled Questionnaire Confidence in the ability to do school work 5 .78 Dever and Kim (2016); Midgley et al. (2000)

"Trait Meta- Mood Scale– 24 (TMMS-24) St ScSt Scaled Questionnaire Attention to emotional state, understanding of emotional state, and regulation of emotional state 24 .78 to .89 Pedrosa, Suárez-Álvarez, Lozano, Muñiz, and GarcíaCueto (2014)

Educational Stress Scale for Adolescents (ESSA) St Scaled Questionnaire Pressure from study, workload, worries about grades, self-expectation, and despondency 16 .66 to .87 Çelik (2015); Sun, Dunne, Hou, and Xu (2011)

Emotion Regulation Index for Children and Adolescents (ERICA) St Scaled Questionnaire Emotional regulation via control, self-awareness, and situational responsiveness 17 .81 MacDermott, Gullone, Allen, King, and Tonge (2010)

Point-light Walker (PLW) n.i. Vignettes (recognition of emotion in faces) Emotional recognition in faces 20 .60" McKown et al. (2013)

Self-report measure of Emotional Intelligence (SEI) St Questionnaire Emotional intelligence, emotional perception, skill at managing other's emotions, and skill at managing self-relevant emotions 33 .63 to .84 Ciarrochi, Chan, and Bajgar (2001)

Emotional Quotient Inventory, Youth Version St Inventory Questionnaire Intrapersonal emotions, interpersonal emotions, stress management, adaptability, and general mood 60 .84 to .89 Pegalajar-Palomino and Colmenero-Ruiz (2014)

Difficulties in Emotion Regulation Scale (DERS) St Scaled Questionnaire Emotional regulation via strategies, nonacceptance, impulses, goals, awareness, and clarity 36 .76 to .89 Weinberg and Klonsky (2009)

NEO-Five Factor Inventory (NEO-FFI) n.i. Inventory Questionnaire neuroticism, extraversion, openness, agreeableness, and conscientiousness 60 .74 to .83 Matsumoto, LeRoux, Robles, and

Campos (2007) Postures Accuracy n.i. Vignettes (recognition of emotion in faces) Emotion recognition in faces 24 .80 McKown et al. (2013)

Schutte Emotional Intelligence Scale (SEIS) ScSt Scaled Questionnaire Empathic sensitivity, utilization of emotions, emotional awareness and evaluation, and regulation and management of emotions 62 .74 Arslan and Yigit (2016)

Intercultural (45)

California Brief Multicultural Competence Scale (CBMCS) n.i. Scaled Questionnaire Cultural knowledge, sensitivity, awareness, and nonethnic skill 21 .75 to .90 Larson and Bradshaw (2017)

Multicultural AwarenessKnowledge-Skills (MAKSS) n.i. Questionnaire Multicultural awareness, knowledge, and skills 60 .49 to .91 Kocarek, Talbot, Batka, and Anderson (2001)

Multicultural Counseling Awareness Scale: form B (MCAS) ScSt Questionnaire Multicultural awareness, knowledge, and skills 45 .83 to .91 Kocarek et al. (2001)

Quick Discrimination Index (QDI) ScSt Inventory Questionnaire Racial and gender bias 30 .64 to .73 Sirin, Brabeck, Satiani, and Rogers-Serin (2003)

Cultural Diversity Awareness Inventory (CDAI) ScSt Questionnaire Teacher/Staff's diversity awareness, classroom environment, family/school interaction, cross-cultural communication, and alternative assessment 28 .90 Brown (2004)

Adolescent Discrimination Distress Index (ADDI) St Inventory Questionnaire Perceived discrimination-related distress/discrimination, in institutional settings, educational settings, and peer contexts 15 .72 Fisher, Wallace, and Fenton (2000); Sangalang, Chen, Kulis, and Yabiku (2015)

Attitudes Toward Lesbian, Gay Men, and Bisexuals (ATLGB) Scale St ScSt Scaled Questionnaire Attitudes Toward Gay Men (ATG), Lesbians (ATL), and Bisexuals (ATB). 30 .96 Ensign et al. (2011)

Critical Consciousness Scale (CCS) St Scaled Questionnaire Reflection on perceived inequality and egalitarianism and sociopolitical participation 22 .85 to .90 Diemer, Rapa, Park, and Perry (2017)

Diversity and Oppression Scale (DOS) ScSt Scaled Questionnaire Social worker's cultural diversity self-confidence, diversity and oppression, congruence with client, and responsibilities 25 .61 to .90 Windsor, Shorkey, and Battle (2015)

Everyday Discrimination Scale (EDS) St Scaled Questionnaire Perceived racism 9 .87 Clark et al. (2004) Exploring and Assessing Intercultural Competence St Questionnaire and Interviews Intercultural competence and intercultural outcomes on participants and their hosts in select civic service programs including implications for their lives and work 41 .80 to .89 Fantini and Tirmizi (2006)

Global Competency and Intercultural Sensitivity Index (ISI) ScSt Inventory Questionnaire Intercultural sensitivity 58 (−9) n.a. Lee Olson and Kroeger (2001); Sinicrope, Norris, and Watanabe (2007); Williams (2005)

Intercultural Communicative Competence for English Language Teachers and English as a Foreign Language teachers (ICC-ELT-EFL) ScSt Questionnaire Affective orientations to and capabilities for intercultural communication, perspectives on ELT, and employment of intercultural strategies in ELT 24 .93 Chao (2015)

Intercultural Sensitivity Scale (ISS) St ScSt Scaled Questionnaire Respect for cultural differences, interaction engagement, confidence, enjoyment, and attentiveness 24 .86 Drandić (2016)

Majority perceptions of intergroup relations and everyday contacts with immigrant minorities St Scaled Questionnaire and Diaries Perceived threat and discrimination, intergroup contacts, perspective taking; and experience of the contact situation 17 .68 to .89 Van Acker, Phalet, Deleersnyder, and Mesquita (2014)

Multicultural Counseling SelfEfficacy Scale – Racial Diversity Form (MCSERD) ScSt Scaled Questionnaire Self-efficacy, multicultural counseling competency, and social desirability 37 .87 Sheu and Lent (2007)

Multicultural Teaching Competency Scale (MTCS) ScSt Scaled Questionnaire Multicultural teaching skills and knowledge 16 .88 Sodowsky, Taffe, Gutkin, and Wise (1994)

Personal Beliefs About Diversity Scale ScSt Scaled Questionnaire Beliefs about: race/ethnicity, gender, social class, sexual orientation, disabilities, language, and immigration 15 .81 Pohan and Aguilar (2001)

Professional Beliefs About Diversity Scale ScSt Scaled Questionnaire Beliefs about: race/ethnicity, gender, social class, sexual orientation, disabilities, language, and immigration 25 .89 Pohan and Aguilar (2001)

Racial Ethical Sensitivity Test (REST) St Interviews Ethical sensitivity, moral judgment, necessary motive or ethical manner, and moral character 13 .64 to .73 Sirin et al. (2003)

Shared Experience in Intercultural Secondary Classrooms St Questionnaire Perception of school's general violence, fraud, disruption in classrooms, corruption, and security issues 48 n.a. Luna, Eva, Moreno, and Gómez (2014)

White Privilege Attitudes Scale (WPAS) St Scaled Questionnaire Willingness to confront white privilege, anticipated costs of addressing white privilege, white privilege awareness, and white privilege remorse 28 .73 to .91 Pinterits, Poteat, and Spanierman (2009)

Portfolio of Intercultural Competence (PICSTEP) St Short Stories, Essays, and Discussion Short writing on intercultural encounters, reflective critical essays, and group discussion n.a. n.a. Dervin and Hahl (2015) Schoolwide Cultural Competence Observation Checklist (SCCOC) survey component St Survey Checklist School's cultural competency regarding policy and practice 33 n.a. Bustamante, Nelson, and Onwuegbuzie (2009)

Sexual Orientation Counselor Competence scale ScSt Scaled Questionnaire Sexual orientation attitudes, skills, and knowledge 42 .83 to .85 Grove (2009)

Coping with Cultural Diversity Scale St Structured Interviews Separation, acculturation, and multicultural background 54 .69 to .86 Hamm and Coleman (2001)

Cross- Cultural Awareness Index St Portfolio Assessment Physical, global, personal, cross-cultural recognition, reflection on recognition of Japan, reflection on my past, and reflection future n.a. n.a. Ingulsrud, Kai, Kadowaki, Kurobane, and Shiobara (2002)

Equitable Classroom Climates Scale ScSt Scaled Questionnaire Not Available 20+ n.a. Kelly (2002)

Ethnic Identity Scale (EIS) ScSt Scaled Questionnaire Ethnic exploration, resolution, and affirmation 17 .34 to .92 Yoon (2011)

Four Factor Model of Cultural Intelligence (CQ) n.i. Questionnaire CQ via cognitive, metacognitive, behavioral, and motivational 20 acceptable Wang, Wang, Heppner, and Chuang (2017); Ward, Fischer, Zaid Lam, and Hall (2009)

Graduate Students' Experiences with Diversity Survey (GSEDS) n.i. Survey Knowledge, skills, and comfort with diversity 52~ .81 to .92 Kocarek et al. (2001)

Implicit Association Test (IAT) St Scaled Questionnaire Racial and economic discrimination n.a. .82 to .84 Greenwald, McGhee, and Schwartz (1998); Rudman and Ashmore (2007)

Intercultural Development Inventory (IDI) ScSt Observations Sensitivity to cultural difference 50 (+10) .80 to .85 Hammer, Bennett, and Wiseman (2003); Lombardi (2010); Straffon (2003)

Multigroup Ethnic Identity Measure - Revised (MEIM-R) ScSt Questionnaire Ethnic exploration and commitment 6 .74 to .81 Yoon (2011)

Pro-Black and AntiBlack Attitudes Questionnaire St Questionnaire Shifting standards effect, pro- and anti-black attitudes, implicit prejudice, implicit stereotyping, and attitudes toward funding a black student union n.a. .75 to .81 Biernat, Collins, KatzarskaMiller, and Thompson (2009)

Race-Related Events Scale (RES) n.i. Scaled Inventory Race-related stress 22 .86 Waelde et al. (2010)

Relationship Between Personal Characteristics, Multicultural Attitudes, and Self-Reported Multicultural Competence ScSt Scaled Questionnaire Characteristics, multicultural attitudes, and multicultural competence 128 .75 to .93 Reynolds & Rivera (2012)

Revised Educational Context Perception Questionnaire (ECPQ II) St ScSt Questionnaire Cohesion, didactics, mutual appreciation, psychological insecurity with teachers and psychological insecurity with classmates, and discrimination 26 .70 to .91 Du Rubat Mérac (2017)

Social Connectedness in Mainstream Society (SCMN St ScSt Questionnaire Immigrant's acculturation 5 .90 to .92 Yoon, Jung, Lee, and FelixMora (2012)

Social Connectedness in the Ethnic Community (SCETH) St ScSt Questionnaire Immigrant's acculturation 5 .94 to .95 Yoon et al. (2012)

Socio-cultural Adaptation Scale (SCAS) St ScSt Scaled Questionnaire Domains of acculturation outcomes 29 .75 to .91 Chi and Suthers (2015); Ward and Kennedy (1999)

Teacher Cultural Beliefs Scale (TCBS) ScSt Scaled Questionnaire Multicultural beliefs and egalitarian beliefs 10 n.a. Hachfeld et al. (2011)

Teacher Cultural Diversity Enthusiasm Scale (TCDES), Teacher Cultural Diversity Self-Efficacy Scale (TCDSES) and Teacher Commitment to Social Justice Scale (TCSJS) ScSt Scaled Questionnaire Diversity of contact, sense of self efficacy, behavioral intentions to engage in social justice, and autonomous motivation for teaching 30 .86 to .89 Petrovic, Jokic, and Leutwyler (2016)

Teacher Efficacy Scale for Classroom Diversity (TESCD) ScSt Scaled Questionnaire Teacher's self-efficacy about being able to teach diverse groups 10 .91 Kitsantas (2012)

Teacher Multicultural Attitudes Scale (TMAS) ScSt Scaled Questionnaire Multicultural attitudes 20 .89 Arslan and Yigit (2016)

Social, Emotional (47)

Gatehouse Bullying Scale St Scaled Inventory Bullying victimization 12 n.a. Bond et al. (2004)

Short WarwickEdinburgh Mental Well- Being Scale (SWEMWBS) St Scaled Questionnaire "Well-Being Index" including psychological functioning, cognitive-evaluative dimensions, and an affective-emotional aspect 14 .89 to .91 Tennant et al. (2007)

Student Relationship to School St Questionnaire Comprising 12 scales n.a. n.a. Libbey (2004)

Teacher-Pupil Observation Tool (TPOT) St ScSt Observation Tool Teacher positive and negative behavior, teacher praise, class compliance class negative, prosocial, and off-task behavior, and sum of total negatives 27 .78 Berry et al. (2016); Martin et al. (2010)

Washington State Healthy Youth Survey (HYS) St Survey School climate, alcohol, tobacco, and other drug use, health, demographics, quality of life, and risk and protective factors for family, community, individual, peers and school 101–110 n.a. Haggerty, Elgin, and Woolley (2011)

Brief Self-Control Scale (BSCS) St Scaled Questionnaire Self-regulation via thoughts, emotions, impulses, and performance 13 .89 Duckworth and Seligman (2005); Tangney, Baumeister, and Boone (2004)

Eysenck I.6 Junior Impulsiveness Subscale (EJI) St Inventory, Scaled Questionnaire Impulsiveness, venturesomeness, and empathy 77 .71 to .84 Duckworth and Seligman (2005); Eysenck, Easting, and Pearson (1984)

Strengths and Difficulties Questionnaire (SDQ) ScSt Questionnaire Emotional symptoms, conduct problems, hyperactivity, and peer relations 25 n.a. Berry et al. (2016); Goodman (1997); Plenty, Östberg, and Modin (2015)

Interpersonal Competence Questionnaire (ICQ) -German Language Version St ScSt Questionnaire Initiation of interactions, assertion of interests, self-disclosure of personal information, emotional support of others, and management of conflicts 40 .72 to .84 Kanning (2006)

Kirby Delay Discounting Rate Monetary Choice Questionnaire St ScSt Questionnaire Ability to delay gratification 27 n.a. Duckworth and Seligman (2005); Kirby and Maraković (1996)

Social and Emotional Health Survey (SEHS) St Survey Belief in self and in others, emotional competence, and engaged living 36 .92 Furlong et al. (2014)

MIHI (Multifactor Internalized Homophobia Inventory) St ScSt Inventory Questionnaire Fear of coming out, regret about being homosexual, moral condemnation, gaylesbian parenting, integration into the homosexual community, counter-prejudicial attitudes, homosexual marriage, and stereotypes 85 .61 to .90 Flebus and Montano (2012)

Revised Olweus Bully/ Victim Questionnaire (OBVQ) St Questionnaire Acts of victimization and acts of bullying 22 each .84 to .92 Gonçalves et al. (2016); Kyriakides, Kaloyirou, and Lindsay (2006); Olweus (1996)

Assessment of Students' Social-Emotional Competencies and Academic Achievement St Report Cards Social and emotional learning via behavioral ratings and comments n.a. n.a. Moceri (2015)

Communities That Care (CTC) Survey St Inventory Survey CTC training implementation and a community-based strategic approach to reducing youth involvement in problem behaviors 17 n.a. Hawkins et al. (2008); Quinby et al. (2008)

Engaged Teachers Scale (ETS) ScSt Scaled Questionnaire Cognitive, emotional, and social engagement with students and colleagues 16 .84 to .89 Klassen et al. (2013)

Interpersonal Relationship Inventory for Early Adolescents St Inventory Questionnaire Social support and conflict 26 .86 to .90 Yarcheski, Mahon, Yarcheski, and Hanks (2008)

Inventory of Teachers' Perceptions on SocioEmotional Needs (TEPESSENI) ScSt Inventory and Scaled Questionnaire The teaching-learning process, dealing with students' socio- emotional deficits, and socio-emotional needs related to teacher's training 39 .85 Moreira, Pinheiro, Gomes, Cotter, and Ferreira (2013)

Personal- Interpersonal Competence Assessment (PICA) St Questionnaire Awareness, consideration, connection, and influence 32 .77 to .89 Seal et al. (2015)

Social Competence and Behavior Evaluation (SCBE) St Scaled questionnaire Social competence, emotional regulation, and expression and adjustment difficulties 80 .69 to .90 Vidmar, Gril, and Furman (2018)

Social Emotional Health Survey (SEHS) St Survey Belief in self, belief in others, emotional competence, and life engagement 32 .95 Renshaw (2016); You et al. (2014); You, Furlong, Felix, and O'Malley (2015)

Socioemotional Guidance Questionnaire (SEG-Q) ScSt Questionnaire Organization and coordination at school, and support and guidance of teachers 71 .72 to .89 Jacobs, Struyf, and Maeyer (2013)

Social Emotional Learning Skills Scale (SELSS) St Scaled Questionnaire Skills with problem solving, communication, self-esteem, and coping with stress 40 .88 Çelik (2013)

Diagnostic Analysis of Nonverbal Accuracy (DANVA) n.i. Vignettes Non-verbal reception and expression 24 .71 McKown et al. (2013)

Achenbach System of Empirically Based Assessment (ASEBA) ScSt Questionnaire Emotionally reactive, anxiousness or depression, somatic complaints, attention or aggression issues 99 n.a. Achenbach (2000); Achenbach and Rescorla (2013)

Behavior Assessment System for Children, Third Edition (BASC-3) St Questionnaire Observed adaptability, leadership, social and study skills; reported relations with parents, peers, self-esteem and self-reliance 25-30 .80 to .90 Reynolds, Kamphaus, and Vannest (2011); Stiffler and Dever (2015)

Behavioral and Emotional Rating Scale (BERS-2) St Scaled Questionnaire Interpersonal, intrapersonal, affective, and strength, involvement with family, and school functioning 52 .95 Buckley and Epstein (2004); Rhee et al. (2001)

Classroom Assessment Scoring System (CLASS) St ScSt Questionnaire Emotional and instructional support, and organization 110 .67 to .90 Jennings et al. (2017); Jennings and Greenberg (2009); Pianta et al. (2008)

Developmental Assets Profile (DAP) St Survey Support, empowerment, boundaries and expectations, use of time, learning commitment, values, social competence, and positive identity 58 n.a. Scales

(2011) LKS - Leipzig competence screening St ScSt Questionnaire Emotional competence and learning and working behaviors n.a. n.a. Hartmann (2004)

NEPSY-II theory of mind (NEPSY-II ToM) n.i. Action Protocol Social meaning 15 .74 McKown et al. (2013)

School Social Behaviors Scale, Second Edition (SSBS2) St Scaled Questionnaire Social competence and antisocial behaviors 64 good to very good Merrell (1993); Raimundo et al. (2012)

Social Skills Improvement System Rating Scales (SSISRating Scale) St Scaled Questionnaire Social skills, self-control, problem behaviors, and academic competence 144 & 143 good Gresham, Elliott, and Kettler (2010)

Social- Emotional Assets and Resilience Scales (SEARS) St Scaled Questionnaire Self-regulation, responsibility, social competence, and empathy 12 & 52 - 54 .83 to .98 Merrell, Cohn, and Tom (2011); Nese, Doerner, Romer, and Karalyn (2012); Romer, Ravitch, Tom, Merrell, and Wesley (2011); Tom, Merrell, Endrulat, Cohn, and Felver-Gant (2009)

Strange Stories n.i. Vignettes /Stories Social meaning and social intentions 12 .74 McKown et al. (2013)

Survey of Academic and Youth Outcomes (SAYO) St ScSt Survey Social and emotional learning competency n.a. n.a. Stavsky (2015)

Delaware School Climate SurveyStudent (DSCS-S) St Survey School climate, social-emotional learning, bullying, and engagement 78 .72 to .92 Holst, Weber, Bear, and Lisboa (2016)

Empathy Assessment Index (EAI) St ScSt Inventory Questionnaire Affective response, perspective taking, self-awareness, emotion regulation, empathetic attitudes 50–54 .80 to .82 Gerdes, Lietz, and Segal (2011)

Match Emotional Prosody to Emotional Face (MEPEF) -subtest of the Comprehensive Affect Testing System (CATS) n.i. Vignettes /Images Audio and visual recognition 22 .67 McKown et al. (2013)

Multisource Assessment of Social Competence Scale (MASCS) St Scaled Questionnaire Social competence, loneliness, social anxiety, and social phobia 41 .68 to .94 Junttila, Vauras, Niemi, and Eero (2012); Junttila, Vauras, Niemi, and Laakkonen (2012)

Peer affiliations and Social Acceptance (PASA) St Questionnaire Peer affiliations, acceptance, and rejection 12 .67 to .80 Dishion, Kim, Stormshak, and O'Neill (2014)

Questionnaire for Assessment Coexistence shared experiences in Intercultural Secondary Classrooms (QACISC) St Questionnaire Ability to inhibit behavior, follow rules, and control impulsive reactions 38 .52 to .83 Olmedo Moreno, Luna, Olmos Gómez, and López (2014)

Self-Control Rating Scale (SCRS) ScSt Scaled Questionnaire Comprised of eight scales 33 n.a. Duckworth and Seligman (2005)

SENNA 1.0 St Inventory Questionnaire Self-awareness, emotional management, autonomy, social awareness, interpersonal management, and life skills 209 .75 to .91 Primi, Santos, John, and Fruyt (2016); Primi, Zanon, Santos, Fruyt, and John (2016)

Social - Emotional Skills Assessment Scale (SESAS) St Scaled Questionnaire Self-awareness, emotional management, autonomy, social awareness, interpersonal management, and life-skills 75 .64 to .76 Aurora-Adina (2011)

Social and Emotional Competency Measurement St n.i. Relationship skills and selfmanagement of emotions 138 .68 to .74 Davidson et al. (2018)

Withdrawn /depressed behavior from Head Start REDI St n.i. Withdrawn or depressed actions n.a. .81 Bierman et al. (2008)

Social, Intercultural (12)

Multicultural Counseling Knowledge and Awareness Scale - Refined (MCKAS-R) ScSt Scaled Questionnaire Multicultural knowledge and awareness 28 .90 Lu (2017)

Multicultural Counseling Knowledge and Awareness Scale (MCKAS) ScSt Scaled Questionnaire Multicultural knowledge and awareness 32 .80 to .90 Cannon (2008)

Anti-Racism Behavioral Inventory (ARBI) St Inventory Questionnaire Anti-racism behavior 21 .91 Pieterse, Utsey, and Miller (2016)

LGBT Acceptance measure n.i. Questionnaire Protocol Student attitude toward LGBT persons 10 .87 Lennon-Dearing and Delavega (2016)

LGBT Respect n.i. Questionnaire LGBT affirming environment, culturally competent ethics of practice, and ability to serve LGBT clients 3 .62 Lennon-Dearing and Delavega (2016)

Multicultural School Climate Inventory (MSCI) St Inventory Questionnaire Liking of the school, educator-student relationships, cultural relevancy, and school success 22 .94 Marx and Byrnes (2012)

Racial Climate Inventory (RCI) St ScSt Inventory Questionnaire School's racial climate via faculty and student perceptions 40 .95 to .96 Pike (2002)

Acculturative Stress Inventory for Children (ASIC) St Inventory and Scaled Questionnaire Perceived discrimination and immigration-related experiences 12 .72 to .93 Suarez-Morales et al. (2007)

Implicit Factors Survey (IFS) St Survey Community, diversity, faculty advising, support services, and field and academic experiences 67 n.a. Grady, Powers, Despard, and Naylor (2011)

Student Measure of Culturally Responsive Teaching (SMCRT) St Questionnaire Diverse teaching practice, cultural engagement, and diverse language affirmation 21 .90 Dickson, Chun, and Fernandez (2016) Measure of the Quality of Educational Leadership Programs for Social Justice ScSt Questionnaire Six quality measures 33 n.a. O'Malley and Capper (2015)

Unfair Treatment by Authorities Scale, taken from the Adolescent Discrimination Index (ADI) St Scaled Questionnaire Adolescent's perception of unfair treatment by authorities 8 .75 Crystal, Killen, and Ruck (2010)

Emotional, Intercultural (1)

Multicultural Counseling SelfEfficacy Scale-Racial Diversity Form (MCSERD) n.i. Scaled Questionnaire Self-efficacy, counseling competency, and social desirability 37 n.a. Larson and Bradshaw (2017)

Social, Emotional, Intercultural (7)

Coping With Acculturative Stress in American Schools (CASAS-A) St Questionnaire Perceived discrimination, English language learner related stress, familial acculturative gap, and school and community belonging 17 .88 Castro-Olivo et al. (2014)

Cultural Socialization Scale St ScSt Scaled Questionnaire Socialization within family heritage culture, family mainstream culture, peer heritage culture, and peer mainstream culture 32 .88 to .94 Wang et al. (2015)

Comprehensive School Climate Inventory (CSCI) St Inventory Questionnaire and In-depth Profile of the School Student perceptions, parent perceptions, and school staff perceptions of the socioecological environment of their school n.a. n.a. Stamler, Scheer, and Cohen (2009)

Cross- Cultural Adaptability Inventory (CCAI) St Inventory Questionnaire Flexibility and openness, emotional resilience, perceptual acuity, and personal autonomy 50 .54 to .80 Davis and Finney (2006); Lombardi (2010); Williams (2005)

Intercultural Adjustment Potential Scale (ICAPS) n.i. Scaled Questionnaire Emotional regulation, openness, flexibility, and critical thinking 55 .78 Matsumoto et al. (2007)

Multicultural Personality Questionnaire (MPQ) St Questionnaire Cultural empathy, openmindedness, emotional stability, social initiative, and flexibility 78 .80 to .91 Van Oudenhoven and Van der Zee (2002)

Satisfaction with Migration Life Scale (SWMLS) n.i. Scaled Questionnaire Satisfaction with life, selfesteem, and loneliness, acculturation attitudes, in-/ out-group social interaction, language proficiency, cultural identity, and sociocultural adaptation 21 + 67 .91 to .92 Neto and Fonseca (2016)

Note. α = coefficient alpha; n.a. = not available; n.i. = not identified; St = students; ScSt = school staff. For further descriptions (authors of the tools,

Creative Pedagogies

In the context of the IO1 of the Juggle project, the Personal, Social and Learning to Learn Key Competences are framed against potential creative pedagogies which can be used to introduce, practice and develop the component skills. This frame is presented below. The literature review aims to provide the reader (e.g. education professional) with creative options for introducing key competences to particular cohorts of learners. Alternatively, the matrix below can provide the professional with potential learning (competence) outcomes for a given creative pedagogies, so that these can be taken into account during such activities.

Pedagogy in Dance and Theatre

Dance

Traditionally, academic dance is a form in which the teacher has authority and transfers knowledge to the participants. The classes are teacher-driven and there was not much room for the participants in what and how they learned dance. Academic dance is based on knowledge transfer through imitation (Stinson, 1994).
In this form of dance the emphasis lies on technical perfection and not on the learning process or enhancing competences (Smith-Autart, 2002). In addition to academic dance there are various techniques such as modern dance, jazz dance and urban styles where the pedagogy is similar. A dance style that opposes this is expressive dance. Expressive dance is a dance style in which the participant is given more freedom, can think more about the process and where it is all about the personal input. In expressive dance, the focus has shifted from teacher-driven pedagogy to a pedagogy where the process of the participant is prominent. In this process, expressing feelings through movement can have a positive effect on physical, social and emotional development. The teacher acts as a guide and the participant makes creative use of the elements: time, strength and space in their improvisations and creations (Smith-Autart, 2002). In essence, the participant takes control of their own learning.
In relation to time, strength and space in expressive dance, the participant can play with the timing, performing a movement quickly or slowly; by strength we mean the strength with which a movement can be initiated - either 'hard' or 'soft'. Space refers to the displacement of the body in physical space. The dance becomes interesting and more personal when there is a lot of variation with time, strength and space.
Where traditional dance forms are more like behaviourism or cognitivism even (Vackle, 2010), we can compare expressive dance more with constructivism (Vackle, 2010) and more amenable to enhancing the key competences of lifelong learning with young students.

Pedagogy and Theatre

Drama-based pedagogy (DBP) uses active and dramatic approaches to engage students in academic, affective and aesthetic learning through dialogic meaning-making in all areas of the curriculum (Dawson & Lee, 2016). The American Alliance for Theatre and Education (AATE) defines drama-based learning strategies (which includes creative drama and drama-in-education) as "an improvisational, non-exhibitional, process-centred form of drama in which participants are guided by a leader to imagine, enact, and reflect upon human experiences."
Theatre and Dramatherapy consist of art fields such as music, sound, plastic art as setting, narrative, text, movement and dance, as well as role-play, improvisation, theatre games, dolls and masks. (Harari, 2015). Therapeutic elements include highlighting a specific life narrative, the creation of theatrical art and receiving feedback from the audience (Emunah, 2015).

The matter-form-meaning model (MVB-model, dutch: materie-vorm-betekenis model) is a way to explain theatre methodology and structure theatre classes (Heydanus-de Boer et al, 2012). This is what the model looks like:
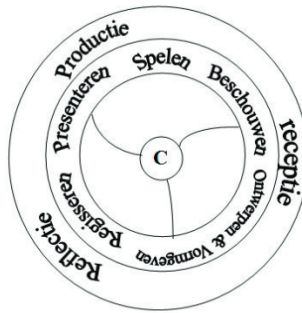
In this model a theme or a topic is elaborated process-wise to create an artefact (product) where the personal connection with the theme or topic is visible in the presentation of this artefact. In this model, the participants learn to create their own material and scenes (matter). The participants reflect on and analyse their own 'form' design and add 'meaning' to the design. Central in this model is the participants' creativity and capacity to create themselves. Matter, Form and Meaning are described as follows:

'Matter' is about the possibilities of expression of the body like posture, movement, facial expressions and voice. It is also about exploring the basic elements: who, what, why, were, when and the problem.
'Form' refers to the storyline or the dramatic line (build-up of tension) and the playing techniques and or styles to empower the story.
'Meaning' focuses on the personal connection with the theme or topic and the storyline. Meaning creates expressiveness and enhances credibility.

The central topic in the MVB-model is creativity. This is reflected in a variety of actions which can be observed, these are: playing, contemplating, designing and shaping, directing and presenting (second circle). None of these parts can be missed, they complement and alternate each other.
The observable actions are linked to professional indicators in the following classification:
- Theatre skills
- Didactic skills
- Theatre knowledge
- Didactic knowledge

Ozogul and colleagues (2020) reported that creative drama (e.g. improvisation, role-play) as a pedagogical method increased information retention and effectively promoted positive attitudes thereby contributing to the development of skills for professional lives, including problem solving, conflict resolution, enhanced interpersonal communication and empathy.

Piaget (1962) described three types of play: games, practice play and symbolic play. The latter is closest to theatre as it engages the conscious and subconscious minds at symbolic level, which is a theatrical mechanism. In symbolic play a symbolic social situation is created in order to relieve real life events on personal terms, to better understand the environment and one's place in it. Symbolic play, incorporates such skills as transformation, decentralization of thinking, flexibility of thinking, contextualization, language capabilities, interpersonal understanding. Spontaneous symbolic play undoubtedly influences the holistic child's development and can – if properly upgraded

– become an important teaching tool, but at this level Theatre Pedagogy starts using the term "creative drama" or "drama in education".

Theatre pedagogy is a rapidly developing area of research in teaching. The concept originates from the parallels between a child's symbolic play and an actor's playing experience. However, dramatic activity and child play differ in intention, quality of spontaneity, practice and demonstration. Teacher's guidance is crucial in transforming quality of dramatic experience, awareness and meaning into creative classroom drama. Distance devices, which a qualified teacher uses, are essential for reaching the curriculum goals through the very important phase of every dramatic activity – reflection. With a teacher's guidance symbolic play can transform into creative drama and becomes a meaningful learning experience for students (Lesnik XXXX). What distinguishes creative drama from symbolic play is a pre-planned structure built around educational and theatrical goals. The prepared structure sets out the aims of the exercise and provides a guide to the participants during the dramatic process.

Ozogul, T., Sezerel, H., Aktas, S.G., Adiguzel, O. Learning through creative drama in vocational hospitality education: Efficiency, retention and attitudes. Tourism Management Perspectives, Vol 36 (2020) 100728. https://doi.org/10.1016/j.tmp.2020.100728.

Lesnik, I. Theatre Pedagogy Approach in primary school. Conference proceedings from the International Scientific Conference THE EDUCATION AT THE CROSSROADS – CONDITIONS, CHALLENGES, SOLUTIONS and PERSPECTIVES; ISBN 978-608-4616-89-4.

Piaget, J. (1962). Play, dreamsandimitation in childhood. New York: NortonandCo., Inc.

Marjanovič Umek, L., Lešnik Musek, P.
(1999). Simbolna igra: kaj jo določa in kako igra določa otrokov razvoj. Psihološka obzorja, letnik 8, št. 2−3, str. 35−58.

Gamification

A game refers to a structured play with rules, goals and challenges for the purpose of entertainment (Cheng et al., 2015).

Outside the confines of pedagogy, definitions of gamification vary and usually focus either on applying game elements or on generating certain experiences and, thus, affecting behaviour. One example of the former is provided by Deterding et al. (2011) who define gamification as the "use of game elements in non-game contexts". Game elements may include, for example, levels, points, badges, leader boards, avatars, quests, social graphs, or certificates (Zainuddin et al., 2020). Meanwhile, Robson et al. (2015) describe gamification as "the application of lessons from the gaming domain to change behaviours in non-game situations" by working with three interconnected aspects - mechanics, dynamics and emotions - which, when appropriately combined, create a gamified experience. The latter authors' work also hints at how the two aspects are connected: the use of game elements is a means to an end of eliciting the emotional and behavioural response. However, some scholars (see e.g. Hamari and Koivisto, 2015) argue that the so-called gameful experiences are the sole essence of gamification and reject the notion that generating them necessarily requires explicit use of game design.

In the context of this research and its educational focus, gamification describes the use of game elements for serious rather than entertainment purposes. Erickson et al. (2020) consider it to mean "the incorporation of elements of game design in a classroom setting" with the view to enhancing students' motivation and engagement in the learning process.

Keeping in mind the above argument regarding what constitutes the core of the concept, gamification in education may be described as **the fostering of learners' engagement by structuring**

the learning process in a manner which leads learners to experience it similarly to how they might experience playing a game, through the use of concepts and methods frequently associated with (but not exclusive to) game design.

There is a growing body of research on how the use of gamification may positively affect the process of learning. It does so primarily by enhancing engagement, which can in turn lead to several desirable effects, including a reduced drop-out rate, increased student satisfaction and improved knowledge retention. However, it needs to be recognised that gamification cannot be expected to automatically counter problems emerging, for instance, from poor design of learning materials or inadequate delivery by educators. Here, an important distinction ought to be made between gamification and game-based learning. The former concerns the structure of the learning *process* (including monitoring, validation and assessment), while the latter signifies the forms in which particular *content is presented* or formats through which learners *develop specific competences*. For instance you can say the process of learning is gamified when students create their characters and their progress is represented by the development of characters (improving attributes, acquiring equipment etc.) or by the characters' journey through a background narrative. Meanwhile, game-based learning happens when students learn about the principles of representative democracy by conducting a simulation of a city council session. The issues signalled above (i.e. materials design or delivery) can be addressed through game-based learning, rather than gamification.

https://www.infoprolearning.com/blog/differences-between-games-game-based-learning-gamification/?creative=544186721439&keyword=&matchtype=b&network=g&device=c&Campaign=14561794021&adgroupid=126995048076&Creative=544186721439&Keyword=&MatchType=b&Placement=&Network=g&AdPosition=&utm_campaign=Blended+Learning+-+8th+Sep%2721&utm_source=adwords&utm_medium=ppc&utm_term=&hsa_kw=&hsa_tgt=dsa-1480904104037&hsa_ver=3&hsa_grp=126995048076&hsa_mt=b&hsa_ad=544186721439&hsa_acc=1847921551&hsa_cam=14561794021&hsa_net=adwords&hsa_src=g&gclid=Cj0KCQjwwNWKBhDAARIsAJ8HkhelASr8XtzglLG-EKti6WAdHQQZs5wjy2wQyNUopciV3fEXZAyc-e8aAvCWEALw_wcB [Accessed on 30/09/2021]

Cheng, M.-T., Chen, J.-H., Chu, S.-J., & Chen, S.-Y. (2015). The use of serious games inscience education: A review of selected empirical research from 2002 to 2013. Journal of Computers in Education, 2(3), 353–375. https://doi.org/10.1007/s40692-015-0039-9

C.S. Loh, Y. Sheng, D. Ifenthaler, Serious Games Analytics: Theoretical Framework, in: Serious Games Analytics: Methodologies for Performance Measurement, Assessment, and ImprovementCham: Springer International Publishing, 2015, pp. 3–29.

Putz L.-M., Hobbauer, F., Treiblmaier, H. Can gamification help to improve education? Findings from a longitudinal Study. Computers in Human Behaviour, Vol. 110 (2020), 106392. https://doi.org/10.1016/j.chb.2020.106392.

J. Hamari, K. Huotari, J. Tolvanen. Gamification and economics. S.P. Walz, S. Deterding (Eds.), The gameful world: Approaches, issues, applications, MIT Press, Cambridge, MA, London (2015)

C.C. Abt, Serious Games, University Press of America, 1987.

D.R. Michael, S.L. Chen, Serious Games: Games That Educate, Train, and Inform. Muska & Lipman / Premier-Trade, 2005.

J. Krath, L. Schumann, H.F.O. von Korflesch. Revealing the theoretical basis of gamification; A systematic review and analysis of theory in research on gamification, serious games and game-based learning. Computers in Human Behavior Vol 25: 106963 (2021). https://doi.org/10.1016/j.chb.2021.106963

Bozkurt, A., & Durak, G. (2018). A systematic review of gamification research: In pursuit of homo ludens. International Journal of Game-Based Learning, 8(3), 15–33. https://doi.org/10.4018/IJGBL.2018070102

S. Deterding, D. Dixon, R. Khaled, L. Nacke. From game design elements to gamefulness: Defining "gamification. Proceedings of the 15th international academic MindTrek conference on envisioning future media environments - MindTrek '11 (2011), pp. 9-15, 10.1145/2181037.2181040

Z. Zainuddin, S.K.W. Chu, M. Shujahat, C.J. Perera. The impact of gamification on learning and instruction: A systematic review of empirical evidence. Educational Research Review, 30 (2020), 10.1016/j.edurev.2020.100326

Digital Methods and Digital Pedagogy

"Digital Pedagogy is precisely not about using digital technologies for teaching and, rather, about approaching those tools from a critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning."

Digital pedagogy is the study and use of contemporary digital technologies in teaching and learning. Digital pedagogy may be applied to online, hybrid, and face-to-face learning environments.

https://en.wikipedia.org/wiki/Digital_pedagogy
https://guides.library.utoronto.ca/digitalpedagogy

Digital pedagogy is a method of teaching that uses information technology to give new knowledge to learners. It could be regarded as a 'SMART' technique of teaching because among the attributes of the methodology of digital pedagogy are:

1) The choice of place: Digital learning gives teacher and learner freedom to choose a place where they learn. The process of learning might happen anywhere according to the needs and technological possibilities, at home as well.

2) No time limit: Studying is no longer time-limited. In fact the availability of learning materials becomes very easy and flexible. Teachers and learners can choose themselves when it is most suitable time to learn. E-studying allows learners to study at their own pace. Materials are all available on the web. Learners can read, look, and listen to all the materials as many times is needed or desired until intended learning objectives are achieved.

3) The role of the teacher changes: The teacher produces study material and provides learners with constant feedback about their development. Digital pedagogy can facilitate personal feedback and formative assessment.

4) Availability of technology: In order to succeed with digital pedagogy, the relevant technology must be available to learners and teachers. Technological updates (hardware and software) may hamper access in some circumstances therefore this aspect remains a constant consideration.

5) Vocabulary and terminology: It is important that learners and teachers are conversant with the same terminology when engaging in digital pedagogy. This is particularly critical where there are age-differences or cultural, national and even experiential differences. The Estonian education system uses concepts of digital pedagogy that are gathered into one dictionary, so all the teachers use the same basic terms. All those terms can be found in this web page: https://digipadevus.ee/sonastik/#digioppe-terminid

Experiential Education

Experiential education is a teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. Retrieved from: https://www.aee.org/what-is-ee

Outdoor education is a holistic form of education which aids in overall wellbeing of adolescence, including academic, physical, emotional, social and psychology well being. The aim of this study was to see whether outdoor education promotes social skills and assess its effects on participants. Research sample comprised of 671 adolescence attending a five-day residential outdoor education program. Kolb's Cycle of Learning through Experience is used as the theoretical framework while the research framework is adapted from Carver's Outdoor Education Framework. Social skills measured are cooperative teamwork, leadership ability, and ability to cope with changes (Harun and Salamuddin, 2014)

"Experiential learning stimulates original thinking and develops a wide range of thinking strategies and perceptual skills which are not called forth by books or lectures" Williams (1983, p. 170).

Learning, viewed from an experiential perspective, is seen as "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).

L.V. Williams. Teaching for the two-sided mind: A guide to right brain/left brain education. Prentice-Hall, Englewood Cliffs, NJ (1983)

D.A. Kolb. Experiential learning: Experience as the source of learning and development. Prentice Hall, Englewood Cliffs, NJ (1984)

Harun M.T. and Salamuddin, N. Promoting Social Skills through Oudoor Education and Assessming it's Effects. Asial Social Science (2014) 10(5) 71-78. DOI:10.5539/ass.v10n5p71

Outdoor (Experiential) Learning

Experiential education is a teaching philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. Retrieved from: https://www.aee.org/what-is-ee

Learning, viewed from an experiential perspective, is seen as "the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).

This experiential learning approach is founded in the learning philosophies of John Dewey, Kurt Lewis and Jean Piage (Miettinen, 2000). Schwartz (2015) explains experiential learning as learning through doing, with reflection forming a critical part in the success of the learning process. It is important for students to have the opportunity to reflect on their experience, analyse and query the current situation and think critically about the implication on future experiences (Hedin, 2010; Monk, 2013). Experiential learning mimics the real world, with varied and unpredictable outcomes, encouraging students to take responsibility for their own learning (Schwartz, 2015).

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. International Journal of Lifelong Education, 9(1), 54–72. http://hdl.handle.net/10224/3680

Schwartz, M. (2015, April). Best practices in experiential learning. Retrieved from http://ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport. pdf.

Hedin, N. S. (2010). Experiential learning: Theory and practice. Christian Education Journal, 7(1), 107–117. https://doi.org/10.1177/073989131000700108

Monk, D. F. (2013). John Dewey and adult learning in museums. Adult Learning, 24(2), 63–71.

Schreck, C.M., Weilbach, J.T., Reitsma, G.M. Improving graduate attributes by implementing an experiential learning teaching approach: A case study in recreation education. Journal of Hospital, Leisure, Sport and Tourism Education 26 (2020) 100214.

Social Circus
The term social circus refers to a philosophy of using circus arts (juggling, acrobatics, aerial skills etc.) as a method of social intervention aimed at specific population groups. These groups include at-risk youth, homeless populations and individuals living with learning disabilities (McCaffery, 2014, p.30) children, youngsters and adults with socially, economically or politically disadvantaged backgrounds or low socio-economic status (Bolton, 2004) .
In social circus, trainers teach circus techniques to socially vulnerable groups while simultaneously aiming to promote collective learning, solidarity, inclusion and, where possible, social change (Spiegel, 2016). In this way, circus techniques are used as a medium for social intervention in vulnerable populations or in groups of people experiencing challenging life circumstances (Bolton, 2004).
From 'A Guidebook for Social Circus Trainers' July 2014.
https://www.caravancircusnetwork.eu/wp-content/uploads/media/CTF-Guidebook.pdf.
A variety of techniques may be trained, for example acrobatics, juggling, improvisation theatre and aerial circus arts. (Hannes and Uten, 2018).
B.J. Spiegel. Social circus: The cultural politics of embodying social transformation. The Drama Review, 60 (4) (2016), pp. 50-67
R. Bolton. Why circus works: How the values and structures of circus make it a significant developmental experience for young people (doctoral dissertation). Murdoch University, Perth, Australia (2004). Retrieved from www.regbolton.org/circus_library/PHD-extract.pdf

Chapter 6: Positive Outcomes of Personal, Social and Life-long Learning Interventions

Draft Table of Contents:

Educational Systems Promoting Social Emotional Competence

Social skills are critical to success in everyday life. However, there can be little formal focus in education curricula on addressing the need for better emotional literacy and social competence.

Social-Emotional Competences and Stress

Social emotional competencies are known to buffer against the impact of stress and are positively correlated with mental health (Gross & Munoz, 1995; Nelis et al., 2011). Positive benefits related specifically to mindfulness, emotion regulation, well-being, psychological distress, and time urgency so there is ample justification to promote key competences among the general population as well as focusing specifically on those members of society who may have deficiencies in these competences as a result of special personal, social or environmental circumstances.

Cultivating mental health and well-being requires enhancing social emotional competencies (e.g., self-awareness, emotion regulation, empathy, and relationship skills) as well as an ability to experience a healthy balance of positive and negative emotions, self-care, and self-efficacy (Fitzgerald et al., 2022)

Several mental health promotion programs have been developed to enhance educator SEC, mindfulness, self-care, and well-being with the explicit aim of improving classroom management, instructional effectiveness, and quality of classroom interactions (Braun et al., 2019; Hirshberg et al., 2020; Hwang et al., 2017; Jennings et al., 2017). A few of these programs have been rigorously evaluated in experimental trials, including SMART-in-Education (Roeser et al., 2013), Cultivating

Awareness and Resilience in Education (CARE) (Jennings et al., 2013), and adapted programs for Mindfulness-Based Stress Reduction (MBSR) (Frank et al., 2015).

Physical Education Curriculum, Sport and Improved Social Competence

The Final Report of the World-wide Survey of School Physical Education (UNESCO, 2014) highlights the importance of physical activity in supporting social competence. The Report shows that the aims of primary school physical education curricula in 232 countries are to enhance (in ranked order): (1) the development of motor skills, (2) the promotion of an active lifestyle and (3) personal and social development. The Report also points out the same connection in secondary schools physical education curricula, although the term 'health-related fitness' is typically stated as the primary aim. Physical activity intervention programmes tend to show positive effects on behavioural and cognitive-perceptive aspects of social competence and to a lesser extent on motivational-emotional aspects (Schuller and Demetriou, 2018).

Sport is an accessible mode of intervention, typically not limited by ethnic backgrounds (Holt & Neely, 2011) social groups such as culture, religion, gender, and social class (Kidd, 2008). Holt et al. (2017) suggested that sport can promote life skills and their transference to wider contexts. The life skills mentioned included personal (perseverance, respect and problem solving), social (teamwork, belonging and inclusion and communications skills) as well as the associated physical and health-related benefits.

Enhancing Competences in Educators

Greater Educator Confidence

In addition, where the educator is appropriately trained to greater educator confidence in addressing challenging student behaviors, with somewhat smaller impacts on classroom climate and instructional practices

Social Emotional Competence

Research indicates that educators with stronger social and emotional competences form more constructive student-teacher interactions, are more effective classroom management (Dorman, 2015; Jennings & Greenberg, 2009; Jennings et al., 2017). In addition, they are better equipped to teach and model social-emotional skills for students and to help students with emotional challenges (Braun et al., 2019; Roeser et al., 2013).

Fitzgerald and colleagues (2018) published an account of the facilitator-led Resilience in Schools and Educators (RISE) programme which aims to "*improve educators' ability to embody, model, and scaffold skills with youth in moment-to-moment interactions every day*." RISE is based on emotional development and emotion socialisation, contemplative science, the study of trauma and resilience, and best practices for adult professional learning. As such it is consistent with CASEL (CASEL, n.d.) described earlier in this report.

Socio-Emotional Learning Programmes

The CASEL 2008 report emphasises well-justified support for social – emotional learning programmes. The report summarises the major findings in support of after-school interventions which aimed to develop one or more personal and social skills. These findings applied to Interventions in school or after-school settings, for students with and without apparent problems, for urban, suburban or rural schools and for racially and ethnically diverse student populations.

Students who participated in these programmes demonstrated better outcomes in their personal, social, and academic lives including:

More positive effects on students' social-emotional skills; attitudes towards self, school, and others; social behaviours; conduct problems; emotional distress; and academic performance. Follow up studies suggested these effects were sustainable over time and could realistically be incorporated into routine educational settings and delivered by local teachers.

Better Workplaces

Social, emotional skills are associated with better workplace and employee outcomes in leadership, teamwork, international workplaces, diversity, bullying in the workplace, and rapidly changing conditions.

Better Career Prospects

Many publications show that economic hardship is a major barrier to the well-being of families and their children, including poor behavioural and socio-emotional outcomes. Lee (2022) points to the value of family-based interventions to promote personal and social competences in mitigating against the tendency for negative family interactions to result in adverse economic circumstances. She advocates for the inclusion of family-based interventions in, or in addition to, anti-poverty programmes.

References

M. Fitzgerald, K. Shipman, M. Pauletic, K. Ellesworth, A. Dymnicki. Promoting educator social emotional competence, well-being and student-educator relationships: A pilot study. Mental Health and Prevention 26 (2022) 200234. https://doi.org/10.1016/j.mhp.2022.200234

J.J. Gross, R.F. Munoz. Emotion regulation and mental health. Clinical Psychology: Science and Practice, 2 (2) (1995), pp. 151-164, https://doi.org/10.1111/j.1468-2850.1995.tb00036.x

D. Nelis, I. Kotsou, J. Quoidbach, M. Hansenne, F. Weytens, P. Dupuis, M. Mikolajczack. Increasing emotional competence improves psychological and physical well-being, social relationships, and employability Emotion, 11 (2) (2011), pp. 354-366. https://doi.org/10.1037/a0021554

Dorman, E. (2015). Building teachers' social-emotional competence through mindfulness practices. In D. J. Finders & C. M. Moroye (Eds.), Curriculum and Teaching Dialogue, 17,103-119. Charlotte, NC: Information Age Publishing.

P.A. Jennings, M.T. Greenberg. The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. Review of Educational Research, 79 (1) (2009), pp. 491-525. https://doi.org/10.3102/0034654308325693

P.A. Jennings, J.L. Brown, J.L. Frank, S. Doyle, Y. Oh, R. Davis, D. Rasheed, A. DeWeese, A.A. DeMauro, H. Cham, M.T. Greenberg. Impacts of the CARE for Teachers program on teachers' social and emotional competence and classroom interactions. Journal of Educational Psychology, 109 (2017), pp. 1010-1028. https://doi.org/10.1037/edu0000187

S.S. Braun, R.W. Roeser, A.J. Mashburn, E. Skinner. Middle school teachers' mindfulness, occupational health and well-being, and the quality of teacher-student interactions. Mindfulness, 10 (2019), pp. 245-255. https://doi-org.colorado.idm.oclc.org/10.1007/s12671-018-0968-2

R.W. Roeser, K.A. Schonert-Reichl, A. Jha, M. Cullen, L. Wallace, R. Wilensky, E. Oberle, K.C. Thompson, C. Taylor, J.L. Harrison. Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials. Journal of Educational Psychology, 105 (3) (2013), pp. 787-804. https://doi.org/10.1037/a0032093

M.J. Hirshberg, L. Flook, R.D. Enright, R.J. Davidson. Integrating mindfulness and connection practices into preservice teacher education improves classroom practices. Learning and Instruction, 66 (2020), Article 101298. https://doi.org/10.1016/j.learninstruc.2019.101298

Y.-S. Hwang, B. Bartlett, M. Greben, K. Hand. A systematic review of mindfulness interventions for in-service teachers: A tool to enhance teacher wellbeing and performance. Teaching and Teacher Education, 64 (2017), pp. 26-42. https://doi.org/10.1016/j.tate.2017.01.015

P.A. Jennings, J.L. Frank, K.E. Snowberg, M.A. Coccia, M.T. Greenberg. Improving classroom learning environments by cultivating awareness and resilience in education (CARE): Results of a randomized controlled trial. School Psychology Quarterly, 28 (4) (2013), pp. 374-390. https://doi.org/10.1037/spq0000035

J.L. Frank, D. Reibel, P. Broderick, T. Cantrell, S. Metz. The effectiveness of mindfulness-based stress reduction on educator stress and well-being: Results from a pilot study. Mindfulness, 6 (2015), pp. 208-216. https://doi.org/10.1007/s12671-013-0246-2

Fitzgerald, M. M., Shipman, K., Ellesworth, K., & Torres, M. (2018). Resilience in schools and educators (RISE). Program manual. Unpublished. Boulder, Colorado. From: Fitzgerald et al 2022.

CASEL. (n.d). Fundamentals of SEL. https://casel.org/fundamentals-of-sel/

I Schuller and Y. Demetriou. Physical activity interventions promoting social competence at school: a systematic review. Educational Research Review 25 (2018), p 39-55. https://doi.org/10.1016/j.edurev.2018.09.001

UNESCO. World-wide Survey of School Physical Education - Final Report 2013 (2014). Retrieved from http://unesdoc.unesco.org/images/0022/002293/229335e.pdf

R. Prohl. Grundriss der Sportpädagogik. (2010). (3., korrigierte Aufl. ed.). Wiebelsheim: Limpert.

J. Payton, R. Weissberg, J. Durlak, A. Dymnicki, R. Taylor, K. Schellinger, M. Pachan. The positive Impact of Social and Emotional Learning for Kindergarten to Eight-Grade Students: Findings from three scientific reviews. 2008. CASEL technical report. Retrieved from https://files.eric.ed.gov/fulltext/ED505370.pdf.

Hana Lee. Family economic hardship and children's behavioural and socio-economic outcomes in middle childhood: Direct and indirect pathways. Children and Youth Services Review. 2022, 106527. https://doi.org/10.1016/j.childyouth.2022.106527

N.L. Holt, K.C. Neely. Positive youth development through sport: A review. Revista iberoamericana de psicología del ejercicio y el deporte, 6 (2) (2011), pp. 299-316.

B. Kidd. A new social movement: Sport for development and peace. Sport in Society, 11 (4) (2008), pp. 370-380. https://doi.org/10.1080/17430430802019268

N.L. Holt, K.C. Neely, L.G. Slater, M. Camiré, J. Côté, J. Fraser-Thomas, et al. A grounded theory of positive youth development through sport based on results from a qualitative meta-study International Review of Sport and Exercise Psychology, 10 (1) (2017), pp. 1-49. https://doi.org/10.1080/1750984X.2016.1180704

Assessment Strategies for Social, Emotional and Intercultural Competences

Muller *et al.*, 2020 carried out a systematic literature review of assessments methods for social emotional and intercultural (SEI) competences. This research was part of the international project "HAND in HAND - Social and Emotional Skills for Tolerant and Non-Discriminative Societies (A Whole School Approach)" – an EU-based universal SEI learning program (http://handinhand.st/). The Handinhand project promotes social, emotional and intercultural competences for students and school staff and thereby prevent segregation and discriminative bullying. The project was carried out in Croatia, Germany, Slovenia, and Sweden.

The systematic literature review (Muller *et al.*, 2020) and assessment tools are described in further detail in the following pages.

Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. Child Development, 79(6), 1802–1817. https://doi.org/10.1111/j.1467-8624.2008.01227.x

Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: A randomized trial of the preschool "PATHS" curriculum. Journal of Primary Prevention, 28(2), 67–91. https://doi.org/10.1007/s10935-007-0081-0

Elias, M. J. (2003). Academic and social-emotional learning. Educational practices series (11th ed.). Geneva: Unesco - International Bureau of Education.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., et al. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. American Psychologist, 58(6–7), 466. https://doi.org/10.1037/0003-066x.58.6-7.466

Collaborative for Academic, Social, and Emotional Learning. (2005). Safe and sound: An educational leader's guide to evidence-based social and emotional learning (SEL) programs, Vol. 2005. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. Collaborative for Academic, Social, and Emotional Learning. (2018). Core SEL competencies. https://casel.org/core-competencies/.

Fabian Müller, Albert Denk, Emily Lubaway, Christine Sälzer, Ana Kozina, Tina Vršnik Perše, Maria Rasmusson, Ivana Jugović, Birgitte Lund Nielsen, Mojca Rozman, Aleš Ojsteršek, Svetlana Jurko. Assessing social, emotional, and intercultural competences of students and school staff: A systematic literature review. Educational Research Review 29 (2020) 100304. https://doi.org/10.1016/j.edurev.2019.100304

OECD (2015). Skills for social progress: The power of social and emotional skills. Paris: OECD Skills Studies, OECD Publishing. Accessed and read from: https://read.oecd-ilibrary.org/education/skills-for-social-progress_9789264226159-en#page1

Assessment Tools for Social, Emotional (and Intercultural) competences

Muller et al, 2020 published a review of the 149 assessment tools derived from the systematic literature review and categorized by competence. They listed the target group, type, main dimension, the number of items, their scale reliability, as well as corresponding literature. The tools are categorised into Social (26 assessment tools), Emotional (11 assessment tools), Intercultural (45),

Social-Emotional (47), Social-intercultural (12), Emotional-Intercultural (1) and Social-Emotional-Intercultural (7).

Social (26)

California Healthy Kids Survey - Resilience Module (CHKS) St Scaled Survey Externally- and internally situated strengths 65 .55 to .88 Rhee, Furlong, Turner, and Harari (2001)

Rhee, S., Furlong, M. J., Turner, J. A., & Harari, I. (2001). Integrating strength-based perspectives in psychoeducational evaluations. California School Psychologist, 6(1), 5–17. https://doi.org/10.1007/BF03340879.

Colorado Trust's Bullying Prevention Initiative Student Survey St Survey Perception of bullying and bullying-related behaviors 11 .69 to .88 Low, van Ryzin, Brown, Smith, and Haggerty (2014)

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: Lessons from assessing classroom implementation of steps to respect: A bullying prevention program over a one-year period. Prevention Science: The Official Journal of the Society for Prevention Research, 15(2), 165–176. https://doi.org/10.1007/s11121-012-0359-1.

Academic Self-Efficacy Scale (ASES) St Scaled Questionnaire Academic self-efficacy, cross-cultural differences, and gender differences 8 .74 to .79 Ansong, Eisensmith, Masa, and Chowa (2016)

Ansong, D., Eisensmith, S. R., Masa, R. D., & Chowa, G. A. (2016). Academic self-efficacy among junior high school students in Ghana: Evaluating factor structure and measurement invariance across gender. Psychology in the Schools, 53(10), 1057–1070. https://doi.org/10.1002/pits.21975.

Attitudes Toward Mainstreaming Scale (ATMS) ScSt Scaled Questionnaire Presumption of learning capability, general integration issues, and presumption of limited capacity 18 .64 to .82 Berryman and Neal (1980); Yuen and Westwood (2002)

Berryman, J. D., & Neal, W. R. (1980). The cross validation of the attitudes toward mainstreaming scale (ATMS. Educational and Psychological Measurement, 40(2), 469–474. https://doi.org/10.1177/001316448004000227.

Yuen, M., & Westwood, P. (2002). Teacher's attitudes toward integration: Validation of a Chinese version of the attitudes toward mainstreaming scale (ATMS). PSYCHOLOGIA -An International Journal of Psychology in the Orient, 45(1), 1–11. https://doi.org/10.2117/psysoc.2002.1.

Child and Adolescent Social Support Scale (CASSS) St Scaled Questionnaire Student social support network (frequency and importance) 40 .95 Kerres Malecki and Kilpatrick Demary (2002)

Kerres Malecki, C., & Kilpatrick Demary, M. (2002). Measuring perceived social support: Development of the child and adolescent social support scale (CASSS). Psychology in the Schools, 39(1), 1–18. https://doi.org/10.1002/pits.10004.

Freedom Writers Student Engagement Survey (FWSES) ScSt Scaled Survey Student engagement 51 .79 to .94 Powers, Shin, Hagans, and Cordova (2015)

Powers, K., Shin, S.-H., Hagans, K. S., & Cordova, M. (2015). The impact of a teacher professional development program on student engagement. International Journal of School & Educational Psychology, 3(4), 231–240. https://doi.org/10.1080/21683603.2015.1064840.

Relationship and Motivation (REMO) Scale St ScSt Scaled Questionnaire Student perceptions of peers and teachers as motivators of school performance 39 .73 to 82 Raufelder, Drury, Jagenow, Hoferichter, and Bukowski (2013)

Raufelder, D., Drury, K., Jagenow, D., Hoferichter, F., & Bukowski, W. (2013). Development and validation of the Relationship and Motivation (REMO) scale to assess students' perceptions of peers and teachers as motivators in adolescence. Learning and Individual Differences, 24, 182–189. https://doi.org/10.1016/j.lindif.2013.01.001.

Revised Scale of Prejudice Against Sexual and Gender Diversity (PASGD-R) St ScSt Scaled Questionnaire Prejudice against sexual and gender diversity 18 .93 Costa, Lara Machado, Ruschel Bandeira, and Nardi (2016)

Costa, A. B., Lara Machado, W. de, Ruschel Bandeira, D., & Nardi, H. C. (2016). Validation study of the revised version of the scale of prejudice against sexual and gender diversity in Brazil. Journal of Homosexuality, 63(11), 1446–1463. https://doi.org/10.1080/00918369.2016.1222829.

Social Coping Questionnaire (SCQ) St Questionnaire Denying giftedness, social interaction, humor, conformity, peer acceptance 34 .61 to .77 Swiatek and Cross (2007)

Swiatek, M. A., & Cross, T. L. (2007). Construct validity of the social coping questionnaire. Journal for the Education of the Gifted, 30(4), 427–449. https://doi.org/10.4219/jeg-2007-508.

Student Engagement Instrument (SEI) St Scaled Questionnaire Student's levels of cognitive and psychological engagement 35 n.a. Appleton, Christenson, Kim, and Reschly (2006)

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the student engagement instrument. Journal of School Psychology, 44(5), 427–445. https://doi.org/10.1016/j.jsp.2006.04.002.

What's My School Mindset Scale St ScSt Scaled Questionnaire Teacher's participation in leadership and decisionmaking, openness to feedback, accepting change as a normal condition of the school, sharing knowledge, continuous improvement, communities of practice professional development, meeting students' needs, and school-wide pride, 19 .92 Hanson, Bangert, and Ruff (2016)

Hanson, J., Bangert, A., & Ruff, W. (2016). Exploring the relationship between school growth mindset and organizational learning variables: Implications for multicultural education. Journal of Educational Issues, 2(2), 222. https://doi.org/10.5296/jei.v2i2.10075.

Comprehensive Assessment of Spoken Language (CASL) n.i. n.i. Social meaning through pragmatic judgement 60 .96 McKown, Allen, RussoPonsaran, and Johnson (2013)

McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. Psychological Assessment, 25(4), 1154–1166. https://doi.org/10.1037/a0033435.

Devereux Student Strengths Assessment (DESSA) St ScSt Scaled Questionnaire Optimistic thinking, selfmanagement, goal-directed behavior, self-awareness, socialawareness, relationship skills decision making, and personal responsibility 72 .87 to .93 Naglieri, LeBuffe, and Shapiro (2011); Nickerson and Fishman (2009)

Naglieri, J. A., LeBuffe, P., & Shapiro, V. B. (2011). Universal screening for social-emotional competencies: A study of the reliability and validity of the DESSA-mini. Psychology in the Schools, 48(7), 660–671. https://doi.org/10.1002/pits.20586

Nickerson, A. B., & Fishman, C. (2009). Convergent and divergent validity of the devereux student strengths assessment. School Psychology Quarterly, 24(1), 48–59. https://doi.org/10.1037/a0015147.

Child-Adolescent Teasing Scale (CATS) St Scaled Questionnaire Personality and behavior teasing, family and environment teasing, school- related teasing, and body teasing 70 .94 Vessey, Horowitz, Carlson, and Duffy (2008)

Vessey, J. A., Horowitz, J. A., Carlson, K. L., & Duffy, M. (2008). Psychometric evaluation of the child-adolescent teasing scale. Journal of School Health, 78(6), 344–350. https://doi.org/10.1111/j.1746-1561.2008.00312.x.

Edinburgh Study of Youth Transitions and Crime (ESYTC) school misbehaviour subscale St Scaled Questionnaire Domains of violence and aggression at school n.a. n.a. Bonell et al. (2014)

Bonell, C., Allen, E., Christie, D., Elbourne, D., Fletcher, A., Grieve, R., ... Viner, R. M. (2014). Initiating change locally in bullying and aggression through the school environment (INCLUSIVE): Study protocol for a cluster randomised controlled trial. Trials, 15, 381. https://doi.org/10.1186/1745-6215-15-381

Lesbian, Gay, and Bisexual Affirmative Counseling Inventory (LGB-CSI) ScSt Inventory Questionnaire Application of [LGB] knowledge, advocacy skills, selfawareness, relationship, and assessment skills. Dillon and Worthington (2003)

Dillon, F., & Worthington, R. L. (2003). The lesbian, gay and bisexual affirmative counseling self-efficacy inventory (LGB-CSI): Development, validation, and training implications. Journal of Counseling Psychology, 50(2), 235–251. https://doi.org/10.1037/0022-0167.50.2.235

Program Implementation Checklist (PIC) ScSt Inventory Checklist Student lesson engagement and teacher lesson adherence n.a. .86 Low et al. (2014)

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: Lessons from assessing classroom implementation of steps to respect: A bullying prevention program over a one-year period. Prevention Science : The Official Journal of the Society for Prevention Research, 15(2), 165–176. https://doi.org/10.1007/s11121-012-0359-1.

School Climate St Questionnaire School's order, safety, and discipline, academic outcomes, social relationships, school facilities school connectedness Zullig, Koopman, Patton, and Ubbes (2010)

Zullig, K. J., Koopman, T. M., Patton, J. M., & Ubbes, V. A. (2010). School climate: Historical review, instrument development, and school assessment. Journal of Psychoeducational Assessment, 28(2), 139–152. https://doi.org/10.1177/0734282909344205.

School Climate and School Identification Measure – Student (SCASIM-St) St Questionnaire School belongingness or connectedness and social identity 44 .94 Lee et al. (2017)

Lee, E., Reynolds, K. J., Subasic, E., Bromhead, D., Lin, H., Marinov, V., et al. (2017). Development of a dual school climate and school identification measure–student (SCASIM-St). Contemporary Educational Psychology, 49, 91–106. https://doi.org/10.1016/j.cedpsych.2017.01.003.

School Environment Survey ScSt Survey School's anti-bullying policies and strategies, climate, staff bullying intervention, and bullying-related problems Low et al. (2014)

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: Lessons from assessing classroom implementation of steps to respect: A bullying prevention program over a one-year period. Prevention Science : The Official Journal of the Society for Prevention Research, 15(2), 165–176. https://doi.org/10.1007/s11121-012-0359-1.

Self-Esteem, Academic Self-Concept, and Aggression St Interviews, Questionnaire and School Records Student's aggression, self-esteem, self-concept of academic abilities, academic performance, threat to self concept, and aggression-related controls. Taylor, Davis-Kean, and Malanchuk (2007)

Taylor, L. D., Davis-Kean, P., & Malanchuk, O. (2007). Self-esteem, academic self-concept, and aggression at school. Aggressive Behavior, 33(2), 130–136. https://doi.org/10.1002/ab.20174.

Social Achievement Goal Scale St Scaled Questionnaire Student's social development, social approach (popularity), and social avoidance (antisocial) 12 .77 to .85 Herrera López, Romera Félix, Ortega Ruiz, and Gómez Ortiz (2016)

Herrera López, M., Romera Félix, E. M., Ortega Ruiz, R., & Gómez Ortiz, O. (2016). Influence of social motivation, self-perception of social efficacy and normative adjustment in the peer setting. Psicothema, 28(1), 32–39. https://doi.org/10.7334/psicothema2015.135.

Social and School Connectedness in Early Secondary School St Questionnaire Mental health status, substance use, academic outcomes, social connectedness, interpersonal conflict, school connectedness, and family measures n.a. n.a. Bond et al. (2007)

Bond, L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., et al. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. Journal of Adolescent Health : Official Publication of the Society for Adolescent Medicine, 40(4), https://doi.org/10.1016/j.jadohealth.2006.10.013 357.e9-18

Students' Self Regulation & Self Discipline St Questionnaire Self-regulation and self-discipline 156 + 45 .52 to .94 Zimmerman and Kitsantas (2014)

Zimmerman, B. J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. Contemporary Educational Psychology, 39(2), 145–155. https://doi.org/10.1016/j.cedpsych.2014.03.004

Teacher Self-Efficacy Scale ScSt Scaled Questionnaire Teacher's self-efficacy in organizing, planning, and evaluating 13 .87 to .93 Kan (2009)

Kan, A. (2009). Effect of scale response format on psychometric properties in teaching self-efficacy. European Journal of Educational Research, 34, 215–218.

Zulliger Test in the Comprehensive System (Zulliger-SC) St Testing Protocol Adequacy of reality perception, affects, self-perception, interpersonal relationships, and cognitive processing n.a. n.a. Villemor-Amaral, Pavan, Tavella, Cardoso, and Biasi (2016)

Villemor-Amaral, A. E.d., Pavan, P. M. P., Tavella, R. R., Cardoso, L. M., & Biasi, F. C. (2016). Validity evidence of the Z-test-SC for use with children. Paideia, 26(64), 199–206. https://doi.org/10.1590/1982-43272664201607.

Emotional (11)

General academic selfefficacy scale of the Patterns of Adaptive Learning Scales (PALS) St Scaled Questionnaire Confidence in the ability to do school work 5 .78 Dever and Kim (2016); Midgley et al. (2000)

"Trait Meta- Mood Scale– 24 (TMMS-24) St ScSt Scaled Questionnaire Attention to emotional state, understanding of emotional state, and regulation of emotional state 24 .78 to .89 Pedrosa, Suárez-Álvarez, Lozano, Muñiz, and GarcíaCueto (2014)

Educational Stress Scale for Adolescents (ESSA) St Scaled Questionnaire Pressure from study, workload, worries about grades, self-expectation, and despondency 16 .66 to .87 Çelik (2015); Sun, Dunne, Hou, and Xu (2011)

Emotion Regulation Index for Children and Adolescents (ERICA) St Scaled Questionnaire Emotional regulation via control, self-awareness, and situational responsiveness 17 .81 MacDermott, Gullone, Allen, King, and Tonge (2010)

Point-light Walker (PLW) n.i. Vignettes (recognition of emotion in faces) Emotional recognition in faces 20 .60" McKown et al. (2013)

Self-report measure of Emotional Intelligence (SEI) St Questionnaire Emotional intelligence, emotional perception, skill at managing other's emotions, and skill at managing self-relevant emotions 33 .63 to .84 Ciarrochi, Chan, and Bajgar (2001)

Emotional Quotient Inventory, Youth Version St Inventory Questionnaire Intrapersonal emotions, interpersonal emotions, stress management, adaptability, and general mood 60 .84 to .89 Pegalajar-Palomino and Colmenero-Ruiz (2014)

Difficulties in Emotion Regulation Scale (DERS) St Scaled Questionnaire Emotional regulation via strategies, nonacceptance, impulses, goals, awareness, and clarity 36 .76 to .89 Weinberg and Klonsky (2009)

NEO-Five Factor Inventory (NEO-FFI) n.i. Inventory Questionnaire neuroticism, extraversion, openness, agreeableness, and conscientiousness 60 .74 to .83 Matsumoto, LeRoux, Robles, and Campos (2007) Postures Accuracy n.i. Vignettes (recognition of emotion in faces) Emotion recognition in faces 24 .80 McKown et al. (2013)

Schutte Emotional Intelligence Scale (SEIS) ScSt Scaled Questionnaire Empathic sensitivity, utilization of emotions, emotional awareness and evaluation, and regulation and management of emotions 62 .74 Arslan and Yigit (2016)

Intercultural (45)

California Brief Multicultural Competence Scale (CBMCS) n.i. Scaled Questionnaire Cultural knowledge, sensitivity, awareness, and nonethnic skill 21 .75 to .90 Larson and Bradshaw (2017)

Multicultural AwarenessKnowledge-Skills (MAKSS) n.i. Questionnaire Multicultural awareness, knowledge, and skills 60 .49 to .91 Kocarek, Talbot, Batka, and Anderson (2001)

Multicultural Counseling Awareness Scale: form B (MCAS) ScSt Questionnaire Multicultural awareness, knowledge, and skills 45 .83 to .91 Kocarek et al. (2001)

Quick Discrimination Index (QDI) ScSt Inventory Questionnaire Racial and gender bias 30 .64 to .73 Sirin, Brabeck, Satiani, and Rogers-Serin (2003)

Cultural Diversity Awareness Inventory (CDAI) ScSt Questionnaire Teacher/Staff's diversity awareness, classroom environment, family/school interaction, cross-cultural communication, and alternative assessment 28 .90 Brown (2004)

Adolescent Discrimination Distress Index (ADDI) St Inventory Questionnaire Perceived discrimination-related distress/discrimination, in institutional settings, educational settings, and peer contexts 15 .72 Fisher, Wallace, and Fenton (2000); Sangalang, Chen, Kulis, and Yabiku (2015)

Attitudes Toward Lesbian, Gay Men, and Bisexuals (ATLGB) Scale St ScSt Scaled Questionnaire Attitudes Toward Gay Men (ATG), Lesbians (ATL), and Bisexuals (ATB). 30 .96 Ensign et al. (2011)

Critical Consciousness Scale (CCS) St Scaled Questionnaire Reflection on perceived inequality and egalitarianism and sociopolitical participation 22 .85 to .90 Diemer, Rapa, Park, and Perry (2017)

Diversity and Oppression Scale (DOS) ScSt Scaled Questionnaire Social worker's cultural diversity self-confidence, diversity and oppression, congruence with client, and responsibilities 25 .61 to .90 Windsor, Shorkey, and Battle (2015)

Everyday Discrimination Scale (EDS) St Scaled Questionnaire Perceived racism 9 .87 Clark et al. (2004) Exploring and Assessing Intercultural Competence St Questionnaire and Interviews Intercultural competence and intercultural outcomes on participants and their hosts in select civic service programs including implications for their lives and work 41 .80 to .89 Fantini and Tirmizi (2006)

Global Competency and Intercultural Sensitivity Index (ISI) ScSt Inventory Questionnaire Intercultural sensitivity 58 (−9) n.a. Lee Olson and Kroeger (2001); Sinicrope, Norris, and Watanabe (2007); Williams (2005)

Intercultural Communicative Competence for English Language Teachers and English as a Foreign Language teachers (ICC-ELT-EFL) ScSt Questionnaire Affective orientations to and capabilities for intercultural communication, perspectives on ELT, and employment of intercultural strategies in ELT 24 .93 Chao (2015)

Intercultural Sensitivity Scale (ISS) St ScSt Scaled Questionnaire Respect for cultural differences, interaction engagement, confidence, enjoyment, and attentiveness 24 .86 Drandić (2016)

Majority perceptions of intergroup relations and everyday contacts with immigrant minorities St Scaled Questionnaire and Diaries Perceived threat and discrimination, intergroup contacts, perspective taking; and experience of the contact situation 17 .68 to .89 Van Acker, Phalet, Deleersnyder, and Mesquita (2014)

Multicultural Counseling SelfEfficacy Scale – Racial Diversity Form (MCSERD) ScSt Scaled Questionnaire Self-efficacy, multicultural counseling competency, and social desirability 37 .87 Sheu and Lent (2007)

Multicultural Teaching Competency Scale (MTCS) ScSt Scaled Questionnaire Multicultural teaching skills and knowledge 16 .88 Sodowsky, Taffe, Gutkin, and Wise (1994)

Personal Beliefs About Diversity Scale ScSt Scaled Questionnaire Beliefs about: race/ethnicity, gender, social class, sexual orientation, disabilities, language, and immigration 15 .81 Pohan and Aguilar (2001)

Professional Beliefs About Diversity Scale ScSt Scaled Questionnaire Beliefs about: race/ethnicity, gender, social class, sexual orientation, disabilities, language, and immigration 25 .89 Pohan and Aguilar (2001)

Racial Ethical Sensitivity Test (REST) St Interviews Ethical sensitivity, moral judgment, necessary motive or ethical manner, and moral character 13 .64 to .73 Sirin et al. (2003)

Shared Experience in Intercultural Secondary Classrooms St Questionnaire Perception of school's general violence, fraud, disruption in classrooms, corruption, and security issues 48 n.a. Luna, Eva, Moreno, and Gómez (2014)

White Privilege Attitudes Scale (WPAS) St Scaled Questionnaire Willingness to confront white privilege, anticipated costs of addressing white privilege, white privilege awareness, and white privilege remorse 28 .73 to .91 Pinterits, Poteat, and Spanierman (2009)

Portfolio of Intercultural Competence (PICSTEP) St Short Stories, Essays, and Discussion Short writing on intercultural encounters, reflective critical essays, and group discussion n.a. n.a. Dervin and Hahl (2015) Schoolwide Cultural Competence Observation Checklist (SCCOC) survey component St Survey Checklist School's cultural competency regarding policy and practice 33 n.a. Bustamante, Nelson, and Onwuegbuzie (2009)

Sexual Orientation Counselor Competence scale ScSt Scaled Questionnaire Sexual orientation attitudes, skills, and knowledge 42 .83 to .85 Grove (2009)

Coping with Cultural Diversity Scale St Structured Interviews Separation, acculturation, and multicultural background 54 .69 to .86 Hamm and Coleman (2001)

Cross- Cultural Awareness Index St Portfolio Assessment Physical, global, personal, cross-cultural recognition, reflection on recognition of Japan, reflection on my past, and reflection future n.a. n.a. Ingulsrud, Kai, Kadowaki, Kurobane, and Shiobara (2002)

Equitable Classroom Climates Scale ScSt Scaled Questionnaire Not Available 20+ n.a. Kelly (2002)

Ethnic Identity Scale (EIS) ScSt Scaled Questionnaire Ethnic exploration, resolution, and affirmation 17 .34 to .92 Yoon (2011)

Four Factor Model of Cultural Intelligence (CQ) n.i. Questionnaire CQ via cognitive, metacognitive, behavioral, and motivational 20 acceptable Wang, Wang, Heppner, and Chuang (2017); Ward, Fischer, Zaid Lam, and Hall (2009)

Graduate Students' Experiences with Diversity Survey (GSEDS) n.i. Survey Knowledge, skills, and comfort with diversity 52~ .81 to .92 Kocarek et al. (2001)

Implicit Association Test (IAT) St Scaled Questionnaire Racial and economic discrimination n.a. .82 to .84 Greenwald, McGhee, and Schwartz (1998); Rudman and Ashmore (2007)

Intercultural Development Inventory (IDI) ScSt Observations Sensitivity to cultural difference 50 (+10) .80 to .85 Hammer, Bennett, and Wiseman (2003); Lombardi (2010); Straffon (2003)

Multigroup Ethnic Identity Measure - Revised (MEIM-R) ScSt Questionnaire Ethnic exploration and commitment 6 .74 to .81 Yoon (2011)

Pro-Black and AntiBlack Attitudes Questionnaire St Questionnaire Shifting standards effect, pro- and anti-black attitudes, implicit prejudice, implicit stereotyping, and attitudes toward funding a black student union n.a. .75 to .81 Biernat, Collins, KatzarskaMiller, and Thompson (2009)

Race-Related Events Scale (RES) n.i. Scaled Inventory Race-related stress 22 .86 Waelde et al. (2010)

Relationship Between Personal Characteristics, Multicultural Attitudes, and Self-Reported Multicultural Competence ScSt Scaled Questionnaire Characteristics, multicultural attitudes, and multicultural competence 128 .75 to .93 Reynolds & Rivera (2012)

Revised Educational Context Perception Questionnaire (ECPQ II) St ScSt Questionnaire Cohesion, didactics, mutual appreciation, psychological insecurity with teachers and psychological insecurity with classmates, and discrimination 26 .70 to .91 Du Rubat Mérac (2017)

Social Connectedness in Mainstream Society (SCMN St ScSt Questionnaire Immigrant's acculturation 5 .90 to .92 Yoon, Jung, Lee, and FelixMora (2012)

Social Connectedness in the Ethnic Community (SCETH) St ScSt Questionnaire Immigrant's acculturation 5 .94 to .95 Yoon et al. (2012)

Socio-cultural Adaptation Scale (SCAS) St ScSt Scaled Questionnaire Domains of acculturation outcomes 29 .75 to .91 Chi and Suthers (2015); Ward and Kennedy (1999)

Teacher Cultural Beliefs Scale (TCBS) ScSt Scaled Questionnaire Multicultural beliefs and egalitarian beliefs 10 n.a. Hachfeld et al. (2011)

Teacher Cultural Diversity Enthusiasm Scale (TCDES), Teacher Cultural Diversity Self-Efficacy Scale (TCDSES) and Teacher Commitment to Social Justice Scale (TCSJS) ScSt Scaled Questionnaire Diversity of contact, sense of self efficacy, behavioral intentions to engage in social justice, and autonomous motivation for teaching 30 .86 to .89 Petrovic, Jokic, and Leutwyler (2016)

Teacher Efficacy Scale for Classroom Diversity (TESCD) ScSt Scaled Questionnaire Teacher's self-efficacy about being able to teach diverse groups 10 .91 Kitsantas (2012)

Teacher Multicultural Attitudes Scale (TMAS) ScSt Scaled Questionnaire Multicultural attitudes 20 .89 Arslan and Yigit (2016)

Social, Emotional (47)

Gatehouse Bullying Scale St Scaled Inventory Bullying victimization 12 n.a. Bond et al. (2004)

Short WarwickEdinburgh Mental Well- Being Scale (SWEMWBS) St Scaled Questionnaire "Well-Being Index" including psychological functioning, cognitive-evaluative dimensions, and an affective-emotional aspect 14 .89 to .91 Tennant et al. (2007)

Student Relationship to School St Questionnaire Comprising 12 scales n.a. n.a. Libbey (2004)

Teacher-Pupil Observation Tool (TPOT) St ScSt Observation Tool Teacher positive and negative behavior, teacher praise, class compliance class negative, prosocial, and off-task behavior, and sum of total negatives 27 .78 Berry et al. (2016); Martin et al. (2010)

Washington State Healthy Youth Survey (HYS) St Survey School climate, alcohol, tobacco, and other drug use, health, demographics, quality of life, and risk and protective factors for family, community, individual, peers and school 101–110 n.a. Haggerty, Elgin, and Woolley (2011)

Brief Self-Control Scale (BSCS) St Scaled Questionnaire Self-regulation via thoughts, emotions, impulses, and performance 13 .89 Duckworth and Seligman (2005); Tangney, Baumeister, and Boone (2004)

Eysenck I.6 Junior Impulsiveness Subscale (EJI) St Inventory, Scaled Questionnaire Impulsiveness, venturesomeness, and empathy 77 .71 to .84 Duckworth and Seligman (2005); Eysenck, Easting, and Pearson (1984)

Strengths and Difficulties Questionnaire (SDQ) ScSt Questionnaire Emotional symptoms, conduct problems, hyperactivity, and peer relations 25 n.a. Berry et al. (2016); Goodman (1997); Plenty, Östberg, and Modin (2015)

Interpersonal Competence Questionnaire (ICQ) -German Language Version St ScSt Questionnaire Initiation of interactions, assertion of interests, self-disclosure of personal information, emotional support of others, and management of conflicts 40 .72 to .84 Kanning (2006)

Kirby Delay Discounting Rate Monetary Choice Questionnaire St ScSt Questionnaire Ability to delay gratification 27 n.a. Duckworth and Seligman (2005); Kirby and Maraković (1996)

Social and Emotional Health Survey (SEHS) St Survey Belief in self and in others, emotional competence, and engaged living 36 .92 Furlong et al. (2014)

MIHI (Multifactor Internalized Homophobia Inventory) St ScSt Inventory Questionnaire Fear of coming out, regret about being homosexual, moral condemnation, gaylesbian parenting, integration into the homosexual community, counter-prejudicial attitudes, homosexual marriage, and stereotypes 85 .61 to .90 Flebus and Montano (2012)

Revised Olweus Bully/ Victim Questionnaire (OBVQ) St Questionnaire Acts of victimization and acts of bullying 22 each .84 to .92 Gonçalves et al. (2016); Kyriakides, Kaloyirou, and Lindsay (2006); Olweus (1996)

Assessment of Students' Social-Emotional Competencies and Academic Achievement St Report Cards Social and emotional learning via behavioral ratings and comments n.a. n.a. Moceri (2015)

Communities That Care (CTC) Survey St Inventory Survey CTC training implementation and a community-based strategic approach to reducing youth involvement in problem behaviors 17 n.a. Hawkins et al. (2008); Quinby et al. (2008)

Engaged Teachers Scale (ETS) ScSt Scaled Questionnaire Cognitive, emotional, and social engagement with students and colleagues 16 .84 to .89 Klassen et al. (2013)

Interpersonal Relationship Inventory for Early Adolescents St Inventory Questionnaire Social support and conflict 26 .86 to .90 Yarcheski, Mahon, Yarcheski, and Hanks (2008)

Inventory of Teachers' Perceptions on SocioEmotional Needs (TEPESSENI) ScSt Inventory and Scaled Questionnaire The teaching-learning process, dealing with students' socio- emotional deficits, and socio-emotional needs related to teacher's training 39 .85 Moreira, Pinheiro, Gomes, Cotter, and Ferreira (2013)

Personal- Interpersonal Competence Assessment (PICA) St Questionnaire Awareness, consideration, connection, and influence 32 .77 to .89 Seal et al. (2015)

Social Competence and Behavior Evaluation (SCBE) St Scaled questionnaire Social competence, emotional regulation, and expression and adjustment difficulties 80 .69 to .90 Vidmar, Gril, and Furman (2018)

Social Emotional Health Survey (SEHS) St Survey Belief in self, belief in others, emotional competence, and life engagement 32 .95 Renshaw (2016); You et al. (2014); You, Furlong, Felix, and O'Malley (2015)

Socioemotional Guidance Questionnaire (SEG-Q) ScSt Questionnaire Organization and coordination at school, and support and guidance of teachers 71 .72 to .89 Jacobs, Struyf, and Maeyer (2013)

Social Emotional Learning Skills Scale (SELSS) St Scaled Questionnaire Skills with problem solving, communication, self-esteem, and coping with stress 40 .88 Çelik (2013)

Diagnostic Analysis of Nonverbal Accuracy (DANVA) n.i. Vignettes Non-verbal reception and expression 24 .71 McKown et al. (2013)

Achenbach System of Empirically Based Assessment (ASEBA) ScSt Questionnaire Emotionally reactive, anxiousness or depression, somatic complaints, attention or aggression issues 99 n.a. Achenbach (2000); Achenbach and Rescorla (2013)

Behavior Assessment System for Children, Third Edition (BASC-3) St Questionnaire Observed adaptability, leadership, social and study skills; reported relations with parents, peers, self-esteem and self-reliance 25-30 .80 to .90 Reynolds, Kamphaus, and Vannest (2011); Stiffler and Dever (2015)

Behavioral and Emotional Rating Scale (BERS-2) St Scaled Questionnaire Interpersonal, intrapersonal, affective, and strength, involvement with family, and school functioning 52 .95 Buckley and Epstein (2004); Rhee et al. (2001)

Classroom Assessment Scoring System (CLASS) St ScSt Questionnaire Emotional and instructional support, and organization 110 .67 to .90 Jennings et al. (2017); Jennings and Greenberg (2009); Pianta et al. (2008)

Developmental Assets Profile (DAP) St Survey Support, empowerment, boundaries and expectations, use of time, learning commitment, values, social competence, and positive identity 58 n.a. Scales (2011) LKS - Leipzig competence screening St ScSt Questionnaire Emotional competence and learning and working behaviors n.a. n.a. Hartmann (2004)

NEPSY-II theory of mind (NEPSY-II ToM) n.i. Action Protocol Social meaning 15 .74 McKown et al. (2013)

School Social Behaviors Scale, Second Edition (SSBS2) St Scaled Questionnaire Social competence and antisocial behaviors 64 good to very good Merrell (1993); Raimundo et al. (2012)

Social Skills Improvement System Rating Scales (SSISRating Scale) St Scaled Questionnaire Social skills, self-control, problem behaviors, and academic competence 144 & 143 good Gresham, Elliott, and Kettler (2010)

Social- Emotional Assets and Resilience Scales (SEARS) St Scaled Questionnaire Self-regulation, responsibility, social competence, and empathy 12 & 52 - 54 .83 to .98 Merrell, Cohn, and Tom (2011); Nese, Doerner, Romer, and Karalyn (2012); Romer, Ravitch, Tom, Merrell, and Wesley (2011); Tom, Merrell, Endrulat, Cohn, and Felver-Gant (2009)

Strange Stories n.i. Vignettes /Stories Social meaning and social intentions 12 .74 McKown et al. (2013)

Survey of Academic and Youth Outcomes (SAYO) St ScSt Survey Social and emotional learning competency n.a. n.a. Stavsky (2015)

Delaware School Climate SurveyStudent (DSCS-S) St Survey School climate, social-emotional learning, bullying, and engagement 78 .72 to .92 Holst, Weber, Bear, and Lisboa (2016)

Empathy Assessment Index (EAI) St ScSt Inventory Questionnaire Affective response, perspective taking, self-awareness, emotion regulation, empathetic attitudes 50–54 .80 to .82 Gerdes, Lietz, and Segal (2011)

Match Emotional Prosody to Emotional Face (MEPEF) -subtest of the Comprehensive Affect Testing System (CATS) n.i. Vignettes /Images Audio and visual recognition 22 .67 McKown et al. (2013)

Multisource Assessment of Social Competence Scale (MASCS) St Scaled Questionnaire Social competence, loneliness, social anxiety, and social phobia 41 .68 to .94 Junttila, Vauras, Niemi, and Eero (2012); Junttila, Vauras, Niemi, and Laakkonen (2012)

Peer affiliations and Social Acceptance (PASA) St Questionnaire Peer affiliations, acceptance, and rejection 12 .67 to .80 Dishion, Kim, Stormshak, and O'Neill (2014)

Questionnaire for Assessment Coexistence shared experiences in Intercultural Secondary Classrooms (QACISC) St Questionnaire Ability to inhibit behavior, follow rules, and control impulsive reactions 38 .52 to .83 Olmedo Moreno, Luna, Olmos Gómez, and López (2014)

Self-Control Rating Scale (SCRS) ScSt Scaled Questionnaire Comprised of eight scales 33 n.a. Duckworth and Seligman (2005)

SENNA 1.0 St Inventory Questionnaire Self-awareness, emotional management, autonomy, social awareness, interpersonal management, and life skills 209 .75 to .91 Primi, Santos, John, and Fruyt (2016); Primi, Zanon, Santos, Fruyt, and John (2016)

Social - Emotional Skills Assessment Scale (SESAS) St Scaled Questionnaire Self-awareness, emotional management, autonomy, social awareness, interpersonal management, and life-skills 75 .64 to .76 Aurora-Adina (2011)

Social and Emotional Competency Measurement St n.i. Relationship skills and selfmanagement of emotions 138 .68 to .74 Davidson et al. (2018)

Withdrawn /depressed behavior from Head Start REDI St n.i. Withdrawn or depressed actions n.a. .81 Bierman et al. (2008)

Social, Intercultural (12)

Multicultural Counseling Knowledge and Awareness Scale - Refined (MCKAS-R) ScSt Scaled Questionnaire Multicultural knowledge and awareness 28 .90 Lu (2017)

Multicultural Counseling Knowledge and Awareness Scale (MCKAS) ScSt Scaled Questionnaire Multicultural knowledge and awareness 32 .80 to .90 Cannon (2008)

Anti-Racism Behavioral Inventory (ARBI) St Inventory Questionnaire Anti-racism behavior 21 .91 Pieterse, Utsey, and Miller (2016)

LGBT Acceptance measure n.i. Questionnaire Protocol Student attitude toward LGBT persons 10 .87 Lennon-Dearing and Delavega (2016)

LGBT Respect n.i. Questionnaire LGBT affirming environment, culturally competent ethics of practice, and ability to serve LGBT clients 3 .62 Lennon-Dearing and Delavega (2016)

Multicultural School Climate Inventory (MSCI) St Inventory Questionnaire Liking of the school, educator-student relationships, cultural relevancy, and school success 22 .94 Marx and Byrnes (2012)

Racial Climate Inventory (RCI) St ScSt Inventory Questionnaire School's racial climate via faculty and student perceptions 40 .95 to .96 Pike (2002)

Acculturative Stress Inventory for Children (ASIC) St Inventory and Scaled Questionnaire Perceived discrimination and immigration-related experiences 12 .72 to .93 Suarez-Morales et al. (2007)

Implicit Factors Survey (IFS) St Survey Community, diversity, faculty advising, support services, and field and academic experiences 67 n.a. Grady, Powers, Despard, and Naylor (2011)

Student Measure of Culturally Responsive Teaching (SMCRT) St Questionnaire Diverse teaching practice, cultural engagement, and diverse language affirmation 21 .90 Dickson, Chun, and Fernandez (2016) Measure of the Quality of Educational Leadership Programs for Social Justice ScSt Questionnaire Six quality measures 33 n.a. O'Malley and Capper (2015)

Unfair Treatment by Authorities Scale, taken from the Adolescent Discrimination Index (ADI) St Scaled Questionnaire Adolescent's perception of unfair treatment by authorities 8 .75 Crystal, Killen, and Ruck (2010)

Emotional, Intercultural (1)

Multicultural Counseling SelfEfficacy Scale-Racial Diversity Form (MCSERD) n.i. Scaled Questionnaire Self-efficacy, counseling competency, and social desirability 37 n.a. Larson and Bradshaw (2017)

Social, Emotional, Intercultural (7)

Coping With Acculturative Stress in American Schools (CASAS-A) St Questionnaire Perceived discrimination, English language learner related stress, familial acculturative gap, and school and community belonging 17 .88 Castro-Olivo et al. (2014)

Cultural Socialization Scale St ScSt Scaled Questionnaire Socialization within family heritage culture, family mainstream culture, peer heritage culture, and peer mainstream culture 32 .88 to .94 Wang et al. (2015)

Comprehensive School Climate Inventory (CSCI) St Inventory Questionnaire and In-depth Profile of the School Student perceptions, parent perceptions, and school staff perceptions of the socioecological environment of their school n.a. n.a. Stamler, Scheer, and Cohen (2009)

Cross- Cultural Adaptability Inventory (CCAI) St Inventory Questionnaire Flexibility and openness, emotional resilience, perceptual acuity, and personal autonomy 50 .54 to .80 Davis and Finney (2006); Lombardi (2010); Williams (2005)

Intercultural Adjustment Potential Scale (ICAPS) n.i. Scaled Questionnaire Emotional regulation, openness, flexibility, and critical thinking 55 .78 Matsumoto et al. (2007)

Multicultural Personality Questionnaire (MPQ) St Questionnaire Cultural empathy, openmindedness, emotional stability, social initiative, and flexibility 78 .80 to .91 Van Oudenhoven and Van der Zee (2002)

Satisfaction with Migration Life Scale (SWMLS) n.i. Scaled Questionnaire Satisfaction with life, selfesteem, and loneliness, acculturation attitudes, in-/ out-group social interaction, language proficiency, cultural identity, and sociocultural adaptation 21 + 67 .91 to .92 Neto and Fonseca (2016)

Note. α = coefficient alpha; n.a. = not available; n.i. = not identified; St = students; ScSt = school staff. For further descriptions (authors of the tools, number of participants, validity) see Denk et al. (2017).

Chapter 7: Bibliography

Draft Table of Contents:

Chapter 1:

https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/lifecomp-european-framework-personal-social-and-learning-learn-key-competence

Chapter 2:

https://archive.org/details/jacomeniiianuali00come/page/n2

https://www.gutenberg.org/files/28299/28299-h/28299-h.htm

https://archive.org/stream/cu31924031053709/cu31924031053709_djvu.txt

https://www.moravian.edu/about/college-history/john-amos-comenius

https://www.childaustralia.org.au/wp-content/uploads/2017/02/CA-Statement-Pedagogy.pdf

https://www.earlychildhoodireland.ie/blog/pedagogical-leadership/

https://www.maynoothuniversity.ie/centre-public-education-and-pedagogy

http://www.incluso.org/manual/social-inclusion-and-social-exclusion-explained

https://www.gov.ie/en/publication/809685-eu-social-inclusion-policy/

https://en.wikipedia.org/wiki/Digital_pedagogy

https://guides.library.utoronto.ca/digitalpedagogy

https://www.caravancircusnetwork.eu/wp-content/uploads/media/CTF-Guidebook.pdf.

https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en

http://www.ibe.unesco.org/en/glossary-curriculum-terminology/l/learning-learn

https://www.merriam-webster.com/

http://www.ibe.unesco.org/en/glossary-curriculum-terminology/p/pedagogy/

https://ec.europa.eu/social/vocational-skills-week/what-vocational-education_en

Vygotsky, Lev (1978). Mind in Society. London: Harvard University Press.

Seel, N. M. (Ed.) 2012. Encyclopedia of the sciences of learning. London-New York: Springer.

Wallace, S. (Ed.) 2009. A dictionary of education. Oxford: Oxford University Press.

M. Jeffrey, A. Craft. Teaching creativity and teaching for creativity: Distinctions and relationships. Educational Studies, 30 (1) (2004), pp. 77-87

Duckett, I. Personalised Learning and Vocational Education and Training. International Encyclopedia of Education, 2010; 391 – 396. https://doi.org/10.1016/B978-0-08-044894-7.00789-2

Silver, Hilary, The Process of Social Exclusion: The Dynamics of an Evolving Concept (October 1, 2007). Available at https://ssrn.com/abstract=1087789 or http://dx.doi.org/10.2139/ssrn.1087789

Ozogul, T., Sezerel, H., Aktas, S.G., Adiguzel, O. Learning through creative drama in vocational hospitality education: Efficiency, retention and attitudes. Tourism Management Perspectives, Vol 36 (2020) 100728. https://doi.org/10.1016/j.tmp.2020.100728.

Lesnik, I. Theatre Pedagogy Approach in primary school. Conference proceedings from the International Scientific Conference THE EDUCATION AT THE CROSSROADS – CONDITIONS, CHALLENGES, SOLUTIONS and PERSPECTIVES; ISBN 978-608-4616-89-4.

Piaget, J. (1962). Play, dreamsandimitation in childhood. New York: NortonandCo., Inc.

Marjanovič Umek, L., Lešnik Musek, P. (1999). Simbolna igra: kaj jo določa in kako igra določa otrokov razvoj. Psihološka obzorja, letnik 8, št. 2−3, str. 35−58.
C.S. Loh, Y. Sheng, D. Ifenthaler, Serious Games Analytics: Theoretical Framework, in: Serious Games Analytics: Methodologies for Performance Measurement, Assessment, and ImprovementCham: Springer International Publishing, 2015, pp. 3–29.

Putz L.-M., Hobbauer, F., Treiblmaier, H. Can gamification help to improve education? Findings from a longitudinal Study. Computers in Human Behaviour, Vol. 110 (2020), 106392. https://doi.org/10.1016/j.chb.2020.106392.

J. Hamari, K. Huotari, J. Tolvanen. Gamification and economics. S.P. Walz, S. Deterding (Eds.), The gameful world: Approaches, issues, applications, MIT Press, Cambridge, MA, London (2015)

C.C. Abt, Serious Games, University Press of America, 1987.

D.R. Michael, S.L. Chen, Serious Games: Games That Educate, Train, and Inform. Muska & Lipman / Premier-Trade, 2005.

L.V. Williams. Teaching for the two-sided mind: A guide to right brain/left brain education. Prentice-Hall, Englewood Cliffs, NJ (1983)

D.A. Kolb. Experiential learning: Experience as the source of learning and development. Prentice Hall, Englewood Cliffs, NJ (1984)

Harun M.T. and Salamuddin, N. Promoting Social Skills through Oudoor Education and Assessming it's Effects. Asial Social Science (2014) 10(5) 71-78. DOI:10.5539/ass.v10n5p71

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. International Journal of Lifelong Education, 9(1), 54–72. http://hdl.handle.net/10224/3680

Schwartz, M. (2015, April). Best practices in experiential learning. Retrieved from http://ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport. pdf.

Hedin, N. S. (2010). Experiential learning: Theory and practice. Christian Education Journal, 7(1), 107–117. https://doi.org/10.1177/073989131000700108

Monk, D. F. (2013). John Dewey and adult learning in museums. Adult Learning, 24(2), 63–71.

Schreck, C.M., Weilbach, J.T., Reitsma, G.M. Improving graduate attributes by implementing an experiential learning teaching approach: A case study in recreation education. Journal of Hospital, Leisure, Sport and Tourism Education 26 (2020) 100214.

B.J. Spiegel. Social circus: The cultural politics of embodying social transformation. The Drama Review, 60 (4) (2016), pp. 50-67

R. Bolton. Why circus works: How the values and structures of circus make it a significant developmental experience for young people (doctoral dissertation). Murdoch University, Perth, Australia (2004). Retrieved from www.regbolton.org/circus_library/PHD-extract.pdf

UNESCO, International Standard Classification of Education - ISCED. Montreal, Quebec: UNESCO Institute for Statistics, 2012.

Chapter 3

http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html

http://www.ehea.info/

https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12016ME/TXT&from=EN

https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:12012P/TXT.

https://en.unesco.org/themes/education/

https://eaea.org/our-work/influencing-policy/monitoring-policies/european-agenda-for-adult-learning/

https://ec.europa.eu/social/main.jsp?catId=1224

https://www.eumonitor.eu/9353000/1/j9vvik7m1c3gyxp/vk66hkal80zk

https://digital-skills-jobs.europa.eu/en/actions/european-initiatives/electronic-platform-adult-learning-europe-epale.

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en#:-:text=The%20Council%20of%20the%20European.active%20citizenship%20and%20social%20inclusion.

https://ec.europa.eu/social/main.jsp?catId=1223&langId=en

https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal

https://digital-strategy.ec.europa.eu/en/policies

https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age/european-industrial-strategy_en

https://ec.europa.eu/info/strategy/recovery-plan-europe_en

https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1594047420340&uri=CELEX%3A52020DC0276

https://ec.europa.eu/regional_policy/en/2021_2027/

https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20190517-1.

https://eaea.org/our-work/influencing-policy/monitoring-policies/european-agenda-for-adult-learning/

https://www.eumonitor.eu/9353000/1/j9vvik7m1c3gyxp/vk66hkal80zk

https://www.academia.edu/23081037/Teacher_education_for_inclusion_in_Europe

https://www.easpd.eu/en/content/accessible-vocational-education-and-training-persons-disabilities

https://www.european-agency.org/sites/default/files/VET%20Policy%20Brief_EN.pdf

https://www.gov.ie/en/policy-information/9bf5d3-inclusive-education/

https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/

https://www.gov.ie/en/publication/75ade-intercultural-education-strategy/

https://www.gov.ie/en/policy-information/531ef5-co-ordination-of-traveller-education/

https://www.european-agency.org/sites/default/files/Inclusive_Education_Netherlands.pdf

https://www.european-agency.org/sites/default/files/Inclusive-Education-in-Finland.pdf

https://eera-ecer.de/ecer-programmes/conference/24/contribution/48108/

https://www.oecd.org/education/school/Estonia%20-%20Summary%20-%20ENG.pdf

https://www.oecd.org/education/school/Estonia%20-%20Summary%20- %20ENG.pdf

https://www.european-agency.org/news/research-inclusive-education- estonia

https://www.innove.ee/en/teaching-materials-and- methodologies/support-students-sen/

https://tik.edu.ee/p/1308-special-education-needs-policy

https://www.oecd.org/education/policy-outlook/country-profile-Finland-2020.pdf

https://www.european-agency.org/sites/default/files/Inclusive-Education- in Finland.pdf

https://minedu.fi/en/vocational-education-and- training

https://www.european-agency.org/country-information/finland/systems-of-support-and-specialist-provision

www.qqi.ie

https://www.oecd.org/education/policy-outlook/country-profile-Ireland- 2020.pdf

https://www.oecd.org/education/policy-outlook/country-profile-Ireland-2020.pdf

https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/

https://www.gov.ie/en/policy-information/9bf5d3-inclusive-education/

https://www.gov.ie/en/publication/75ade-intercultural-education-strategy/

https://www.gov.ie/en/policy-information/531ef5-co-ordination-of-traveller- education/

https://www.gov.ie/en/publication/75ade-intercultural-education-strategy/

https://www.oecd.org/education/EDUCATION%20POLICY%20OUTLOOK_NETHERLANDS_EN%20.pdf

https://www.european-agency.org/sites/default/files/Inclusive_Education_Netherlands.pdf.

https://www.oecd.org/education/POL-country-profile.pdf
https://eera-ecer.de/ecer-programmes/conference/24/contribution/48108/

Ania Starczewska, Alan Hodkinson, Gill Adams. Conceptions of inclusion and inclusive education: a critical examination of the perspectives and practices of teachers in Poland. https://doi.org/10.1111/j.1471-3802.2011.01209.x

Ober, K.M., Twardowski, A. and Pierson, M.R. (2015), "Inclusive Education in Poland: Policies, Practices, and Perspectives", Including Learners with Low-Incidence Disabilities (International Perspectives on Inclusive Education, Vol. 5), Emerald Group Publishing Limited, Bingley, pp. 315-339. https://doi.org/10.1108/S1479-363620140000005024

Chapter 4:

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en#:-:text=The%20Council%20of%20the%20European,active%20citizenship%20and%20social%20inclusion.

https://ec.europa.eu/info/strategy/priorities-2019-2024/economy-works-people/jobs-growth-and-investment/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en#:-:text=The%20Council%20of%20the%20European,active%20citizenship%20and%20social%20inclusion.

https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/lifecomp-european-framework-personal-social-and-learning-learn-key-competence

https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/lifecomp-european-framework-personal-social-and-learning-learn-key-competence

A.R. Lopez, J.E. Souto, M.L Arroyo Noblejas. Improving teaching capacity to increase student achievement: The key role of communication competences in Higher Education. Studies in Educational evaluation. 2019 (60), pp 205-213. https://doi.org/10.1016/j.stueduc.2018.10.002

M. Bianchi, A.B. Hernández-Lara, D. Gualdi. The contribution of virtual enterprises to competence-based learning: An assessment from the students' perspective: Case study. Technology, Innovation and Education, 1 (1) (2015), p. 4

L.F.D. Dalle Rose. Impact of Erasmus mobility for study on the development of Tuning Europe generic competences, as assessed by outgoing and incoming students in a large university: A revealing analysis. Tuning Journal for Higher Education, 3 (1) (2015), pp. 57-98

S. Hawse. Transitioning to professional work: A view from the field. Success in higher education, Springer, Singapore (2017), pp. 229-253

L.C. Velasco-Martínez, J.C. Tójar-Hurtado. Competency-based evaluation in higher education—Design and use of competence rubrics by university educators. International Education Studies, 11 (2) (2018), p. 118

R.G. Lord, J.M. Diefendorff, A.M. Schmidt, R.J. Hall. Self-regulation at work. Annual Review of Psychology, 61 (2010), pp. 543-568

M.L. Savickas, E.J. Porfeli. Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80 (2012), pp. 661-673

C. Maggiori, C.S. Johnston, F. Krings, K. Massoudi, J. Rossier. The role of career adaptability and work conditions on general and professional well-being. Journal of Vocational Behavior, 83 (3) (2013)

M.L. Savickas, E.J. Porfeli. Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80 (2012), pp. 661-673

Sofie de Smet, Cécile Rousseau, Christel Stalpaert, Lucia De Haene. A qualitative analysis of coping with trauma and exile in applied theatre with Syrian refugees: The role of within-group interactions. The Arts in Psychotherapy. 66 (2019), 101587. https://doi.org/10.1016/j.aip.2019.101587

Michal Doron Harari "To Be On Stage Means To Be Alive": Theatre Work With Education Undergraduates as a Promoter of Students' Mental Resilience. Procedua – Social and Behavioral Sciences 209 (2015) 161 – 166. doi: 10.1016/j.sbspro.2015.11.272

M. Angioi, G. Metsios, Y. Koutedakis, M.A. Wyon. Fitness in Contemporary Dance: A systematic Review. Int. J. Sports Med 30(7) (2009): 475-484. DOI: 10.1055/s-0029-1202821

Alethea Blackler, Shital Desai, Levi Swann, Marianella Chamorro-Koc, Gene Moyle, Mikaela Stephens. Using technology to enhance and encourage dance-based exercise. Heliyon 5 (2019) e01241. doi: 10.1016/j.heliyon.2019.e01241

Kwok, S.Y., Yeung, J.W., Low, A.Y., Lo, H.H., Tam, C.H. The roles of emotional competence and social problem solving in the relationship between physical abuse and adolescrnt suicidal ideation in China. Child Abuse and Neglect 44 (2015); 117-129. http://dx.doi.org/10.1016/j.chiabu.2015.03.020.

S.C. Hayes, J.B. Luoma, F.W. Bond, A. Masuda, J. Lillis. Acceptance and commitment therapy: Model, processes and outcomes. Behavior Research and Therapy, 44 (2006), pp. 1-25

M.E. Levin, C. MacLane, S. Daflos, J. Pistorello, S.C. Hayes, J. Seeley, et al. Examining psychological inflexibility as a trandiagnostic process across psychological disorders. Journal of Contextual Behavioral Science, 3 (2014), pp. 155-163, 10.1016/j.jcbs.2014.06.003

S.C. Hayes, J. Pistorello, M.E. Levin. Acceptance and commitment therapy as a unified model of behavior change. The Counseling Psychologist, 40 (2012), pp. 976-1002

A.J. Martin, H.G. Nejad, S. Colmar, G.A.D. Liem. Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. Journal of Educational Psychology, 105 (2013), pp. 728-746

M. Zhou, W. Lin. Adaptability and life satisfaction: The moderating role of social support. Frontiers in Psychology, 7 (2016), p. 1134,

A.J. Martin, H. Nejad, S. Colmar, G.A.D. Liem. Adaptability: Conceptual and empirical perspectives on responses to change, novelty and uncertainty. Journal of Psychologists and Counsellors in Schools, 22 (2012), pp. 58-81

J.J. Gross. Antecedent-and response-focused emotion regulation: Divergent consequences for experience, expression, and physiology. Journal of Personality and Social Psychology, 74 (1998), pp. 224-237

R.G. Ployhart, P.D. Bliese. Individual adaptability (I-ADAPT) theory: Conceptualizing the antecdents, consequences, and measurement of indeividual differences in adaptability. C.S. Burke, I.G. Pierce,

E. Salas (Eds.), Understanding adaptability: A prerequisite for effective performance within complex environments, Vol. 6, Elsevier Science (2006), pp. 3-39

Cornelia M. Schrecka, J. Theron Weilbach, Gerda M. Reitsma. Improving graduate attributes by implementing an experiential learning teaching approach: A case study in recreation education. Journal of Hospitality, Leisure, Sport & Tourism Education 26 (2020) 100214. https://doi.org/10.1016/j.jhlste.2019.100214

Gillian King, Shauna Kingsnorth, Andrea Morrison, Jan Willem Gorter, Andrea DeFinney, Barbara Kehl. Parents' perceptions of the foundational and emergent benefits of residential immersive life skills programs for youth with disabilities. Research in Developmental Disabilities 100 (2021) 103857. https://doi.org/10.1016/j.ridd.2021.103857

Doron Harari, M. "to be on stage means to be alive": Theatre work with education undergraduates as a promotor of students' mental resilience. Procedia – Social and Behavioral Sciences 209 (2015) 161-166. doi: 10.1016/j.sbspro.2015.11.272

Berger, R., and Lahad, M. (2011). 'Resilience and Coping Resources. Healing Forest'. Kiryat Bialik: Ach. (Hebrew.)

Benard, B. (2004). Resiliency: What we have learned. WestEd.

Emunah, R. (2015). Self-revelatory performance: A form of drama therapy and theatre. Drama Therapy Review, 1(1), 71-85.

De Smet, S., Rousseau, C., Stalpaert C. De Haene, L. A qualitative analysis of coping with trauma and exile in applied theatre with Syrian refugees: The role of within-group interactions. The Arts in Psychotherapy 66 (2019) 101587. https://doi.org/10.1016/j.aip.2019.101587

Hannes K. and Uten L. On the act of giving, receiving and rendering: Piloting the use of Youtube videos to develop a contextually inspired portrait of social circus trainers. Learning, Culture and Social Interaction 19 (2018) 96 – 108. https://doi.org/10.1016/j.lcsi.2018.05.001

Jennifer Beth Spiegel, Maria-Christina Breilh, Arturo Campan~a, Judith Marcuse & Annalee Yassi (2015) Social circus and health equity: Exploring the national social circus program in Ecuador, Arts & Health, 7:1, 65-74, DOI: 10.1080/17533015.2014.932292

Souri, H., Hasanirad, T., 2011. Relationship between resilience, optimism and psychological well-being in students of medicine. Procedia - Social and Behavioral Sciences 30, 1541–1544. https://doi.org/10.1016/j.sbspro.2011.10.299.

Bolton, R. (2004). Why circus works: How the values and structures of circus make it a significant developmental experience for young people (doctoral dissertation). Perth, Australia: Murdoch University. Retrieved from www.regbolton.org/circus_library/PHD-extract.pdf

B. Hoffmaster, What does vulnerability mean? Hastings Center Report 36 (2) (2006) 38–45.

Van der Lubbe L.M., Gerritsen, C., Klein M.C.A. and Kindriks, K.V. Empowering vulnerable target groups with serious games and gamification. Entertainment Computing 38 (2021) 100402. https://doi.org/10.1016/j.entcom.2020.100402

Donnelly, V. and Watkins, A. Teacher Education for Inclusion in Europe. Prospects (2011) 41: 341-353. DOI 10.1007/s11125-011-9199-1.

C. Mackenzie, W. Rogers, S. Dodds, Introduction: What is vulnerability and why does it matter for moral theory, Vulnerability: New essays in ethics and feminist philosophy, 2014, pp. 1–29.

M. Marmot, S. Friel, R. Bell, T.A. Houweling and S. Taylor. Closing the gap in a generation: Health equity through action on the social determinants of health. Lancet, 372 (2008), pp. 1661-1669 **https://doi.org/10.1016/S0140-6736(08)61690-6**

The spirit level: Why equality is better for everyone. R. Wilkinson and K. Pickett. Penguin, London, UK (2010)

G.R. Bauer. Incorporating intersectionality theory into population health research methodology: Challenges and the potential to advance health equity. Social Science & Medicine, 110 (2014), pp. 10-17. https://doi.org/10.1016/j.socscimed.2014.03.022

Bick-har, 2019. Social support, well-being, and teacher development. L. Bick-har Springer (2019)

F. Diderichsen, J. Hallqvist and M. Whitehead. Differential vulnerability and susceptibility: How to make use of recent development in our understanding of mediation and interaction to tackle health inequalities. International Journal of Epidemiology (2018), pp. 1-7 https://doi.org/10.1093/ije/dyy167

V.J. Poitras, C.E. Gray, M.M. Borghese, et al. Systematic review of the relationships between objectively measured physical activity and health indicators in school-aged children and youth. Appl Physiol Nutr Metab, 41 (6, Suppl. 3) (2016), pp. S197-S239

A.R. Cooper, A. Goodman, A.S. Page, et al. Objectively measured physical activity and sedentary time in youth: The international children's accelerometry database (icad). Int J Behav Nutr Phys Act, 12 (2015), p. 113

L.M. Barnett, N.D. Ridgers, K.Hesketh, J.Salmon. Setting them up for lifetime activity; Play competence perceptions and physical activity in young children. J. Sci.Med.Sport. 20 (2017), p856-860. https://doi.org/10.1016/j.jsams.2017.03.003

C. Krekel, E. De Neve, D. Fancourt, R. Layard. A local community course that raises wellbeing and pro-sociality: Evidence from a randomised controlled trial. J.Economic Behavior and Organisation. 188 (2021), p 322-336. https://doi.org/10.1016/j.jebo.2021.05.021

J. Sanders, R. Munford, T. Thimasarn-Anwar, L. Liebenberg, M. Ungar. The Role of positive youth development practices in building resilience and enhancing wellbeing for at-risk youth. Child Abuse & Neglect 42 (2005), p40-53. http://dx.doi.org/10.1016/j.chiabu.2015.02.006

C. K. Allison, M. Van Puymbroeck, B. M.Crowe, A. A.Schmid, J. A.Townsend. The impact of an autonomy-supportive yoga intervention on self-determination in adults with intellectual and developmental disabilities. Complementary Therapies in Clinical Practice 43 (2021), 101332.

H. A. Lauria and Julee Waldrop. Health Promotion for Individuals with Intellectual Disabilities in the Community. The Journal of Nurse Practitioners 16 (2020) e41-e44. **https://doi.org/10.1016/j-nurpra.2019.09.004**

Sanders, J., Munford, R., Thimasarn-Anwarb, T., Liebenberg, L, Ungar, M. The role of positive youth development practices in building resilience and enhancing wellbeing for at-risk youth. Child Abuse & Neglect. Volume 42, April 2015, Pages 40-53. https://doi.org/10.1016/j.chiabu.2015.02.006

Vanessa Wan Sze Chenga, Tracey Davenport, Daniel Johnson, Kellie Vella, Jo Mitchell, Ian B. Hickie. Naturalistic evaluation of a sport-themed mental health and wellbeing app aimed at men (MindMax), that incorporates applied video games and gamification. Internet Interventions 20 (2020) 100306. https://doi.org/10.1016/j.invent.2020.100306

N. Eisenberg, N.D. Eggum-Wilkens, T.L. Spinrad. The development of prosocial behaviour. D.A. Schroeder, W.G. Graziano (Eds.), The Oxford Handbook of Prosocial Behavior, Oxford University Press, New York (2015), pp. 114-136

N. Eisenberg, R.A. Fabes, T.L. Spinrad. Prosocial development. N. Eisenberg, W. Damon, R.M. Lerner (Eds.), Handbook of Child Psychology Vol. 3: Social, Emotional and Personality Development, Wiley, Hoboken, NJ (2006), pp. 646-718

T.L. Spinrad, D.E. Gal. Fostering prosocial behavior and empathy in young children. Curr. Opin. Psychol., 20 (2018), pp. 40-44

L. Rose-Krasnor. The nature of social competence: a theoretical review. Soc. Dev., 6 (1) (1997), pp. 111-135

D.F. Hay, A. Payne, A. Chadwick. Peer relations in childhood. J. Child Psychol. Psychiatry, 45 (1) (2004), pp. 84-108

M.L. Simner. Newborn's response to the cry of another infant. Dev. Psychol., 5 (1) (1971), pp. 136-150

J. Van der Graaff, S. Branje, M. De Wied, S. Hawk, P. Van Lier, W. Meeus. Perspective taking and empathic concern in adolescence: gender differences in developmental changes. Dev. Psychol., 50 (3) (2014), pp. 881-888

J. van Hoorn, E. van Dijk, R. Meuwese, C. Rieffe, E.A. Crone. Peer influence on prosocial behavior in adolescence. J. Res. Adolesc., 26 (1) (2016), pp. 90-100

R.L. Selman. The Growth of Interpersonal Understanding: Developmental and Clinical Analyses. Academic Press, New York (1980)

H.M. Wellman, F. Fang, C.C. Peterson. Sequential progressions in a theory-of-mind scale: longitudinal perspectives. Child Dev., 82 (3) (2011), pp. 780-792

K. Imuta, J.D. Henry, V. Slaughter, B. Selcuk, T. Ruffman. Theory of mind and prosocial behavior in childhood: a meta-analytic review. Dev. Psychol., 52 (8) (2016), pp. 1192-1205

J.A. Durlak, R.P. Weissberg, A.B. Dymnicki, R.D. Taylor, K.B. Schellinger. The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. Child Dev., 82 (1) (2011), pp. 405-432

T. Malti, M.P. Chaparro, A. Zuffianò, T. Colasante. School-based interventions to promote empathy-related responding in children and adolescents: a developmental analysis. J. Clin. Child Adolesc. Psychol., 45 (6) (2016), pp. 718-731

J.M. Wiemann, P. Backlund. Current theory and research in communicative competence. Review of Educational Research, 50 (1) (1980), pp. 185-199.

B.H. Spitzberg. The composition of competence: Communication skills. A.F. Hannawa, B.H. Spitzberg (Eds.), Communication competence (in P. Cobley & P. J. Schulz, series Eds.; Handbooks of Communication Science series, Vol. 22, De Gruyter Mouton, Boston (2015), pp. 237-269

PayScale.com. Which American workers have the biggest egos? MONEY/Payscale.com (2016) http://www.payscale.com/data-packages/big-ego-jobs [Accessed 21st April, 2022].

B.H. Spitzberg Communication competence as knowledge, skill, and impression. Communication Education, 32 (3) (1983), pp. 323-329.

V. Hofmann and C.M. Muller. Language skills and social contact among students with intellectual disabilities in special needs schools. Learning, Culture and Social Interaction (2021) Vol. 30 (A); https://doi.org/10.1016/j.lcsi.2021.100534

C.R. Rogers. Freedom to Learn. Charles E. Merrill, Columbus, OH (1969)

L. Vygotsky. Interaction between learning and development. Read. Dev. Child., 23 (3) (1978), pp. 34-41.

J. Piaget. Intellectual evolution from adolescence to adulthood. Hum. Dev., 15 (1972), pp. 1-2

L. Cerna. OECD education working papers, No. 203, OECD Publishing (2019), 10.1787/a3251a00-en (https://www.oecd-ilibrary.org/education/refugee-education_a3251a00-en) [Accessed on 21st April 2022].

Maninderjit Kaur, Inge-Marie Eigsti, Anjana Bhat. Effects of a creative yoga intervention on the joint attention and social communication skills, as well as affective states of children with Autism Spectrum Disorder. Research in Autism Spectrum Disorders. 2021 Vol.88; 101860. http://doi.org/10.1016/j.rasd.2021.101860

Shih-YehChena Jen-CheTsaib Shiang-YaoLiuc Chun-YenChangd. The effect of a scientific board game on improving creative problem solving skills. Thinking Skills and Creativity Vol.41 (2021) 100921. https://doi.org/10.1016/j.tsc.2021.100921

F. Erbay, S.Dogru. The effectiveness of creative drama education on the teaching of social communication skills in mainstreamed students. Procedia – social and Behaviouiral Sciences, 2010. 4475 – 4479. doi:10.1016/j.sbspro.2010.03.714

T.L. Stanton-Chapman, M.E. Snell. Promoting turn-taking skills in preschool children with disabilities: The effects of a peer-based social communication intervention. Early Childhood Research Quarterly 26 (2011); 303-319. doi:10.1016/j.ecresq.2010.11.002

Lamônica, D.A.C., Giacheti, C.M., Dias Hayssi Haduo, M., Dias dos Santos, M.J., da Silva, N.C. and Pinato, L. Sleep quality, functional skills, and communication in preschool-aged children with autism

spectrum disorder. Research in Developmental Disabilities 116 (2021) 104024. https://doi.org/10.1016/j.ridd.2021.104024

K. Logan, T. Iacono and D. Trembath. A systematic search and appraisal of intervention characterstics used to develop varied communication functions in children with autism who use aided AAC. Research in Autism Spectrum Disorders 90 (2022) 101896. https://doi.org/10.1016/j.rasd.2021.101896

M.A. Pink, J.W. Mahoney, J.E. Saunders. Promoting positive development among youth from refugee and migrant backgrounds: The case of Kicking Goals Together. Psychology of Sport and Exercise (2020) Vol. 51. 101790. https://doi.org/10.1016/j.psychsport.2020.101790

M. Fazel, J. Wheeler, J. Danesh. Prevalence of serious mental disorder in 7000 refugees resettled in western countries: A systematic review. The Lancet, 365 (9467) (2005), pp. 1309-1314, 10.1016/S0140-6736(05)61027-6. https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(05)61027-6/fulltext

I. Correa-Velez, S.M. Gifford, C. McMichael, R. Sampson. Predictors of secondary school completion among refugee youth 8 to 9 Years after resettlement in Melbourne, Australia. Journal of International Migration and Integration, 18 (3) (2017), pp. 791-805, 10.1007/s12134-016-0503-z. https://link.springer.com/article/10.1007/s12134-016-0503-z

C. Nunn, C. McMichael, S.M. Gifford, I. Correa-Velez. 'I came to this country for a better life': Factors mediating employment trajectories among young people who migrated to Australia as refugees during adolescence. Journal of Youth Studies, 17 (9) (2014), pp. 1205-1220, 10.1080/13676261.2014.901496. https://doi.org/10.1080/13676261.2014.901496

K.H. Trzesniewski, M.B. Donnellan, T.E. Moffitt, R.W. Robins, R. Poulton, A. Caspi. Low self-esteem during adolescence predicts poor health, criminal behavior, and limited economic prospects during adulthood. Developmental Psychology, 42 (2) (2006), pp. 381-390

United Nations Population Fund. Migration. Retrieved from http://www.unfpa.org/migration (2016) [Accessed on 21st April 2022].

R.W. Larson. Toward a psychology of positive youth development. American Psychologist, 55 (1) (2000), pp. 170-183.

P.L. Benson. All kids are our kids: What communities must do to rise caring and responsible children and adolescents. Jossey-Bass, San Francisco, CA (1997)

National Research Council and Institute of Medicine. Community programs to promote youth development. National Academy Press, Washington (2002)

R.M. Lerner, J.B. Almerigi, C. Theokas, J.V. Lerner. Positive youth development. The Journal of Early Adolescence, 25 (1) (2005), pp. 10-16

S. Lapkin, T. Levett-Jones, H. Bellchambers, R. Fernandez. Effectiveness of patient simulation manikins in teaching clinical reasoning skills to undergraduate nursing students: a systematic review. Clin. Simul. Nurs., 6 (6) (2010), pp. e207-e222

H. Zhao, L. Narikbayeva, Y. Wu. Critical thinking of musical educators as a factor in creative music pedagogy. Thinking Skills and Creativity 41 (2021) 100884. https://doi.org/10.1016/j.tsc.2021.100884

Facione, P. A. (2011). Critical thinking: What it is and why it counts. Millbrae: Measured reasons and the California. New York: Academic Press.

Ennis, R. H. (1962). A concept of critical thinking. Harvard Educational Review, 32, 81–111.

Powers, K. (2011). Going mental: How music education can help develop critical thinking. Teaching Music, 18(6), 40–45.

Topoˇglu, O. (2014). Critical thinking and music education. Procedia-Social and Behavioral Sciences, 116, 2252–2256. https://doi.org/10.1016/j.sbspro.2014.01.554.

Qiang, R., Han, Q., Guo, Y., Bai, J., & Karwowski, M. (2020). Critical thinking disposition and scientific creativity: The mediating role of creative self-efficacy. The Journal of Creative Behavior, 54(1), 90–99. https://doi.org/10.1002/jocb.347

Lee, Y. K. R. (2016). Teachers' beliefs, confidence and practice and students' achievement in cultivating critical thinking in primary music education in Hong Kong. A thesis submitted to the education university of hong kong in partial fulfillment of the requirement for the degree of doctor of education. retrieved from Lee, Y.K., .& Leung, B.W. (.2017). Teachers' beliefs, confidence and practice and students' achievement in cultivating critical thinking in primary music education in Hong Kong. In Asia-Pacific Symposium for Music Education Research (APSMER 2017): Music Education Transcending Borders, The Historical City of Melaka, Melaka, Malaysia.

G. Erlam, L. Smythe, V. Wright-St.Claire. Action research and millennials: Improving pedagogical approaches to encourage critical thinking. Nurse Education Today 61 (2018) P140-145. https://doi.org/10.1016/j.nedt.2017.11.023

M. Gunawardena and K. Wilson. Scaffolding students' critical thinking: A process not an end game. Thinking Skills and Creativity 41 (2021), 100848. https://doi.org/10.1016/j.tsc.2021.100848

L. Marin and D. Halpern. Pedagogy for developing critical thinking in adolescents: Explicity instruction produces greatest gains. Thinking Skills and Creativity 6(1) (2011). P1-13. https://doi.org/10.1016/j.tsc.2010.08.002

Halpern, 2010: D.F. Halpern. Halpern Critical Thinking Assessment. Schuhfried (Vienna Test System) (2010). http://www.schuhfried.at

P.T. Costa, R.R. McCrae. NEO PI-R Professional manual. Psychological Assessment Resources, Inc., Odessa, FL (1992).

J.T. Cacioppo, R. Petty, C.H. Kao. The efficient assessment of Need for Cognition. Journal of Personality Assessment, 48 (1984), pp. 306-307. https://doi.org/10.1207/s15327752jpa4803_13

Hakstian, A.R. and Cattell, R.B., 1982. Manual for the comprehensive ability battery (CAB). Institute for Personality and Ability Testing.

Vacha-Haase, T. (1998). " Reliability generalization: Exploring variance in measurement error affecting score reliability acros s studies,". Educational and Psychological Measurement. 58, 6–20.

N Nahapoonyanont, R. Krahomwong, D. Kochakornjarupong, W. Rachasong. Critical thinking abilities assessment tools: reliability generalisation. Procedua Social and Behavioral Sciences 2 (2010) 434-438. https://doi:10.1016/j.sbspro.2010.03.038

A. Meirbekov, I. Maslova, Z. Gallyamova. Digital education tools for critical thinking development. Thinking Skills and Creativity 44 (2022), 101023. https://doi.org/10.1016/j.tsc.2022.101023

O. Sarigoz. Assessment of the high school students' critical thinking skills. Procedia – Social and Behavioral Sciences 46 (2012) 5315 – 5319. https://doi.org/10.1016/j.sbspro.2012.06.430

Hunt, J. (1989) In Search of Adventure: A Study of Opportunities for Adventure and Challenge for Young People Bournemouth: Bourne Press

Smith, K. and Abrams, S.S. (2019), "Gamification and accessibility", International Journal of Information and Learning Technology, Vol. 36 No. 2, pp. 104-123. https://doi.org/10.1108/IJILT-06-2018-0061

Chapter 5:

https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en

https://www.infoprolearning.com/blog/differences-between-games-game-based-learning-gamification/?creative=544186721439&keyword=&matchtype=b&network=g&device=c&Campaign=14561794021&adgroupid=126995048076&Creative=544186721439&Keyword=&MatchType=b&Placement=&Network=g&AdPosition=&utm_campaign=Blended+Learning+-+8th+Sep%2721&utm_source=adwords&utm_medium=ppc&utm_term=&hsa_kw=&hsa_tgt=dsa-1480904104037&hsa_ver=3&hsa_grp=126995048076&hsa_mt=b&hsa_ad=544186721439&hsa_acc=1847921551&hsa_cam=14561794021&hsa_net=adwords&hsa_src=g&gclid=Cj0KCQjwwNWKBhDAARIsAJ8HkhelASr8XtzglLG-EKti6WAdHQQZs5wjy2wQyNUopciV3fEXZAyc-e8aAvCWEALw_wcB [Accessed on 30/09/2021]

https://en.wikipedia.org/wiki/Digital_pedagogy

https://guides.library.utoronto.ca/digitalpedagogy

https://www.aee.org/what-is-ee

https://www.caravancircusnetwork.eu/wp-content/uploads/media/CTF-Guidebook.pdf.

Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. Child Development, 79(6), 1802–1817. https://doi.org/10.1111/j.1467-8624.2008.01227.x

Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: A randomized trial of the preschool "PATHS" curriculum. Journal of Primary Prevention, 28(2), 67–91. https://doi.org/10.1007/s10935-007-0081-0

Elias, M. J. (2003). Academic and social-emotional learning. Educational practices series (11th ed.). Geneva: Unesco - International Bureau of Education.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., et al. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. American Psychologist, 58(6–7), 466. https://doi.org/10.1037/0003-066x.58.6-7.466

Collaborative for Academic, Social, and Emotional Learning. (2005). Safe and sound: An educational leader's guide to evidence-based social and emotional learning (SEL) programs, Vol. 2005. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. Collaborative for Academic, Social, and Emotional Learning. (2018). Core SEL competencies. https://casel.org/core-competencies/.

Fabian Müller, Albert Denk, Emily Lubaway, Christine Sälzer, Ana Kozina, Tina Vršnik Perše, Maria Rasmusson, Ivana Jugović, Birgitte Lund Nielsen, Mojca Rozman, Aleš Ojsteršek, Svetlana Jurko. Assessing social, emotional, and intercultural competences of students and school staff: A systematic literature review. Educational Research Review 29 (2020) 100304. https://doi.org/10.1016/j.edurev.2019.100304

OECD (2015). Skills for social progress: The power of social and emotional skills. Paris: OECD Skills Studies, OECD Publishing. Accessed and read from: https://read.oecd-ilibrary.org/education/skills-for-social-progress_9789264226159-en#page1

Social (26)

California Healthy Kids Survey - Resilience Module (CHKS) St Scaled Survey Externally- and internally situated strengths 65 .55 to .88 Rhee, Furlong, Turner, and Harari (2001)

Rhee, S., Furlong, M. J., Turner, J. A., & Harari, I. (2001). Integrating strength-based perspectives in psychoeducational evaluations. California School Psychologist, 6(1), 5–17. https://doi.org/10.1007/BF03340879.

Colorado Trust's Bullying Prevention Initiative Student Survey St Survey Perception of bullying and bullying-related behaviors 11 .69 to .88 Low, van Ryzin, Brown, Smith, and Haggerty (2014)

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: Lessons from assessing classroom implementation of steps to respect: A bullying prevention program over a one-year period. Prevention Science: The Official Journal of the Society for Prevention Research, 15(2), 165–176. https://doi.org/10.1007/s11121-012-0359-1.

Academic Self-Efficacy Scale (ASES) St Scaled Questionnaire Academic self-efficacy, cross-cultural differences, and gender differences 8 .74 to .79 Ansong, Eisensmith, Masa, and Chowa (2016)

Ansong, D., Eisensmith, S. R., Masa, R. D., & Chowa, G. A. (2016). Academic self-efficacy among junior high school students in Ghana: Evaluating factor structure and measurement invariance across gender. Psychology in the Schools, 53(10), 1057–1070. https://doi.org/10.1002/pits.21975.

Attitudes Toward Mainstreaming Scale (ATMS) ScSt Scaled Questionnaire Presumption of learning capability, general integration issues, and presumption of limited capacity 18 .64 to .82 Berryman and Neal (1980); Yuen and Westwood (2002)

Berryman, J. D., & Neal, W. R. (1980). The cross validation of the attitudes toward mainstreaming scale (ATMS. Educational and Psychological Measurement, 40(2), 469–474. https://doi.org/10.1177/001316448004000227.

Yuen, M., & Westwood, P. (2002). Teacher's attitudes toward integration: Validation of a Chinese version of the attitudes toward mainstreaming scale (ATMS). PSYCHOLOGIA -An International Journal of Psychology in the Orient, 45(1), 1–11. https://doi.org/10.2117/psysoc.2002.1.

Child and Adolescent Social Support Scale (CASSS) St Scaled Questionnaire Student social support network (frequency and importance) 40 .95 Kerres Malecki and Kilpatrick Demary (2002)

Kerres Malecki, C., & Kilpatrick Demary, M. (2002). Measuring perceived social support: Development of the child and adolescent social support scale (CASSS). Psychology in the Schools, 39(1), 1–18. https://doi.org/10.1002/pits.10004.

Freedom Writers Student Engagement Survey (FWSES) ScSt Scaled Survey Student engagement 51 .79 to .94 Powers, Shin, Hagans, and Cordova (2015)

Powers, K., Shin, S.-H., Hagans, K. S., & Cordova, M. (2015). The impact of a teacher professional development program on student engagement. International Journal of School & Educational Psychology, 3(4), 231–240. https://doi.org/10.1080/21683603.2015.1064840.

Relationship and Motivation (REMO) Scale St ScSt Scaled Questionnaire Student perceptions of peers and teachers as motivators of school performance 39 .73 to 82 Raufelder, Drury, Jagenow, Hoferichter, and Bukowski (2013)

Raufelder, D., Drury, K., Jagenow, D., Hoferichter, F., & Bukowski, W. (2013). Development and validation of the Relationship and Motivation (REMO) scale to assess students' perceptions of peers and teachers as motivators in adolescence. Learning and Individual Differences, 24, 182–189. https://doi.org/10.1016/j.lindif.2013.01.001.

Revised Scale of Prejudice Against Sexual and Gender Diversity (PASGD-R) St ScSt Scaled Questionnaire Prejudice against sexual and gender diversity 18 .93 Costa, Lara Machado, Ruschel Bandeira, and Nardi (2016)

Costa, A. B., Lara Machado, W. de, Ruschel Bandeira, D., & Nardi, H. C. (2016). Validation study of the revised version of the scale of prejudice against sexual and gender diversity in Brazil. Journal of Homosexuality, 63(11), 1446–1463. https://doi.org/10.1080/00918369.2016.1222829.

Social Coping Questionnaire (SCQ) St Questionnaire Denying giftedness, social interaction, humor, conformity, peer acceptance 34 .61 to .77 Swiatek and Cross (2007)

Swiatek, M. A., & Cross, T. L. (2007). Construct validity of the social coping questionnaire. Journal for the Education of the Gifted, 30(4), 427–449. https://doi.org/10.4219/jeg-2007-508.

Student Engagement Instrument (SEI) St Scaled Questionnaire Student's levels of cognitive and psychological engagement 35 n.a. Appleton, Christenson, Kim, and Reschly (2006)

Appleton, J. J., Christenson, S. L., Kim, D., & Reschly, A. L. (2006). Measuring cognitive and psychological engagement: Validation of the student engagement instrument. Journal of School Psychology, 44(5), 427–445. https://doi.org/10.1016/j.jsp.2006.04.002.

What's My School Mindset Scale St ScSt Scaled Questionnaire Teacher's participation in leadership and decisionmaking, openness to feedback, accepting change as a normal condition of the school,

sharing knowledge, continuous improvement, communities of practice professional development, meeting students' needs, and school-wide pride, 19 .92 Hanson, Bangert, and Ruff (2016)

Hanson, J., Bangert, A., & Ruff, W. (2016). Exploring the relationship between school growth mindset and organizational learning variables: Implications for multicultural education. Journal of Educational Issues, 2(2), 222. https://doi.org/10.5296/jei.v2i2.10075.

Comprehensive Assessment of Spoken Language (CASL) n.i. n.i. Social meaning through pragmatic judgement 60 .96 McKown, Allen, RussoPonsaran, and Johnson (2013)

McKown, C., Allen, A. M., Russo-Ponsaran, N. M., & Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. Psychological Assessment, 25(4), 1154–1166. https://doi.org/10.1037/a0033435.

Devereux Student Strengths Assessment (DESSA) St ScSt Scaled Questionnaire Optimistic thinking, selfmanagement, goal-directed behavior, self-awareness, socialawareness, relationship skills decision making, and personal responsibility 72 .87 to .93 Naglieri, LeBuffe, and Shapiro (2011); Nickerson and Fishman (2009)

Naglieri, J. A., LeBuffe, P., & Shapiro, V. B. (2011). Universal screening for social-emotional competencies: A study of the reliability and validity of the DESSA-mini. Psychology in the Schools, 48(7), 660–671. https://doi.org/10.1002/pits.20586

Nickerson, A. B., & Fishman, C. (2009). Convergent and divergent validity of the devereux student strengths assessment. School Psychology Quarterly, 24(1), 48–59. https://doi.org/10.1037/a0015147.

Child-Adolescent Teasing Scale (CATS) St Scaled Questionnaire Personality and behavior teasing, family and environment teasing, school- related teasing, and body teasing 70 .94 Vessey, Horowitz, Carlson, and Duffy (2008)

Vessey, J. A., Horowitz, J. A., Carlson, K. L., & Duffy, M. (2008). Psychometric evaluation of the child-adolescent teasing scale. Journal of School Health, 78(6), 344–350. https://doi.org/10.1111/j.1746-1561.2008.00312.x.

Edinburgh Study of Youth Transitions and Crime (ESYTC) school misbehaviour subscale St Scaled Questionnaire Domains of violence and aggression at school n.a. n.a. Bonell et al. (2014)

Bonell, C., Allen, E., Christie, D., Elbourne, D., Fletcher, A., Grieve, R., ... Viner, R. M. (2014). Initiating change locally in bullying and aggression through the school environment (INCLUSIVE): Study protocol for a cluster randomised controlled trial. Trials, 15, 381. https://doi.org/10.1186/1745-6215-15-381

Lesbian, Gay, and Bisexual Affirmative Counseling Inventory (LGB-CSI) ScSt Inventory Questionnaire Application of [LGB] knowledge, advocacy skills, selfawareness, relationship, and assessment skills. Dillon and Worthington (2003)

Dillon, F., & Worthington, R. L. (2003). The lesbian, gay and bisexual affirmative counseling self-efficacy inventory (LGB-CSI): Development, validation, and training implications. Journal of Counseling Psychology, 50(2), 235–251. https://doi.org/10.1037/0022-0167.50.2.235

Program Implementation Checklist (PIC) ScSt Inventory Checklist Student lesson engagement and teacher lesson adherence n.a. .86 Low et al. (2014)

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: Lessons from assessing classroom implementation of steps to respect: A bullying prevention program over a one-year period. Prevention Science : The Official Journal of the Society for Prevention Research, 15(2), 165–176. https://doi.org/10.1007/s11121-012-0359-1.

School Climate St Questionnaire School's order, safety, and discipline, academic outcomes, social relationships, school facilities school connectedness Zullig, Koopman, Patton, and Ubbes (2010)

Zullig, K. J., Koopman, T. M., Patton, J. M., & Ubbes, V. A. (2010). School climate: Historical review, instrument development, and school assessment. Journal of Psychoeducational Assessment, 28(2), 139–152. https://doi.org/10.1177/0734282909344205.

School Climate and School Identification Measure – Student (SCASIM-St) St Questionnaire School belongingness or connectedness and social identity 44 .94 Lee et al. (2017)

Lee, E., Reynolds, K. J., Subasic, E., Bromhead, D., Lin, H., Marinov, V., et al. (2017). Development of a dual school climate and school identification measure–student (SCASIM-St). Contemporary Educational Psychology, 49, 91–106. https://doi.org/10.1016/j.cedpsych.2017.01.003.

School Environment Survey ScSt Survey School's anti-bullying policies and strategies, climate, staff bullying intervention, and bullying-related problems Low et al. (2014)

Low, S., Van Ryzin, M. J., Brown, E. C., Smith, B. H., & Haggerty, K. P. (2014). Engagement matters: Lessons from assessing classroom implementation of steps to respect: A bullying prevention program over a one-year period. Prevention Science : The Official Journal of the Society for Prevention Research, 15(2), 165–176. https://doi.org/10.1007/s11121-012-0359-1.

Self-Esteem, Academic Self-Concept, and Aggression St Interviews, Questionnaire and School Records Student's aggression, self-esteem, self-concept of academic abilities, academic performance, threat to self concept, and aggression-related controls. Taylor, Davis-Kean, and Malanchuk (2007)

Taylor, L. D., Davis-Kean, P., & Malanchuk, O. (2007). Self-esteem, academic self-concept, and aggression at school. Aggressive Behavior, 33(2), 130–136. https://doi.org/10.1002/ab.20174.

Social Achievement Goal Scale St Scaled Questionnaire Student's social development, social approach (popularity), and social avoidance (antisocial) 12 .77 to .85 Herrera López, Romera Félix, Ortega Ruiz, and Gómez Ortiz (2016)

Herrera López, M., Romera Félix, E. M., Ortega Ruiz, R., & Gómez Ortiz, O. (2016). Influence of social motivation, self-perception of social efficacy and normative adjustment in the peer setting. Psicothema, 28(1), 32–39. https://doi.org/10.7334/psicothema2015.135.

Social and School Connectedness in Early Secondary School St Questionnaire Mental health status, substance use, academic outcomes, social connectedness, interpersonal conflict, school connectedness, and family measures n.a. n.a. Bond et al. (2007)

Bond, L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., et al. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. Journal of Adolescent Health : Official Publication of the Society for Adolescent Medicine, 40(4), https://doi.org/10.1016/j.jadohealth.2006.10.013 357.e9-18

Students' Self Regulation & Self Discipline St Questionnaire Self-regulation and self-discipline 156 + 45 .52 to .94 Zimmerman and Kitsantas (2014)

Zimmerman, B. J., & Kitsantas, A. (2014). Comparing students' self-discipline and self-regulation measures and their prediction of academic achievement. Contemporary Educational Psychology, 39(2), 145–155. https://doi.org/10.1016/j.cedpsych.2014.03.004

Teacher Self-Efficacy Scale ScSt Scaled Questionnaire Teacher's self-efficacy in organizing, planning, and evaluating 13 .87 to .93 Kan (2009)

Kan, A. (2009). Effect of scale response format on psychometric properties in teaching self-efficacy. European Journal of Educational Research, 34, 215–218.

Zulliger Test in the Comprehensive System (Zulliger-SC) St Testing Protocol Adequacy of reality perception, affects, self-perception, interpersonal relationships, and cognitive processing n.a. n.a. Villemor-Amaral, Pavan, Tavella, Cardoso, and Biasi (2016)

Villemor-Amaral, A. E.d., Pavan, P. M. P., Tavella, R. R., Cardoso, L. M., & Biasi, F. C. (2016). Validity evidence of the Z-test-SC for use with children. Paideia, 26(64), 199–206. https://doi.org/10.1590/1982-43272664201607.

Emotional (11)

General academic selfefficacy scale of the Patterns of Adaptive Learning Scales (PALS) St Scaled Questionnaire Confidence in the ability to do school work 5 .78 Dever and Kim (2016); Midgley et al. (2000)

"Trait Meta- Mood Scale– 24 (TMMS-24) St ScSt Scaled Questionnaire Attention to emotional state, understanding of emotional state, and regulation of emotional state 24 .78 to .89 Pedrosa, Suárez-Álvarez, Lozano, Muñiz, and GarcíaCueto (2014)

Educational Stress Scale for Adolescents (ESSA) St Scaled Questionnaire Pressure from study, workload, worries about grades, self-expectation, and despondency 16 .66 to .87 Çelik (2015); Sun, Dunne, Hou, and Xu (2011)

Emotion Regulation Index for Children and Adolescents (ERICA) St Scaled Questionnaire Emotional regulation via control, self-awareness, and situational responsiveness 17 .81 MacDermott, Gullone, Allen, King, and Tonge (2010)

Point-light Walker (PLW) n.i. Vignettes (recognition of emotion in faces) Emotional recognition in faces 20 .60" McKown et al. (2013)

Self-report measure of Emotional Intelligence (SEI) St Questionnaire Emotional intelligence, emotional perception, skill at managing other's emotions, and skill at managing self-relevant emotions 33 .63 to .84 Ciarrochi, Chan, and Bajgar (2001)

Emotional Quotient Inventory, Youth Version St Inventory Questionnaire Intrapersonal emotions, interpersonal emotions, stress management, adaptability, and general mood 60 .84 to .89 Pegalajar-Palomino and Colmenero-Ruiz (2014)

Difficulties in Emotion Regulation Scale (DERS) St Scaled Questionnaire Emotional regulation via strategies, nonacceptance, impulses, goals, awareness, and clarity 36 .76 to .89 Weinberg and Klonsky (2009)

NEO-Five Factor Inventory (NEO-FFI) n.i. Inventory Questionnaire neuroticism, extraversion, openness, agreeableness, and conscientiousness 60 .74 to .83 Matsumoto, LeRoux, Robles, and Campos (2007) Postures Accuracy n.i. Vignettes (recognition of emotion in faces) Emotion recognition in faces 24 .80 McKown et al. (2013)

Schutte Emotional Intelligence Scale (SEIS) ScSt Scaled Questionnaire Empathic sensitivity, utilization of emotions, emotional awareness and evaluation, and regulation and management of emotions 62 .74 Arslan and Yigit (2016)

Intercultural (45)

California Brief Multicultural Competence Scale (CBMCS) n.i. Scaled Questionnaire Cultural knowledge, sensitivity, awareness, and nonethnic skill 21 .75 to .90 Larson and Bradshaw (2017)

Multicultural AwarenessKnowledge-Skills (MAKSS) n.i. Questionnaire Multicultural awareness, knowledge, and skills 60 .49 to .91 Kocarek, Talbot, Batka, and Anderson (2001)

Multicultural Counseling Awareness Scale: form B (MCAS) ScSt Questionnaire Multicultural awareness, knowledge, and skills 45 .83 to .91 Kocarek et al. (2001)

Quick Discrimination Index (QDI) ScSt Inventory Questionnaire Racial and gender bias 30 .64 to .73 Sirin, Brabeck, Satiani, and Rogers-Serin (2003)

Cultural Diversity Awareness Inventory (CDAI) ScSt Questionnaire Teacher/Staff's diversity awareness, classroom environment, family/school interaction, cross-cultural communication, and alternative assessment 28 .90 Brown (2004)

Adolescent Discrimination Distress Index (ADDI) St Inventory Questionnaire Perceived discrimination-related distress/discrimination, in institutional settings, educational settings, and peer contexts 15 .72 Fisher, Wallace, and Fenton (2000); Sangalang, Chen, Kulis, and Yabiku (2015)

Attitudes Toward Lesbian, Gay Men, and Bisexuals (ATLGB) Scale St ScSt Scaled Questionnaire Attitudes Toward Gay Men (ATG), Lesbians (ATL), and Bisexuals (ATB). 30 .96 Ensign et al. (2011)

Critical Consciousness Scale (CCS) St Scaled Questionnaire Reflection on perceived inequality and egalitarianism and sociopolitical participation 22 .85 to .90 Diemer, Rapa, Park, and Perry (2017)

Diversity and Oppression Scale (DOS) ScSt Scaled Questionnaire Social worker's cultural diversity self-confidence, diversity and oppression, congruence with client, and responsibilities 25 .61 to .90 Windsor, Shorkey, and Battle (2015)

Everyday Discrimination Scale (EDS) St Scaled Questionnaire Perceived racism 9 .87 Clark et al. (2004) Exploring and Assessing Intercultural Competence St Questionnaire and Interviews Intercultural competence and intercultural outcomes on participants and their hosts in select civic service programs including implications for their lives and work 41 .80 to .89 Fantini and Tirmizi (2006)

Global Competency and Intercultural Sensitivity Index (ISI) ScSt Inventory Questionnaire Intercultural sensitivity 58 (−9) n.a. Lee Olson and Kroeger (2001); Sinicrope, Norris, and Watanabe (2007); Williams (2005)

Intercultural Communicative Competence for English Language Teachers and English as a Foreign Language teachers (ICC-ELT-EFL) ScSt Questionnaire Affective orientations to and capabilities for intercultural communication, perspectives on ELT, and employment of intercultural strategies in ELT 24 .93 Chao (2015)

Intercultural Sensitivity Scale (ISS) St ScSt Scaled Questionnaire Respect for cultural differences, interaction engagement, confidence, enjoyment, and attentiveness 24 .86 Drandić (2016)

Majority perceptions of intergroup relations and everyday contacts with immigrant minorities St Scaled Questionnaire and Diaries Perceived threat and discrimination, intergroup contacts, perspective taking; and experience of the contact situation 17 .68 to .89 Van Acker, Phalet, Deleersnyder, and Mesquita (2014)

Multicultural Counseling SelfEfficacy Scale – Racial Diversity Form (MCSERD) ScSt Scaled Questionnaire Self-efficacy, multicultural counseling competency, and social desirability 37 .87 Sheu and Lent (2007)

Multicultural Teaching Competency Scale (MTCS) ScSt Scaled Questionnaire Multicultural teaching skills and knowledge 16 .88 Sodowsky, Taffe, Gutkin, and Wise (1994)

Personal Beliefs About Diversity Scale ScSt Scaled Questionnaire Beliefs about: race/ethnicity, gender, social class, sexual orientation, disabilities, language, and immigration 15 .81 Pohan and Aguilar (2001)

Professional Beliefs About Diversity Scale ScSt Scaled Questionnaire Beliefs about: race/ethnicity, gender, social class, sexual orientation, disabilities, language, and immigration 25 .89 Pohan and Aguilar (2001)

Racial Ethical Sensitivity Test (REST) St Interviews Ethical sensitivity, moral judgment, necessary motive or ethical manner, and moral character 13 .64 to .73 Sirin et al. (2003)

Shared Experience in Intercultural Secondary Classrooms St Questionnaire Perception of school's general violence, fraud, disruption in classrooms, corruption, and security issues 48 n.a. Luna, Eva, Moreno, and Gómez (2014)

White Privilege Attitudes Scale (WPAS) St Scaled Questionnaire Willingness to confront white privilege, anticipated costs of addressing white privilege, white privilege awareness, and white privilege remorse 28 .73 to .91 Pinterits, Poteat, and Spanierman (2009)

Portfolio of Intercultural Competence (PICSTEP) St Short Stories, Essays, and Discussion Short writing on intercultural encounters, reflective critical essays, and group discussion n.a. n.a. Dervin and Hahl (2015) Schoolwide Cultural Competence Observation Checklist (SCCOC) survey component St Survey Checklist School's cultural competency regarding policy and practice 33 n.a. Bustamante, Nelson, and Onwuegbuzie (2009)

Sexual Orientation Counselor Competence scale ScSt Scaled Questionnaire Sexual orientation attitudes, skills, and knowledge 42 .83 to .85 Grove (2009)

Coping with Cultural Diversity Scale St Structured Interviews Separation, acculturation, and multicultural background 54 .69 to .86 Hamm and Coleman (2001)

Cross- Cultural Awareness Index St Portfolio Assessment Physical, global, personal, cross-cultural recognition, reflection on recognition of Japan, reflection on my past, and reflection future n.a. n.a. Ingulsrud, Kai, Kadowaki, Kurobane, and Shiobara (2002)

Equitable Classroom Climates Scale ScSt Scaled Questionnaire Not Available 20+ n.a. Kelly (2002)

Ethnic Identity Scale (EIS) ScSt Scaled Questionnaire Ethnic exploration, resolution, and affirmation 17 .34 to .92 Yoon (2011)

Four Factor Model of Cultural Intelligence (CQ) n.i. Questionnaire CQ via cognitive, metacognitive, behavioral, and motivational 20 acceptable Wang, Wang, Heppner, and Chuang (2017); Ward, Fischer, Zaid Lam, and Hall (2009)

Graduate Students' Experiences with Diversity Survey (GSEDS) n.i. Survey Knowledge, skills, and comfort with diversity 52~ .81 to .92 Kocarek et al. (2001)

Implicit Association Test (IAT) St Scaled Questionnaire Racial and economic discrimination n.a. .82 to .84 Greenwald, McGhee, and Schwartz (1998); Rudman and Ashmore (2007)

Intercultural Development Inventory (IDI) ScSt Observations Sensitivity to cultural difference 50 (+10) .80 to .85 Hammer, Bennett, and Wiseman (2003); Lombardi (2010); Straffon (2003)

Multigroup Ethnic Identity Measure - Revised (MEIM-R) ScSt Questionnaire Ethnic exploration and commitment 6 .74 to .81 Yoon (2011)

Pro-Black and AntiBlack Attitudes Questionnaire St Questionnaire Shifting standards effect, pro- and anti-black attitudes, implicit prejudice, implicit stereotyping, and attitudes toward funding a black student union n.a. .75 to .81 Biernat, Collins, KatzarskaMiller, and Thompson (2009)

Race-Related Events Scale (RES) n.i. Scaled Inventory Race-related stress 22 .86 Waelde et al. (2010)

Relationship Between Personal Characteristics, Multicultural Attitudes, and Self-Reported Multicultural Competence ScSt Scaled Questionnaire Characteristics, multicultural attitudes, and multicultural competence 128 .75 to .93 Reynolds & Rivera (2012)

Revised Educational Context Perception Questionnaire (ECPQ II) St ScSt Questionnaire Cohesion, didactics, mutual appreciation, psychological insecurity with teachers and psychological insecurity with classmates, and discrimination 26 .70 to .91 Du Rubat Mérac (2017)

Social Connectedness in Mainstream Society (SCMN St ScSt Questionnaire Immigrant's acculturation 5 .90 to .92 Yoon, Jung, Lee, and FelixMora (2012)

Social Connectedness in the Ethnic Community (SCETH) St ScSt Questionnaire Immigrant's acculturation 5 .94 to .95 Yoon et al. (2012)

Socio-cultural Adaptation Scale (SCAS) St ScSt Scaled Questionnaire Domains of acculturation outcomes 29 .75 to .91 Chi and Suthers (2015); Ward and Kennedy (1999)

Teacher Cultural Beliefs Scale (TCBS) ScSt Scaled Questionnaire Multicultural beliefs and egalitarian beliefs 10 n.a. Hachfeld et al. (2011)

Teacher Cultural Diversity Enthusiasm Scale (TCDES), Teacher Cultural Diversity Self-Efficacy Scale (TCDSES) and Teacher Commitment to Social Justice Scale (TCSJS) ScSt Scaled Questionnaire Diversity of contact, sense of self efficacy, behavioral intentions to engage in social justice, and autonomous motivation for teaching 30 .86 to .89 Petrovic, Jokic, and Leutwyler (2016)

Teacher Efficacy Scale for Classroom Diversity (TESCD) ScSt Scaled Questionnaire Teacher's self-efficacy about being able to teach diverse groups 10 .91 Kitsantas (2012)

Teacher Multicultural Attitudes Scale (TMAS) ScSt Scaled Questionnaire Multicultural attitudes 20 .89 Arslan and Yigit (2016)

Social, Emotional (47)

Gatehouse Bullying Scale St Scaled Inventory Bullying victimization 12 n.a. Bond et al. (2004)

Short WarwickEdinburgh Mental Well- Being Scale (SWEMWBS) St Scaled Questionnaire "Well-Being Index" including psychological functioning, cognitive-evaluative dimensions, and an affective-emotional aspect 14 .89 to .91 Tennant et al. (2007)

Student Relationship to School St Questionnaire Comprising 12 scales n.a. n.a. Libbey (2004)

Teacher-Pupil Observation Tool (TPOT) St ScSt Observation Tool Teacher positive and negative behavior, teacher praise, class compliance class negative, prosocial, and off-task behavior, and sum of total negatives 27 .78 Berry et al. (2016); Martin et al. (2010)

Washington State Healthy Youth Survey (HYS) St Survey School climate, alcohol, tobacco, and other drug use, health, demographics, quality of life, and risk and protective factors for family, community, individual, peers and school 101–110 n.a. Haggerty, Elgin, and Woolley (2011)

Brief Self-Control Scale (BSCS) St Scaled Questionnaire Self-regulation via thoughts, emotions, impulses, and performance 13 .89 Duckworth and Seligman (2005); Tangney, Baumeister, and Boone (2004)

Eysenck I.6 Junior Impulsiveness Subscale (EJI) St Inventory, Scaled Questionnaire Impulsiveness, venturesomeness, and empathy 77 .71 to .84 Duckworth and Seligman (2005); Eysenck, Easting, and Pearson (1984)

Strengths and Difficulties Questionnaire (SDQ) ScSt Questionnaire Emotional symptoms, conduct problems, hyperactivity, and peer relations 25 n.a. Berry et al. (2016); Goodman (1997); Plenty, Östberg, and Modin (2015)

Interpersonal Competence Questionnaire (ICQ) -German Language Version St ScSt Questionnaire Initiation of interactions, assertion of interests, self-disclosure of personal information, emotional support of others, and management of conflicts 40 .72 to .84 Kanning (2006)

Kirby Delay Discounting Rate Monetary Choice Questionnaire St ScSt Questionnaire Ability to delay gratification 27 n.a. Duckworth and Seligman (2005); Kirby and Maraković (1996)

Social and Emotional Health Survey (SEHS) St Survey Belief in self and in others, emotional competence, and engaged living 36 .92 Furlong et al. (2014)

MIHI (Multifactor Internalized Homophobia Inventory) St ScSt Inventory Questionnaire Fear of coming out, regret about being homosexual, moral condemnation, gaylesbian parenting, integration into the homosexual community, counter-prejudicial attitudes, homosexual marriage, and stereotypes 85 .61 to .90 Flebus and Montano (2012)

Revised Olweus Bully/ Victim Questionnaire (OBVQ) St Questionnaire Acts of victimization and acts of bullying 22 each .84 to .92 Gonçalves et al. (2016); Kyriakides, Kaloyirou, and Lindsay (2006); Olweus (1996)

Assessment of Students' Social-Emotional Competencies and Academic Achievement St Report Cards Social and emotional learning via behavioral ratings and comments n.a. n.a. Moceri (2015)

Communities That Care (CTC) Survey St Inventory Survey CTC training implementation and a community-based strategic approach to reducing youth involvement in problem behaviors 17 n.a. Hawkins et al. (2008); Quinby et al. (2008)

Engaged Teachers Scale (ETS) ScSt Scaled Questionnaire Cognitive, emotional, and social engagement with students and colleagues 16 .84 to .89 Klassen et al. (2013)

Interpersonal Relationship Inventory for Early Adolescents St Inventory Questionnaire Social support and conflict 26 .86 to .90 Yarcheski, Mahon, Yarcheski, and Hanks (2008)

Inventory of Teachers' Perceptions on SocioEmotional Needs (TEPESSENI) ScSt Inventory and Scaled Questionnaire The teaching-learning process, dealing with students' socio- emotional deficits, and socio-emotional needs related to teacher's training 39 .85 Moreira, Pinheiro, Gomes, Cotter, and Ferreira (2013)

Personal- Interpersonal Competence Assessment (PICA) St Questionnaire Awareness, consideration, connection, and influence 32 .77 to .89 Seal et al. (2015)

Social Competence and Behavior Evaluation (SCBE) St Scaled questionnaire Social competence, emotional regulation, and expression and adjustment difficulties 80 .69 to .90 Vidmar, Gril, and Furman (2018)

Social Emotional Health Survey (SEHS) St Survey Belief in self, belief in others, emotional competence, and life engagement 32 .95 Renshaw (2016); You et al. (2014); You, Furlong, Felix, and O'Malley (2015)

Socioemotional Guidance Questionnaire (SEG-Q) ScSt Questionnaire Organization and coordination at school, and support and guidance of teachers 71 .72 to .89 Jacobs, Struyf, and Maeyer (2013)

Social Emotional Learning Skills Scale (SELSS) St Scaled Questionnaire Skills with problem solving, communication, self-esteem, and coping with stress 40 .88 Çelik (2013)

Diagnostic Analysis of Nonverbal Accuracy (DANVA) n.i. Vignettes Non-verbal reception and expression 24 .71 McKown et al. (2013)

Achenbach System of Empirically Based Assessment (ASEBA) ScSt Questionnaire Emotionally reactive, anxiousness or depression, somatic complaints, attention or aggression issues 99 n.a. Achenbach (2000); Achenbach and Rescorla (2013)

Behavior Assessment System for Children, Third Edition (BASC-3) St Questionnaire Observed adaptability, leadership, social and study skills; reported relations with parents, peers, self-esteem and self-reliance 25-30 .80 to .90 Reynolds, Kamphaus, and Vannest (2011); Stiffler and Dever (2015)

Behavioral and Emotional Rating Scale (BERS-2) St Scaled Questionnaire Interpersonal, intrapersonal, affective, and strength, involvement with family, and school functioning 52 .95 Buckley and Epstein (2004); Rhee et al. (2001)

Classroom Assessment Scoring System (CLASS) St ScSt Questionnaire Emotional and instructional support, and organization 110 .67 to .90 Jennings et al. (2017); Jennings and Greenberg (2009); Pianta et al. (2008)

Developmental Assets Profile (DAP) St Survey Support, empowerment, boundaries and expectations, use of time, learning commitment, values, social competence, and positive identity 58 n.a. Scales (2011) LKS - Leipzig competence screening St ScSt Questionnaire Emotional competence and learning and working behaviors n.a. n.a. Hartmann (2004)

NEPSY-II theory of mind (NEPSY-II ToM) n.i. Action Protocol Social meaning 15 .74 McKown et al. (2013)

School Social Behaviors Scale, Second Edition (SSBS2) St Scaled Questionnaire Social competence and antisocial behaviors 64 good to very good Merrell (1993); Raimundo et al. (2012)

Social Skills Improvement System Rating Scales (SSISRating Scale) St Scaled Questionnaire Social skills, self-control, problem behaviors, and academic competence 144 & 143 good Gresham, Elliott, and Kettler (2010)

Social- Emotional Assets and Resilience Scales (SEARS) St Scaled Questionnaire Self-regulation, responsibility, social competence, and empathy 12 & 52 - 54 .83 to .98 Merrell, Cohn, and Tom (2011); Nese, Doerner, Romer, and Karalyn (2012); Romer, Ravitch, Tom, Merrell, and Wesley (2011); Tom, Merrell, Endrulat, Cohn, and Felver-Gant (2009)

Strange Stories n.i. Vignettes /Stories Social meaning and social intentions 12 .74 McKown et al. (2013)

Survey of Academic and Youth Outcomes (SAYO) St ScSt Survey Social and emotional learning competency n.a. n.a. Stavsky (2015)

Delaware School Climate SurveyStudent (DSCS-S) St Survey School climate, social-emotional learning, bullying, and engagement 78 .72 to .92 Holst, Weber, Bear, and Lisboa (2016)

Empathy Assessment Index (EAI) St ScSt Inventory Questionnaire Affective response, perspective taking, self-awareness, emotion regulation, empathetic attitudes 50–54 .80 to .82 Gerdes, Lietz, and Segal (2011)

Match Emotional Prosody to Emotional Face (MEPEF) -subtest of the Comprehensive Affect Testing System (CATS) n.i. Vignettes /Images Audio and visual recognition 22 .67 McKown et al. (2013)

Multisource Assessment of Social Competence Scale (MASCS) St Scaled Questionnaire Social competence, loneliness, social anxiety, and social phobia 41 .68 to .94 Junttila, Vauras, Niemi, and Eero (2012); Junttila, Vauras, Niemi, and Laakkonen (2012)

Peer affiliations and Social Acceptance (PASA) St Questionnaire Peer affiliations, acceptance, and rejection 12 .67 to .80 Dishion, Kim, Stormshak, and O'Neill (2014)

Questionnaire for Assessment Coexistence shared experiences in Intercultural Secondary Classrooms (QACISC) St Questionnaire Ability to inhibit behavior, follow rules, and control impulsive reactions 38 .52 to .83 Olmedo Moreno, Luna, Olmos Gómez, and López (2014)

Self-Control Rating Scale (SCRS) ScSt Scaled Questionnaire Comprised of eight scales 33 n.a. Duckworth and Seligman (2005)

SENNA 1.0 St Inventory Questionnaire Self-awareness, emotional management, autonomy, social awareness, interpersonal management, and life skills 209 .75 to .91 Primi, Santos, John, and Fruyt (2016); Primi, Zanon, Santos, Fruyt, and John (2016)

Social - Emotional Skills Assessment Scale (SESAS) St Scaled Questionnaire Self-awareness, emotional management, autonomy, social awareness, interpersonal management, and life-skills 75 .64 to .76 Aurora-Adina (2011)

Social and Emotional Competency Measurement St n.i. Relationship skills and selfmanagement of emotions 138 .68 to .74 Davidson et al. (2018)

Withdrawn /depressed behavior from Head Start REDI St n.i. Withdrawn or depressed actions n.a. .81 Bierman et al. (2008)

Social, Intercultural (12)

Multicultural Counseling Knowledge and Awareness Scale - Refined (MCKAS-R) ScSt Scaled Questionnaire Multicultural knowledge and awareness 28 .90 Lu (2017)

Multicultural Counseling Knowledge and Awareness Scale (MCKAS) ScSt Scaled Questionnaire Multicultural knowledge and awareness 32 .80 to .90 Cannon (2008)

Anti-Racism Behavioral Inventory (ARBI) St Inventory Questionnaire Anti-racism behavior 21 .91 Pieterse, Utsey, and Miller (2016)

LGBT Acceptance measure n.i. Questionnaire Protocol Student attitude toward LGBT persons 10 .87 Lennon-Dearing and Delavega (2016)

LGBT Respect n.i. Questionnaire LGBT affirming environment, culturally competent ethics of practice, and ability to serve LGBT clients 3 .62 Lennon-Dearing and Delavega (2016)

Multicultural School Climate Inventory (MSCI) St Inventory Questionnaire Liking of the school, educator-student relationships, cultural relevancy, and school success 22 .94 Marx and Byrnes (2012)

Racial Climate Inventory (RCI) St ScSt Inventory Questionnaire School's racial climate via faculty and student perceptions 40 .95 to .96 Pike (2002)

Acculturative Stress Inventory for Children (ASIC) St Inventory and Scaled Questionnaire Perceived discrimination and immigration-related experiences 12 .72 to .93 Suarez-Morales et al. (2007)

Implicit Factors Survey (IFS) St Survey Community, diversity, faculty advising, support services, and field and academic experiences 67 n.a. Grady, Powers, Despard, and Naylor (2011)

Student Measure of Culturally Responsive Teaching (SMCRT) St Questionnaire Diverse teaching practice, cultural engagement, and diverse language affirmation 21 .90 Dickson, Chun, and Fernandez (2016) Measure of the Quality of Educational Leadership Programs for Social Justice ScSt Questionnaire Six quality measures 33 n.a. O'Malley and Capper (2015)

Unfair Treatment by Authorities Scale, taken from the Adolescent Discrimination Index (ADI) St Scaled Questionnaire Adolescent's perception of unfair treatment by authorities 8 .75 Crystal, Killen, and Ruck (2010)

Emotional, Intercultural (1)

Multicultural Counseling SelfEfficacy Scale-Racial Diversity Form (MCSERD) n.i. Scaled Questionnaire Self-efficacy, counseling competency, and social desirability 37 n.a. Larson and Bradshaw (2017)

Social, Emotional, Intercultural (7)

Coping With Acculturative Stress in American Schools (CASAS-A) St Questionnaire Perceived discrimination, English language learner related stress, familial acculturative gap, and school and community belonging 17 .88 Castro-Olivo et al. (2014)

Cultural Socialization Scale St ScSt Scaled Questionnaire Socialization within family heritage culture, family mainstream culture, peer heritage culture, and peer mainstream culture 32 .88 to .94 Wang et al. (2015)

Comprehensive School Climate Inventory (CSCI) St Inventory Questionnaire and In-depth Profile of the School Student perceptions, parent perceptions, and school staff perceptions of the socioecological environment of their school n.a. n.a. Stamler, Scheer, and Cohen (2009)

Cross- Cultural Adaptability Inventory (CCAI) St Inventory Questionnaire Flexibility and openness, emotional resilience, perceptual acuity, and personal autonomy 50 .54 to .80 Davis and Finney (2006); Lombardi (2010); Williams (2005)

Intercultural Adjustment Potential Scale (ICAPS) n.i. Scaled Questionnaire Emotional regulation, openness, flexibility, and critical thinking 55 .78 Matsumoto et al. (2007)

Multicultural Personality Questionnaire (MPQ) St Questionnaire Cultural empathy, openmindedness, emotional stability, social initiative, and flexibility 78 .80 to .91 Van Oudenhoven and Van der Zee (2002)

Satisfaction with Migration Life Scale (SWMLS) n.i. Scaled Questionnaire Satisfaction with life, selfesteem, and loneliness, acculturation attitudes, in-/ out-group social interaction, language proficiency, cultural identity, and sociocultural adaptation 21 + 67 .91 to .92 Neto and Fonseca (2016)

Note. α = coefficient alpha; n.a. = not available; n.i. = not identified; St = students; ScSt = school staff. For further descriptions (authors of the tools,

Ozogul, T., Sezerel, H., Aktas, S.G., Adiguzel, O. Learning through creative drama in vocational hospitality education: Efficiency, retention and attitudes. Tourism Management Perspectives, Vol 36 (2020) 100728. https://doi.org/10.1016/j.tmp.2020.100728.

Lesnik, I. Theatre Pedagogy Approach in primary school. Conference proceedings from the International Scientific Conference THE EDUCATION AT THE CROSSROADS – CONDITIONS, CHALLENGES, SOLUTIONS and PERSPECTIVES; ISBN 978-608-4616-89-4.

Piaget, J. (1962). Play, dreamsandimitation in childhood. New York: NortonandCo., Inc.
Marjanovič Umek, L., Lešnik Musek, P.
(1999). Simbolna igra: kaj jo določa in kako igra določa otrokov razvoj. Psihološka obzorja, letnik 8, št. 2−3, str. 35−58.

Cheng, M.-T., Chen, J.-H., Chu, S.-J., & Chen, S.-Y. (2015). The use of serious games inscience education: A review of selected empirical research from 2002 to 2013. Journal of Computers in Education, 2(3), 353–375. https://doi.org/10.1007/s40692-015-0039-9

C.S. Loh, Y. Sheng, D. Ifenthaler, Serious Games Analytics: Theoretical Framework, in: Serious Games Analytics: Methodologies for Performance Measurement, Assessment, and ImprovementCham: Springer International Publishing, 2015, pp. 3–29.

Putz L.-M., Hobbauer, F., Treiblmaier, H. Can gamification help to improve education? Findings from a longitudinal Study. Computers in Human Behaviour, Vol. 110 (2020), 106392. https://doi.org/10.1016/j.chb.2020.106392.

J. Hamari, K. Huotari, J. Tolvanen. Gamification and economics. S.P. Walz, S. Deterding (Eds.), The gameful world: Approaches, issues, applications, MIT Press, Cambridge, MA, London (2015)

C.C. Abt, Serious Games, University Press of America, 1987.

D.R. Michael, S.L. Chen, Serious Games: Games That Educate, Train, and Inform. Muska & Lipman / Premier-Trade, 2005.

J. Krath, L. Schumann, H.F.O. von Korflesch. Revealing the theoretical basis of gamification; A systematic review and analysis of theory in research on gamification, serious games and game-based learning. Computers in Human Behavior Vol 25: 106963 (2021). https://doi.org/10.1016/j.chb.2021.106963

Bozkurt, A., & Durak, G. (2018). A systematic review of gamification research: In pursuit of homo ludens. International Journal of Game-Based Learning, 8(3), 15–33. https://doi.org/10.4018/IJGBL.2018070102

S. Deterding, D. Dixon, R. Khaled, L. Nacke. From game design elements to gamefulness: Defining "gamification. Proceedings of the 15th international academic MindTrek conference on envisioning future media environments - MindTrek '11 (2011), pp. 9-15, 10.1145/2181037.2181040

Z. Zainuddin, S.K.W. Chu, M. Shujahat, C.J. Perera. The impact of gamification on learning and instruction: A systematic review of empirical evidence. Educational Research Review, 30 (2020), 10.1016/j.edurev.2020.100326

L.V. Williams. Teaching for the two-sided mind: A guide to right brain/left brain education. Prentice-Hall, Englewood Cliffs, NJ (1983)

D.A. Kolb. Experiential learning: Experience as the source of learning and development. Prentice Hall, Englewood Cliffs, NJ (1984)

Harun M.T. and Salamuddin, N. Promoting Social Skills through Oudoor Education and Assessming it's Effects. Asial Social Science (2014) 10(5) 71-78. DOI:10.5539/ass.v10n5p71

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice Hall.

Miettinen, R. (2000). The concept of experiential learning and John Dewey's theory of reflective thought and action. International Journal of Lifelong Education, 9(1), 54–72. http://hdl.handle.net/10224/3680

Schwartz, M. (2015, April). Best practices in experiential learning. Retrieved from http://ryerson.ca/content/dam/lt/resources/handouts/ExperientialLearningReport. pdf.

Hedin, N. S. (2010). Experiential learning: Theory and practice. Christian Education Journal, 7(1), 107–117. https://doi.org/10.1177/073989131000700108

Monk, D. F. (2013). John Dewey and adult learning in museums. Adult Learning, 24(2), 63–71.

Schreck, C.M., Weilbach, J.T., Reitsma, G.M. Improving graduate attributes by implementing an experiential learning teaching approach: A case study in recreation education. Journal of Hospital, Leisure, Sport and Tourism Education 26 (2020) 100214.

B.J. Spiegel. Social circus: The cultural politics of embodying social transformation. The Drama Review, 60 (4) (2016), pp. 50-67

R. Bolton. Why circus works: How the values and structures of circus make it a significant developmental experience for young people (doctoral dissertation). Murdoch University, Perth, Australia (2004). Retrieved from www.regbolton.org/circus_library/PHD-extract.pdf

Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. Child Development, 79(6), 1802–1817. https://doi.org/10.1111/j.1467-8624.2008.01227.x

Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's social and emotional competence: A randomized trial of the preschool "PATHS" curriculum. Journal of Primary Prevention, 28(2), 67–91. https://doi.org/10.1007/s10935-007-0081-0

Elias, M. J. (2003). Academic and social-emotional learning. Educational practices series (11th ed.). Geneva: Unesco - International Bureau of Education.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., et al. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. American Psychologist, 58(6–7), 466. https://doi.org/10.1037/0003-066x.58.6-7.466

Collaborative for Academic, Social, and Emotional Learning. (2005). Safe and sound: An educational leader's guide to evidence-based social and emotional learning (SEL) programs, Vol. 2005. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. Collaborative for Academic, Social, and Emotional Learning. (2018). Core SEL competencies. https://casel.org/core-competencies/.

Fabian Müller, Albert Denk, Emily Lubaway, Christine Sälzer, Ana Kozina, Tina Vršnik Perše, Maria Rasmusson, Ivana Jugović, Birgitte Lund Nielsen, Mojca Rozman, Aleš Ojsteršek, Svetlana Jurko. Assessing social, emotional, and intercultural competences of students and school staff: A systematic literature review. Educational Research Review 29 (2020) 100304. https://doi.org/10.1016/j.edurev.2019.100304

OECD (2015). Skills for social progress: The power of social and emotional skills. Paris: OECD Skills Studies, OECD Publishing. Accessed and read from: https://read.oecd-ilibrary.org/education/skills-for-social-progress_9789264226159-en#page1

Chapter 6:

http://www.docs.hss.ed.ac.uk/education/outdoored/dissertation_rubens.pdf

R.G. Lord, J.M. Diefendorff, A.M. Schmidt, R.J. Hall. Self-regulation at work. Annual Review of Psychology, 61 (2010), pp. 543-568

M.L. Savickas, E.J. Porfeli. Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80 (2012), pp. 661-673

C. Maggiori, C.S. Johnston, F. Krings, K. Massoudi, J. Rossier. The role of career adaptability and work conditions on general and professional well-being. Journal of Vocational Behavior, 83 (3) (2013)

M.L. Savickas, E.J. Porfeli. Career adapt-abilities scale: Construction, reliability, and measurement equivalence across 13 countries. Journal of Vocational Behavior, 80 (2012), pp. 661-673

Sofie de Smet, Cécile Rousseau, Christel Stalpaert, Lucia De Haene. A qualitative analysis of coping with trauma and exile in applied theatre with Syrian refugees: The role of within-group interactions. The Arts in Psychotherapy. 66 (2019), 101587. https://doi.org/10.1016/j.aip.2019.101587

Michal Doron Harari "To Be On Stage Means To Be Alive": Theatre Work With Education Undergraduates as a Promoter of Students' Mental Resilience. Procedua – Social and Behavioral Sciences 209 (2015) 161 – 166. doi: 10.1016/j.sbspro.2015.11.272

M. Angioi, G. Metsios, Y. Koutedakis, M.A. Wyon. Fitness in Contemporary Dance: A systematic Review. Int. J. Sports Med 30(7) (2009): 475-484. DOI: 10.1055/s-0029-1202821

Alethea Blackler, Shital Desai, Levi Swann, Marianella Chamorro-Koc, Gene Moyle, Mikaela Stephens. Using technology to enhance and encourage dance-based exercise. Heliyon 5 (2019) e01241. doi: 10.1016/j.heliyon.2019.e01241

Kwok, S.Y., Yeung, J.W., Low, A.Y., Lo, H.H., Tam, C.H. The roles of emotional competence and social problem solving in the relationship between physical abuse and adolescrnt suicidal ideation in China. Child Abuse and Neglect 44 (2015); 117-129. http://dx.doi.org/10.1016/j.chiabu.2015.03.020.

S.C. Hayes, J.B. Luoma, F.W. Bond, A. Masuda, J. Lillis. Acceptance and commitment therapy: Model, processes and outcomes. Behavior Research and Therapy, 44 (2006), pp. 1-25

M.E. Levin, C. MacLane, S. Daflos, J. Pistorello, S.C. Hayes, J. Seeley, et al. Examining psychological inflexibility as a trandiagnostic process across psychological disorders. Journal of Contextual Behavioral Science, 3 (2014), pp. 155-163, 10.1016/j.jcbs.2014.06.003

S.C. Hayes, J. Pistorello, M.E. Levin. Acceptance and commitment therapy as a unified model of behavior change. The Counseling Psychologist, 40 (2012), pp. 976-1002

A.J. Martin, H.G. Nejad, S. Colmar, G.A.D. Liem. Adaptability: How students' responses to uncertainty and novelty predict their academic and non-academic outcomes. Journal of Educational Psychology, 105 (2013), pp. 728-746

M. Zhou, W. Lin. Adaptability and life satisfaction: The moderating role of social support. Frontiers in Psychology, 7 (2016), p. 1134,

A.J. Martin, H. Nejad, S. Colmar, G.A.D. Liem. Adaptability: Conceptual and empirical perspectives on responses to change, novelty and uncertainty. Journal of Psychologists and Counsellors in Schools, 22 (2012), pp. 58-81

J.J. Gross. Antecedent-and response-focused emotion regulation: Divergent consequences for experience, expression, and physiology. Journal of Personality and Social Psychology, 74 (1998), pp. 224-237

R.G. Ployhart, P.D. Bliese. Individual adaptability (I-ADAPT) theory: Conceptualizing the antecdents, consequences, and measurement of indeividual differences in adaptability. C.S. Burke, I.G. Pierce, E. Salas (Eds.), Understanding adaptability: A prerequisite for effective performance within complex environments, Vol. 6, Elsevier Science (2006), pp. 3-39

Cornelia M. Schrecka, J. Theron Weilbach, Gerda M. Reitsma. Improving graduate attributes by implementing an experiential learning teaching approach: A case study in recreation education. Journal of Hospitality, Leisure, Sport & Tourism Education 26 (2020) 100214. https://doi.org/10.1016/j.jhlste.2019.100214

Gillian King, Shauna Kingsnorth, Andrea Morrison, Jan Willem Gorter, Andrea DeFinney, Barbara Kehl. Parents' perceptions of the foundational and emergent benefits of residential immersive life skills programs for youth with disabilities. Research in Developmental Disabilities 100 (2021) 103857. https://doi.org/10.1016/j.ridd.2021.103857

Doron Harari, M. "to be on stage means to be alive": Theatre work with education undergraduates as a promotor of students' mental resilience. Procedia – Social and Behavioral Sciences 209 (2015) 161-166. doi: 10.1016/j.sbspro.2015.11.272

Berger, R., and Lahad, M. (2011). 'Resilience and Coping Resources. Healing Forest'. Kiryat Bialik: Ach. (Hebrew.)

Benard, B. (2004). Resiliency: What we have learned. WestEd.

Emunah, R. (2015). Self-revelatory performance: A form of drama therapy and theatre. Drama Therapy Review, 1(1), 71-85.

De Smet, S., Rousseau, C., Stalpaert C. De Haene, L. A qualitative analysis of coping with trauma and exile in applied theatre with Syrian refugees: The role of within-group interactions. The Arts in Psychotherapy 66 (2019) 101587. https://doi.org/10.1016/j.aip.2019.101587

Hannes K. and Uten L. On the act of giving, receiving and rendering: Piloting the use of Youtube videos to develop a contextually inspired portrait of social circus trainers. Learning, Culture and Social Interaction 19 (2018) 96 – 108. https://doi.org/10.1016/j.lcsi.2018.05.001

Jennifer Beth Spiegel, Maria-Christina Breilh, Arturo Campan~a, Judith Marcuse & Annalee Yassi (2015) Social circus and health equity: Exploring the national social circus program in Ecuador, Arts & Health, 7:1, 65-74, DOI: 10.1080/17533015.2014.932292

Souri, H., Hasanirad, T., 2011. Relationship between resilience, optimism and psychological well-being in students of medicine. Procedia - Social and Behavioral Sciences 30, 1541–1544. https://doi.org/10.1016/j.sbspro.2011.10.299.

Bolton, R. (2004). Why circus works: How the values and structures of circus make it a significant developmental experience for young people (doctoral dissertation). Perth, Australia: Murdoch University. Retrieved from www.regbolton.org/circus_library/PHD-extract.pdf

B. Hoffmaster, What does vulnerability mean? Hastings Center Report 36 (2) (2006) 38–45.

Van der Lubbe L.M., Gerritsen, C., Klein M.C.A. and Kindriks, K.V. Empowering vulnerable target groups with serious games and gamification. Entertainment Computing 38 (2021) 100402. https://doi.org/10.1016/j.entcom.2020.100402

Donnelly, V. and Watkins, A. Teacher Education for Inclusion in Europe. Prospects (2011) 41: 341-353. DOI 10.1007/s11125-011-9199-1.

C. Mackenzie, W. Rogers, S. Dodds, Introduction: What is vulnerability and why does it matter for moral theory, Vulnerability: New essays in ethics and feminist philosophy, 2014, pp. 1–29.

M. Marmot, S. Friel, R. Bell, T.A. Houweling and S. Taylor. Closing the gap in a generation: Health equity through action on the social determinants of health. Lancet, 372 (2008), pp. 1661-1669 https://doi.org/10.1016/S0140-6736(08)61690-6

The spirit level: Why equality is better for everyone. R. Wilkinson and K. Pickett. Penguin, London, UK (2010)

G.R. Bauer. Incorporating intersectionality theory into population health research methodology: Challenges and the potential to advance health equity. Social Science & Medicine, 110 (2014), pp. 10-17. https://doi.org/10.1016/j.socscimed.2014.03.022

F. Diderichsen, J. Hallqvist and M. Whitehead. Differential vulnerability and susceptibility: How to make use of recent development in our understanding of mediation and interaction to tackle health inequalities. International Journal of Epidemiology (2018), pp. 1-7 https://doi.org/10.1093/ije/dyy167

V.J. Poitras, C.E. Gray, M.M. Borghese, et al. Systematic review of the relationships between objectively measured physical activity and health indicators in school-aged children and youth. Appl Physiol Nutr Metab, 41 (6, Suppl. 3) (2016), pp. S197-S239

A.R. Cooper, A. Goodman, A.S. Page, et al. Objectively measured physical activity and sedentary time in youth: The international children's accelerometry database (icad). Int J Behav Nutr Phys Act, 12 (2015), p. 113

L.M. Barnett, N.D. Ridgers, K.Hesketh, J.Salmon. Setting them up for lifetime activity; Play competence perceptions and physical activity in young children. J. Sci.Med.Sport. 20 (2017), p856-860. https://doi.org/10.1016/j.jsams.2017.03.003

C. Krekel, E. De Neve, D. Fancourt, R. Layard. A local community course that raises wellbeing and pro-sociality: Evidence from a randomised controlled trial. J.Economic Behavior and Organisation. 188 (2021), p 322-336. https://doi.org/10.1016/j.jebo.2021.05.021

J. Sanders, R. Munford, T. Thimasarn-Anwar, L. Liebenberg, M. Ungar. The Role of positive youth development practices in building resilience and enhancing wellbeing for at-risk youth. Child Abuse & Neglect 42 (2005), p40-53. http://dx.doi.org/10.1016/j.chiabu.2015.02.006

C. K. Allison, M. Van Puymbroeck, B. M.Crowe, A. A.Schmid, J. A.Townsend. The impact of an autonomy-supportive yoga intervention on self-determination in adults with intellectual and developmental disabilities. Complementary Therapies in Clinical Practice 43 (2021), 101332.

H. A. Lauria and Julee Waldrop. Health Promotion for Individuals with Intellectual Disabilities in the Community. The Journal of Nurse Practitioners 16 (2020) e41-e44. https://doi.org/10.1016/j-nurpra.2019.09.004

Sanders, J., Munford, R., Thimasarn-Anwarb, T., Liebenberg, L, Ungar, M. The role of positive youth development practices in building resilience and enhancing wellbeing for at-risk youth. Child Abuse & Neglect. Volume 42, April 2015, Pages 40-53. https://doi.org/10.1016/j.chiabu.2015.02.006

Vanessa Wan Sze Chenga, Tracey Davenport, Daniel Johnson, Kellie Vella, Jo Mitchell, Ian B. Hickie. Naturalistic evaluation of a sport-themed mental health and wellbeing app aimed at men (MindMax), that incorporates applied video games and gamification. Internet Interventions 20 (2020) 100306. https://doi.org/10.1016/j.invent.2020.100306

N. Eisenberg, N.D. Eggum-Wilkens, T.L. Spinrad. The development of prosocial behaviour. D.A. Schroeder, W.G. Graziano (Eds.), The Oxford Handbook of Prosocial Behavior, Oxford University Press, New York (2015), pp. 114-136

N. Eisenberg, R.A. Fabes, T.L. Spinrad. Prosocial development. N. Eisenberg, W. Damon, R.M. Lerner (Eds.), Handbook of Child Psychology Vol. 3: Social, Emotional and Personality Development, Wiley, Hoboken, NJ (2006), pp. 646-718

T.L. Spinrad, D.E. Gal. Fostering prosocial behavior and empathy in young children. Curr. Opin. Psychol., 20 (2018), pp. 40-44

L. Rose-Krasnor. The nature of social competence: a theoretical review. Soc. Dev., 6 (1) (1997), pp. 111-135

D.F. Hay, A. Payne, A. Chadwick. Peer relations in childhood. J. Child Psychol. Psychiatry, 45 (1) (2004), pp. 84-108

M.L. Simner. Newborn's response to the cry of another infant. Dev. Psychol., 5 (1) (1971), pp. 136-150

J. Van der Graaff, S. Branje, M. De Wied, S. Hawk, P. Van Lier, W. Meeus. Perspective taking and empathic concern in adolescence: gender differences in developmental changes. Dev. Psychol., 50 (3) (2014), pp. 881-888

J. van Hoorn, E. van Dijk, R. Meuwese, C. Rieffe, E.A. Crone. Peer influence on prosocial behavior in adolescence. J. Res. Adolesc., 26 (1) (2016), pp. 90-100

R.L. Selman. The Growth of Interpersonal Understanding: Developmental and Clinical Analyses. Academic Press, New York (1980)

H.M. Wellman, F. Fang, C.C. Peterson. Sequential progressions in a theory-of-mind scale: longitudinal perspectives. Child Dev., 82 (3) (2011), pp. 780-792

K. Imuta, J.D. Henry, V. Slaughter, B. Selcuk, T. Ruffman. Theory of mind and prosocial behavior in childhood: a meta-analytic review. Dev. Psychol., 52 (8) (2016), pp. 1192-1205

J.A. Durlak, R.P. Weissberg, A.B. Dymnicki, R.D. Taylor, K.B. Schellinger. The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. Child Dev., 82 (1) (2011), pp. 405-432

T. Malti, M.P. Chaparro, A. Zuffianò, T. Colasante. School-based interventions to promote empathy-related responding in children and adolescents: a developmental analysis. J. Clin. Child Adolesc. Psychol., 45 (6) (2016), pp. 718-731

Hunt, J. (1989) In Search of Adventure: A Study of Opportunities for Adventure and Challenge for Young People Bournemouth: Bourne Press

Smith, K. and Abrams, S.S. (2019), "Gamification and accessibility", International Journal of Information and Learning Technology, Vol. 36 No. 2, pp. 104-123. https://doi.org/10.1108/IJILT-06-2018-0061