POLICIES OF SOCIAL, EMOTIONAL AND INTERCULTURAL EDUCATION IN SIX COUNTRIES:

A comparative study

Urška Štremfel

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Foreword

This mapping study deals with policies of social, emotional and intercultural education in the NEPC region. There is a clear rationale for conducting this study and the following reasons motivated its preparation.

The mapping study originates from the HAND in HAND: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach) project (http://handinhand.si/about-the-project/), in which NEPC actively participated in the years 2017-2020. The project among other important policy experimentation results revealed a lack of integrated and coherent policies supporting the realisation of SEI education in participating European Union member states (Štremfel, 2020). Taking into consideration the cultural conditionality of SEI education it confirmed the need for further research in the field.

Social, emotional and intercultural education contributes significantly to inclusive education, one of the strategic priorities of the NEPC Network. The positive impact of social, emotional and intercultural education on an open and safe environment, based on a set of principles, values and practices that ensure equal rights and opportunities, respect and nutrition of individual differences in a climate that embraces diversity and principles of social justice and the promotion of the interest of each child by an entire school community and thus contributing to social cohesion, belonging and active participation in learning is evident in scientific research.

The study, therefore, explores the current state of policies, issues and practices in social, emotional and intercultural education in the NEPC region in selected NEPC member countries (Azerbaijan, Croatia, Bosnia and Herzegovina, the Republic of Moldova, Russia and Slovenia). The study contributes to the **exploring** and producing of several important grounds for the NEPC network and its members to take further steps in the field of SEI education: the **participating** in international debates and the **advocating of** effective and sustainable changes in the educational systems in the field.

I would like to express my sincere appreciation to those who have provided important insights into the national contexts and otherwise contributed significantly to the preparation of the study.

Urška Štremfel

Head researcher

Content

List of Tables

List of Abbreviations

AZE	Azerbaijan
BIH	Bosnia and Herzegovina
CASEL	Collaborative for Academic, Social, and Emotional Learning
CIA	Central Intelligence Agency
EU	European Union
GEM	Global Education Monitoring
HAND in HAND	HAND in HAND: Social and Emotional Skills for Tolerant and Non-discriminative Societies (A Whole School Approach) project
HRV	Croatia
MDA	The Republic of Moldova
NEPC	Network of Education Policy Centers
OECD	Organisation for Economic Cooperation and Development
OSCE	Organization for Security and Co-operation in Europe
PISA	Programme for International Student Assessment
SE	social and emotional
SEI	social, emotional and intercultural
RUS	Russia
SVN	Slovenia
UNESCO	United Nations Educational, Scientific and Cultural Organization

1 Introduction

Social, emotional and intercultural (SEI) education has received great scholarly attention in recent years, mainly due to its theoretical well-grounded and empirical supported impact on the positive development of students and school staff and inclusive school environment (e.g. Durlak, 2015). For example, on the level of the individual, improved educational outcomes, better mental health, increased prosocial behaviour, decreased antisocial behaviour, a positive self-image have been identified as a positive outcome related to SEI education. On the classroom level, students with better social and emotional (SE) competencies are more active in the classroom, express their opinions and points of view more clearly, and are less likely to leave school early. On the intercultural and relationship level, they integrate, evaluate and accept other people's opinions and have better relationships with their peers and school staff (for review of existing studies, see Kozina et al., 2020, p. 22).

Furthermore, SEI competencies held by school staff are recognised as being vital not simply for the development of students' SE competencies, students' behavioural and academic outcomes, student-teacher relationships and students' learning and development in general, but also for the well-being of school staff (for review of existing studies, see Kozina et al., 2020, p. 22). At the same time, various authors (see Kozina et al., 2020) expound that SEI competencies cannot be taken for granted and thus must be promoted on the systemic level to create an inclusive school environment.

1.1 Understanding SEI education in the mapping study

The review of the literature reveals that no individual overall or leading theory can explain SE education (as well as intercultural/transcultural education). The SEI education in this mapping study follows the HAND in HAND project core concepts and definition of SEI education that have been agreed upon following extensive discussions based on the expertise held by the project team and an extensive literature review performed (Denk et al., 2017; Marušić et al., 2017; Nielsen et al., 2017).

Regarding the SE competencies, the work of the USA-based Collaborative for Academic, Social and Emotional Learning (CASEL, 2013) served as a foundation. CASEL (2013) outlines five interrelated dimensions (clusters) of SE competencies held by students that have also been applied to school staff (Schonert-Reichl, Hanson-Peterson et al., 2015): *self-awareness; self-management; social awareness; relationship skills*; and *responsible decision-making*. Given the strong relational orientation of the core HAND in HAND concepts and the programme, it was necessary to include an additional SEI dimension for school staff – *relational competence*. This competence overlaps with several SEI dimensions and is much broader than CASEL's relationship skills; it also brings a humanistic orientation concentrating on the importance of the student-teacher relationship and what happens within that relationship and was thus conceptualised as a separate entity (in Kozina et al., 2020).

Bearing in mind the growing social and cultural diversity in modern societies, the HAND in HAND project has made a theoretical and practical contribution to understanding that, on top of the SE competencies needed for building positive relationships and communication, it is also important to develop intercultural competencies so as to support positive collaboration between individuals and groups. Both elements, i.e. the social-emotional and intercultural, may be viewed as approaches to education that are critically reflexive, and aim to ensure young people's self-esteem and self-confidence, as well as individual and social responsibility. HAND in HAND's conceptualisation of intercultural/transcultural competencies brings together the Programme for International Student Assessment (PISA) model of global competence (OECD, 2018), Deardorff's model (Deardorff, 2006), Byram's model of intercultural communicative competence (Byram, 1997) as well as Bennett's developmental model of intercultural sensitivity (Bennett, 1986, 1993, 2004, 2014) (in Kozina et al., 2020).

1.2 Aim and Scope

The international research evidence (also presented in three HAND in HAND catalogues – Denk et al., 2017; Marušić et al., 2017; Nielsen et al., 2017) expounds the benefits of SEI education in students' social, emotional and academic outcomes from different research perspectives, justifying the acceleration of SEI education policy as an educational priority of countries across the globe. The Organisation for Economic Cooperation and Development (OECD, 2015a) notes substantial variations across countries and local jurisdictions in the availability of policies and programmes aimed at boosting these competencies. In-depth systematic reviews, how different countries around the world provide system-level support and different forms of SEI education, are currently missing (OECD, 2015a; Cefai et al., 2018; Štremfel, 2020).

The main aim of the study is to map SEI education policies in the NEPC region. Case studies of Azerbaijan (AZE), Bosnia and Herzegovina (BIH), Croatia (HRV), the Republic of Moldova (MDA), Russia (RUS) and Slovenia (SVN) are considered. This task aims to develop an in-depth understanding of national policy initiatives at the system, school and classroom levels, which promote and mainstream SEI education in schools. We seek to understand the impact of these policy initiatives in the field of school education.

The study will thus also aim to analyse what systemic elements act as catalysts and inhibitors to the implementation of such approaches in schools. It is important to keep in mind that the study is not a benchmarking exercise, comparing how advanced the SEI education policies in specific countries are. Rather, the study examines how schools and school systems can change, improve to better serve the diverse needs of their students and to succeed despite unfavourable odds and how they can better promote the SEI competencies of all students and school staff. On the other hand, it seeks to understand what essential system-level conditions enable the successful implementation of SEI education.

The study primarily encompasses policies, school and classroom practices on the primary and secondary educational levels (ISCED 1-3). The data takes into consideration the prevailing type of

schools in each participating country (e.g. public schools). All data in this study is based on the situation in 2019 when the research was conducted.

1.3 Methodology

The study is qualitatively oriented and draws on theoretical and empirical evidence collected using the following research methods: (a) an analysis of the relevant literature and secondary sources (a review of existing educational policy research in SEI education); (b) a review of existing statistical and contextual data about the participating educational contexts (e.g. Central Intelligence Agency (CIA), OECD (PISA) reports; and (c) an examination of the data collected through policy questionnaires. These policy questionnaires consisted of 13 open-ended questions with sub-questions in three subsections: national and regional policies regarding SEI education (7 questions); policy-research literature about policy initiatives regarding SEI education and its impact (3 questions); evidence-based evaluations and their implementations in the field of school education (3 questions). National representatives (researchers or policymakers) from AZE, BIH, HRV, MDA, RUS and SVN completed the questionnaire between 2017 and 2019 based on a review of formal national/regional legislative and other policy documents (e.g. curricula), statistical information, formal national reports, formal reports of international networks and organisations, and policy-oriented research studies. The mapping study is based on a review of the written documents. For answering the questions, the use of other research methods (forwarding questionnaire to external experts, conducting interviews with external experts or relevant policymakers) was not expected.

1.4 Structure of the report

The structure of this report follows the main findings of the mapping study. The first part introduces the main characteristics of the educational contexts of the participating countries, with a focus on their inclusive dimension. The second part provides an in-depth insight into existing national policies on SEI education in the participating countries, including the policy framework, the definitions of SEI education, the goals of SEI education and specific policy measures on the national/regional, school and classroom levels. The third part involves a review of the policy-research evidence, demonstrating the impact of SEI education policy initiatives in the participating countries and identifying the most important factors that help explain the success or failure of particular SEI education policy initiatives in the participating countries. The fourth part focuses on the availability of data for evidence-based policymaking in the field. The conclusions are then provided that summarise the key findings of the mapping study and provide some implications for the further development of SEI education policies in the NEPC region. In each section, the countries involved in the study are listed in alphabetical order.

2 Country contexts

The positive impacts of SEI education have been reported across different contexts (see Denk et al., 2017; Marušić et al., 2017; Nielsen et al., 2017). SEI education, however, varies across cultural contexts, since the very definition of what it is to be emotionally and socially competent varies considerably and sometimes diametrically between cultures (Cefai et al., 2018). At the same time, the educational systems of countries around the world significantly differ, depending on their historical background, constitutional order, political priorities and stage of development. Considering these facts, we can estimate that countries have developed specific contents, forms and system measures for supporting SEI education in their educational practices.

In the paragraphs that follow, a short overview of the national and educational contexts of the countries involved in the mapping study (AZE, BIH, HRV, MDA, RUS, SVN) is given, where their inclusive dimension is in focus. Downes et al. (2017, p. 7) describe inclusive educational systems as those that concentrate on "supportive, quality learning environments, on welcoming and caring schools and classrooms, and on preventing discrimination. They address the needs of students in a holistic way (their emotional, physical, cognitive and social needs)." They focus on "the differentiated needs of marginalised and vulnerable groups, including those at risk of early school leaving and alienation from society". Along with SE education, children's voices, integrated bullying, early school leaving prevention supports and a positive school climate make up the five pillars of the inclusive systems approach (Downes, 2018). From that perspective, the educational contexts of the countries involved in the mapping study are described in the following paragraphs.

2.1 Azerbaijan

Azerbaijan is a country in the South Caucasus region of Eurasia with approximately 10.2 million residents. There are more than 15 ethnic groups in Azerbaijan, together constituting 8.4% of the population. According to the 2009 population census the population consists of Azerbaijanis (91.6%), Lezgins (2%), Armenians (1.3%), Russians (1.3%) and Talysh (1.3%). The official languages are Azerbaijani (Azeri) (official) (92.5%), Russian (1.4%), Armenian (1.4%), other (4.7%). The religions are Muslim (96.9%) (predominantly Shia), Christian (3%), other (<0.1), unaffiliated (<0.1) (CIA, 2020). According to the UNESCO (GEM, 2019), there were 1.9% of migrants aged 0-19 in 1990 and 1.1% in 2017. In 2017, there were 0.1 refugees per 1,000 residents in Azerbaijan.

Azerbaijan ranks 89 out of 153 countries in the World Happiness Report 2020.[1] It has recorded a significant (0.524) increase between the periods of 2008-2012 and 2017-2019 and is ranked 40 out of 149 countries on the increase/decrease scale (Helliwell et al., 2020).

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[1]	The World Happiness Report is a landmark survey of the state of global happiness that ranks around 150 countries by how happy their citizens perceive themselves to be (subjective well-being) (Helliwell et al., 2020).

In PISA 2018, students in Baku scored significantly lower than the OECD average in reading, mathematics and science. On average, socio-economically advantaged students outperformed disadvantaged students in reading by 41 score points (OECD average 89 score points). In Baku, low- and high-performing students are clustered in the same schools less often than in the OECD average.[2] In 2018, some 5% of students in Baku had an immigrant background. Amongst these immigrant students, about one in four was socio-economically disadvantaged. The average difference in reading performance between immigrant and non-immigrant students in Baku was 14 score points in favour of non-immigrant students. After accounting for the students' and schools' socio-economic profiles the average difference was 13 score points (OECD, 2019a).

Taking into consideration the students' well-being, according to the PISA 2018, the Azerbaijani average students' life satisfaction is 7.24 (7.04 OECD average), the index of students' sense of meaning in life[3] is 0.43 (0.02 OECD) and the index of students' self-efficacy[4] is 0.31 (0.01 OECD). Taking into consideration the school climate, the index of student co-operation[5] is 0.09 (0.01 OECD), the index of the students' belonging to school[6] is -0.21 (0.00 OECD) and index of exposure to bullying[7] is 0.24 (0.00 OECD). Taking into consideration the student-teacher relationship, the index of teacher enthusiasm[8] is 0.28 (0.01 OECD), the index of teacher (learning) support[9] is 0.50 (0.01 OECD), while the index of teacher feedback[10] is 0.42 (0.01 OECD). Regarding teacher emotional support, 71.7% of Azerbaijani students agree and strongly agree with the statement "The teacher made me feel confident in my ability to do well in the course" (71% OECD average), 72.1% agree and strongly agree with the statement "The teacher listened to my view on how to do things" (67.1% OECD average) and 73.3% agree and strongly agree with the statement "I felt that my teacher understood me" (70.1% OECD average) during the two previous language-of-instruction lessons (OECD, 2020).

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[2]   The PISA index of social inclusion measures the degree to which students from different socio-economic backgrounds attend the same school or the degree to which different schools have different socio-economic profiles (OECD, 2015b).

[3]   The index of meaning in life is based on the following statements: "My life has clear meaning or purpose", "I have discovered a satisfactory meaning in life", "I have a clear sense of what gives meaning to my life".

[4]   The self-efficacy index is based on the following statements: "I usually manage one way or another", "I feel proud that I have accomplished things", "I feel that I can handle many things at a time", "My belief in myself gets me through hard times", "When I'm in a difficult situation, I can usually find my way out of it".

[5]   The index of student co-operation is based on the following statements: "Students seem to value co-operation", "It seems that students are co-operating with each other", "Students seem to share the feeling that cooperating with each other is important".

[6]   The index of students' belonging to school is based on the following statements: "I feel like an outsider (or left out of things) at school", "I make friends easily at school, "I feel like I belong at school", "I feel awkward and out of place in my school", "Other students seem to like me", "I feel lonely at school".

[7]   The index of exposure to bullying is based on the following statements: "Other students left me out of things on purpose", "Other students made fun of me", "I was threatened by other students". Higher values in the index indicate more exposure to bullying.

[8]   The teacher enthusiasm index is based on the following students' statements about their language-of-instruction lessons: "It was clear to me that the teacher liked teaching us", "The enthusiasm of the teacher inspired me", "It was clear that the teacher likes to deal with the topic of the lesson", "The teacher showed enjoyment in teaching".

[9]   The teacher (learning) support index is based on the following students' statements about their language-of-instruction lessons: "The teacher shows an interest in every student's learning", "The teacher gives extra help when students need it", "The teacher helps students with their learning", "The teacher continues teaching until students understand".

[10]   The teacher feedback index is based on the following students' statements about their language-of-instruction lessons: "The teacher gives me feedback on my strengths in this subject", "The teacher tells me in which areas I can still improve", "The teacher tells me how I can improve my performance".

2.2 Bosnia and Herzegovina

Bosnia and Herzegovina is a country in Southeast Europe, located within the Balkans with approximately 3.8 million residents. According to the 2013 population census, the population consists of Bosniak (50.1%), Serb (30.8%), Croat (15.4%) and other nationalities (2.7%) (1% did not declare). The official languages are Bosnian (52.9%), Serbian (30.8%), Croatian (14.6%), other (1.6%) (0.2% did not declare). The religions are Muslim (50.7%), Orthodox (30.7%), Roman Catholic (15.2%), atheist (0.8%), agnostic (0.3%), other (1.2%), (1.1% did not declare) (CIA, 2020). According to the UNESCO (GEM, 2019) Report, there were 0.5% of migrants aged 0-19 in 1990 and 1.0% in 2017. In 2017 there were 1.5 refugees per 1,000 residents in BIH.

BIH ranks 69 out of 153 countries in World Happiness Report 2020. It has recorded a significant (0.824) increase between the periods of 2008-2012 and 2017-2019 and is ranked 13 out of 149 countries on the increase/decrease scale (Helliwell et al., 2020).

BIH has a decentralised education system and in accordance with its constitutional order, education is under the full authority of the Republic of Srpska entity, the ten cantons in the Federation of BIH, and the Brčko District. Each entity has its own Ministry of Education, policies, educational laws, budget, and textbook policy.[11]

In PISA 2018, students in BIH scored significantly lower than the OECD average in reading, mathematics and science. On average, socio-economically advantaged students outperformed disadvantaged students in reading by 58 score points (OECD average 89 score points). Low-performing students are clustered in certain schools less often than in the OECD average, and high-performing students are similarly clustered (OECD, 2019b).

Taking into consideration the students' well-being, according to the PISA 2018, the BIH average students' life satisfaction is 7.84 (7.04 OECD average), the index of students' sense of meaning in life is 0.32 (0.02 OECD), and the index of students' self-efficacy is 0.25 (0.01 OECD). Taking into consideration the school climate, the index of student co-operation is 0.05 (0.01 OECD), the index of students' belonging to school is -0.03 (0.00 OECD) and the index of exposure to bullying is -0.07 (0.00 OECD). Taking into consideration the student-teacher relationship, the index of teacher enthusiasm is -0.04 (0.01 OECD average), the index of teacher (learning) support is -0.03 (0.01 OECD), while the index of teacher feedback is -0.15 (0.01 OECD). Regarding teacher emotional support, 73.3% of BIH students agree and strongly agree with the statement that "The teacher made me feel confident in my ability to do well in the course" (71% OECD average), 65.2% agree and strongly agree with the statement "The teacher listened to my view on how to do things" (67.1% OECD average), and 69% agree and strongly agree with the statement "I felt that my teacher understood me" (70.1% OECD average) during the two previous language-of-instruction lessons (OECD, 2020).

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[11]　　Please see Eurydice (2020a) for more detail.

2.3 Croatia

Croatia is a country in Southeast Europe with approximately 4.2 million residents. According to the 2011 population census, the population consists of Croat (90.4%), Serb (4.4%), other nationalities (4.4%) (including Bosniak, Hungarian, Slovene, Czech, and Romani) (0.8% was unspecified). The languages are Croatian (official) (95.6%), Serbian (1.2%), other (3%) (including Hungarian, Czech, Slovak, and Albanian) (0.2% was unspecified). The religions are Roman Catholic (86.3%), Orthodox (4.4%), Muslim (1.5%), other (1.5%), not religious or atheist (3.8%) (2.5% was unspecified). According to the UNESCO (GEM, 2019), there was 3.1% of migrants, aged 0-19, in 1990 and 4.2% in 2017. In 2017, there were 0.1 refugees per 1,000 residents.

Croatia ranks 79 out of 153 countries in World Happiness Report 2020. It has recorded a slight, but not significant (-0.103) decrease between the periods of 2008-2012 and 2017-2019 and is ranked 97 out of 149 countries on the increase/decrease scale (Helliwell et al., 2020).

In PISA 2018, students in Croatia scored significantly lower than the OECD average in reading, mathematics and science. On average, socio-economically advantaged students outperformed disadvantaged students in reading by 63 score points (OECD average 89 score points). In Croatia, low- and high-performing students are clustered in the same schools more often than in the OECD average. The gender gap in reading (33 score points) was not significantly different from the average OECD gap (30 score points). In 2018, some 9% of students in Croatia had an immigrant background. Amongst these immigrant students, three in eight were socio-economically disadvantaged. There is no statistically significant difference in reading performance between immigrant and non-immigrant students in Croatia. The same holds true after accounting for the students' and schools' socio-economic profile (OECD, 2019c).

Taking into consideration the students' well-being, according to the PISA 2018, the Croatian average students' life satisfaction is 7.69 (7.04 OECD average), the index of students' sense of meaning in life is 0.17 (0.02 OECD) and the index of students' self-efficacy is 0.24 (0.01 OECD). Taking into consideration the school climate, the index of student co-operation is 0.06 (0.01 OECD), the index of students' belonging to school is 0.06 (0.01 OECD) and the index of exposure to bullying is -0.20 (0.00 OECD). Taking into consideration the student-teacher relationship, the index of teacher enthusiasm is -0.02 (0.01 OECD), the index of teacher (learning) support is -0.23 (0.01 OECD), while the index of teacher feedback is -0.23 (0.01 OECD). Regarding teacher emotional support, 62% of Croatian students agree and strongly agree with the statement that "The teacher made me feel confident in my ability to do well in the course" (71% OECD average), 56.4% agree and strongly agree with the statement "The teacher listened to my view on how to do things" (67.1% OECD average), and 66.5% agree and strongly agree with the statement "I felt that my teacher understood me" (70.1% OECD average) during the two previous language-of-instruction lessons.

2.4 The Republic of Moldova

The Republic of Moldova is a country in Eastern Europe with approximately 3.4 million residents. According to the 2014 population census, the population consists of Moldavian (75.1%), Romanian (7%), Ukrainian (6.6%), Gagauz (4.6%), Russian (4.1%), Bulgarian (1.9%), other nationalities (0.8%). The languages are Romanian/Moldovan[12] (official) (80.2%), Russian (9.7%), Gagauz (a Turkish language) (4.2%), Ukrainian (3.9%), Bulgarian (1.5%), Romani (0.3%), other (0.2%). The religions are Orthodox (90.1%), other Christian (2.6%), others (0.1%), agnostic (CIA, 2020). According to the UNESCO (GEM 2019), there was 4.5% of migrants, aged 0-19, in 1990 and 3.0% in 2017. In 2017, there were 0.1 refugees per 1,000 residents.

The Republic of Moldova ranks 70 out of 153 countries in World Happiness Report 2020. It has recorded a slight, but not significant (-0.078) decrease between the periods of 2008-2012 and 2017-2019 and is ranked 90 out of 149 countries on the increase/decrease scale (Helliwell et al., 2020).

In PISA 2018, students in the Republic of Moldova scored significantly lower than the OECD average in reading, mathematics and science. On average, socio-economically advantaged students outperformed disadvantaged students in reading by 102 score points (OECD average 89 score points). In the Republic of Moldova, low-performing students are clustered in certain schools less often than the OECD average, and high-performing students are similarly clustered. The gender gap in reading (40 score points) was higher than the average OECD gap (30 score points) (OECD, 2019d).

Taking into consideration the students' well-being, according to the PISA 2018, the Moldavian average students' life satisfaction is 7.68 (7.04 OECD average), the index of students' sense of meaning in life is 0.32 (0.02 OECD) and the index of students' self-efficacy is 0.06 (0.01 OECD). Taking into consideration the school climate, the index of student co-operation is 0.13 (0.01 OECD), the index of students' belonging to school is -0.06 (0.00 OECD) and the index of exposure to bullying is 0.01 (0.00 OECD). Taking into consideration the student-teacher relationship, the index of teacher enthusiasm is 0.30 (0.01 OECD), the index of teacher (learning) support is 0.46 (0.01 OECD), while the index of teacher feedback is 0.10 (0.01 OECD). Regarding teacher emotional support, 77% of Moldavian students agree and strongly agree with the statement that "The teacher made me feel confident in my ability to do well in the course" (71% OECD average), 72.1% agree and strongly agree with the statement "The teacher listened to my view on how to do things" (67.1% OECD average), and 79.8% agree and strongly agree with the statement "I felt that my teacher understood me" (70.1% OECD average) during the two previous language-of-instruction lessons.

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[12]   56.7% identify their mother tongue as Moldovan, which is virtually the same as Romanian; 23.5% identify Romanian as their mother tongue. In all official educational/school documents, the name of the language is Romanian. The Moldovan name is a political one, used traditionally from the Soviet time.

2.5 Russia

Russia is a country located in Eastern Europe and Northern Asia with approximately 141.7 million residents. According to the 2010 population census, the population consists of Russian (77.7%), Tatar (3.7%), Ukrainian (1.4%), Bashkir (1.1%), Chuvash (1%), Chechen (1%), other nationalities (10.2%), (3.9% was unspecified). The languages are Russian (official) (85.7%), Tatar (3.2%), Chechen (1%), other (10.1%). The religions are Russian Orthodox (15-20%), Muslim (10-15%), other Christian (2%).[13] (CIA, 2020). According to the UNESCO (GEM, 2019), there was 5.1% of migrants, aged 0-19 in 1990 and 2.5% in 2017. In 2017, there were 0.9 refugees per 1,000 residents in Russia.

Russia ranks 73 out of 153 countries in the World Happiness Report 2020. It has recorded a slight, but not significant (0.105) increase between the periods of 2008-2012 and 2017-2019 and is ranked 67 out of 149 countries on the increase/decrease scale (Helliwell et al., 2020).

In PISA 2018, students in Russia scored significantly lower than the OECD average in reading, not significantly different from the OECD average in mathematics, and significantly lower than the OECD average in science. On average, socio-economically advantaged students outperformed disadvantaged students in reading by 67 score points in PISA 2018 (OECD average 89 score points). In Russia, low- and high-performing students are clustered in the same schools to the same extent as in the OECD average. The gender gap in reading (25 score points) was not significantly different from the average OECD gap (30 score points). In 2018, some 6% of students in Russia had an immigrant background, up from 12% in 2009. Amongst these immigrant students, one in three was socio-economically disadvantaged. There is no statistically significant difference in reading performance between immigrant and non-immigrant students in Russia. The same holds true after accounting for the students' and schools' socio-economic profiles (OECD, 2019e).

Taking into consideration the students' well-being, according to the PISA 2018, the Russian average students' life satisfaction is 7.32 (7.04 OECD), the index of students' sense of meaning in life is 0.11 (0.02 OECD) and the index of students' self-efficacy is -0.30 (0.01 OECD). Taking into consideration the school climate, the index of student cooperation is -0.02 (0.01 OECD) and the index of students' belonging to school is -0.39 (0.00 OECD). Taking into consideration the student-teacher relationship, the index of teacher enthusiasm is -0.03 (0.01 OECD), the index of teacher (learning) support is 0.20 (0.01 OECD), while the index of teacher feedback is 0.22 (0.01 OECD). Regarding teacher emotional support 66.9% of Russian students agree and strongly agree with the statement that "The teacher made me feel confident in my ability to do well in the course" (71% OECD average), 54.4% agree and strongly agree with the statement "The teacher listened to my view on how to do things" (67.1% OECD average), and 70.1% agree and strongly agree with the statement "I felt that my teacher understood me" (70.1% OECD average) during the two previous language-of-instruction lessons (OECD, 2020).

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[13] Estimates are of practicing worshipers; Russia has large populations of non-practicing believers and non-believers, a legacy of over seven decades of official atheism under Soviet rule; Russia officially recognises Orthodox Christianity, Islam, Judaism, and Buddhism as the country's traditional religions (CIA, 2020).

2.6 Slovenia

Slovenia is a country located in Central Europe with approximately 2.1 million residents. According to the 2002 population census, the population consists of Slovenes (83.1%), Serbs (2%), Croats (1.8%), Bosniaks (1.1%), other or unspecified (12%). The languages are Slovene (official) (91.1%), Serbo-Croatian (4.5%), other or unspecified (4.4%), Italian and Hungarian (official, only in municipalities where Italian/Hungarian national communities reside). The religions are Catholic (57.8%), Muslim (2.4%), Orthodox (2.3%), other Christian (0.9%), unaffiliated (3.5%), other or unspecified (23%), none (10.1%) (CIA, 2020). According to the UNESCO (GEM, 2019), there was 1.7% of migrants, aged 0-19, in 1990 and 4.4% in 2017. In 2017, there were 0.3 refugees per 1,000 residents.

Slovenia ranks 33 out of 153 countries in World Happiness Report 2020. It has recorded a significant (0.336) increase between the periods of 2008-2012 and 2017-2019 and is ranked 51 out of 149 countries on the increase/decrease scale (Helliwell et al., 2020).

In PISA 2018, students in Slovenia scored significantly higher than the OECD average in reading, mathematics and science. On average, socio-economically advantaged students outperformed disadvantaged students in reading by 80 score points in PISA 2018 (OECD average 89 score points). In Slovenia, low- and high-performing students are clustered in the same schools more often than in the OECD average. The gender gap in reading (42 score points) was higher than the average OECD gap (30 score points). In 2018, some 9% of students in Slovenia had an immigrant background. Amongst these immigrant students, about three in seven were socio-economically disadvantaged. The average difference in reading performance between immigrant and non-immigrant students in Slovenia was 63 score points in favour of non-immigrant students (OECD, 2019f).

Taking into consideration the students' well-being, according to the PISA 2018, the Slovenian average students' life satisfaction is 6.86 (7.04 OECD average), the index of students' sense of meaning in life is 0.03 (0.02 OECD), and the index of students' self-efficacy is -0.05 (0.01 OECD). Taking into consideration the school climate, the index of student co-operation is -0.03 (0.01 OECD), the index of students' belonging to school is -0.11 (0.00 OECD), and the index of exposure to bullying is -0.11 (0.00 OECD). Taking into consideration the student-teacher relationship, the index of teacher enthusiasm is -0-10 (0.01 OECD), the index of teacher (learning) support is -0.61 (0.01 OECD), while the index of teacher feedback is –0.41 (0.01 OECD). Regarding teacher emotional support, 64.4% of Slovenian students agree and strongly agree with the statement that "The teacher made me feel confident in my ability to do well in the course" (71% OECD average), 60.1% agree and strongly agree with the statement "The teacher listened to my view on how to do things" (67.1% OECD average), and 67,7% agree and strongly agree with the statement "I felt that my teacher understood me" (701% OECD average) during the two previous language-of-instruction lessons (OECD, 2020).

3 Policies on SEI education

3.1 Policy documents

In the process of education policy development, various documents (e.g. policies, strategies and plans) are produced (UNESCO, 2013). Although the policy documents do not guarantee the actual implementation of certain policy in practice, they do signalize the political/policy importance of the field(s) they are dealing with. At the same time, they reveal, how a particular issue is understood – either as a strategic priority, legal obligation, sectoral or cross-sectoral issue, etc. As the first step towards the understanding of SEI education policy in participating countries, we, therefore, present the involvement and contextualisation of SEI education in their policy documents.

Table 1: The involvement of SEI education in policy documents

Policy document / country	National legislation (e.g. laws)	Long term national / education development strategy	Medium term policy document (e.g. national programme for schools) / short term planning documents (e.g. annual implementation plans)	Other documents
AZE	- Law on General Education (2019) - State Standards of General Education (2019) - The State Qualifications Framework for Lifelong Learning (2018) - Law on Psychological Support (2018)	- Azerbaijan 2020: Look into the Future (2012)	-	-
BIH	- 4 Framework Laws in the field of education - Common Core Curriculum (2018)	-	-	-
HRV	- Elementary and Secondary School Education Act (2008) - Health Care Act (2012) - Anti-discrimination Act (2008)	- Strategy for Education, Science and Technology (2014) - National strategy for the promotion of reading (2017) - Strategy on mental health (2010) - Strategy for the right of children (2014)	-	-

MDA	- Education Code (2014) - Law on the Rights of the Child (1994) - Law regarding the social inclusion of persons with disabilities (2012) - Law on the special protection of children at risk and of children separated from parents (2014)	- The Education 2020 Strategy (2014) - Strategy on development of interethnic relationships (2016)	- Annual school plan/ study plan for primary, gymnasium and lyceum education (2020-2021) - The Frame of Reference for National Curriculum (2017)	- Soros White Paper Emotional Well-being Matters (2018)
RUS	- Federal Law on Education (2012) - Federal state educational standards (2011) - Regional laws on education	- The strategy of the state national policy of the RUS for the period up to 2025 (2012) The concept of long-term social and economic development of the RUS for the period up to 2020 (2013) - Strategy of development of education in RUS for the period until 2025 (2015) - Strategy of the state youth policy in RUS (2013)	-	-
SVN	- Organisation and Financing of Education Act - Kindergartens Act - Basic School Act - General Upper Secondary School Act (all 1996) - Vocational Education Act (2006)	- White Paper (2011) - Strategy for the integration of migrant children, basic school and upper secondary students into the education system of SVN (2007) - The Education Strategy for the Roma People in the SVN	-	-

In **AZE**, key educational legislation (Law on Education, 2009) only implicitly includes aspects of SEI education. More recent documents, the State Qualification Framework for Lifelong (2018) and National Standards for General Education (2019, draft) define SEI education in a clear and comprehensive way in terms of its understanding, goals and the supposed outcomes of students (see Sections 3.2 and

3.3). The Law on Psychological Support (2018) defines that at all levels of education, psychological support is provided to ensure a healthy psychological environment, personal development and the psychological needs of learners. State (Azerbaijan 2020) and sectoral (National Strategy for the development of education in the Republic of Azerbaijan) strategies implicitly expound SEI education as a vital aspect of the development of education.

In **BIH** **the** decentralized education system, basic principles and goals of education at the state level are defined by four framework laws (the Framework Law on Preschool Upbringing and Education in BIH, the Framework Law on Primary and Secondary Education in BIH, the Framework Law on Secondary Vocational Education and Training in BIH and the Framework Law on Higher Education in BIH). These framework laws are adopted in all three decentralised entities (the Federation of BIH, Republika Srpska and the Brčko District). In almost all of them, SEI education outcomes are implicitly understood and defined in terms of goals that education in BIH should strive towards (see Section 3.3). More concretely, the outcomes of SEI learning are listed and operationalised within the Common Core Curriculum (see Section 3.4).

In **HRV**, the Elementary and Secondary School Education Act (2008) states that the schools must create conditions for the pupils' healthy mental and physical development and social welfare /…/. The Health Care Act (2012) defines the promotion of mental health and prevention of mental health problem, which also implicitly involves SE education. In the Anti-discrimination Act (2008), educational institutions are recognised as areas that should protect pupils against discrimination on various grounds. The Strategy for Education, Science and Technology (2014) recognises SEI education as a vital aspect of the further development of the education system. The National Strategy for the Promotion of Reading (2017-2022) recognises reading as a tool for the promotion of children's emotional development. The National Strategy for the Rights of the Children in the Republic of Croatia (2014-2020) proposes several measures for the promotion of children's mental health, the improvement of (national) minority education and civic education, as well as the ensuring the right of migrants and asylum seekers to education. The National Strategy on Mental Health Promotion (2010) involves the promotion of mental health in age-specific groups, including children and youth as a particular priority.

In **MDA**, the Education 2020 Strategy (2014) presupposes the integration of the European key competences framework into national policies and strategies. It presupposes the development of the preschool programmes appropriate to meet the cognitive, emotional, social and physical needs of all children and the development and implementation of a Programme and Action Plan to provide intercultural education in the educational system. According to the Strategy, social and civic competences are therefore defined as one of the educational outcomes in the Education

Code (2014). The importance of intercultural education is further emphasised in the Strategy on Development of an Interethnic Relationship in the Republic of Moldova (2016) for the period 2017-2027 as a measure to achieve and facilitate intercultural dialogue, promote understanding of the principles of non-discrimination, human rights and tolerance. According to the School Plan for 2019-2020/2020/2021 intercultural education is recommended as an elective/optional subject for primary, gymnasium and lyceum levels. In addition, the white paper "Emotional well-being matters" (Soros, 2019) expoundsthe need to promote emotional well-being in schools as a balance in supporting the academic achievement of students as well. It calls upon establishing an appropriate legal-normative framework and school framework plans for supporting the well-being of students.

In **RUS**, SEI education is not explicitly regulated by any special documents or programmes on the national level. It is implicitly integrated into federal regulations (the Federal Law on Education (2012) and Federal State Educational Standards (2011)), which aim at the building of a tolerant society. The main emphasis is placed upon intercultural education, taking into consideration the multicultural and multi-confessional specifics of the country, while there is quite a limited emphasis on SE education, which is mainly treated as part of intercultural education. The strategy of the state national policy of the Russian Federation for the period up to 2025 (2012) exposes the need for the development of educational programmes, which would contribute to the development of Russian civil identity, learning the culture of interethnic communication and solidarity. The concept of long-term social and economic development of the Russian Federation for the period up to 2020 (2013) focuses on the development of tolerance through the support given to appropriate educational programmes. The strategy of the state youth policy in the Russian Federation implies the training of teenagers (14-18 years old) in the field of intercultural education.

20

SVN does not have a comprehensive strategy for the development of SEI competencies. SEI educational goals are indirectly/partly included in general legislative and sectoral strategies. The Organisation and Financing of Education Act (1996) defines goals of education, among which several are related to SEI education (see Section 3.3), the basic principles of a safe and supportive learning environment are defined as well. Framework laws (Kindergartens Act, Basic School Act, General Upper Secondary School Act (all 1996) and Vocational Education Act (2006) state the principles and goals related to SEI education as well. Slovenia's commitment to intercultural education is set out in the White Paper (2011, p. 13), which expound the obligation of human rights and the right to non-discrimination and tolerance as important principles of the education system. In Slovenia, particular attention is devoted to the integration of migrant children and minorities into the education system. In 2004, the Strategy for the Roma People in the Republic of Slovenia was adopted. In 2007, the Strategy for the integration of migrant children, basic school and upper secondary students into the education system of SVN was adopted, which was amended to the Guidelines for the Integration of Migrant Children into Kindergartens and Schools in 2012.

None of the participating countries has a comprehensive strategy for developing SEI education. The definitions and goals of SEI education are implicitly included in general legislation or national and (cross) sectoral strategies.

The review of national policy documents reveals there is no single approach to mentioning, conceptualising or defining SEI education as a priority in the participating countries. It can be argued that SEI education in all the participating countries is addressed as an important part of the educational process, particularly in more recent policy documents. In all participating countries (AZE, BIH, HRV, MDA, RUS, SVN) SEI education goals are incorporated in educational sectoral laws. In HRV, MDA, RUS, SVN these are part of long term educational strategies as well, and in AZE even in the national development strategy. A special case is HRV, where SEI education is treated as a highly inter-sectoral topic.

3.2 Definitions of SEI education

Several theoretical backgrounds of SEI education and its dependence on the cultural and national institutional context make a clear definition of SEI education in policy documents necessary. Clear and coherent definitions of SEI education in different policy documents contribute to the higher visibility of the field and the greater coherence of different stakeholders in its implementation.

Table 2: The understanding and definition of SEI education in policy documents

SEI / Country	Social	Emotional	Intercultural
AZE	Human capital development; humanism, equality, democracy, tolerance		
BIH Federation	Optimal development of the child	To experience and express emotions, empathy	Respecting national historical, cultural, and religious traditions of the people and national minorities living in BIH
Republika Srpska	To develop empathic skills that are important for the socialisation process and, in the end, to participate responsibly in social life	The development of self-control and responsibility, the ability to recognise the experience and express emotions	Fostering a sense of belonging to one's own culture and tradition, with the prohibition of discrimination of others on any basis
Brčko District	Development of psychosocial skills and respect for the values of a democratic society and the specificity of national, historical, and cultural traditions of people and national minorities		Students' willingness to accept the role of a responsible citizen (appreciate other's culture and customs, to advocate equality and justice, to support tolerance in the community)

HRV	Mental health development	Rights of children Anti-discrimination
MDA	Formation of an initiative spirit capable of self-development /…/, being open to intercultural dialogue in the context of the assumed national and universal values. Social competences relate to personal, interpersonal and intercultural competences and all forms of behaviour that enable people to participate effectively and constructively in social and professional life.	
RUS	A tolerant society. Developing a personal attitude towards social reality. Mutual understanding and cooperation between people, regardless of race, national, ethnic, religious and social affiliation, The development of the abilities of each person, the formation and development of their personality in accordance with spiritual, moral and socio-cultural values of the family and society.	
SVN	Optimal development of the individual A safe and supportive learning environment Well-coordinated cognitive, emotional and social development Inclusive classroom and school climate	

In **AZE**, education, including its SEI aspect, is connected to the state policy on social welfare and economic development with the prioritisation on human capital development. SEI related values are reflected in the principles of education policy such as humanism, equality, democracy, tolerance (Strategy Azerbaijan, 2020; Educational Law, 2009).

In **BIH**, the definitions of SEI education are not explicitly mentioned in policy documents. The conceptual understanding of SEI education can be based on the principles and goals of education (see Section 3.3). According to the national elementary school work programme in the Federation of BIH, the outcomes and competencies of education include the student's willingness to accept the role of a responsible citizen (to appreciate other people's culture and customs, to advocate equality and justice, and to support tolerance in the community). Similarly, according to the national work programme in the Republika Srpska, the main goal of education is to achieve the full development of all the potentials of the child while respecting individuality in every aspect of development (intellectual, SE, physical).

In **HRV**, as mentioned there is no overarching document or strategy that would outline a comprehensive policy and clear definition of SEI education in the Croatian educational system. Although the national policy in the field is fragmented, it can be argued that SEI education and competencies are treated as a cross-sectoral issue (part of human rights, mental health and anti-discrimination policies).

In **MDA**, the Education Code (2014) states the educational ideal of the school exists in the formation of an initiative spirit capable of self-development /…/, being open to intercultural dialogue in the

context of the assumed national and universal values. In the 2020 Education Strategy in accordance with the European framework of key competencies social competencies relate to personal, interpersonal and intercultural competences and all forms of behaviour that enable people to participate effectively and constructively in social and professional life.

In **RUS**, particular attention is paid on the development of a tolerant society. **The** Federal Law on Education (2012) states that "the content of education should promote mutual understanding and cooperation between people, regardless of race, national, ethnic, religious and social affiliation, take into account the diversity of worldviews, promote the right of students to free choice of opinions and beliefs, ensure the development of the abilities of each person, the formation and development of their personality in accordance with spiritual, moral and socio-cultural values of the family and society". These declarative definitions have never been translated into education policy documents.

In **SVN**, SEI education and competencies in national legislative and other official documents are understood as the more general umbrella concepts of a safe and supportive learning environment and the optimal development of the individual, irrespective of their background. SEI education is found in national legislation alongside the acquisition of cognitive skills. It is stated that "A safe and supportive learning environment should involve the well-coordinated cognitive, emotional and social development of students". In Slovenia, the importance of SEI learning can also be understood in increasing policy attention to relational competencies, SE literacy and well-being, as well as to an inclusive classroom and school climate.

Significant attention to SEI aspects of education can be seen in policy documents in participating countries. Nevertheless, there is a lack of clear definition of SEI education and different conceptualisations and understandings of SEI education exist in national contexts, which are part of the broader educational concepts.

A different understanding of SEI education in national contexts could be understood as a consequence of the different national traditions of participating countries, as well as the broadness of the existing theoretical backgrounds of SEI education. Research findings reveal that the SE and intercultural education in the participating countries are mainly treated as being closely interrelated. The prominence of intercultural education can be understood either as part of the historical development and multi-cultural composition of the country (e.g. BIH) or current globalisation and migration trends in the EU (e.g. SVN). Alignment with the EU's policy agenda (key competencies of lifelong learning) is as well evident for the EU member countries (HRV, SVN) and MDV as a country within the EU Association Agreement.

3.3 Goals of SEI education

For policies to be effective, it is important that their goals are clearly stated. This sharpens the focus of different stakeholders in the pursuit of these goals, while also improving the chances that their achievement is properly measured.

Table 3: Goals of SEI education in policy documents

SEI / Country	Social	Emotional	Intercultural
AZE	- Competency-based personality-oriented education - Harmonic development - Emotional skills - Tolerance, respect and sensitive attitude to cultural diversity		
BIH	- Goals from the preschool programme to secondary school are to achieve the full potential of each pupil/student as well as the ability to understand emotions, tradition, appreciate and accept other's traditions and their diversity.		
HRV	- Providing a systematic approach to teaching that fosters and enhances the intellectual, emotional, physical, aesthetical, social, moral and spiritual development of students, in accordance with their abilities and aptitudes. - Educate pupils in accordance with the general cultural and civic values, human rights and children's rights, and enable them for living in a multicultural world, respect diversity and tolerance, and for the active and responsible participation in the democratic development of society.		
MDA	- The formation of an integral character and the development of a system of competences that includes knowledge, skills, attitudes and values that allow the active participation of the individual in social and economic life. - The preparation of future citizens who will be people with self-confidence and self-strength, know their potential well, think independently, can adapt to change, demonstrate autonomy and moral integrity; know, appreciate and promote their cultural identity. - Promotion of preschool programmes appropriate to meet the cognitive, emotional, social and physical needs of all children.		
RUS	- A tolerant society. - The formation of the internal position of the individual in relation to the surrounding social reality. - The development and implementation of educational programmes that contribute to the legal, social and cultural adaptation of children, including children from migrant families.		
SVN	- Optimal development of the individual. - Educate for mutual tolerance, respect for human diversity and mutual cooperation. - Promoting harmonious physical, cognitive, emotional, moral, spiritual and social development of the individual.		

In **AZE**, one of the priority goals of the National Strategy 2020 is to develop competency-based personality-oriented education. The measures supposed to realise the goal strongly emphasise the importance of inclusive education and taking into consideration the individual characteristics of the learners. The Law on General Education (2009) points out the importance of the acquisition of systematised knowledge, skills and abilities and the continual improvement to prepare learners for an independent life and a successful professional career. State Standards of General Education (draft, 2019), as a first policy document where school education standards are identified in compliance

with the curriculum and school governance, as values and competencies to be developed in students among others lists democratic values, tolerance (respect and a sensitive attitude to cultural diversity), emotional skills and harmonic development.

In **BIH**, in all three entities (the Federation of BIH, Republika Srpska and the Brčko District) the goals of SEI education are well elaborated in their Framework Laws.

In the **Federation of BIH**, the goals of SEI education at the pre-school level can be understood as ensuring the conditions for the optimal development of the child and respecting the national, historical, cultural, and religious traditions of people and national minorities living in BIH (the Framework Law on Preschool Education in BIH). At the primary school level, the goals of SEI education involve: a) ensuring the optimal intellectual, physical, moral, and social development of the individual; b) the understanding of oneself, the others, and the world in which we live; c) the development of awareness of being a part of the state of BIH, of its cultural identity, language, and tradition, while recognising and appreciating diversity, fostering mutual understanding, tolerance, and solidarity among the people, nations, and communities in BIH and the world; d) the optimal development of the child at every level without discrimination regarding nationality and cultural origin, as well on grounds of sex, race, language, religion, national and social origin.

In **Republika Srpska,** the goals of SEI education at the pre-school level can be understood as: a) the development of self-control and responsibility, the ability to recognise the experience and express emotions, to develop empathic skills that are important for the socialisation process and, to participate responsibly in social life; b) fostering a sense of belonging to one's own culture and tradition, with the prohibition of the discrimination of others on any basis; c) developing the ability to understand and accept oneself and others in accordance with developmental opportunities, as well as developing the ability to negotiate and appreciate others' point of view in the group, and respecting diversity; d) developing and the awareness of equality, strengthening trust among children, and ethnic and religious tolerance. At the primary school level, the SEI education goals are a) forming a personality with physical, intellectual, and moral qualities; b) the development of skills, abilities, attitudes, and values necessary for the personal fulfilment and development of each individual; c) the emotional and social development of a self-aware and responsible student; d) the preservation of national identity while respecting diversity.

In the **Brčko District**, at the pre-school level, the development of psychosocial skills and respect for the values of a democratic society and the specificity of national, historical, and cultural traditions of people and national minorities, as well as satisfying the needs of children to play and live in cohabitation are aspects of SEI's education goals. At the primary school level, the goals of SEI education can be understood as integrating pupils into social life, understanding moral and aesthetic values, understanding each other, and being careful when it comes to the others.

In **HRV**, the Strategy on Education, Science and Technology (2014) framing the developmental goals of elementary, secondary and tertiary education in Croatia sets out the promotion of the emotional and social development of children as a fundamental goal of the educational system. As one of the main goals of the education system, it also recognises: providing a systematic approach to teaching that fosters and enhances the intellectual, emotional, physical, aesthetical, social, moral and spiritual development of students, in accordance with their abilities and aptitudes. SEI education goals are also implicitly involved in the general goal to "educate pupils in accordance with the general cultural and civic values, human rights and children's rights, and equip them for living in a multicultural world, to respect diversity and tolerance, and for the active and responsible participation in the democratic development of society" (Elementary and Secondary School Education Act, 2008). The goal of Croatian National Strategy on Mental Health Protection is to promote the mental health of all, including children. Although its goals are related to investing in the domain of the mental health of children and youth, it does not recognise the explicit role and goals of SEI education in attaining it.

In **MDA**, the Education Code (2014) states that education has as its main purpose the formation of an integral character and the development of a system of competences that includes knowledge, skills, attitudes and values that allow the active participation of the individual in social and economic life. The National Curriculum Framework (2017) strives towards the preparation of future citizens, who will be people with self-confidence and self-strengths, know their potential well, think independently, can adapt to change, demonstrate autonomy and moral integrity, and appreciate and promote their cultural identity.

To adjust the content for early education to modern methods for preparing for the world of tomorrow as one of the priority goals of the Education 2020 Strategy (2014), promotion of preschool programmes appropriate to meet the cognitive, emotional, social and physical needs of all children is supposed. Ensuring favourable conditions for the socio-linguistic integration of representatives of ethnic minorities and migrant people is supposed to be achieved by the development and implementation of a programme and action plan of providing intercultural education in the educational system. As of 2019, it has not been formally accepted.

In **RUS**, the main objectives for the development of a tolerant society are implemented through federal state educational standards and regional laws on education (see Section 3.1). Despite the limited positioning of students' SE development in legal and strategic documents, steps towards their institutionalisation are evident in the Strategy of Development of Education in the Russian Federation for the period until 2025, where the following goals related to SEI education are stated: "the formation of the internal position of the individual in relation to the surrounding social reality" and "the development and implementation of educational programmes that contribute to the legal, social and cultural adaptation of children, including children from migrant families."

In **SVN**, according to the Organisation and Financing Education Act (2016), the educational goals of the Republic of Slovenia are among others: to provide the optimal development of the individual, irrespective of gender, social background or cultural identity, religion, racial, ethnic or national origin, and regardless of their physical and mental constitution or invalidity; to educate for mutual tolerance, the respect of human diversity and mutual cooperation, the respect of children's and human rights and fundamental freedoms, to develop competences to live in a democratic society, to promote awareness of the individual's integrity. Particular attention is also placed on the inclusion of special education needs children into education and respecting their rights and diversity. The goals of pre-school education in Slovenia are among others the development of the abilities to: understand and accept oneself and others; negotiate respect diversity and participate in groups; to recognise emotions and promote emotional experience and expression. The goals of primary school are among others: promoting the harmonious physical, cognitive, emotional, moral, spiritual and social development of the individual; enabling the student's personal development in accordance with their abilities and interests, including the development of their positive self-image; the education of respect and cooperation for the acceptance of difference and mutual tolerance. The goals of upper-secondary general and vocational education are among others: to promote the awareness of the integrity of the individual; to educate students in the responsible protection of freedom, for the tolerant, peaceful coexistence and respect of human beings.

SEI education goals are recognised as an educational priority in the participating countries. They are mainly implicitly stated in national policy documents as part of the general values of the educational systems (e.g. equal opportunities, accepting diversity, solidarity), as well more explicitly through educational standards that students should achieve.

With the exception of RUS, in which goals are mainly limited to intercultural education (tolerance, respect of cultural diversity, non-discrimination and solidarity), in all the other participating countries the goals relating to all three dimensions – emotional, social and intercultural are equally evident. The implicit goals of SEI education can be understood in the goals of taking into consideration the individual characteristic of learners (AZE, BIH, HRV, SVN), developing their moral qualities (BIH, HRV, RUS, SVN), as well in terms of developing the students' harmonic development (AZE), optimal development (BIH, SVN) and integral character (MDA). The SEI education dimension is also implicitly recognised from the goals relating to the school – inclusive school environment (AZE), and a safe and supportive environment (SVN). The explicit mention of students' emotional, social and intercultural development as an educational goal is also identified in the policy document of almost all the participating countries. The instrumental function of SEI education is evident in AZE, where SEI competencies are treated as a source for human capital development and in MDA, where SEI competencies are understood as those that allow the active participation of the individual in social and economic life.

4.1 System-level measures

In addition to the implicit involvement of SEI education in national policy documents, several policy measures in support of the implementation of SEI education have been introduced in the participating countries.

Table 4: System-level measures promoting SEI education

Country / Policy initiative	AZE	BIH	HRV	MDA	RUS	SVN
Curriculum reform for consolidation of SEI learning	✓	✓	✓	✓	✓	-
Extra-curricular courses of SEI learning for students	-	-	-	-	-	✓
Systematic training (in-service or pre-service) for teachers and schools leaders	✓	✓	✓	✓	-	✓
Additional financial resources/ incentives for the promotion/ mainstreaming of SEI education	✓	-	-	-	-	✓
The promotion of SEI education via EU funded projects	-	✓	✓	-	-	✓
Capacity building	-	-	-	-	✓	✓
Other initiatives	-	-	-	-	-	-

Curricula

Although the development of students' SEI competencies can be supported by different approaches and measures (e.g. the classroom climate, the whole-school approach), the curriculum has been recognised as the most systematic, regular and competency-based form of SEI experiential learning (Cefai et al., 2018). As a system-level measure for attaining SEI education goals, presented in Section 3.3, the SEI dimension of curricula is also evident in the participating countries.

In AZE, the mandatory subject of life skills (including 72 hours in grades I to III, and 144 hours in grades III to IV) is an integrative subject that helps to form and develop the knowledge, skills and values necessary for the self-perception and self-realisation of individuals from a biological, psychological, social and spiritual point of view since 2013 onwards. In addition to this, following the Ministry of Education textbook evaluation criteria (2012) all textbook manuscripts in Azerbaijan are evaluated

against the criteria of ensuring a sensitive approach to gender, race, ethnicity and religion issues.

In **BIH**, according to the common core of the curriculum for primary and secondary education defined on learning outcomes, the foundations of learning the mother tongue and a foreign language mean acquiring linguistic and communication competencies, working with others, expressing one's own attitudes, and the development and awareness of risks in relation to cultural differences. The promotion of cultural awareness and teamwork has been highlighted within the curriculum for natural sciences such as physics, chemistry and biology. The promotion of SEI learning is also evident in the geography curriculum in terms of the students' sense of the understanding of their own difficulties, as well as the difficulties of others, interethnic and international relations, and the economic and cultural ties between nations and states in the world. Creating an impact on the overall development of personality, encouraging active citizenship and social inclusion are some of the stated goals within the mathematical field of education. The elements of SEI learning are also clearly evident in the learning of the socio-humanistic field, engineering and information technology, artistic education, the physical field as well in the cross-curricular and inter-field area. With the support of the Organization for Security and Co-operation in Europe (OSCE), history textbooks and the teaching curriculum in BIH were renewed with the aim of removing offensive hate speech and including elements of diversity and tolerance.

In **HRV**, SEI learning is implicitly included in the curricula as part of health education (2012) and civic education (2014). The health education curriculum is based on a multidimensional model that implies the interconnected development of the physical, mental, emotional and social competencies of students during elementary and secondary education and expounds mental and social health as one of four main themes of health education. In the curriculum for civic education for elementary and secondary schools, the development of students' intercultural competencies is partly addressed. The long-term goal of human rights education, as one of three main pillars of the civic education, is to create a culture of respect for diversity based on the universal values of human rights and to develop a system for their effective protection.

Although the Strategy on Education, Science and Technology (2014) specifies that school curricula should incorporate programmes for the development of metacognitive SE skills as a tool for promoting learning that is (not yet) well-established practice. Since 2016, comprehensive curricular reform has been planned in Croatia, in which the National Curriculum Framework promotes personal and social development as a generic competence and cross-curricular topic, which should be promoted in all stages of elementary and secondary education. Personal and social development is organised around three overarching themes: me, me and others, and me and society and they correspond well to the CASEL framework. From the school year 2019/2020 onwards, the achievement of all educational expectations of all cross-curricular topics is obligatory in all grades of all primary and secondary schools in Croatia, while 48 elementary and 26 secondary schools involved in national

project School for Life (Škola za život) test the applicability of the new curricular framework and the forms of working methods and new teaching approaches.

In **MDA**, from the school year 2019/2020 onwards a new subject of personal development has been implemented instead of class hours. It is compulsory for all general education students. The lessons cover topics such as the development of personal identity, personal safety, co-existence, and job orientation. It is part of a wider movement (curricular reform) towards competence-oriented teaching and learning in the Republic of Moldova. In this framework, SEI learning is also implicitly involved in the compulsory subject of education for society and in several optional subjects, such as health education, intercultural education, education in tolerance, education in human rights, education in community development, education in gender equality, personal development and career design, harmonious family relations, the art of moral behaviour, gender equity and equal opportunities.

In **RUS**, according to the standard of basic education (2010), emotional development has shifted to the subject area of philology, art and visual arts, music and physical culture, while intercultural learning is concentrated in the subject area of foreign languages. The academic subject "Fundamentals of religious cultures and secular ethics" is culturological and is aimed at developing students aged 10-11 about moral ideals and values that form the basis of religious and secular traditions of the multinational culture of Russia, to understand their importance in the life of modern society and their involvement in them. The course consists of six modules "Fundamentals of Orthodox culture", "Fundamentals of Islamic culture", "Fundamentals of Buddhist culture", "Fundamentals of Jewish culture", "Fundamentals of world religious cultures", "Fundamentals of secular ethics" from which students or their parents (legal representatives) choose one. According to the data of Ministry of Education and Science of the Russian Federation on 1st September 2012 the module "Fundamentals of secular ethics" accounted for about 43% of the choice. The purpose of the training course is the formation of the younger teenager's motivation to conscious moral behaviour based on the knowledge and respect for cultural and religious traditions of the multinational people of Russia, as well as to open a dialogue with the representatives of other cultures and worldviews, including "the development of the abilities of younger students to communicate in a multi-ethnic and multi-religious environment based on the mutual respect and dialogue in the name of social peace and harmony." Despite the criticism of textbooks and the entire course from the public and the Russian Academy of Sciences, this initiative remains the only systematic intervention (attempt) in the formation of multiculturalism and tolerance.

In **SVN**, the pre-primary school curriculum expound adherence to the principle of diversity and multiculturalism at the level of the selection of content, activities and materials that should provide children with experiences and insights into the diversity of the world. For several subjects of primary

school curricula (e.g. society) it is stated that it should contribute to cognitive, emotional and social skills (logical and critical thinking, creativity, effective coping strategies, etc.) and lifelong learning strategies (social and civic competences and other EU competences of lifelong learning). In some of the subjects (e.g. geography) the development of positive attitudes towards cultural diversity and development of intercultural relationships are stated as important goals. The goals of the civic and citizenship and ethics curricula among others are the development of the knowledge about: the individual as a social being and the characteristics of human groups and communities; the position of an individual and their roles in different communities; overcoming prejudices against others and different.

In SVN particular attention is given to the integration of migrant children into the educational system. Learning Slovenian as a second language is recognised as a first and important step towards their integration.

In order to develop the various interests of the pupils, the primary schools in Slovenia should autonomously organise interest activities and determine them by the Annual Work Plan (Basic School Act). The national Guidelines for the Interest Activities aim, among other things, for students to a) learn to act responsibly in the natural environment and social life; b) develop moral, intellectual and personal skills; c) learn about and develop mutual tolerance and respect for oneself and others; d) develop social and communication competences: know how to handle interpersonal relations, to learn to solve conflicts, co-create a positive class climate, and to learn the importance of collaborative educational work.

SEI education is implemented as part of distinct school subjects (e.g. life skills in AZE, the personal and social development in HRV, personal development in MDA) as well as the cross-curricular area at all levels (pre-primary, primary, secondary) of the education systems in all participating countries.

The finding of the involvement of a distinct school subject to systematically support the development of SEI competencies in three of the participating countries (AZE, HRV, MDA) is interesting in the wider international perspective. For example, Štremfel (2020) did not identify any distinct subject involving SEI learning in Denmark, Germany and Sweden, Cefai et al.'s (2018) findings for most EU countries are similar. In these countries, SEI learning is part of other subjects like citizenship, health and physical education, the prevention of violence and bullying, moral/religious education, and art and crafts, which is also evident in NEPC countries participating in this study. The introduction of a distinct subject can be understood as part of the wider reforms of the education systems in this region in recent years.

Teacher trainings

For SEI education to be well implemented and effective, the specific competences of teachers and other educational staff are prerequisite. These can be developed in the framework of their initial and continuous professional development. The following paragraphs demonstrate to what extent SEI education topics are included in different types of professional development of the teachers and other educational staff in participating countries.

In **AZE**, the Educators Professional Development Institute runs several courses, which at least implicitly involve SEI topics. For example, mandatory the Course on Learning & Teaching in inclusive classrooms (lasting for 36 hours, with the participation of 11,000 teachers) and elective Course on Learning and Emotions (lasting for 16 hours, with the participation of 76 teachers) were conducted in the school year 2019/2020. Other courses include topics such as a psychological service in schools, inclusive schools for principals, effective parent, and reflective teacher.

In **BIH**, SEI training programmes for teaching staff are not explicitly defined, it is understood that they are included in the initial and professional training in the field of pedagogical-psychological-didactic-methodical education of teachers in all grades of elementary and high school. Within the curricular framework, it is emphasised that learning is a socio-cultural, cognitive and personal phenomenon and that teachers should direct this knowledge towards the individualisation of the overall work while respecting the needs of the child.

In **HRV**, continuing professional development is compulsory for all teachers at all education levels. The basic goal of organised continuing professional development is to use and enhance their potential in order to improve the educational process and students' results, in line with values, educational goals and principles of National Curriculum Framework. It is pointed out that in order to achieve this goal, the basic competences of teachers also need to be strengthened in the field of psychology, communication and reflection and inclusive education (Eurydice 2020b).

In **MDA**, the involvement of teachers in in-service teacher training is mandatory. It includes a special module on psychological and pedagogical issues, including SEI education. In addition, in the framework of the Republic of Moldova curricular reform the Ministry of Education, with the support of NGOs, organised several teacher trainings. Some of them are intended for the successful implementation of the new subject of personal development.

The project "Promoting and developing intercultural education for pre-service teacher training" is being implemented (2018-2020) at three pedagogical universities, addressing the needs to improve

future teachers' knowledge and skills in order to support the development of the intercultural competence of children and youth.

In **RUS**, an important part of the measures for building a tolerant society includes teacher trainings. For example, in 2001-2005, the federal target programme was developed and implemented through the availability of educational internet resources and various trainings.

In 2017 with the support of the state Agency for Strategic Initiatives, the Monsik Academy (Akademia Monsikov) started a project of SE education in pre-school organisations, including teacher training and the production of special materials. Altogether 1,500 children were involved in the pilot project in 2017 and 2018 in six regions (Voronezch and Penza, Udmurt Republic, the Novgorod region, the Republic of Karelia, the Republic of Tatarstan).

In 2017 the scientific-based educational and methodological programme "Social and emotional development of children" was implemented in Moscow and the Tyumen region by the charity fund "Contribution to the future" with the support of Sberbank. The programme includes emotional intelligence and the development of the ability to perceive mental states and social competences. In the framework of the project, around 100 teachers finished the trainings and received an international certificate of the European Association of Cultural and Emotional-Intellectual Projects. A programme for children, aged from 4 to 16, was also implemented, adopted especially for the development stage of four age groups. The programme is divided into five content parts: a) the perception and understanding of emotions, b) understanding mental states, c) understanding misjudgements, d) understanding the moral aspects of behaviour, e) social interaction. Each part consisted of twenty lessons with 30-minute repetitions. The implementation of the project was supported by materials for teachers, students and parents.

In **SVN**, SEI education forms part of pre-service and in-service teacher education. In November 2011, the Slovenian Quality Assurance Agency for Higher Education (SQAA) set out the Criteria for the Accreditation of the Study Programmes for Teacher Education. The Criteria also include a list of general competences for future teachers, among other things some of them related to SEI education: the effective communication with students, the development of a community climate and good relationships among them; the development of social skills; the provision of a safe and supportive learning environment in which students feel accepted, in which diversity is respected and promoted; the understanding and respect of the students' social, cultural, language, religious and other personal contexts. The rules on educational staff traineeship specify that the traineeship programme should include the development of competences, among other things, to: understand

and appreciate inclusion and diversity; cooperate with the working and social surrounding (other school educational staff, parents, counselling service, other schools and educational professionals).

Several programmes more or less explicitly related to SEI education are available to teaching staff also in the Catalogue of Continuing Education and Training Programmes (KATIS), such as "Developing emotional intelligence and effective communication".

The initial professional teacher development in participating countries involves a pedagogical-psychological dimension, which is at least implicitly related to the acquisition of the SEI competencies of the teaching staff. Several different (mainly project organised) forms of continuous professional development, explicitly related to the development of SEI competencies of the teaching staff are evident.

SEI education constitutes part of the initial teacher education in all of the participating countries in terms of pedagogical-psychological courses. A more in-depth review reveals that teacher trainings, on the whole, do not involve a comprehensive approach to SEI education and are not provided to the same extent to teachers at different levels in the education system. In MDA, RUS and SVN particular attention has been devoted in recent years to the development of intercultural competencies of the forthcoming teaching staff.

Other national projects and initiatives

In **AZE**, the Ministry of Education runs an annual grant competition in education development and innovations for schools and individual teachers. It provides funding to support (1) local general education schools and (2) individual teachers in partnership with (a) local communities or (b) a consortium of schools. The purpose of this programme is to provide competitive grants to applicants with a record of improving school environments, student achievements and teaching and learning practices. Among the financed projects there are projects on effective counselling, the professional development of psychologists, early psychological intervention and the prevention of gender discrimination and bullying.

As a response to an exceptional event (one girl's suicide), the Ministry of Education issued the Implementation Plan for the Provision of Effective Learning and Supportive Environment in schools in 2019, including the securing of a healthy moral psychological school environment and an improved school psychological service in schools.

BIH has participated in EU community programmes (TEMPUS, Erasmus Mundus, Youth in Action) that have contributed to the improvement of the educational structures and activities in BIH in

recent years. It is also involved in the ASF Intercultural Exchange Programme. In this regard, high school exchange programmes, adult exchanges, internships for language learning, volunteering, learning about different cultures, sharing traditions and discovering new perspectives are being implemented, supporting young people to act as responsible citizens working for peace and understanding in a diverse world.

In **HRV** in 2003, the National Institute for Mental Health was established whose supposed activities were, among other things, to plan and propose programmes, coordinate and monitor mental health and promotion for children and young people, especially in elementary and secondary schools. According to Novak and Petek (2015), it has never actively worked in practice.

The project PATHS-RASTEM "Implementation of evidence-based prevention programme of SE learning through scientific evaluation and its implementation in Croatian kindergartens and elementary schools" (2010-2012) promoted SE competencies and the reduction of the risk of behavioural and mental health disorders in Croatian youth. The evaluation of its implementation in 29 schools in Zagreb, Rijeka and Istria revealed positive outcomes on the level of individual students and school climate.

On the regional level, in 2016/17 the City of Rijeka introduced civic education as an extra-curricular subject for the 5th grade in six elementary schools, which has been extended to 22 elementary schools in 2017/18. In collaboration with external experts, the local authorities introduced a manual for civic education coupled with guidelines for its implementation. The guidelines and manual are related to the current national curriculum for civic education and build upon various themes relevant to the development of students' intercultural competencies (e.g. stereotypes, gender equality, identity).

In **RUS**, the Ministry of Education proposes educational programmes to schools. One such programme, named "I-You-We" (Knyazev, 2005), explicitly involves SEI topics and has become widespread across kindergartens and primary schools in Russia. The programme is supported by a manual with very concrete organisational and methodological recommendations for its implementation. Before that, there were Civic programmes and a textbook developed by A. Gutnikov and V, Pronkin explicitly discussed SEI topics. However, this and some other quality textbooks have gradually disappeared from the lists of textbooks recommended by the Ministry of Education and thus stopped being used in schools.

In **SVN** several projects for the intercultural education and integration of migrant children into the education system have been implemented over recent years. These have been mainly co-financed by the European Social Fund (e.g. "Integration of migrant children into education (2008–2011)", "Professional training of education staff in education (2008-2011)", "Formal education for citizenship

in a multi-cultural society (2010-2011)", "Public tender for the selection of projects in the field of social, civic and cultural competencies for the period (2009-2012)" or implemented as a direct approval operation by the Ministry (e.g. "Integration of migrant children in education (2008–2010)" renewed by the "Developing inter-culturalism as a new form of coexistence" project.

The currently running European Social Fund project "Only with others we are" (2016-2021) is intended for the training of 10,000 teachers and other professional staff in kindergartens, primary and secondary schools, student dormitories, folk universities in the field of social and civic competences. By raising the awareness of the importance of respecting diversity, intercultural cooperation and respectful coexistence in multicultural societies, the project strengthens the creation of inclusive school and class communities in educational organisations. It aims at encouraging professional staff and students to cooperate with each other, respectfully communicate, constructively resolve conflicts and engage in intercultural dialogues in school and society.

In support of the programme of SE education and related activities, the National Education Institute (2017) published an Inclusive School Handbook, which focuses on: the inclusive school, formative monitoring, inclusive classroom management, emotional and social literacy, and moderating inclusive processes in the community. The guide contains useful tools, reflection questionnaires, discussion reminders, examples, and recommended work strategies.

Different innovative national and regional projects, targeted at the development of SEI competencies of students, teaching staff and school communities, have been implemented in participating countries.

These projects mainly address pressing challenges of education system (AZE) and particular local/regional needs (HRV), enhance the internationalisation of education (BIH), develop innovative approaches to SEI education (HRV, SVN) and provide concrete manuals (organisational and methodological recommendations) for the implementation of SEI education in schools (RUS, SVN).

4.2 Institutional school-level measures

Table 5: Institutional school-level measures promoting SEI education

National/regional policies	AZE	BIH	HRV	MDA	RUS	SVN
Platforms for the exchange of good practice between educators	-	-	✓	-	✓	✓
Support from pedagogical specialists/experts	-	✓	✓	✓	-	✓
Partnership between schools and NGOs	✓	✓	✓	✓	-	✓
Financial incentives for schools and other institutions	✓	-	-	-	-	✓
Favourable working conditions and environment (collaborative culture within schools)	-	✓	-	-	-	✓
Active parental involvement	-	✓	✓	-	✓	✓
School self-evaluation systems	-	✓	✓	-	-	✓
Whole-school approaches	-	-	✓	-	-	✓
Other initiatives	✓	-	-	-	-	✓

In **AZE**, a student's friend project was initiated by the Ministry of Education and the State Agency for Public Service and Innovations 2017/2019. Participants of the project were students from 30 Baku city schools, 112 teachers and psychologists and volunteers. The goal of the project was to pilot and apply comprehensive and school integrated social and psychological services at the district level to enhance the well-being of children, including the promotion of effective and safe learning environments, the prevention of academic and behaviour problems, the response to crises, and the improvement of family-school collaboration and teacher-student relationships. The project's activities include individual counselling, the support of social, art and sports initiatives, the running of trainings and seminars as well as data collecting.

In **BIH**, partnership with the local community, a cooperative atmosphere in educational institutions, the active engagement of parents, and self-evaluation of schoolwork is mandatory at all levels of education. In this framework, educational institutions are obliged to promote and develop a continuous and dynamic partnership between the school, parents and the environment in which they live in order to solve issues important for the realisation of the interests and needs of the students. An expert council comprised of all employees in educational institutions is obliged to monitor and analyse the organisation and implementation of the educational work programme in this field as well.

Although in **BIH** there is no central review of school educational plans, some examples (e.g. the Osman Nuri Hadžić Primary School) show that SEI is included in the work programme in terms of prominent educational goals such as SE development, the development of patriotism, the love of cultural and historical heritage, the development of a positive attitude towards cultural and aesthetic values, the development of positive social relationships and the stimulation of positive emotional experiences.

In **HRV**, at the school level, SEI education can be promoted within school curricula, This school level policy document aims at broadening and adjusting national policy recommendations to specific needs and resources that schools have, the specific needs of relevant (immediate or indirect) stakeholders - students, teachers, parents and local communities are taken into consideration as well. A recent analysis of a sample of 60 school curricula developed within the project "Developing Curricula Culture: Empowering schools to develop and implement school curriculum" (implemented in 60 pilot schools from 2013 to 2015; led by the Institute for Social Research in Zagreb and the Forum for Freedom in Education) demonstrated that the majority of the schools included in the project perceived intercultural education as a vital aspect of their students' education (Puzić & Matić, 2015). Numerous schools listed intercultural sensitivity as a part of their mission and vision, thus bringing it forward as one of the central aims of the school-level policy. The analysis encompassed the examples of several initiatives promoting intercultural education via building platforms for the exchange of good practice between educators, the support from experts, the whole-school approach, cooperation with foreign schools etc. Most of the activities planned within the school curricula assumed active parental involvement and evaluation procedures. In addition, although the authors did not focus on SE education, the results of the analysis revealed the presence of relevant elements related to SE education in intercultural encounters at the school policy level.

In **MDA**, no school policies supporting SEI education has been identified. However, the Soros White Paper (2018) identified a need for a comprehensive approach to the promotion of SEI education in MDA. This in addition to the legislative change at the national level involves school action plans for promoting SEI education, respecting their specific characteristics (demographics, health, gender, ethnicity, specific needs, etc.). Two new compulsory subjects (Education for Society and Personal Development) and different optional subjects support and promote SEI learning at school level (see Section 4.1).

In **RUS**, at the level of individual educational organisations, there are separate programmes for the education of tolerance or school leadership, which contributes to the development of socio-emotional intelligence and tolerance but they are not systemic.

Several online platforms for the exchange of good practice between educators are available, including work and course programmes, training materials and lesson plans, as well as scientific-

methodological and practical reviews and discussions about professional items. There is no data about to what extent SEI education topics are involved in these platforms.

The Ministry of Education and Science has prepared recommendations about the involvement of parents in a social partnership with the school. Although the document does not explicitly involve SEI education, the positive impact of such cooperation on the students' SEI competencies can be expected.

In **SVN**, kindergartens, primary and secondary schools are obliged to prepare an annual work programme in which they describe all (obligatory and non-obligatory) the activities and priorities for a particular school year. In addition to this, primary schools are obliged to prepare an annual educational plan, which determines the ways of achieving the principles and goals of primary school education in Slovenia, including the safe and supportive learning environment and other goals related to SEI education (see Section 3.3). The educational plan contains a list of educational activities (e.g. proactive and preventive, counselling and guidance activities) as well forms of mutual cooperation of the school with the parents and their involvement in the implementation of the educational plan. In yearly self-evaluation reports, the schools self-evaluate the realisation of the annual work programme and the annual educational plan. There is no central evidence about the exact content of all three documents (the annual and educational plan and self-evaluation reports) at the national level, but according to their formally prescribed function – to contribute to the realisation of national educational goals (see Section 3.3), it can be assumed that they include aspects of SEI education as well.

In the framework of the promotion of a safe and supportive learning environment, an online platform was established at which legislative bases, useful professional materials and examples of appropriate solutions to the various dilemmas regarding establishing and maintaining a safe and supportive learning environment are available.

School-level measures present an important tool for the promotion of SEI education in the participating countries.

Although the school educational plans in BIH, HRV and SVN are not systematically analysed, their prescribed function and some cases show they involve SEI education activities and goals and therefore present a tool for the promotion of SEI education. In some cases (BIH, SVN) realisation of these goals is monitored and supported by self-evaluation of schools. The way parents are involved in the educational process in BIH, HRV, RUS and SVN, can be understood as a tool of supporting the students' SEI development. The same is true for the cooperation of schools with their local communities (AZE, BIH, SVN). The availability of online platforms for exchanging challenges and good practices in the field of SEI education additionally contributes to the promotion of SEI education in RUS and SVN.

4.3 School - and classroom - level measures

Table 6: School- and classroom-level measures promoting SEI education

National/regional policies	AZE	BIH	HRV	MDA	RUS	SVN
Repositories for SEI education	-	-	-	-	✓	✓
Individualised support programmes to combat low achievement, discrimination and social exclusion	✓	✓	✓	✓	-	✓
Financial incentives for teachers	-	-	-	-	-	-
Inclusion of an SEI dimension in initial teacher education	-	-	-	✓	-	✓
Inclusion of an SEI dimension in continuing professional development	✓	-	-	✓	-	✓
Other initiatives	-	-	-	-	-	-

According to the answers to the mapping study questionnaire, classroom measures promoting SEI education are quite rare in the participating countries. They include repositories for SEI education (RUS, SVN), the inclusion of an SEI dimension in initial teacher education (MDA, SVN), and the inclusion of SEI learning in continuing professional development (AZE, MDA, SVN). The most common classroom measure is individualised support programmes to combat low achievement, discrimination and social exclusion (AZE, BIH, MDA, SVN).

Individual support

In **AZE**, the Law on Psychological Support (2018) states that at all levels of education, psychological support is provided to ensure a healthy psychological environment, personal development and the psychological needs of the learners. However, there is no specific information on the forms of provided psychological service at neither the school, class or individual level. The lack of professional standards for school psychologists caused ambiguity in their duties and performance evaluation, and the measurable indicators such as hours per year, the number of students/teachers/classes are missing.

In **BIH** **the** individualised approach to the development of a child is highly promoted, whereby in the process of education, the degree of the development of the child, the specific features of the development possibilities and the individual needs of the child, must be respected.

In **HRV** and **SVN**, each class in basic and upper secondary education has a form teacher who is responsible for the coordination of all teachers teaching in the class, and they perform duties regarding teaching and learning, the behaviour of students and other duties related to the promotion of the socio-integrational role of the school. According to the Guidelines for Teachers' Assembly and Class Unit each student can lean on the form teacher, ask for support when his/her well-being in everyday school life is in question.

All schools have a counselling service employing professional counsellors. The counselling service is provided by counselling specialists (psychologist or pedagogue or social worker or social pedagogue or special pedagogue). The school counsellors do the pedagogical, psychological, and/or social counselling work in the scope of learning and teaching, of the school culture, overall climate and order, physical, personal and social development of the students, training and vocational orientation (transition), and in the scope of socio-economic difficulties.

In **MDA**, in 2018 the policy document "Rapid Methodological Methods on the Activity of Psychologists in General Educational Institutions" was approved in order to prioritise the emotional well-being of students and teachers. However, in the school year 2017/2018, only 429 psychologists and psycho-pedagogues were registered in 1,243 educational institutions and psychologist services in schools were mainly provided by external institutions.

Among classroom-based measures, individual support to students in different forms presents the most common tool for the promotion of SEI education in the participating countries.

It should be noted that several other classroom activities associated with SEI competencies can be implemented in the participating countries in practice, however, they are not evident in the official (national) reports on which the mapping study is based.

5   Policy-research evidence

This section aims to identify and review relevant policy-research studies, which systematically studied the nature, causes and effects of SEI education in the participating countries. Concretely, it shows whether the studies that evaluate SEI education policy measures, presented in Section 4, in participating countries, exist and how effective they are in realising SEI education policy goals presented in Section 3.3. We are particularly interested in the question of which factors at the system/school/classroom level, facilitate or hinder the successful implementation of SEI education in the participating countries.

Table 7: Policy-research evidence of SEI education

Research/ Country	Impact of SEI education (on students' outcomes)	Factors facilitating/hindering SEI education	Successful policy initiatives
AZE	-	-	-
BIH	-	- Educational practices based on ethnocentrism. - The nationalist orientation of textbooks.	-
HRV	- Inadequate student outcomes in the intercultural dimensions.	- Insufficient teacher competences.	-
MDA	-	- Financial constraints. - Lack of importance of emotional well-being in legislation. - Lack of teacher training.	-
RUS	- High level of motivation and academic achievement of migrant and ethnic minority students. - Absence of discrimination of ethnic minorities by the ethnic majority.	- Multicultural education not teachers' priority. - Cultural stereotypes and prejudices of teachers and students.	-
SVN	-	-	-

In **AZE**, no study, which would study SEI education, has been identified. The most closely related to SEI education is the World Bank study on Education Reforms (2014), which studied the impact of student-centred teaching and learning practices on learners. The study, among other things, revealed that 59.1% of the surveyed teachers assessed the new curriculum as more effective in terms of making an impact on the pupils' knowledge, skills and qualities as active learners and that 48.2% of surveyed teachers confirmed positive changes in the development of the students' independent learning skills.

In **BIH**, research on educational policies regarding intercultural education was found, however, no published research relating to the SE education was found. Analitika (2017) expound that despite the well-established official policies of multiculturalism and multicultural education in BIH, the educational practices are based on ethnocentrism. In addition to this, the Open Society Fund of BIH and the proMENTE social research (2017) identified the national-orientation of textbooks, preferring patriotism, neglecting learning about others, intercultural understanding, equality and accountability and providing a particular subjective interpretation of war. The research results show the content of the textbooks prevents the affirmation of universal human values, which is supposed to be respected according to the Law on Textbook Publishing in Sarajevo. Despite the recognised problems of the neutrality of textbooks, no initiative to reform them, instead of the OSCE initiative to reform history textbooks, is evident in BIH.

In BIH according to the Framework Law on Primary and Secondary Education, compulsory training, specialisation, and evaluation programmes represent an obligatory part of the teachers' work. Despite this there has been no particular research done in the field, in line with the understanding that learning is a socio-cultural, cognitive and personal phenomenon, and that teachers should direct this knowledge towards individualisation and respecting the needs of the child, national researchers estimate that teachers in BIH are competent in the implementation of the curricula and are familiar with the concepts of SEI education.

In HRV, curriculum evaluations (Spajić-Vrkaš et al., 2014) on civic education revealed inadequate student outcomes in intercultural dimensions. As factors that facilitate/hinder SEI education, the research points to the insufficient competencies of teachers. The project "Developing Curricula Culture: Empowering schools to develop and implement school curriculum", implemented in 60 pilot schools from 2013 to 2015 nevertheless demonstrated that the majority of the schools involved perceived intercultural education (including its SE elements) as a vital aspect of their students' education (Puzić & Matić, 2015).

In MDA, there are no studies at the national level to investigate the particularities of the emotional well-being of citizens, children and adults, nor is there any research focused on the impact of different forms of SEI education in schools. Nevertheless, according to the Soros White Paper (2018), financial constraints and the lack of importance for emotional well-being in legislation and the policy framework determine the absence of systematic concern for the emotional well-being of students and teachers and concrete actions in the field. The lack of training of teachers leads to stagnation in the process of forming the specific competencies integrated into the project of the curriculum. According to the Soros White Paper, teachers in MDA report that they are acting beyond their competence and ability in terms of the psychological comfort and mental health of children and make a great effort to prioritise their and their students' well-being.

In RUS, very few policy studies of SEI education can be found. Although some regional educational departments (for example, in Moscow) have conducted the studies of students' SE skills (e.g. in primary school) the final reports of the studies are not available for the free access. Although in Russia, several projects on SEI education have been implemented in recent years, their evaluation reports are not publicly available either. From the available reports, it is evident that TALIS results show that the majority of Russian teachers do not recognise diversity in their own classrooms and do not see multicultural education as a priority. This corresponds to the Russia education policy, in which multicultural education is not a high priority topic. A few scarce available private studies have revealed mixed results regarding intercultural education in Russia. Asmolov (2011) identified cases of the modernisation of education and treat it as a resource to reduce social risks and social conflicts

motivated by xenophobia, migrant-phobia, social aggression and intolerance. A British Council Study (2006) revealed many cultural stereotypes and prejudices that teachers, as well as students, had in the North Caucasus area. They often felt unappreciated and threatened by the minorities and teachers' attitudes were often projected onto students. On the contrary, Aleksandrov (2012) results show that migrant and ethnic minority children have a high level of motivation as their academic achievement is on the same level as their counterparts at the same school. The analysis of communication networks in the classroom shows the absence of the discrimination of ethnic minorities by the ethnic majority.

Several projects already underway in **SVN** implicitly or more explicitly involve SEI education by focusing on the education of minorities and migrants, violence in schools, and education for sustainable development (see Section 4). A systematic review of their findings and outcomes is missing.

Despite the presence of several (system, school, classroom) initiatives on SEI education, they are not systematically evaluated and researched and only some individual research studies can be found in the participating countries.

The existing studies revealed the challenges of effective SEI learning in terms of inadequate student outcomes in intercultural dimensions (HRV), ethnocentric orientation and thus the quality of the textbooks (BIH) and insufficient teacher competences (HRV, MDA, RUS).

6 Evidence-based policymaking

The aim of this section is focused on the (non-)existence of evidence-based policymaking in the field of SEI education in the participating countries. It looks particularly at whether school performance evaluation includes a focus on SEI education and whether there are any indicators set in national policies to measure the achievement of the policy goals regarding SEI education.

Table 8: Evidence-based policymaking in the field of SEI education

Country / measure	AZE	BIH	HRV	MDA	RUS	SVN
Indicators to measure achievement	State Standards for General Education (2019, draft) Qualification Framework for Lifelong Learning (2018)	Common Core Curriculum (2018)	Education standards (curricula of a particular subject)	Learning efficiency standards (2012) Quality standards for primary and secondary general education institutions from the perspective of a child-friendly school (2013)	Federal education standards (2013)	Education standards (curricula of a particular subject)
Evaluation of school performance	-	-	-	Methodology for school evaluation/ authorisation (2020)	-	Formative evaluation
Evaluations of policy initiatives	-	-	-	-	-	-
The main findings	-	-	-	-	-	-
Improvements based on evaluation	-	-	-	-	-	-

In **AZE**, educational goals in terms of values and competencies, which are implicitly related to SEI education, are operationalised in the State Standards for General Education. For example, in the framework of tolerance, students should develop tolerant and sensitive attitudes towards cultural diversity in the form of distinguishing diverse cultures by their characteristics and justifying the unacceptance of ethnic and racial discrimination. In addition to this, in the Qualification Framework for Lifelong Learning SEI performance descriptors are partially defined. For example, the development

of autonomy and responsibility in primary education include the following students' outcomes: showing fair, careful and tolerant attitude towards people /…/ and learning to percieve reality as it is; in secondary education it includes: taking responsibility for one's own duties, adapting to how to perform in different social environments, evaluating the outcomes of one's own work. Although the State Standards for General Education quite clearly define SEI issues, the document includes very limited information about how to measure the progress based on the given standards. The practical application of these standards in practice is therefore not clearly defined.

In **BIH**, most national/regional educational policy documents do not mention indicators for measuring whether the education goals relating to SEI education in schools have been achieved. All framework laws on pre-school, primary, secondary, and higher education require supervision over the legality of the work of educational institutions but do not specify the indicators of the achievement of the goals.

Student assessment is not well developed and is mainly focused on numerical indicators, while other aspects of evaluation, such as students' development reports are scarce. From this aspect, it can be argued that SEI education goals and the students' SEI development in BIH have not been systematically measured.

Anyway, it can be argued that the indicators (outcomes) of SEI education are listed within the Common Core Curriculum learning outcomes. These are defined for different subjects and progressively for different student ages. For example, for 14-15-year-old students, the following outcomes of intercultural education are supposed to be achieved: being aware that culturally different groups can collaborate in order to improve general well-being, comparing the characteristics of their cultural group with the characteristics of other groups within a multicultural society, and understanding the interaction between different cultures. The expected outcomes of SEI learning in foreign languages can be understood as the awareness of one's own abilities, self-motivation, and built-up self-confidence, as well as the recognition of one's own emotions, quality interpersonal communication and co-operation.

In **HRV**, although the Strategy on Education, Science and Technology (2014) is among others based on the principles of evidence-based policymaking and systematic monitoring and the evaluation of the results of implemented measures, no evidence of the systematic monitoring of SEI education and its outcomes has been identified.

The new curricula for personal and social development state clear educational standards in terms of the expected knowledge, skills and attitudes of students at three different levels of primary and two levels of secondary education in each domain (Me, Me and Others, Me and Society).

In **MDA**, no data about the existence of evidence-based policymaking in the field of SEI education has been identified. The Methodology for School Evaluation/Authorisation was approved in 2020, however, it includes only some elements of students' well-being in schools. This corresponds with the Soros White Paper (2018), which stresses the importance of evaluating the field in the framework of the inspections of the National Agency for Quality Assurance in Education and Research and establishing an efficient (national) measurement framework, which would provide conclusive evidence about the best practices and approaches to the development of the well-being of students in schools.

In **RUS**, federal educational standards present a set of mandatory requirements for the basic educational programmes implementation of primary, secondary and higher educational institutions with state accreditation. SEI competencies are implicitly involved in these standards. For example, the standards for pre-school set requirements for programmes that should ensure the development of the child's personality in 5 areas, including a) inculcating of universal standards and values adopted in society, including moral and ethical values; b) the development of communication and interaction of the child with adults and peers; c) the formation of independence, the focus on the self-regulation of their own actions; d) the development of SE intelligence, emotional responsiveness and empathy. For the primary school level, it includes "the development of an ethical mindset, goodwill and emotional and moral responsiveness, the understanding and empathy for the feelings of other people" and "social self-identification through personally significant activities". In high school standards (2009) there is an emphasis on social skills (socialisation), and the formation and development of the ability to "define national identity in a multicultural society". The educational standards of students with disabilities (2014) include the formation, development and correction of SE skills.

Despite the established educational standards, there is no systematic measurement of SEI education outcomes on the national level. Nevertheless, the Laboratory for the Sociology of Education and Science of the Higher School of Economics in St Petersburg has developed a tool for assessing the socio-psychological school climate.

In **SVN**, **the** knowledge standards, objectives and main contents for each subject are defined within the subject curricula. Supplements to the subject curricula include special didactic recommendations as well as the examination and assessment of knowledge. In SVN, formative assessment as a tool to obtain feedback on the teaching and learning process is well developed.

In SVN, an important step towards evidence-based policymaking in the field of education is presented by a new framework for identifying and ensuring quality in the field of education, currently still in a development phase. The new framework aims to unite different existing (internal and external) approaches to the monitoring and evaluating of educational institutions and system in a single comprehensive model, including coherent quality indicators. These should involve not only cognitive but also SE outcomes of education (Ministry of Education, Science and Sport, 2017).

The SEI education goals in the participating countries are not systematically measured (either by specific national indicators, the evaluation of SEI school performance or systemic evaluation of policy initiatives).

The review of national assessment policies reveals that all participating countries do not require a formal assessment of the students' SEI competencies (e.g. through the use of standardised tests in the assessment of cognitive competences). Nevertheless, all of them define a set of content standards and/or expected performance at a particular students' age. How the achievement of these standards is measured in practice, remains mostly unreported. This calls into question the actual achievement of SEI education goals stated at the national level. In order to better develop evidence-based policymaking in the field, SEI competencies at the national level should be more systematically measured.

7 Conclusions

This mapping study provides the following tentative conclusions regarding the state of SEI education policies in six NEPC countries.

SEI education is embedded in the education policies of the participating countries. This is evident from the goals implicitly and explicitly stated in national legislative and strategic documents. With the exception of RUS, where SEI education policies are mainly focused on an intercultural dimension, in all the other countries (AZE, BIH, HRV, MDA, SVN) all three dimensions (social, emotional and intercultural) are (equally) represented. The embeddedness of all three and each particular dimension can be explained by the historical and cultural background of each particular country, the recognised challenges of the educational systems (also in terms of PISA well-being results, presented in Section 2), as well as the existing (nationally motivated and/or internationally supported) education reform processes in which SEI education is gaining prominence in recent years.

There is a lack of a clear definition of SEI education in the participating countries. These can be explained as a reflection of the variety of theoretical insights supporting SEI education. The lack of clearly stated conceptualisation of SEI education at the national policy level can nevertheless present an obstacle for its effective implementation in practice. The formulation of distinct national understandings and definitions of SEI education contains the potential of building coherent and effective policies in the field.

The SEI education goals in the participating countries are mainly well elaborated in terms of educational standards in almost all the participating countries. Nevertheless, various challenges exist with their actual implementation in practice. The information, to what extent these standards are coherent with general strategic goals in higher-level (legislative and strategic) policy documents is missing. How different national/school/classroom level measures in the participating countries contribute to their effective realisation is not evident due to a lack of policy-oriented research in the field (Section 5). The mostly underdeveloped assessment strategies for monitoring students' progress in SEI learning (Section 6) present an additional challenge for ensuring the effective implementation of SEI education approaches in practice and evidence-based policymaking in the field (Section 7).

Various national/school/classroom level measures for promoting SEI education are evident in the participating countries (Section 4). Apart from the curricula and to some extent the initial and continuous professional development of teaching staff, these measures are mainly voluntary based and project-oriented. Although these measures have several advantages in terms of enabling the adaptation to the local needs, innovation development, and flexibility in implementation, they do not guarantee a permanent, coherent and national-wide systemic approach to the promotion of SEI education. Providing the right balance between national measures (top-down approach) and classroom and school measures (bottom-up approach) presents a challenge and a promising way of mainstreaming SEI education in the participating countries.

There is a variety of national approaches dealing with SEI education. The variety of the approaches identified reflects the institutional diversity of the participating countries, as well as the cultural conditionality of the content of SEI education. At the same time, the variety of approaches gives an excellent opportunity for sharing experiences (including challenges and good practices) within the NEPC network and the wider international community.

The results of this mapping study are consistent with scarce existing international mapping studies in the field (e.g. Cefai et al., 2018; Štremfel, 2020). It reveals the similar challenges of establishing coherent national systems for supporting SEI education. It also identifies various new approaches to the promotion of SEI education (e.g. a distinct subject in SEI learning) that have not been identified in other (EU) countries. The results of this mapping study give the NEPC network a clear message to continue its activities with further exploration and the participation in international debates and the advocating of the necessary changes in educational systems in the field of SEI education.

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