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# European Assessment Protocol for Children's SEL skills EAP\_SEL

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## The Project

The **European Assessment Protocol for Children's SEL Skills (EAP)** project is included in the European Funding Programme in the Field of Education and Learning, known as **Lifelong Learning Programme 2007-2013 (LLP)**, a lifelong learning program that allows people to pursue learning opportunities on European scale, at every stage of their lives.

The sectorial sub programme, **Comenius**, of which the EAP\_SEL project is part, is defined by its concern with the educational community and is intended to lead both teachers and students to develop knowledge and understanding of differences in culture, values and language. It aims at helping young people gain general and transversal key competencies that are also essential to their personal development, future employment and active citizenship.

The project is coordinated by University of Perugia (Italy) and envisages the contribution of a partnership composed of different countries: Croatia, Slovenia, Switzerland, Sweden and Italy (Udine).

The keystone of the project is made up of the introduction, in the curricular teaching programmes, of the *Social Emotional Learning (SEL)*, as it is internationally known, and the creation of a protocol that will assess the emotional and social maturity of the children in the primary school.

Thanks to the collaboration of 36 other partners from all over Europe, the project aims to induce an actual changing in the daily practice of teaching-learning.

## Purposes and objectives

Research shows that social and emotional skills can be taught and hold a key place in improving learning in children at school, preventing the appearing of potentially problematic behaviour. By acknowledging its importance, not just for the students but for teachers as well, this research aims to develop skills of cognitive, emotional and social nature that would allow identifying, expressing and managing emotions, developing assertive and pro-social skills, taking responsible decisions and establishing positive interpersonal relationships

The main purpose of this project is the creation of a standardized assessment tool that will be able to offer precise evaluation guide-lines for SEL skills in children and will guarantee the high quality of SEL interventions on an European dimension.

Amongst the various objectives of the project, it stands out the one who aims to improve, promote, assess and spread an innovative European dimension of teacher training in the field of Social Emotional Learning and to create an integrated approach to the teaching-learning practices. It is also intended to support the transversal key competencies with the goal of reinforcing social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment.

The most innovative elements of EAP-SEL project amount to a European model of social-emotional education and the establishment of a European Committee that will periodically supervise the state of the art of SEL in Europe, fostering its diffusion and sharing.

## Activities

Involved in the EAP-SEL project are students and teachers from primary schools of the 5 partner countries: Italy, Switzerland, Croatia, Slovenia and Sweden. In every country 10 first year classes at primary school (school year 2013/2014) will be selected in order to start the intervention of social emotional learning (experimental classes) and other 10 first year classes, where no intervention will be carried out (control classes), will be involved. The classes will be selected on the basis of specific criteria and the resulting target group will be made up of about 1,000 students of primary school all over the European area.

Teacher assessment and direct children assessment will be collected relatively to SEL competencies and behavioural outcomes; the obtained data will help assess the effectiveness of the experimental intervention carried out in class.

The experimental activities will last 24 months and will take children and teachers through first to second class of primary school under a continuous monitoring.

