

**Proceedings of the 2023  
Oxford Symposium in  
School-Based Family Counseling**

Edited by

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ISBN: 978-1-952741-35-7

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## FOREWORD

Dear readers,

Welcome to the third School-Based Family Counseling (SBFC) webinar proceedings. The consequences of two major crises influenced the 2022 SBFC webinar: The COVID-19 pandemic and the war in Ukraine. In times of crisis and stress, one of the social institutions that plays an important role in assisting children to cope with disasters and trauma is school. These crises have highlighted the expanding significance of mental health services in schools, the importance of families, and the necessity for collaboration between family, school, and community. The 2022 articles proceedings highlighted challenges and achievements for SBFC practitioners in helping school communities to cope with trauma.

The articles emphasize the importance of empowering children, teachers, school staff and family with coping strategies to help them be resilient, adaptive, and ready for an unpredictable future. The writers also shed light on the importance of cultural sensitivity in the context of immigrants and refugees, as well as the special demands of non-Western people's psychiatric care. Evidence-based experiences and interventions described allow us to reflect on the role of the SBFC practitioner in creating partnership between the school, the family, the community and mental health providers enhancing resilience, the sense of hope and compassion in situations of trauma, and in empowering school community actors in their role as agent of change.

We would like to thank the writers for sharing their research, experiences, and knowledge with us. The proceedings is peer reviewed, we thank the reviewers for their time and expertise. We hope our readers enjoy the fruitful and informative proceedings of the 2022 webinar.

Editors,

Nurit Kaplan Toren

Celina Korzeniowski

# Social and Emotional Skills in New Ukrainian School: Continuing Journey of Educational Transformation

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## ABSTRACT

EdCamp Ukraine has initiated research that is striving to educate the heart and mind of Ukrainian students. Through coordinated efforts occurring at multiple levels, EdCamp Ukraine has forged a unique partnership with Emory University's Center for Contemplative Science and Compassion-based Ethics. Through this partnership, EdCamp Ukraine has implemented Social, Emotional, and Ethical Learning (SEE Learning) across Ukraine. Given the challenges associated with war, that effort has been hindered. SEE Learning is undergoing validation through both quasi-experimental and qualitative research on an international scale and in the context of Ukraine. The adaptation of SEE Learning in the Ukrainian context enables it to meet the short-term and long-term needs of students by providing tools and resources that promote trauma and resilience-informed care, attention training and awareness, ethical and compassionate discernment, and the capacity to engage in systems thinking. SEE Learning is creating the basis for Ukraine to fulfill its vision of transformational learning as outlined by the United Nations, and within the Ukrainian Education Policy and the New Ukrainian School reform in particular. Through international support, grassroots efforts, and the establishment of collaboration, it will be possible to rebuild Ukraine and to support the development of future citizens who embody resilience, awareness, and compassion.

## KEYWORDS

Ukraine, education, New Ukrainian School, SEL, social and emotional learning, transformation, research, compassion

## INTRODUCTION

In 2017, Ukraine made a strong commitment to education reform with the adoption of its "New Education Law." According to Lilia Hrynevych, Ukraine's Minister of Education in 2016-2019, this law was intended to become "the key instrument for modernizing Ukraine's education system and bringing it up to EU standards" (as cited in Tulup, 2017, para. 2). In 2015, EdCamp Ukraine NGO was formed to support innovation and the implementation of best practices in education across the nation. For the past eight years, EdCamp Ukraine has created a network of around 40,000 teachers. EdCamp Ukraine works with individual teachers, schools, and communities through national policy advocacy to foster transformation at all levels of the national education system. Through a process-based approach to change, EdCamp Ukraine embodies the principles of responsibility, collaboration, openness, growth,

self-care, and joy through its efforts to effect change and promote sustained transformation at all levels of the education system. Due to its role as a driver of education reform, EdCamp Ukraine has the capacity to lead Ukraine during this time of crisis and through the post-war era. The New Education Law adopted in 2017 must be reimagined to support the rebuilding of the education system within Ukraine in a manner that accommodates the deep scars that have been created as a result of three years of education disruption that are attributable to the Covid-19 pandemic and the invasion of Ukraine by Russia. According to the United Nations, “transforming education means empowering learners with knowledge, skills, values, and attitudes to be resilient, adaptable, and prepared for the uncertain future while contributing to human and planetary well-being and sustainable development” (Thematic action tracks, Action Track 2: Learning and skills for life, work and sustainable development, para. 2).

### **Social Emotional Learning Needs in Ukraine**

Ukrainian teachers and parents recognized the need to develop social and emotional skills in their children long before the challenges of the war in Ukraine and the COVID-19 pandemic arose. This need had been articulated into national education legislation including the 2017 Law on Education, the 2019 Law on General Secondary Education, the 2018 State Standard for Elementary Education, the 2020 State Standard for General Secondary Education, and the Professional Standards for the Secondary school teacher of elementary classes, Secondary school teacher, and Elementary school teacher (junior specialist) approved in 2020.

The national education legislation lays the foundation for efficient introduction of social and emotional learning (SEL) into the Ukrainian education system. The new standards for elementary and basic schooling require learning outcomes include skills and competencies that mirror those established with the “The European Framework for Personal, Social, and Learning to Learn” (European Commission, Joint Research Centre, 2020). This framework was developed to provide consistent tools to aid the implementation of social and emotional learning throughout Europe. The New Ukrainian School reform or NUS (Hrynevych et al., 2016), which informed the 2017 Law on Education, stresses the importance of transforming the school from being the school of only knowledge to the school of competencies. Learning should result in development of cross-cutting capabilities, i.e., soft skills that are shaped with the help of social, emotional, and ethical learning.

EdCamp Ukraine lobbied and participated in developing the new legislation and served as an ambassador for promoting the socio-emotional paradigm. In 2019, EdCamp Ukraine introduced Ukrainian students and teachers to a global program that builds upon best practices in social-emotional learning called Social, Emotional, and Ethical Learning – SEE Learning (Ozawa-de Silva & Frazier, 2020). SEE Learning is a framework and curriculum that promotes resilience and prosocial responses through the development of inner resources and competencies that foster personal wellbeing and elicit compassionate responses on the part of students and teachers. This document provides a trauma-informed roadmap of how education within Ukraine can foster competencies that foster awareness, resilience, and compassion within students and teachers. For the past three years, thousands of teachers and countless more Ukrainian students have received training in SEE Learning and 26 schools have participated in the national pilot of developing soft skills in students through implementing SEE Learning.

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In 2021, a feasibility study titled “Social and emotional learning in Ukraine: Today and the Future” (Hrynevych et al., 2021) was conducted, helping to assess the level of educators’ readiness and acceptance for SEL. The study included 3,657 participants (3,237 educators and 420 school principals). Schools were selected from a representative sample from all government-controlled areas of Ukraine, — 409 schools. The group of schools along the demarcation line of the Donetsk and Luhansk regions of Ukraine included 20 schools. Within the school sample, 26 schools are SEE Learning pilot schools where EdCamp Ukraine evaluates teachers’ attitudes, awareness, and related needs/issues with both SEE Learning and SEL in general.

The survey findings showed that teachers were aware how important social and emotional skills are for students but noted they lack methodology and learning materials. Educators were optimistic about their awareness what SEL is, but much more modest about their competencies in it (see Figure 1). Both criteria were higher with educators from schools that participate in the SEE Learning pilot led by EdCamp Ukraine (detailed further in the paper). When asked about their role in developing social and emotional skills in students, half of educators from the study never said they were fully competent in doing that. The skills that are harder to teach include “the skills of self-control in difficult situations,” an extremely important competency for today.

The chart provided below titled “How competent do you think you are in social emotional learning” demonstrates that the majority of educators feel very confident, confident, or somewhat confident in their knowledge and ability to deliver SEL to students. When asked if they would like to implement SEL in their respective schools, the school leaders resoundingly stated that they would like to implement SEL for their students and community. One factor that contributes to the interest and desire to implement SEL and SEE Learning is the trauma students and teachers have experienced over the past three years. Without providing tools and resources to navigate trauma or distress, there will be lasting implications for the future of Ukraine and its capacity to rebuild in the post-war era.

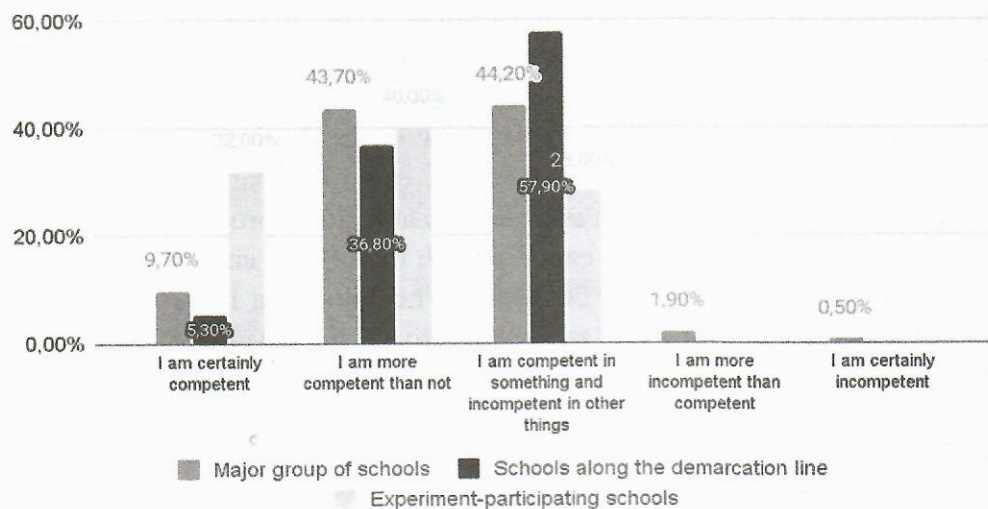


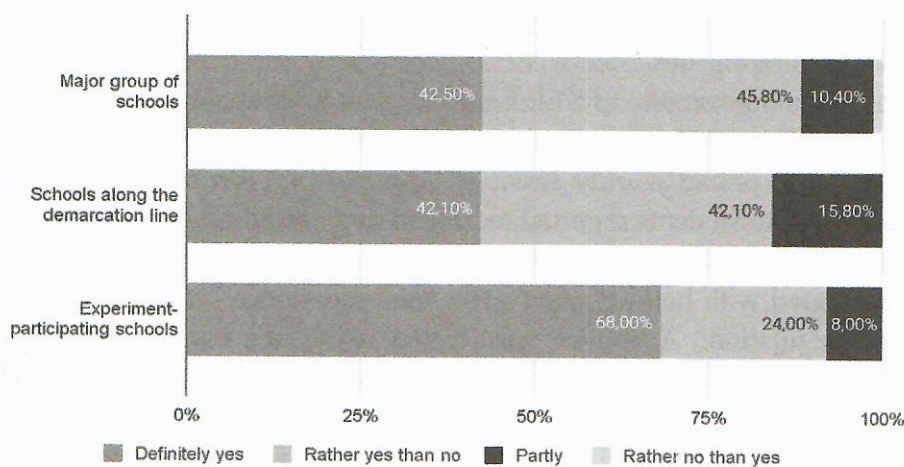
Figure 1. Beliefs about Competency in Social and Emotional Learning

Note. Responses [in percentage] to the question “How competent do you think you are in social and emotional learning?” for various categories of study participants (Hrynevych et al., 2021, p. 312).

The feasibility study findings show that educators feel some inability to efficiently develop these skills in their students. The reasons include, among other, the lack of relevant components in higher pedagogical education and lack of professional development programs that include those skills. Over the past 12 months, more than half of educators (55 %) never participated in a professional development program that would include at least some SEL modules. At the same time, high level of motivation to get trained in these skills is encouraging; for example, 74.2 % of teachers from EdCamp Ukraine’s SEE Learning pilot schools said they would do that, as well as 71.7 % of social pedagogues, and 70.5 % of school counselors. The latter insisted the most on the importance of social and emotional skills.

Among school principals from institutions that participate in the EdCamp Ukraine SEE Learning experiment, 92 % believe that development of social, emotional, and ethical competencies with teachers are very much needed and important (see Figure 2). Similar trend is observed among teachers: 59.1 % of educators from experiment-participating schools would like to introduce SEL systemically in their teaching.

25.4 % of study participants from schools along the demarcation line, who had had personal experience of the war, said in spring 2021 that residents from their regions, i.e., the people who had personally experienced the war, are those who need SEL the most (this should be paid close attention now, when entire Ukraine is experiencing the large-scale war in person)



**Figure 2. School Principals about Introducing Social and Emotional Learning**

Note. Responses [in percentage] by school principals to the question “Would you like to introduce social and emotional learning in your school?” for various categories of study participants (Hrynevych et al., 2021, p. 312).



Based on the survey findings, we can infer that socio-emotional learning, as well as its enhanced version SEE Learning that is being implemented by EdCamp Ukraine, is in great demand by teachers to develop soft skills in students and achieve general wellbeing in society.

### **Overview of SEE Learning Global Impact and Research**

In 2019, when speaking about socio-emotional skills, Dr. Daniel Goleman called SEE Learning SEL 2.0 and stated it showed the way to the future direction for this critically important educational approach (as cited in Ozawa-de Silva & Frazier, 2020, The SEE Learning program, para. 4). Currently SEE Learning is growing in its capacity to shape communities, states, and even countries. Below are some highlighted examples of how SEE Learning is being recognized. The references below highlight the interconnected nature of policy, research, school implementation supports, and training teachers through facilitator development. One of the best examples of SEE Learning being implemented to scale is occurring in Colombia, at SEE Learning Foundation Levapan founded in 2022. Through a partnership with the local municipal government, the Secretary of Education, and a regional foundation, SEE Learning is being implemented city-wide in Tuluá, Colombia. In 2016, the civil war ended and the nation began transitioning towards peace. The epicenter of the conflict was Tuluá. The implementation of SEE Learning represents a courageous step towards the healing of a nation. A plan to scale this pilot experience nationwide was developed. SEE Learning has been accepted by the Ministry of Education in the Czech Republic and provided accreditation for schools throughout the nation to adopt and receive financial support to implement the program. Another European example of national implementation is occurring in Luxembourg, tied to the Ministry of Education. The Center for Social Emotional Development (Centre Pour Le Développement Socio-Émotionnel) established in 2022 is currently training its staff to become SEE Learning facilitators and to translate the program into their native language for national implementation.

The Center for Contemplative Sciences and Compassion-Based Ethics has begun the process of demonstrating the effectiveness of educating the heart and mind. In 2019-20, a pilot study of the online version of SEE Learning was conducted in a public school district in the southeastern United States. Students, primarily in elementary and middle school participated in eight online weekly sessions. The students demonstrated high to very high levels of engagement. Students reported increased understanding of the nervous system, self-compassion, and compassion for others. The vast majority of students reported increased behaviors associated with helping more often, reduced stress, greater focused attention, and improved self-regulation. A model was tested using regression analysis to determine preliminary trends in the relationships between attendance, practice, and choice. These factors demonstrated a significant association with increased scores on the Learning & Doing Student Satisfaction Survey.

| Nested Regression on Student Experience Survey |           |          |          |
|--|-----------|----------|----------|
|  | (1)       | (2)      | (3)      |
|  | stud_sum  | stud_sum | stud_sum |
| Attendance                                     | 2.763***  | 1.714*** | 1.107*** |
| Engagement                                     |           | .814***  | .113     |
| Skills practice                                |           | 6.105*** | 1.229*** |
| Did you teach others                           |           | 2.126*** | 1.232*   |
| Was choice made clear                          |           |          | 1.113*   |
| Did you like SEE                               |           |          | .884**   |
| Did you learn anything                         |           |          | 2.869*** |
| Can you use LEs at home                        |           |          | 2.455*** |
| Would you recommend                            |           |          | .582     |
| Anything you did not like                      |           |          | -1.311** |
| _cons  | 25.568*** | 4.823*** | 4.502*** |
| Observations                                   | 709       | 705      | 623      |
| R-squared                                      | .036      | .431     | .655     |

*Standard errors are in parentheses*  
\*\*\*  $p < .01$ , \*\*  $p < .05$ , \*  $p < .1$

**Table 1. Student Experience Survey: Regression Analysis Results**

Overall, students reported increased development of foundational skills and understandings of compassion, body awareness, and reduced stress even in this short exposure. The key factors that demonstrated most significance were attendance, having the opportunity to practice, and having a sense of choice.

### SEE Learning Studies in Progress

During the 2021-2022 school year, the SEE Learning program at Emory University (USA) together with its international affiliates began the in-person implementation of the program. SEE Learning is in the process of conducting international studies across multiple countries (Spain, Brazil, Mongolia, Kenya, Sweden, Ukraine, USA, and India) to study the preliminary impact of the late elementary SEE Learning curriculum on student outcomes (Research – Emory University). Additionally, SEE Learning is in the process of conducting case studies to illustrate the implementation flexibility of the program across additional international sites. These studies are all aligned across sites and will demonstrate the effectiveness of the SEE Learning program within and across global sites. As these studies are being conducted, the SEE Learning program implementers are going through a rigorous process of assessment, translation, development, and piloting. EdCamp Ukraine is at the forefront of research and implementation.

### SEE Learning Implementation in Ukraine

In Ukraine, Social, Emotional, and Ethical Learning is implemented nationwide by EdCamp Ukraine. SEE Learning is one of the most successful of organization's activities. It's being introduced within the largest education reform of the past decade dubbed "New Ukrainian School." The introduction started in the fall of 2019 when the Ministry of Education and Science of Ukraine approved the nationwide SEE Learning experiment (pilot) in 26 schools from 23 regions of Ukraine for the next five years (Ministry of Education and Science of Ukraine, Order No. 1431, 2019).

Within the experiment, a professional SEE Learning community has been created (as of July 2022, it comprises 298 teachers) which teaches SEE Learning to over 5,000 students

of elementary and secondary schools, mostly as additional, free-choice classes, and within class hours and study groups. Many teachers have integrated SEE Learning practices into various lessons, including for inclusive classes they teach with assistants.

EdCamp Ukraine spends much time on the development of this professional community. They hold monthly online meetings with teachers where they discuss SEE Learning implementation and “difficult cases” that might and do occur in classes. Since the experiment launched, 12 supervisions with separate schools have been conducted, where they discuss pre-recorded videos of SEE Learning classes, results of self-assessment (using the form suggested by Emory University), and teachers’ own progress in SEE Learning.

SEE Learning professional community also functions virtually, as a social media community. Its participants communicate with each other, share their experiences, and help each other professionally. The previously discussed study “Social and Emotional Learning in Ukraine: Today and the Future” (Hrynevych et al., 2021) has confirmed a high level of SEL competencies among educators from experiment-participating schools. These teachers, compared to respondents from other schools, demonstrated higher levels of knowledge and competency in SEL, assuredness of their capability to develop social and emotional skills in students, better attitude to SEL, and higher level of readiness to introduce it.

As the intervention of SEE Learning started, EdCamp Ukraine also actively advocated SEE Learning as a national education policy, which resulted in several policy changes at the national level. Social and emotional competency has been included in the State Standard (Decree, Cabinet of Ministers, 2020) for general secondary education as an obligatory competency to be developed by students. Emotional and ethical competency has been added to Professional Standards for teachers (Ministry of Economy, Trade, and Agriculture Development, 2020), obliging them to develop this competency when being trained as teachers and helping them to define direction for their own professional development.

These achievements paved the way for further development and scaling of SEE Learning in Ukraine. To make this process even more successful, EdCamp Ukraine made several important steps:

1. an official webpage for SEE Learning in Ukraine as a single info hub has been created (Social, emotional and ethical learning 2022);
2. all methodology materials by SEE Learning developers, including an introductory online course, written and audio practices, have been translated, adapted, printed, and distributed;
3. a series of guidebooks “I (Practice) SEE Learning” has been created by the EdCamp Ukraine team, aimed at helping teachers to assess students’ achievements, work on SEE Learning with parents, unite like-minded people into a powerful SEE Learning community, and an additional guidebook for parents on using SEE Learning practices at home;
4. a blog on SEE Learning introduction has been created on Ukraine’s most popular education portal, New Ukrainian School (Nova Shkola), with materials by scientific advisers of the SEE Learning experiment and teachers’ stories about their experience with the program, including the use of practices;
5. model learning programs on SEE Learning for grades 1–2, 3–4, 5–6 (June 2021) and 7–9 (June 2022) have been created and recommended for use in Ukrainian schools,

6. online SEE Learning training will be conducted for several pilot schools that introduce the general secondary education standard within the New Ukrainian School reform (Sept. – Oct. 2022),
7. combined offline/distance training of SEE Learning trainers' cohort (June through December 2022) has started, mentored by experts from Emory University and the first cohort of Ukrainian facilitators trained by Emory University. The purpose is to scale up the program in 2023, with an ambitious goal to bring SEE Learning into each Ukrainian school.

Socio-emotional paradigm has been developing within traditional EdCamp events. SEE Learning-related topics have become one of the most popular during (un)conferences organized by EdCamp Ukraine. In 2021 alone, SEE Learning component, especially about joy in life and education, has been central among what was discussed and practiced with scientific, psychological, celebrity, spiritual, and education circles within the National EdCamp Joy "High Five, Education!" Fifteen regional (un)conferences of the same year included special sessions titled "Resiliency Dimensions: Personal, School, Systems," aimed at developing body, emotional, social, and professional resiliency of teachers. There has been a special achievement: a dedicated (un)conference titled "SEE Learning in action: Your emotional reboot" in Melitopol, the Zaporizhia region, which gave an impetus to an unprecedented decision by local authorities to introduce SEE Learning in all 25 schools of the city (this will start as soon as Melitopol is liberated from Russian occupation),

The research EdCamp Ukraine was involved in has also demonstrated the results of SEE Learning implementation. The earlier discussed nationwide representative study titled "Social and Emotional Learning in Ukraine: Today and the Future" researched SEE Learning pilot participants alongside with other schools and showed high demand for social and emotional skills and their training (Hrynevych et al., 2016, pp. 149-240). Another special study (with a mapping component) has been held, showing all active programs on social and emotional learning in Ukraine (Hrynevych et al., 2016, pp. 107-148).

The war with Russia affected the introduction of SEE Learning in Ukraine in significant ways. On one hand, this process is now replaced with more urgent needs, like having a comfortable space for schooling, which is not always possible. As of June 20, 2022, 209 schools have been destroyed in Ukraine, 2,028 were partially damaged (Juvenile prosecutors, 2022). Regions with no active fighting are also only relatively safe because missile strikes are conducted across Ukraine's entire territory. In addition, some schools temporarily host IDPs. Given that, the lessons are less systematic and conducted online. Out of 26 schools participating in the SEE Learning experiment, 21 schools continue operating (the other five are located on temporarily occupied territories or in active fighting zones). One of the schools in the frontline city of Mykolaiv has increased the number of classes with SEE Learning as parents demanded to replace Russian language lessons with SEE Learning classes.

The war has increased children's levels of stress significantly: according to a study titled "Changes in children's lives during the war" (April 2022), 50 % of children aged 0–18 reported deterioration in mental health, ¾ of them experience specific symptoms like mood swings (45 %), higher anxiety (41 %), sleep deprivation (29 %), deterioration in attention, memory, ability to learn (16 %), aggression outbursts (14 %), and more (Gradus Research Company, 2022).

Therefore, at the time of war SEE Learning has become a lifesaver – “lifebuoy ring” for children and adults from the experiment-participating schools who had a chance to learn the SEE Learning skills earlier. The teachers from the experiment schools mostly said that SEE Learning practices proved useful for themselves in the first place. Without the peace and resiliency they had mastered, they would not have been able to help others. Some teachers said children were able to use the practices in stressful situations and sometimes even proactively asked teachers to allocate some time for SEE Learning (Osvitoria, 2022).

It should be noted that relevant to the ideas and practices of social, emotional and ethical learning is the established global concept of school-based family counseling (SBFC), which is based on a comprehensive approach to student mental health, focusing on both school and family and aimed at helping children overcome personal problems and achieve success in school (Gerrard, 2022). While mainstreaming SEE Learning in Ukraine during the hostilities and when overcoming their consequences, SBFC can become an important tool for supporting child and family resilience. In this context, SBFC resonates with SEE Learning, because it shows a system approach to working with parents and children's guardians, sees them as partners and is implemented through a complex of measures at the school and family level (school intervention, school prevention, family intervention and family prevention). In this paradigm, the community influences the processes that are happening within the family and school at the systems level.

SBFC offers effective methods of coping with stress in children and adults, which can be found in SBFC disaster copying manuals also translated into multiple languages and available as free electronic copies on the Disastershock.com website (Gerrard et al., 2020). Due to the integrated approach that the SBFC concept offers, it has a high potential in overcoming the effects of psychological trauma in children, which is extremely important both during martial law and during post-war recovery and is a promising direction for expanding and updating educational activities while implementing SEE Learning in educational institutions of Ukraine, which requires wide coverage among educators of Ukraine and integration in communities.

At the time of war, EdCamp Ukraine introduced several anti-crisis initiatives related to SEE Learning. A series of materials on sensitive topics have been published, including on adaptation of IDPs in a new location, productive reaction to stress, and how to talk with kids about the war. A series of informative and educational classes based on SEE Learning has been held live on YouTube for students from grades 1–2, 3–4, and 5–6. For teachers and all those interested, a project called “Daily Resiliency Space” has been implemented, based on the developments of the Community Resiliency Model by Trauma Resource Institute (USA), which model is one of the central components of SEE Learning (Freeman et al., 2021). This extended series of webinars is dedicated to the most painful issues (suggested mostly by webinar participants) about war, self-support, support for others, including kids of different age groups. The project started urgently in the first days of the full-scale war and will last until mid-fall.

The need for comprehensive social and emotional support has gotten more acute with the war. Ukraine’s first lady Olena Zelenska spoke at the 75th World Health Assembly (May 2022) about the need to integrate psychological help into all areas of the post-war life in Ukraine (Presidential Office of Ukraine, 2022). A study by the Ministry of Education and Science of Ukraine held in 1,141 communities (May 2022) showed that trauma-informed

teaching is a priority of educators' professional development in at least half of them (570 communities) (ReliefWeb Ukraine, 2022).

For all these reasons, EdCamp Ukraine will continue the development of social, emotional, and ethical learning in Ukraine. Our plans include:

1. creation of an adapted version (for the needs of Ukrainian students during the war and in post-war period) of the SEE Learning Playbook,
2. adaptation of a Ukrainian-language version of SEE Learning curriculum for high school,
3. creation of a "building blocks set" for integration of SEE Learning components into various school subjects,
4. drafting descriptions of various models of implementing SEE Learning into learning process, from a five-minute "check-in" at the beginning of any class to designated SEEL lessons, including comprehensive rethinking of educational space,
5. a large-scale project on creation of physical spaces, "resiliency hubs," in Ukrainian schools and professional development centers, focused on the development of soft skills, entrepreneurship competencies, and integrity,
6. conducting studies of the efficiency of SEE Learning introduction in Ukraine, the results of which will be used for confirmation of SEE Learning efficiency globally.

#### **Growing the Field of SEL through SEE Learning in Ukraine**

The war caused by the Russian aggression has made the development of social, emotional, and ethical skills even more relevant in the modern world, full of challenges and threats. Social and emotional approaches, including SEE Learning, must become a comprehensive component of obligatory school programs as opposed to being an exclusive opportunity in some schools. This shift requires a complex approach that must be included in the strategy for development of education in Ukraine in the post-war period; it provides for:

1. Integration of social and emotional learning outcomes in the future state education standards, including pre-school, professional secondary education, and professional education, where SEL is defined as an obligatory component of the education process.
2. Teaching methods and technologies of social and emotional learning for pedagogy majors in colleges and universities, as well as within systemic professional development of teachers.
3. Assessing the level of social, emotional, and ethical competencies of a teacher during evaluation and certification.
4. Creation and support of pedagogical communities that actively introduce and develop SEL / SEE Learning.
5. Development of digital teaching and methodology materials available to all teachers for various age groups of students that provide for integration of SEL components into all school subjects and school counselors' activities, as well as development and introduction of a separate subject titled "Social and emotional learning" or its derivatives (like SEE Learning).
6. Considering hardships and peculiarities of schooling at the time of war and after it, placing accents on skills related to emotional and social / interpersonal processes (emotional empathy, self-control skills, ability to deal with stress, resiliency, etc.), and

focus on vulnerable groups, like children with disabilities, abuse victims, students in difficult life circumstances.

7. Comprehensive approach on school level: teaching school staff to build positive relationships, providing psychological support and help, creating a safe environment in a school, and explanations and feedback for parents.
8. Communication with the society, especially parents, on social and emotional learning's importance for successful development and self-fulfillment of an individual.
9. Conducting studies on the effects social and emotional learning programs have on psychological and emotional state of children, their academic results, and the atmosphere and culture inside a school (OECD, 2021).

In post-war Ukraine, we will be obliged to not only rebuild efficient educational spaces in our schools but also fill those spaces with learning aimed at creating moral and ethical values that will become foundation for life resiliency of our students, their successful self-fulfillment, and societal interactions. All of this is possible with systemic introduction of social, emotional, and ethical learning. After Ukraine was granted the status of an EU candidate state, these developed materials and achievements will become even more available for the European educational space, so that more countries could introduce SEE Learning in their schools and learn from Ukraine's unique experience. In this way Ukraine's efforts to foster SEE Learning nationwide will not only build a more resilient and compassionate Ukraine, but it will also create pathways for a united Europe to foster future citizens who are aware, compassionate, resilient, and engaged.

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