Strengthening Social and Emotional Education as a core curricular area across the EU

A review of the international evidence

Analytical Report

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CONTENTS

LIST OF ABBREVIATIONS

CASEL Collaborative for Academic, Social, and Emotional Learning (US)

ENSEC European Network for Social and Emotional Competence

EU European Union

MS Member states

OECD Organisation for Economic Cooperation and Development

PSCD Personal, social and careers education (Malta)

PSHE Personal, social and health education (UK)

RCT Randomized control trial

SAFE Sequenced, Active, Focused, Explicit (pedagogical approach to SEE)

SEAL Social and Emotional Aspects of Learning (UK)

SEE Social and emotional education

SEL Social and emotional learning

SPHE Social, personal and health education (Ireland)

UNICEF United Nations Children's Fund

WHO World Health Organisation

EXECUTIVE SUMMARY

Many children and young people in contemporary Europe are unfortunately coming to school carrying heavy social and emotional burdens, which are, of course, unfavourable to their learning and psychological wellbeing. Amongst the many challenges they may face that affect their education are: poverty and social inequality, bullying and cyberbullying, family conflict, consumerism, media exploitation and technological addiction, academic pressure and stress, loneliness and social isolation, migration, human trafficking, mobility, and changing family and community structures.

Policymakers and educators across the world are increasingly coalescing around a specific approach to address these many challenges, namely, social and emotional education (SEE). SEE is intended for children to develop competences in both self-awareness and self-management, and to raise social awareness and improve the quality of their relationships. These competences combine to enhance their ability to understand themselves and others, to express and regulate their emotions, to develop healthy and caring relationships, to empathise and collaborate with others, to resolve conflict constructively, to enable them to make good, responsible and ethical decisions, and to overcome difficulties in social and academic tasks. Social and emotional education is something that can be offered by schools to all children, including those affected by the additional challenges arising from various forms of disadvantage.

There is mounting evidence that social and emotional education is also related to positive academic attitudes and higher academic achievement, to increased prosocial behaviour, and to a decrease in anti-social behaviour, anxiety, depression and suicide. More broadly, it contributes to harmonious relationships, to social cohesion and inclusion in communities, to positive attitudes towards individual and cultural diversity, and to equity and social justice.

In light of this, the objective of this report is to make recommendations — on the basis of international research, EU policy, and current practices in Member States — for the integration of social and emotional education as a core component of curricula across the EU. More specifically, the report seeks to:

- Define and identify the key competences within social and emotional education;
- Review the literature to assess the effectiveness of SEE across the school years and to identify key conditions for its effective integration into curricula;
- Discuss how the universal provision of SEE may accommodate children and young people from different socio-economic, ethnic and cultural backgrounds;
- Explore how SEE is integrated into the school curricula of Member States, and to identify examples of existing good practice from several countries;
- Make recommendations at EU, national and school levels, for the effective, sustainable and feasible inclusion of SEE as a core feature of regular school curricula across the EU.

Key findings

There is clear and consistent evidence on the positive impact of social and emotional education on social, emotional and cognitive outcomes. We draw this conclusion based on a comprehensive review of international research, including an in-depth analysis of thirteen major reviews of studies and meta-

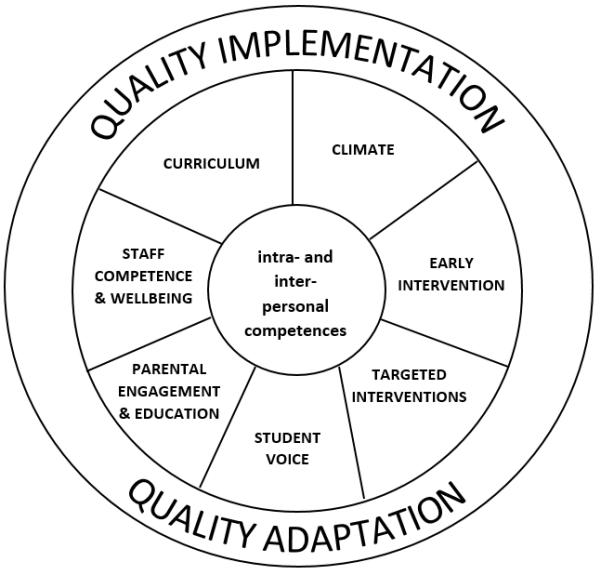
analyses. Evidence was also gathered from numerous additional reviews, studies, and research reports, amongst them several from Europe. Specifically, the findings are that:

- SEE is related to increased social and emotional competence, positive attitudes, prosocial behaviour, and mental health;
- SEE is related to reduced mental health difficulties in children and young people, such as anxiety, depression, substance abuse, and antisocial behaviour;
- SEE has a positive impact on academic attitudes and achievement, which in turn significantly increases academic performance, and which serves as a meta-ability for academic learning;
- These positive impacts have been reported across the school years from early years through to high school, and across a range of geographical settings, cultural contexts, socio-economic backgrounds, and different ethnic groups;
- These impacts persist over time, and positive outcomes have been observed during follow-up studies undertaken six months to three years after initial interventions, and longitudinal studies have indicated various positive outcomes in important areas of adulthood, such as enhanced education, employment and mental health, as well as in reductions of criminal activity and substance abuse;
- Social and emotional programmes that are universally offered to all school children have an aggregate positive impact on children, including at-risk children from ethnic and cultural minorities, from deprived socio-economic backgrounds, and those that are experiencing social, emotional and mental health difficulties. Such programmes therefore serve as a protective factor for such children, help to reduce socio-economic inequality, and promote equity, social inclusion and social justice;
- SEE is most effective when started as early as possible, from early childhood education;
- SEE facilitates both school education and lifelong learning, and contributes to lifetime success;
- SEE offers strong economic and financial returns on investment, with various studies showing that costs have been measurably exceeded by benefits, often by a considerable amount; some studies report an average cost-benefit ratio of about 11 to 1;
- SEE is also beneficial for school teachers, raising their skills, confidence and satisfaction.

Conditions for effective social and emotional education

From the literature analysis, this report subsequently develops a framework for the integration of social and emotional education as a key curricular area across the EU. The framework proposes that curricula be balanced between intra- and inter-personal competences with regular instruction in SEE skills, and supported by cross-curricular activities, the classroom climate, and a whole-school approach (Figure 1).

Figure 1. SEE implementation framework



Source: Developed by the authors from the literature analysis.

The proposed framework includes eight key components.

1) **Curriculum:** Social and emotional competences can be developed directly by children and young people through competence-based experiential learning, if goals are well-defined and allotted a sufficient amount of focused time in the curriculum. SEE competences should also be embedded in the other content areas of the curriculum (transversal, cross-curricular area). Teachers need to be adequately trained and supported in delivering the SEE curriculum at curricular and cross-curricular levels.

2) **Climate:** Social and emotional education in the curriculum needs to be accompanied by a positive classroom and whole-school climate; that, is, the active participation of the entire school community.

3) **Early intervention:** Social and emotional education is most effective when started as early as possible, from early childhood education. SEE in the early school years is related to important outcomes in adolescence and adulthood.

4) **Targeted interventions:** Social and emotional education needs to be accompanied by targeted interventions for students at risk or in difficulty, particularly those with chronic and complex problems. This includes policies and practices for behaviour, bullying and diversity. A whole-school policy will also include both universal and targeted SEE interventions.

5) **Student voices:** Students need to participate actively in the planning, implementation and evaluation of initiatives, including the design, development and assessment of the curriculum and resources.

6) **Teachers' competence and own wellbeing:** The social and emotional competence, health and wellbeing of teachers and other members of staff is a key area of social and emotional education taken as a whole-school approach.

7) **Parental collaboration:** Parents' active collaboration and education, facilitated through an empowering, bottom-up approach, is crucial for the success of social and emotional education.

8) **Quality implementation and adaptation:** Adequate and continuous teacher education at pre-service and in-service levels, good planning, and provision of financial and human and resources, are necessary conditions for the effective implementation of social and emotional education. Social and educational programmes must also be sensitive and responsive to the particularities of schools' cultures and students' needs and interests; this includes linguistic, cultural, social and other areas of diversity. In other words, SEE programmes and interventions developed in other cultures and countries need to be adapted to the needs of the context where they are being implemented. Quality adaptation, however, needs to find a balance between preserving the integrity of the intervention and making it responsive to the needs of the fresh context.

Key implications and recommendations

A review of the current state of social and emotional education in Member States shows that, while they often acknowledge and recognize the importance of social and emotional education, there are considerable differences in the level of policies, curriculum frameworks and programmes available to help schools and students to develop SEE competences. Furthermore, although there are numerous instances of good practice, there does not seem to be, as of yet, a sufficient common focus on SEE as a core curricular area. While other related areas — such as citizenship, health education, and prevention of violence and bullying — overlap with some of the goals of SEE, SEE should have its own distinct place within curricula. This requires a focus on both intra- and interpersonal competences, and it must be granted sufficient time for effective delivery. The international research evidence strongly supports the benefits of SEE in social, emotional and academic outcomes; this justifies the acceleration of SEE policy as a priority across Member States and at EU level. SEE should become a core aspect of curricula across Europe, with adequate and sufficient resources, given the amount of training and time that prioritizing it would dictate.

The following list contains the main conclusions and recommendations of this report.

For policymakers at EU level:

- Social and emotional education should be recognised as a core curricular area in the education of children and young people, and as one of the major constituents of quality education in Europe. It should accordingly be included as a distinct key area in the EU Framework of Key Competences for Lifelong Learning.

- The proposed framework for a whole-school approach to SEE should be considered throughout the EU as a roadmap for Member States to promote quality social and emotional education.

- More pilot projects need to be established, with the support of the European Commission and Member States, to develop culturally sensitive SEE materials through cooperative projects across the EU. Sharing good practice, particularly in view of the diversity of approaches and perspectives

found amongst Member States, would also serve to enrich SEE and make it more meaningful in the European context. Further EU initiatives to encourage collaboration and sharing of good practice amongst Member States through publications, research and networking, is strongly recommended.

- Funding should be provided for research projects, evaluations and analytical reports on SEE in the EU, including a meta-analysis of SEE evaluation studies which include documents in all EU languages.

For policymakers in Member States:

- Universal social and emotional education should become a mandatory content area in the curriculum frameworks of all Member States. National SEE quality standards should form a part of each Member States' curriculum, detailed in clear policies and provisions, and contain mechanisms to coordinate and guide quality implementation at regional and national levels. Social and emotional education should feature both as a key learning area of curricula and as a transversal cross-curricular theme, as a taught and embedded content area. Formative assessment should be the assessment of choice for SEE, avoiding competitive examinations and rankings of students, schools or countries. Provisions should be made for an increased amount of time to dedicate to SEE in the curricula of most Member States, so as to ensure sufficient coverage and adequate mastery in line with the proposed revision of the Key Competences Framework.

- Member States should thus examine their education objectives, curricular frameworks and learning outcomes to see whether their current policies and practices currently target a comprehensive set of social and emotional competences, such as those specified in this report, and to accordingly make appropriate revisions.

- Teacher education programmes across Member States should include competence frameworks that outline the key teacher competences necessary for the effective delivery of SEE in schools. Such competences should also include the development of teachers' own social and emotional competences.

- Social and emotional education needs to be anchored in policies across different sectors, particularly education, health and social services, to ensure integrated support and to address the socio-economic determinants of children and young people's health and wellbeing.

- Member States should provide adequate funding for the inclusion of social and emotional education into national policies and curriculum frameworks, and for providing the required resources, education, training, monitoring and evaluation; adequate funding is crucial for the feasibility and sustainability of SEE.

- Proactive dissemination of the evidence about, and best practices in, SEE, is necessary to ensure its implementation. Networks within and across Member States should be formed to raise awareness and to communicate the value and benefits of SEE to policymakers, educationalists and the global community.

For schools:

- The mission statements and objectives of schools should include a whole-school approach to social and emotional education. School policies should be clear on how they intend to promote and implement SEE policy at instructional, contextual and organisational levels.
- Schools should conduct a needs analysis to ensure that their curriculum matches the needs of their school community — including linguistic, cultural, social and other areas of diversity. Schools should also make the adaptations necessary to meet the established national standards for SEE. Schools could smooth the implementation process by integrating existing good practices in SEE when they introduce new initiatives.
- All key stakeholders, including students, parents and teachers, need to be actively involved in the curricular design, delivery and evaluation of SEE initiatives at each school. Student voices should permeate all aspects of the planning and implementation process.
- Schools need to provide adequate and continued financial and human resources for effective delivery at curricular and contextual levels.
- Schools need to have mechanisms in place for effective planning, delivery and quality assurance, and to provide support, guidance and monitoring to all school staff.
- Teachers' professional development, mentoring, social and emotional competence, and social and emotional wellbeing, are all crucial for the successful implementation and effectiveness of SEE. The professional development of school leaders is important, to ensure they will be able to inspire, guide and support their staff in the effective delivery of SEE in their school.
- Schools need to make provisions for the adequate support for students at moderate risk or with chronic and complex social and emotional needs. This is in line with the whole-school approach to social and emotional education, which includes additional external support.

These recommendations are more likely to work if they are accompanied by parallel interventions to break down barriers and create structures and systems which promote mental health and wellbeing, equal opportunities, and social justice. Placing the burden of responsibility on the 'victims' of poverty and exclusion to overcome disparity, without addressing the structural sources of poverty and exclusion and putting in place adequate social structures and systems, would be antithetical to the very essence of social and emotional education. Furthermore, the policy goals of SEE need to ensure that it avoids potential pitfalls, such as being used as an instrument of social control and conformity; it needs to be child-centred, recognizing individual differences, while avoiding pathologising children and young people.

ZUSAMMENFASSUNG

Bedauerlicherweise kommen heute viele Kinder und Jugendliche in Europa mit schweren sozialen und emotionalen Belastungen in die Schule. Diese beeinträchtigen natürlich ihre Lernfortschritte und ihr psychisches Wohlbefinden. Zu den zahlreichen Problemen, die den Bildungserfolg beeinträchtigen können, gehören Armut und soziale Ungleichheit, Mobbing und Cyber-Mobbing, familiäre Konflikte, Konsumdenken, Medien- und Spielsucht, schulischer Druck und Stress, Einsamkeit und soziale Isolation, Migration, Menschenhandel, Mobilität und sich verändernde Familien- und Gesellschaftsstrukturen.

Weltweit befürworten immer mehr Politiker und Bildungsexperten einen spezifischen Ansatz, um mit diesen Problemen umzugehen: das sozial-emotionale Lernen (SEL). Durch SEL sollen Kinder die Fähigkeit zur Selbstwahrnehmung und zum Selbstmanagement entwickeln und ihr soziales Bewusstsein und die Qualität ihrer Beziehungen zu anderen verbessern. Diese Kompetenzen befähigen Kinder, sich selbst und andere zu verstehen, die eigenen Gefühle auszudrücken und zu regulieren, gesunde und liebevolle Beziehungen aufzubauen, sich in andere einzufühlen und mit anderen zusammen zu arbeiten, Konflikte konstruktiv zu lösen, gute, verantwortungsvolle und ethische Entscheidungen zu treffen und soziale und schulische Aufgaben zu bewältigen. Schulen können allen Kindern sozial-emotionales Lernen anbieten, insbesondere aber denjenigen, die aufgrund unterschiedlicher Formen von Benachteiligung unter zusätzlichen Problemen leiden.

Immer mehr Studien zeigen, dass sozial-emotionales Lernen auch mit einer positiven Einstellung zur Schule, höheren Bildungsabschlüssen und prosozialem Verhalten verbunden ist und die Häufigkeit von antisozialem Verhalten, Ängsten, Depression und Selbstmord reduziert. Allgemein trägt SEL zu harmonischen Beziehungen, sozialem Zusammenhalt, der Eingliederung in die Gesellschaft, einer positiven Einstellung zu individueller und kultureller Vielfalt, Chancengleichheit und sozialer Gerechtigkeit bei.

Aus diesem Grund sollen in diesem Bericht auf internationaler Forschung, EU-Politik und bewährten Verfahren aus den EU-Mitgliedstaaten basierte Empfehlungen gegeben werden, wie sozial-emotionales Lernen europaweit als zentrales Element in die Lehrpläne integriert werden kann. Insbesondere behandelt dieser Bericht die folgenden Aspekte:

- Definition und Identifikation wichtiger Kompetenzen, die zum sozial-emotionalen Lernen gehören;
- Überblick über die Forschungslage, um die Wirksamkeit von SEL während der schulischen Laufbahn zu bewerten und wichtige Voraussetzungen für die erfolgreiche Integration von SEL in den Lehrplan zu identifizieren;
- Diskussion, wie die allgemeine Bereitstellung von SEL an die Bedürfnisse von Kindern und Jugendlichen mit unterschiedlichem sozioökonomischen, ethnischen und kulturellen Hintergrund angepasst werden kann;
- Untersuchung, wie SEL bisher in die Lehrpläne der Mitgliedstaaten integriert wurde, und Identifikation bewährter Verfahren aus unterschiedlichen Ländern;

- Empfehlungen an die EU, Mitgliedstaaten und Schulen, für die wirksame, nachhaltige und praktische Integration von SEL als zentrales Element der regulären Lehrpläne in der EU.

Wichtige Ergebnisse

Die Forschungslage zeigt klar und übereinstimmend, dass sich sozial-emotionales Lernen positiv auf die soziale, emotionale und kognitive Entwicklung auswirkt. Diese Schlussfolgerung basiert auf einem breiten Überblick über die internationale Forschung, insbesondere einer gründlichen Analyse von dreizehn großen Literaturübersichten und Meta-Analysen. Außerdem wurden die Daten zahlreicher weiterer Übersichten, Studien und Forschungsberichte herangezogen, von denen mehrere aus Europa stammen. Dies sind die detaillierten Ergebnisse:

- SEL führt zu einer verbesserten sozialen und emotionalen Kompetenz, positiven Einstellungen, prosozialem Verhalten und geistiger Gesundheit.
- SEL mindert bei Kindern und Jugendlichen das Risiko, psychische Störungen zu entwickeln, wie z. B. Angststörungen, Depression, Sucht und antisoziales Verhalten.
- SEL verbessert den Lernwille und Lernerfolg, die ihrerseits die schulische Leistung wesentlich verbessern und als Meta-Kompetenzen zum akademischen Lernen beitragen.
- Diese positiven Auswirkungen wurden über die gesamte Schullaufbahn beobachtet, von der ersten Klasse bis zur Oberstufe, und in unterschiedlichsten geografischen Regionen und kulturellen, sozioökonomischen und ethnischen Gruppen.
- Diese Auswirkungen sind dauerhaft und wurden auch noch in Kontrollstudien festgestellt, die sechs Monate bis drei Jahre nach der ersten Maßnahme durchgeführt wurden. Außerdem haben Langzeitstudien mehrere positive Einflüsse auf unterschiedliche Lebensbereiche im Erwachsenenalter gezeigt, z. B. höhere Bildungsabschlüsse, Beschäftigung und psychische Gesundheit sowie ein geringeres Risiko für Kriminalität und Drogenmissbrauch.
- Sozial-emotionale Programme, die allen Schulkindern angeboten werden, haben einen kumulierten positiven Effekt, der auch Kindern zugutekommt, die ethnischen und kulturellen Minderheiten angehören, sozioökonomisch benachteiligt sind oder soziale, emotionale und psychische Probleme haben. Derartige Programme haben somit eine Schutzfunktion für diese Kinder, sie reduzieren sozioökonomische Ungleichheiten und fördern Chancengleichheit, soziale Eingliederung und soziale Gerechtigkeit.
- SEL ist am wirksamsten, wenn es möglichst früh beginnt, am besten schon in der frühkindlichen Bildung.
- SEL fördert die Schulbildung und das lebenslange Lernen und legt den Grundstein für ein erfolgreiches Leben.
- SEL ist eine Investition, die sich auch in wirtschaftlicher Hinsicht sehr lohnt. Zahlreiche Studie zeigen, dass der Nutzen die Kosten nachweislich überwiegt, oft bei Weitem. Einige Studien berichten über ein durchschnittliches Kosten-Nutzen-Verhältnis von rund 11 zu 1.

- Von SEL profitieren auch die Lehrer, weil es Qualifikation, Selbstvertrauen und berufliche Zufriedenheit der Lehrkräfte verbessert.

Voraussetzungen für wirksames sozial-emotionales Lernen

Auf der Grundlage der Literaturanalyse wird im folgenden Abschnitt des Berichts ein Rahmen für die Integration des sozial-emotionalen Lernens als zentrales Element in den Lehrplänen der EU-Mitgliedstaaten entwickelt. Gemäß diesem Rahmen sollte der Lehrplan bei der regelmäßigen Vermittlung von SEL intra- und interpersonale Kompetenzen gleich stark berücksichtigen und durch fachübergreifende Aktivitäten, ein positives Lernklima und eine ganzheitliche Schulstrategie ergänzt werden (Abb. 1).

Abb. 1. Rahmen für die Umsetzung von SEL

Quelle: Von den Autoren auf Grundlage der Forschungsliteratur entwickelt

Der vorgeschlagene Rahmen besteht aus acht wichtigen Elementen.

1) **Lehrplan:** Kinder und Jugendliche können ihre sozialen und emotionalen Fähigkeiten durch kompetenzbasiertes experimentelles Lernen verbessern, sofern im Lehrplan genug Zeit speziell hierfür vorgesehen ist und die Lernziele klar definiert sind. SEL-Kompetenzen sollten auch in andere Fächern integriert werden (Querschnittsthemen, fachübergreifender Unterricht). Lehrer müssen angemessen geschult und unterstützt werden, damit sie SEL als Einzelfach und fachübergreifend vermitteln können.

2) **Lernklima:** In den Lehrplan integriertes sozial-emotionales Lernen muss durch ein positives Lernklima im Klassenzimmer und eine ganzheitliche Schulstrategie begleitet werden, d. h. ein Lernklima, an dem die gesamte Schulgemeinschaft aktiv beteiligt ist.

3) **Frühzeitige Maßnahmen:** Sozial-emotionales Lernen ist am wirksamsten, wenn es möglichst früh beginnt, am besten schon in der frühkindlichen Bildung. SEL in den ersten Schuljahren wirkt sich sehr positiv auf das Jugend- und Erwachsenenalter aus.

4) **Zielgerichtete Maßnahmen:** Das sozial-emotionale Lernen muss durch zielgerichtete Maßnahmen für Schüler ergänzt werden, die gefährdet oder benachteiligt sind, besonders für

Schüler mit dauerhaften und komplexen Problemen. Dazu zählen Leitlinien und Verfahren für die Bereiche Verhalten, Mobbing und Diversität. Zu einer ganzheitlichen Schulstrategie gehören auch allgemeine und zielgerichtete SEL-Maßnahmen.

5) **Einbeziehung der Schüler:** Die Schüler sollten aktiv an der Planung, Umsetzung und Auswertung von Initiativen beteiligt werden, z. B. bei Gestaltung, Entwicklung und Bewertung von Lehrinhalten und Ressourcen.

6) **Kompetenzen und Wohlbefinden der Lehrer:** Die sozialen und emotionalen Kompetenzen sowie die Gesundheit und das Wohlbefinden der Lehrer und anderen Mitarbeiter sind im Rahmen einer ganzheitlichen Schulstrategie ebenfalls Teil des sozial-emotionalen Lernens.

7) **Beteiligung der Eltern:** Eine aktive Beteiligung und Bildung der Eltern, die auf Aktivierung und Selbstbestimmung abzielt, ist für den Erfolg des sozial-emotionalen Lernens unumgänglich.

8) **Kompetente Umsetzung und Anpassung:** Wichtige Voraussetzungen für die wirksame Umsetzung von sozial-emotionalem Lernen sind die angemessene und fortlaufende Aus- und Weiterbildung von Lehrern, gute Planung und ausreichende finanzielle und personelle Ressourcen. SEL-Programme müssen außerdem an die jeweilige Schulkultur und Bedürfnisse und Interessen der Schüler angepasst sein; dazu gehören u. a. sprachliche, kulturelle und soziale Aspekte. Anders ausgedrückt müssen SEL-Programme und -Maßnahmen, die in anderen Kulturen und Ländern entwickelt wurden, an den jeweiligen Kontext angepasst werden. Um eine Maßnahme kompetent umzusetzen, muss sie einerseits in ihrem Kern erhalten bleiben und andererseits den Bedürfnissen des neuen Kontexts gerecht werden.

Wichtige Folgerungen und Empfehlungen

Zwar zeigt der Überblick über den Stand des sozial-emotionalen Lernens in den Mitgliedstaaten, dass sich die Mitgliedstaaten häufig der Bedeutung dieses Themas bewusst sind, jedoch weisen sie bei der Bereitstellung von politischen Leitlinien, Lehrplänen und Programmen, die Schulen und Schüler bei der Entwicklung von SEL-Kompetenzen unterstützen sollen, noch starke Unterschiede auf. Obwohl es zahlreiche erfolgreiche Modelle gibt, genießt SEL noch nicht überall die nötige Anerkennung als schulische Kernaufgabe und wichtiges Lehrfach. Zwar überschneiden sich andere Themen, wie Bürgerkunde, Gesundheitserziehung und Gewalt- und Mobbingprävention teilweise mit den Zielen von SEL, der Bereich SEL sollte aber einen eigenen Stellenwert im Lehrplan erhalten. Dabei müssen sowohl intra- als auch interpersonale Kompetenzen vermittelt und ausreichend Unterrichtszeit bereitgestellt werden. In der internationalen Forschung ist der Nutzen von SEL für die soziale und emotionale Entwicklung und die schulische Leistung umfassend belegt. Daher sollten Initiativen für SEL in allen Mitgliedstaaten und auf EU-Ebene politische Priorität haben. SEL sollte zu einem zentralen Element in den Lehrplänen aller EU-Mitgliedstaaten werden und angemessene und ausreichende Ressourcen erhalten, die diesem Stellenwert entsprechen.

Der folgende Abschnitt enthält die wichtigsten Ergebnisse und Empfehlungen dieses Berichts.

Für politische Entscheidungsträger auf EU-Ebene:

- Sozial-emotionales Lernen sollte als zentraler Teil des Lehrplans für die Bildung von Kindern und Jugendlichen und als wichtiges Element einer hochwertigen Bildung in Europa anerkannt werden. Dementsprechend sollte es als eigenständiges Element in den europäischen Rahmen der Schlüsselkompetenzen für lebensbegleitendes Lernen aufgenommen werden.

- Der vorgeschlagene Rahmen für ein ganzheitliches SEL sollte in allen Mitgliedstaaten als europäischer Leitfaden genutzt werden, um hochwertiges sozial-emotionales Lernen zu fördern.

- Die Europäische Kommission und die Mitgliedstaaten sollten weitere Pilotprojekte fördern, in denen im Rahmen grenzüberschreitender Zusammenarbeit kulturell angepasste SEL-Materialien entwickelt werden. Der Austausch bewährter Verfahren - insbesondere angesichts der sehr unterschiedlichen Ansätze und Perspektiven in den einzelnen Mitgliedstaaten - würde ebenfalls dazu beitragen, SEL zu vertiefen und im europäischen Kontext sinnvoll zu nutzen. Daher empfehlen wir weitere EU-Initiativen, mit denen Kooperation und Austausch bewährter Verfahren zwischen den Mitgliedstaaten durch Publikationen, Forschungsprojekte und die Bildung von Netzwerken gefördert werden.

- Es sollten Finanzmittel für Forschungsprojekte, Auswertungen und analytische Berichte zu SEL in der EU bereitgestellt werden, insbesondere für eine Meta-Analyse von Studien über die Nutzen von SEL, die Dokumente in allen EU-Sprachen berücksichtigen.

Für politische Entscheidungsträger in den Mitgliedstaaten:

- Sozial-emotionales Lernen sollte für alle Schüler als Pflichtfach in die Rahmenlehrpläne der Mitgliedstaaten aufgenommen werden. Die Lehrpläne der Mitgliedstaaten sollten nationale Qualitätsstandards für SEL vorgeben, die detaillierte Richtlinien und Bestimmungen sowie Koordinierungs- und Steuerungsmechanismen für eine kompetente Umsetzung auf regionaler und nationaler Ebene enthalten. Sozial-emotionales Lernen sollte sowohl als zentrales Fach im Lehrplan unterrichtet als auch als fachübergreifendes Thema in andere Fächer integriert werden. Zur Bewertung von SEL sollten nur formative Bewertungsverfahren genutzt werden; leistungsorientierte Prüfungen und die Einstufung von Schülern, Schulen oder Ländern ist zu vermeiden. SEL muss in den Lehrplänen der meisten Mitgliedstaaten einen größeren Stellenwert erhalten, damit gewährleistet ist, dass SEL in ausreichendem Umfang und mit angemessener Kompetenz gemäß der vorgeschlagenen Neufassung des Rahmens für Schlüsselkompetenzen vermittelt wird.

- Daher sollten die Mitgliedstaaten ihre Bildungsziele, Rahmenlehrpläne und Lernergebnisse daraufhin überprüfen, ob die aktuellen Richtlinien und Verfahren auf alle nötigen sozialen und emotionalen Kompetenzen abzielen, die in diesem Bericht aufgezählt wurden, und diese gegebenenfalls überarbeiten.

- Die Lehrerausbildung in den Mitgliedstaaten sollte Kompetenzrahmen umfassen, in denen die wichtigsten Kompetenzen beschrieben sind, die Lehrer für die erfolgreiche Vermittlung von SEL in Schulen benötigen. Dazu sollte auch die Entwicklung der sozialen und emotionalen Kompetenzen der Lehrer selbst gehören.

- Sozial-emotionales Lernen sollte in unterschiedliche Bereiche integriert werden, insbesondere in die Bereiche Bildung, Gesundheit und soziale Dienstleistungen. Dies würde eine umfassende Unterstützung gewährleisten, die alle Faktoren für die Gesundheit und das Wohlbefinden von Kindern und Jugendlichen berücksichtigt.
- Die Mitgliedstaaten sollten angemessene Finanzmittel für die Integration des sozial-emotionalen Lernens in ihre nationalen Richtlinien und Rahmenlehrpläne bereitstellen. Eine angemessene Finanzierung ist notwendig, um die nötigen Ressourcen, Aus- und Weiterbildungsangebote und Überwachungs- und Bewertungsmechanismen aufzubauen, die für die erfolgreiche und nachhaltige Umsetzung von SEL erforderlich sind.
- Für die Umsetzung von SEL ist eine proaktive Verbreitung von Informationen und bewährten Verfahren notwendig. Daher sollten innerhalb und zwischen den Mitgliedstaaten Netzwerke aufgebaut werden, die über das Thema aufklären und Politikern, Bildungsexperten und der Allgemeinheit die Vorteile der SEL näher bringen.

Für Schulen:

- Die Philosophie und Zielsetzung von Schulen sollte eine ganzheitliche Strategie für sozial-emotionales Lernen umfassen. Schulen sollten über klare Richtlinien verfügen, wie sie ihre SEL-Strategie pädagogisch, kontextabhängig und organisatorisch umsetzen wollen.
- Schulen sollten eine Bedarfsanalyse durchführen, mit der sie gewährleisten, dass ihr Lehrplan den Bedürfnissen ihrer Schülerschaft entspricht, insbesondere was deren sprachliche, kulturelle, soziale und sonstige Diversität betrifft. Schulen sollten die nötigen Anpassungen vornehmen, um die geltenden nationalen Standards für SEL zu erfüllen. Schulen sollten bei der Einführung neuer Initiativen bewährte Verfahren im Bereich von SEL berücksichtigen und so den Umsetzungsprozess erleichtern.
- Alle wichtigen Akteure, d. h. Schüler, Eltern und Lehrer, sollten aktiv an der Gestaltung, Umsetzung und Auswertung von SEL-Initiativen in ihren Schulen beteiligt sein. Die Schüler sollten in allen Phasen des Planungs- und Umsetzungsprozesses einbezogen werden.
- Schulen sollten angemessene und langfristig gesicherte finanzielle und personelle Mittel für die erfolgreiche Vermittlung von SEL im Unterricht und sonstigem Kontext bereitstellen.
- Schulen sollten Mechanismen für die effektive Planung, Umsetzung und Qualitätskontrolle sowie für die Unterstützung, Betreuung und Überwachung aller Mitarbeiter entwickeln.
- Für die erfolgreiche Umsetzung und Wirksamkeit von SEL sind die berufliche Weiterbildung, die Beratung, die sozialen und emotionalen Kompetenzen und das sozial-emotionale Wohlbefinden der Lehrkräfte von entscheidender Bedeutung. Aber auch die Schulleitung sollte durch berufliche Weiterbildung gewährleisten, dass sie die Lehrkräfte bei der Vermittlung von SEL in ihrer Schule inspirieren, begleiten und unterstützen kann.
- Schulen sollten gewährleisten, dass besonders gefährdete Schüler oder Schüler mit dauerhaften und komplexen sozialen und emotionalen Problemen und daraus resultierenden Bedürfnissen eine

angemessene Unterstützung erhalten. Dies entspricht einem ganzheitlichen Ansatz für sozial-emotionales Lernen, zu dem auch zusätzliche externe Unterstützung gehört.

Diese Empfehlungen können ihre Wirkung am besten dann entfalten, wenn sie von parallelen Maßnahmen begleitet werden, die gesellschaftliche Schranken überwinden und Strukturen und Systeme schaffen, die psychische Gesundheit, Chancengleichheit und soziale Gerechtigkeit fördern. Die Verantwortung für die Überwindung von Benachteiligungen den „Opfern“ von Armut und Ausgrenzung aufzubürden, ohne deren strukturellen Gründe zu bekämpfen und angemessene soziale Strukturen und Systeme aufzubauen, würde der Grundidee des sozial-emotionalen Lernens diametral widersprechen. Bei der Formulierung der politischen Richtlinien für SEL sollte unbedingt vermieden werden, diese beispielsweise als Instrument der sozialen Kontrolle und Konformität zu missbrauchen. Bei SEL muss das Kind im Mittelpunkt stehen, individuelle Unterschiede respektiert und vor allem die Pathologisierung von Kindern und Jugendlichen vermieden werden.

RÉSUMÉ

Beaucoup d'enfants et de jeunes dans l'Europe d'aujourd'hui arrivent malheureusement à l'école avec de lourdes charges sociales et émotionnelles qui sont, bien sûr, défavorables à leur apprentissage et à leur bien-être psychologique. Parmi les nombreux défis auxquels ils peuvent être confrontés et qui affectent leur éducation, on trouve la pauvreté et les inégalités sociales, le harcèlement et le cyber-harcèlement, les conflits familiaux, le consumérisme, l'exploitation médiatique et l'addiction technologique, la pression et le stress scolaires, la solitude et l'isolement social, la migration, le trafic d'êtres humains, la mobilité, et les structures familiales et communautaires en mutation.

Les décideurs politiques et les éducateurs du monde entier se rassemblent de plus en plus autour d'une approche spécifique pour traiter ces nombreux défis, à savoir l'éducation émotionnelle et sociale (EES). L'EES est destinée aux enfants pour développer des compétences à la fois dans la conscience de soi et l'auto-gestion, accroître la conscience sociale et améliorer la qualité de leurs relations. Ces compétences se combinent pour améliorer leur capacité à se comprendre et comprendre les autres, exprimer et réguler leurs émotions, développer des relations saines et bienveillantes, faire preuve d'empathie et collaborer avec les autres, régler les conflits de manière constructive, leur permettre de prendre des décisions bonnes, responsables et éthiques, et surmonter les difficultés dans les tâches sociales et scolaires. L'éducation émotionnelle et sociale est quelque chose que l'école peut offrir à tous les enfants, y compris ceux qui sont affectés par des difficultés supplémentaires résultant de diverses formes de handicap.

De plus en plus d'éléments attestent que l'éducation émotionnelle et sociale est aussi liée à des attitudes scolaires positives, une réussite scolaire plus grande, un comportement prosocial accru et une diminution du comportement antisocial, de l'anxiété, de la dépression et du suicide. Plus généralement, elle contribue à des relations harmonieuses, à la cohésion sociale, à l'inclusion dans les communautés, à des attitudes positives envers la diversité individuelle et culturelle, à l'équité et à la justice sociale.

Fort de ce constat, l'objectif de ce rapport est de faire des recommandations, sur la base de la recherche internationale, de la politique européenne et des pratiques actuelles dans les États membres, en vue d'intégrer l'éducation émotionnelle et sociale comme élément de base des programmes scolaires dans l'ensemble de l'UE. Plus précisément, le rapport vise à :

- Définir et identifier les compétences clés dans l'éducation émotionnelle et sociale ;
- Étudier la littérature pour évaluer l'efficacité de l'EES tout au long de la scolarité et identifier les conditions essentielles pour son intégration efficace dans les programmes ;
- Discuter de la manière dont la prestation universelle de l'EES peut s'adapter aux enfants et jeunes de différents milieux socio-économiques, ethniques et culturels ;
- Examiner comment l'EES est intégrée dans les programmes scolaires des États membres et identifier des exemples de bonnes pratiques existantes dans certains pays ;
- Faire des recommandations au niveau européen, national et des écoles pour une inclusion efficace, durable et réalisable de l'EES comme élément de base des programmes scolaires standards dans l'ensemble de l'UE.

Conclusions clés

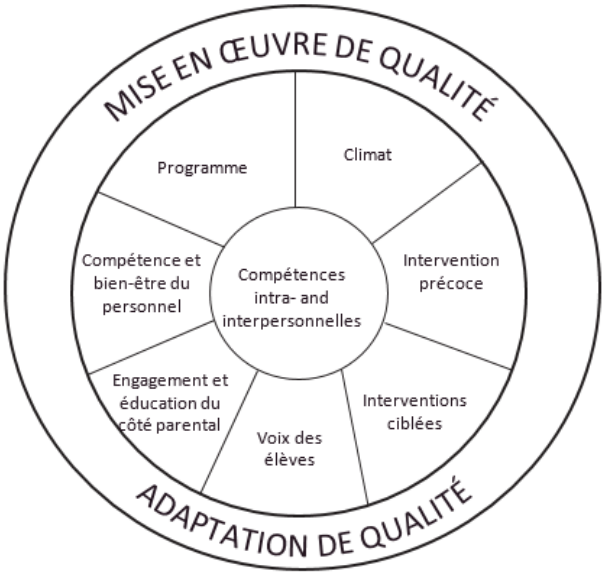
Il existe des éléments probants clairs et cohérents concernant l'impact positif de l'éducation émotionnelle et sociale sur les résultats sociaux, émotionnels et cognitifs. Nous tirons cette conclusion d'une étude exhaustive de la recherche internationale, notamment d'une analyse approfondie de treize revues majeures d'études et de méta-analyses. Des éléments probants ont également été recueillis à partir de nombreux examens, études et rapports de recherche supplémentaires, dont quelques-uns en provenance d'Europe. Plus précisément, les conclusions sont les suivantes :

- L'EES est liée à des compétences sociales et émotionnelles accrues, à des attitudes positives, à un comportement prosocial et à une bonne santé mentale ;
- L'EES est liée à de moindres problèmes de santé mentale chez les enfants et les jeunes, tels que l'anxiété, la dépression, la toxicomanie et le comportement antisocial ;
- L'EES a un effet positif sur les attitudes et la réussite scolaire, ce qui, à son tour, améliore considérablement les résultats scolaires et sert de méta-capacité pour l'apprentissage scolaire ;
- Ces effets positifs ont été signalés tout au long de la scolarité, de la petite enfance au secondaire, dans un certain nombre d'environnements géographiques, contextes culturels, milieux socio-économiques et différents groupes ethniques ;
- Ces effets persistent au fil du temps, des résultats positifs ont été observés au cours des études de suivi effectuées entre six mois et trois ans après les premières interventions, et des études longitudinales ont indiqué divers résultats positifs dans des domaines importants de l'âge adulte, tels que l'amélioration de l'éducation, de l'emploi et de la santé mentale, ainsi que la réduction des activités criminelles et de la toxicomanie ;
- Les programmes sociaux et émotionnels universellement offerts à tous les écoliers ont un impact positif global sur les enfants, y compris les enfants à risque issus de minorités ethniques et culturelles, de milieux socio-économiques défavorisés et ceux qui éprouvent des difficultés sociales, émotionnelles et mentales. Ces programmes servent donc de facteur protecteur à ces enfants, aident à réduire les inégalités socio-économiques et favorisent l'équité, l'inclusion sociale et la justice sociale ;
- L'EES est plus efficace lorsqu'elle est commencée le plus tôt possible, dès l'éducation de la petite enfance ;
- L'EES facilite à la fois l'éducation scolaire et l'apprentissage tout au long de la vie, et elle contribue à la réussite de toute une vie ;
- L'EES offre de solides retours sur investissement économiques et financiers, avec diverses études montrant que les bénéfices excèdent de manière quantifiable les coûts, souvent d'un montant important ; certaines études signalent un rapport coût-bénéfice moyen d'environ 11 pour 1 ;
- L'EES est également bénéfique aux enseignants en augmentant leurs compétences, leur confiance et leur satisfaction.

Conditions pour une éducation émotionnelle et sociale efficace

À partir de l'analyse de la littérature, ce rapport développe ensuite un cadre pour l'intégration de l'éducation émotionnelle et sociale en tant qu'élément de base des programmes scolaires dans l'ensemble de l'UE. Le cadre propose que les programmes soient équilibrés entre les compétences intra- et interpersonnelles et l'enseignement régulier des compétences de l'EES, et qu'ils soient soutenus par des activités interdisciplinaires, le climat de la classe et une approche globale de l'école (Figure 1).

Figure 2. Cadre de mise en œuvre de l'EES



Source : développé par les auteurs à partir de l'analyse de la littérature.

Le cadre proposé comprend huit éléments clés.

1) **Programme :** les compétences sociales et émotionnelles peuvent être développées directement par les enfants et les jeunes à travers un apprentissage par l'expérience, basé sur les compétences, si les objectifs sont bien définis et se voient allouer suffisamment de temps dans les programmes. Les compétences de l'EES doivent également être intégrées dans les autres domaines des programmes (domaine transversal et interdisciplinaire). Les enseignants doivent être formés et soutenus de manière adéquate dans l'application du programme d'EES, tant au niveau d'une matière qu'au niveau interdisciplinaire.

2) **Climat :** l'éducation émotionnelle et sociale dans le programme doit être accompagnée d'un climat positif de la classe et de toute l'école, c'est-à-dire une participation active de toute la communauté scolaire.

3) **Intervention précoce :** l'éducation émotionnelle et sociale est la plus efficace lorsqu'elle est commencée le plus tôt possible, dès l'éducation de la petite enfance. L'EES dans les premières années scolaires est liée à des résultats importants à l'adolescence et à l'âge adulte.

4) **Interventions ciblées :** l'éducation émotionnelle et sociale doit être accompagnée d'interventions ciblées pour les élèves à risque ou en difficulté, en particulier ceux qui présentent des problèmes chroniques et complexes. Cela comprend la mise en œuvre de politiques et de pratiques relatives

au comportement, au harcèlement et à la diversité. La politique globale de l'école inclura aussi des interventions tant universelles que ciblées de l'EES.

5) **Voix des élèves :** les élèves ont besoin de participer activement à la planification, la mise en œuvre et l'évaluation des initiatives, y compris la conception, le développement et l'évaluation du programme et des ressources.

6) **Compétence et bien-être des enseignants :** la compétence sociale et émotionnelle, la santé et le bien-être des enseignants ainsi que des autres membres du personnel sont des domaines clés de l'éducation émotionnelle et sociale dans une approche globale de l'école.

7) **Collaboration parentale :** une collaboration et une éducation actives des parents, facilitées par une approche ascendante et responsabilisante, sont cruciales pour le succès de l'éducation émotionnelle et sociale.

8) **Mise en œuvre et adaptation de qualité :** une formation adéquate et continue des enseignants avant qu'ils commencent à travailler et au cours de leur carrière, une bonne planification ainsi que la fourniture de ressources financières et humaines sont des conditions nécessaires à une mise en œuvre efficace de l'éducation émotionnelle et sociale. Les programmes sociaux et éducatifs doivent également être sensibles et réactifs aux particularités des cultures des écoles et aux besoins et intérêts des élèves ; ceci inclut les domaines linguistiques, culturels, sociaux et autres aspects de la diversité. En d'autres termes, les programmes et les interventions de l'EES développés dans d'autres cultures et pays doivent être adaptés aux besoins du contexte dans lequel ils sont mis en œuvre. Toutefois, l'adaptation de qualité doit trouver un équilibre entre préserver l'intégrité de l'intervention et la rendre réactive aux besoins du nouveau contexte.

Implications et recommandations clés

L'examen de l'état actuel de l'éducation émotionnelle et sociale dans les États membres montre que, bien que ces derniers admettent et reconnaissent souvent l'importance de l'éducation émotionnelle et sociale, il existe des différences importantes au niveau des politiques, des cadres scolaires et des programmes disponibles pour aider les écoles et les étudiants à développer les compétences de l'EES. De plus, bien qu'il existe de nombreux cas de bonnes pratiques, il ne semble pas y avoir, à ce jour, d'accent commun suffisant sur l'EES comme élément de base des programmes scolaires. Alors que d'autres domaines connexes, tels que la citoyenneté, l'éducation à la santé et la prévention de la violence et du harcèlement, se recoupent avec certains des objectifs de l'EES, celle-ci devrait occuper une place distincte dans les programmes. Cela nécessite de mettre l'accent sur les compétences tant intra- qu'interpersonnelles, et d'accorder suffisamment de temps pour une prestation efficace. Les éléments probants de la recherche internationale appuient fermement les avantages de l'EES dans les résultats sociaux, émotionnels et scolaires ; cela justifie une accélération de la politique de l'EES comme priorité dans les États membres et au niveau de l'UE. L'EES devrait devenir un aspect essentiel des programmes en Europe avec des ressources adéquates et suffisantes, en accordant le volume de formation et de temps que sa priorisation impose.

La liste suivante comprend les principales conclusions et recommandations de ce rapport.

Pour les décideurs politiques au niveau de l'UE :

- L'éducation émotionnelle et sociale devrait être reconnue comme élément pédagogique de base dans l'éducation des enfants et des jeunes, et comme l'un des principaux éléments d'une éducation de qualité en Europe. Elle devrait, par conséquent, être incluse en tant que domaine clé distinct dans le Cadre européen des compétences clés pour l'éducation et la formation tout au long de la vie.

- Le cadre proposé pour une approche globale de l'école concernant l'EES devrait être considéré dans l'ensemble de l'UE comme une feuille de route pour les États membres afin de promouvoir une éducation émotionnelle et sociale de qualité.

- Davantage de projets pilotes doivent être mis en place avec le soutien de la Commission européenne et des États membres, afin de développer du matériel d'EES culturellement sensible à travers des projets de coopération dans toute l'UE. Le partage des bonnes pratiques, compte tenu de la diversité des approches et des points de vue des États membres, permettrait également d'enrichir l'EES et de la rendre plus significative dans le contexte européen. D'autres initiatives européennes visant à encourager la collaboration et le partage des bonnes pratiques entre les États membres, au moyen de publications, de recherches et de mises en réseau, sont vivement recommandées.

- Un financement devrait être fourni pour des projets de recherche, des évaluations et des rapports analytiques sur l'EES dans l'UE, y compris une méta-analyse des études d'évaluation de l'EES qui inclut des documents dans toutes les langues de l'UE.

Pour les décideurs politiques des États membres :

- L'éducation émotionnelle et sociale universelle devrait devenir un contenu obligatoire dans les cadres des programmes scolaires de tous les États membres. Les normes nationales de qualité de l'EES devraient faire partie du programme de chaque État membre, être détaillées dans des politiques et dispositions claires, et contenir des mécanismes pour coordonner et guider la mise en œuvre de la qualité aux niveaux régional et national. L'éducation émotionnelle et sociale devrait figurer à la fois en tant que domaine d'apprentissage clé des programmes et en tant que thème transversal interdisciplinaire, comme un domaine du contenu enseigné et intégré. L'évaluation formative devrait être l'évaluation du choix pour l'EES, en évitant les concours et les classements des élèves, des écoles ou des pays. Des dispositions devraient être prises pour consacrer plus de temps à l'EES dans les programmes de la plupart des États membres, afin d'assurer ainsi une couverture suffisante et une maîtrise adéquate, conformes à la révision proposée du cadre des compétences clés.

- Les États membres devraient donc examiner leurs objectifs éducatifs, les cadres des programmes scolaires et les résultats de l'apprentissage pour voir si leurs politiques et pratiques présentes ciblent actuellement un ensemble complet de compétences sociales et émotionnelles, telles que celles spécifiées dans ce rapport, et, par conséquent, procéder aux révisions appropriées.

- Les programmes de formation des enseignants dans les États membres devraient inclure des cadres de compétences qui définissent les compétences clés des enseignants, nécessaires à une

prestation efficace de l'EES dans les écoles. Ces compétences devraient également comprendre le développement des compétences sociales et émotionnelles des enseignants.

- L'éducation émotionnelle et sociale doit être ancrée dans les politiques des différents secteurs, en particulier l'éducation, la santé et les services sociaux, pour garantir un soutien intégré et prendre en compte les déterminants socio-économiques de la santé et du bien-être des enfants et des jeunes.
- Les États membres devraient fournir un financement adéquat pour l'inclusion de l'éducation émotionnelle et sociale dans les politiques nationales et les cadres pédagogiques, et pour l'allocation des ressources, de l'éducation, de la formation, du suivi et de l'évaluation nécessaires ; un financement adéquat est crucial pour la faisabilité et la durabilité de l'EES.
- La diffusion proactive des éléments probants et des meilleures pratiques en matière d'EES est nécessaire pour assurer sa mise en œuvre. Des réseaux au sein des États membres et entre États membres devraient être constitués afin d'éveiller les consciences et de communiquer sur la valeur et les bénéfices de l'EES auprès des décideurs politiques, des éducateurs et de la communauté internationale.

Pour les écoles :

- Les énoncés de mission et les objectifs des écoles devraient inclure une approche scolaire globale de l'éducation émotionnelle et sociale. Les politiques scolaires devraient être claires sur la manière dont elles ont l'intention de promouvoir et mettre en œuvre la politique de l'EES au niveau pédagogique, contextuel et organisationnel.
- Les écoles devraient effectuer une analyse des besoins pour s'assurer que leurs programmes correspondent aux besoins de leur communauté scolaire, y compris dans les domaines linguistiques, culturels, sociaux et autres aspects de la diversité. Les écoles devraient également procéder aux adaptations nécessaires pour répondre aux normes nationales de l'EES. Les écoles pourraient faciliter le processus de mise en œuvre en intégrant les bonnes pratiques existantes dans l'EES lors de l'introduction de nouvelles initiatives.
- Toutes les parties prenantes clés, y compris les élèves, les parents et les enseignants, doivent être activement impliquées dans la conception des programmes, la prestation et l'évaluation des initiatives en matière d'EES dans chaque école. La voix des élèves devrait imprégner tous les aspects du processus de planification et de mise en œuvre.
- Les écoles doivent fournir des ressources financières et humaines adéquates et constantes pour une prestation efficace au niveau du programme et du contexte.
- Les écoles doivent mettre des mécanismes en place pour une planification, une prestation et une garantie de qualité efficaces, et fournir un soutien, un conseil et un suivi à tout le personnel scolaire.
- Le développement professionnel, le mentorat, les compétences sociales et émotionnelles, ainsi que le bien-être social et émotionnel des enseignants sont tous cruciaux pour la réussite de la mise en œuvre et l'efficacité de l'EES. Le développement professionnel des chefs d'établissement est

important pour s'assurer qu'ils seront en mesure d'inspirer, guider et soutenir leur personnel pour une prestation efficace de l'EES dans leur école.

- Les écoles doivent prendre des dispositions pour proposer un soutien adéquat aux élèves à risque modéré ou présentant des besoins sociaux et émotionnels chroniques et complexes. Ceci est conforme à une approche scolaire globale de l'éducation émotionnelle et sociale qui inclut un soutien externe supplémentaire.

Ces recommandations sont davantage susceptibles de fonctionner si elles s'accompagnent d'interventions parallèles visant à faire tomber les barrières et à créer des structures et des systèmes qui favorisent la santé mentale et le bien-être, l'égalité des chances et la justice sociale. Faire peser le poids de la responsabilité sur les « victimes » de la pauvreté et de l'exclusion pour surmonter les disparités, sans aborder les sources structurelles de la pauvreté et de l'exclusion et mettre en place des structures et systèmes sociaux adéquats, serait contraire à l'essence même de l'éducation émotionnelle et sociale. Par ailleurs, les objectifs des politiques de l'EES doivent garantir que celle-ci évite les potentiels pièges, tels que son utilisation comme instrument de contrôle social et de conformité ; l'ESS doit être centrée sur l'enfant et reconnaître les différences individuelles, tout en évitant de pathologiser les enfants et les jeunes.

CHAPTER 1. INTRODUCTION

1.1. Background

For individuals to grow and thrive as autonomous, active, and productive citizens in a fast-changing world, they need to have both cognitive and non-cognitive competencies and resources to achieve their goals. While academic achievement at school partially predicts success in adulthood, non-cognitive competences may better predict life success than cognitive ones (Kautz et al., 2014). Despite this, a narrow range of cognitive skills have long been privileged, which has created stress and anxiety in the lives of countless children and young people, and has left many school leavers without the necessary competencies and social-emotional resources to face the 'tests of life' (Kautz et al., 2014). The concern that social and emotional education may detract from academic learning has been shown to be unfounded; instead, there is clear evidence that social and emotional education helps to build effective learning habits and leads to improved academic achievement[1] (Corcoran et al., 2018; Durlak et al., 2011; Taylor et al., 2017).[2]

Non-cognitive competences such as dealing with negative emotions, problem solving, working collaboratively with others, understanding and empathising with others, and constructive conflict resolution, are increasingly salient. This is largely due to the rapid global, social, economic and technological changes taking place in the adult world. Children and young people in Europe face several challenges: increasing mobility, urbanisation and individualism; materialism and affluenza; changing family structures and relationships; the breakdown of neighbourhoods and the weakening of community institutions; unemployment; poverty and increasing social inequality; excessive consumerism; and media manipulation and technological addiction (Layard and Dunn, 2009).

Mental health in children and young people has also become a major issue (WHO, 2016), with twenty percent of school children across different cultures experiencing mental health problems during the course of any given year, and with half of them developing problems before the age of fourteen (Center for Disease Control and Prevention, 2013; WHO, 2017b). Depression is the top global health issue amongst adolescents, with suicide being the third most common cause of death (WHO, 2015). The provision of mental health services constitutes a heavy economic burden (Belfield et al., 2015).

This social and emotional landscape underlines the need for a relevant and meaningful approach to education that addresses both cognitive and social and emotional learning, which equips young people with the competences they will require in the present and future, and which contributes to a socially cohesive society based on active citizenship, equity and social justice (EC, 2017b). The 'industrial era template' of educational practice (Dator, 2000), focused on academic achievement and performance indicators, no longer suffices. A meaningful and balanced education is clearly the way forward for the continued progress of the social Europe project to combat socio-economic inequalities, unemployment,

[1] Some of the high-ranked countries in learning outcomes on the Programme for International Student Assessment (PISA) reported lower levels of student happiness, while countries lower down on the scale of cognitive outcomes reported high rates of student happiness (Currie et al., 2012).

[2] Neuroscience research is increasingly discovering the key role of emotions and relationships in learning (see Annex 1).

poverty, discrimination, and social exclusion (EC, 2017b; OECD, 2015). Research has found that SEE promotes positive adjustment and academic achievement, and to decrease mental health problems in children and young people such as anxiety, depression, substance use, violence, and antisocial behaviour (Barnes et al., 2014; Clarke et al., 2015; Durlak et al., 2011; Korpershoek et al., 2016; OECD, 2015; Sklad et al., 2012; Taylor et al., 2017). Domitrovich's et al. (2017) epidemiological research indicates that mental health problems will eventually become more frequent in the general population, suggesting that universal SEE offered to all students is more likely to have an overall public health impact.

While social and emotional competences are key tools for active citizenship, we also need to be mindful of the factors that influence life trajectories, particularly socio-economic factors. Social and emotional development is determined by the interaction between an individual and the systems in which he/she is operating. Bronfenbrenner's (2005) ecosystemic perspective is a reminder of the significant impact that various contexts such as home, school, community and society have on human development. The ways in which children and young people are equipped to deal successfully with the various challenges they are set to face therefore need to be accompanied by the creation of health-promoting contexts and systems that support children's and young people's healthy development, growth and social inclusion. For instance, Lack (2014) describes the potential risks of the charter movement schools in the USA, the 'Knowledge is Power Program' (KIPP). KIPP schools offer an 'alternative' type of education seeking to overcome disparities through individual hard work and motivation, thereby putting the onus of responsibility on the 'victims' of poverty and exclusion while ignoring the structural sources of poverty and school failure.

This report on social and emotional education should be seen within the context of broader EU policies on social cohesion, equity and social justice, and reduction of early school leaving, violence and poverty, amongst others (see Chapter 2). In the subsequent chapters of this report, we also suggest a whole-school approach to SEE that includes the development of health-promoting classroom and school communities.

1.2. Aims

During the past few decades, there have been significant developments in the field of social and emotional education. It has become increasingly regarded as imperative to positive human development, supportive social groups and communities, and meaningful education. Most of the research and interventions — particularly social and emotional education programmes — have occurred in the USA, driven by the establishment of the Collaborative for Social and Emotional Learning (CASEL) about twenty five years ago[3] Social and emotional education, however, varies across cultural contexts, since the very definition of what it is to be mentally, emotionally and socially well-developed varies considerably and sometimes diametrically between cultures (e.g. Hecht and Shin, 2015; Lowenthal and Lewis, 2011). Cultures differ in the way that they construe the self; some cultures understand the self as representing individual personhood, others underline the importance of the collective group (Hecht and Shin, 2015). For instance, behaviours such as shyness and anxiety are considered to be problematic in individualistic societies such

[3] See further: www.casel.org

as Western cultures, but may be regarded as positive personality traits in traditional collectivist Eastern societies (Hecht and Shin, 2015).

We cannot simply assume, then, that findings from one cultural group can be generalised to other cultural groups or will apply to all the subgroups or individuals within that culture (Hecht and Shin, 2015). The blind adoption of SEE programmes and initiatives from the US by other countries — with different cultural contexts and without appropriate adaption — is thus potentially quite problematic (Blank et al., 2009; Weare, 2010). It was for this reason that ten years ago a European Network for Social and Emotional Competence (ENSEC)[4] was established to bring together researchers and practitioners within Europe, and to support social and emotional education initiatives in schools across Europe.

The broad aim of this report is to convey the need to promote good quality and culturally responsive social and emotional education in the EU. There is growing consensus in Europe that individuals need to be better prepared for the social and economic challenges of knowledge-based societies (Siarova et al., 2017), and as far back as 2006, the European Reference Framework on Key Competences for Lifelong Learning (European Parliament and Council of the EU, 2006) identified eight key competences necessary for personal fulfilment, active citizenship, social inclusion and employment in the 21st century. These included social and civic competences, and various transversal themes such as problem solving, risk assessment, initiative, decision taking, and constructive management of feelings. More recently, the EC has launched various initiatives in line with its vision for '21st century skills and competences', including a review process of the Recommendation on Key Competences to enable EU citizens to acquire the core set of skills necessary to work and live in the 21st century's knowledge-based societies (EC, 2016).

A number of ongoing research projects and academic literature reviews, funded by the European Commission, have helped to identify and define the competencies to be integrated into the curricula of European educational systems (Buscà Donet et al., 2017). These include, amongst others, reports on re-thinking assessment practices for 21st century learning (Siarova et al., 2017), prevention of bullying and violence in school (Downes and Cefai, 2016), early school leaving (Downes, 2011a), and social inclusion, social cohesion and interculturalism (Budginaitė et al., 2016; Downes et al., 2017; Herzog-Punzenberger et al., 2017; Van Driel et al., 2016). Projects have also been launched to develop a European assessment protocol for children's social and emotional skills (EAP SEL)[5], to improve students' emotional skills (I-YES)[6], to promote mental health at school (MH-WB)[7], to enable students to deal with bullying (ENABLE)[8], to develop a resilience curriculum for primary schools in Europe (RESCUR[9]; Cefai et al., 2015), to develop a European Master's degree in resilience education (ENRETE)[10], and to develop teacher training in SEE competences such as HOPEs[11] and EMPAQT[12].

[4] See further: www.ensec.org
[5] See further: http://www.eap-sel.eu/
[6] See further: http://www.iyes-project.eu/index.php
[7] See further: http://www.mentalhealthandwellbeing.eu/
[8] See further: http://enable.eun.org/
[9] See further: http://www.rescur.eu
[10] See further: http://www.enrete.eu
[11] See further: http://www.icepe.eu/currentprojects/Erasmus-HOPEs_Project
[12] See further: http://empaqt.eu/

This report stands alongside these ongoing initiatives to promote the social and emotional aspects of education as rightfully being one of the key competences for quality education in the 21st century. Its aim is to inform the European Commission about policy and practice — on the basis of international research, EU policy, and current practices in Member States — concerning the integration of social and emotional education as a core component of curricula across the EU. More specifically, this analytic report seeks to:

- Define and identify the key competences within social and emotional education;
- Review the international literature on SEE, including studies carried out in Member States, on the effectiveness of SEE in early years, and primary and secondary schools, both in terms of cognitive and non-cognitive outcomes;
- Examine how EU policy relates to the inclusion of SEE in school curricula across the EU;
- Explore how SEE is integrated into the school curricula of Member States, and to identify examples of existing good practice from several countries;
- Identify the key processes underlying the effectiveness of SEE, including feasibility, implementation and adaptation, cultural responsiveness, assessment and teacher education;
- Discuss how universal SEE may be used with children and young people from different socio-economic, ethnic and cultural background, and describe its complementarity with targeted interventions;
- Make recommendations at EU, national and school levels, for the effective, sustainable and feasible inclusion of SEE as a core feature of regular school curricula across the EU.

1.3. Scope

Social and emotional education is the main term used in this report (although other related terms may also be used, such as 'social and emotional learning', 'social and emotional skills', 'soft skills' and 'non-cognitive skills' (see in Chapter 3). The report refers to other related areas and draws insights from their respective literatures (e.g. 'citizenship', 'values education', 'health promotion', 'sexual education', 'drugs education', 'resilience'), but while they may overlap, their focus may be broader (e.g. health promotion) or more specific (e.g. sexual education or drugs education) (see Section 3.2). The focus of this report is on social and emotional education as a core subject area in early years, primary and secondary education. Higher and tertiary education, and child care in the first three years of life, lie outside the scope of this report. The report also discusses targeted interventions for children experiencing difficulties as part of a whole-school approach to SEE, but its focus remains social and emotional education as part of the mainstream curriculum (universal intervention approach).

1.4. Methodology

This analytic report is primarily based on the use of secondary data from various types of sources, using search engines such as SCOPUS, EBSCO, HYDI, PsycArticles, PsycInfo, Social Care Online, ERIC, E-Journals, Science Direct, Social Care Online, Web of Science and dissertation abstracts, as well as manual searching

reference lists. The search was focused on documents in English only. The systematic review of the literature made use of following types of sources:

- International literature on social and emotional education Relevant publications were searched for in the aforementioned databases by including (all, but not only) the terms: 'social and emotional learning', 'emotional intelligence', 'social and emotional competence', 'life skills', 'soft skills' and 'non-cognitive skills'. The search identified key international studies on SEE related to such areas as effectiveness and outcomes, implementation, adaptation, cultural responsiveness, quality and levels of interventions, assessment, feasibility, and issues and concerns.
- Meta-analyses and reviews of studies of programme effectiveness. These were analysed to identify the impact of SEE on social-emotional and cognitive outcomes and on the effectiveness of processes. The methodology of this analysis is described in Chapter 4.
- International and national policy documents and curricula frameworks. Together with the sources from the literature review, these were particularly useful in defining SEE and identifying the list of social and emotional competences (Chapter 3).
- EU policy documents, communications and reports related to SEE. These were particularly useful for the chapter on the EU context (Chapter 2). These included policies on the review of the key competences for lifelong learning, citizenship education, early childhood education, early school leaving, inclusive education, mental health promotion, child protection, and bullying prevention.
- Policies and practices related to SEE across EU member states, including national educational policies and illustrations of good practice (Chapter 8). Besides the use of the search engines mentioned above, data was also collected from colleagues and researchers in various MS, including members of the European Network for Social and Emotional Competence (ENSEC).

CHAPTER 2. EU CONTEXT AND POLICY

There are multiple interconnected policy strands across key European Union documents in education that are both directly and indirectly related to SEE. One such policy strand is school leaving prevention, which is part of the EU2020 headline target commitment to reduce early school leaving across the EU to below 10 %. Generally, the *curricular* dimension of SEE is left implicit in these policy documents. The curricular dimension is also an implicit part of several other related policy issues in EU documents, such as wellbeing, personal development, mental health, bullying prevention and school climate.

For example, the Paris Declaration (EU, 2015) focuses most directly in this area in its discussion of personal development. The Declaration seeks to strengthen actions in the field of education at national, regional and local level, with a view to: 'strengthening the key contribution which education makes to personal development, social inclusion and participation, by imparting the fundamental values and principles which constitute the foundation of our societies'. SEE is a key aspect of personal development.

The Council Recommendation (EC, 2011) on early school leaving recognises the importance of an emotionally supportive school environment to prevent and intervene in bullying, as part of a broader early school leaving prevention strategy. It seeks to create a positive learning environment, reinforce pedagogical quality and innovation, enhance teaching staff competences to deal with social and cultural diversity, and develop anti-violence and anti-bullying approaches. Thus, on this issue, any emphasis on SEE at curricular level is subsumed within wider whole-school concerns.

An interesting key feature of SEE, namely, students' voices, is acknowledged in the Commission Staff Working Paper (EC, 2011b) on early school leaving, which states that 'practicing school democracy in daily decisions of school life may help overcome problems of disaffection'. Significantly, the Commission TWG report on early school leaving (EC, 2013) goes further, and recommends that children and young people ought to be at the centre of all policies aimed at reducing ESL, and that their voices must be taken into account when developing and implementing such policies. Again, in both of these documents on early school leaving prevention, SEE is included within a wider policy agenda; in this instance, it is students' voices, resonant with the UN Convention on the Rights of the Child.

The Commission's TWG report (EC, 2013) stresses the importance of emotional support: 'those who face personal, social or emotional challenges often have too little contact with education staff or other adults to support them'. SEE can be construed here as being one dimension of a series of emotional supports, including emotional counselling. The Commission's TWG report (EC, 2013) on early school leaving encourages teachers' relational styles 'to adopt inclusive and student-focused methods, including conflict resolution skills to promote a positive classroom climate'. The conflict resolution skills of teachers are a key dimension here, and arguably need to be embedded in any SEE curricular approach. Professional development for teachers' relational competences is further emphasised in the TWG report, as is an explicit recognition of the importance of pupils' social and emotional development.

The ET2020 Schools Policy Working Group messages (EC, 2015) make learners' wellbeing central for inclusive education; they acknowledge the need for classroom management strategies, diversity management strategies, relationship building, conflict resolution and bullying prevention, and 'counselling, including emotional and psychological support, to address mental health issues (including

distress, depression, post-traumatic disorders)' (p. 12). Again, all of this is resonant with SEE, though still indirectly.

Beyond the EU policy domains of early school leaving prevention and the Paris Declaration 2015 in response to terrorist violence, the Commission Staff Working Document accompanying the *Communication on school development and excellent teaching for a great start in life* (2017b) is notable for its explicit reference to social and emotional development issues at curricular level, albeit only for ECEC (p. 29).This further underlines the need for an acceleration of explicit policy focus on SEE at curricular level in EU policy documents.

The Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions, *School development and excellent teaching for a great start in life* (2017b) is worth noting for its recognition of the importance of learner wellbeing: 'quality assurance mechanisms should consider school climate and learner well-being as well as learner competence development' (p. 11).

The Commission Staff Working Document *Accompanying the Communication on school development and excellent teaching for a great start in life* (2017a) states its commitment to the importance of the emotional-relational dimensions of education, across the school system, and recognises the need for 'a strong focus on improving learners' educational achievement and emotional, social and psychological well-being. Recent PISA data confirm that a safe and healthy school environment supports learning' (p. 17-18). It also identifies these dimensions as especially important for socio-economically excluded students:

Too many pupils still do not feel engaged or even welcome at school. PISA data shows that socio-economically disadvantaged students are less likely than advantaged students to feel that they belong at school and are less likely to feel happy and satisfied with their school. They rather feel like outsiders, for example, in some EU countries less than 60 % of socio-economically disadvantaged pupils feel that they belong at school (p. 20).

These EU policy documents published since 2011 all recognise the central importance of emotional and relational dimensions of education. In doing so, they avoid being criticised for neglecting such emotional and relational dimensions that are included in the OECD (2009) documents on equity in education (Downes, 2010; 2011b). While the emotional-relational aspects of education in these EU policy documents are of central importance, the curricular dimensions of SEE remain largely implicit, lacking a detailed policy focus.

Against this backdrop, it is clear that the European Framework of Key Competences for Lifelong Learning (adopted in 2006 and currently under review), which sets out eight key competences[13] with limited focus

[13] Key competences: 1. Communication in the mother tongue; 2. Communication in foreign languages; 3. Mathematical competence and basic competences in science and technology; 4. Digital competence; 5. Learning to learn; 6. Social and civic competences; 7. Sense of initiative and entrepreneurship; 8. Cultural awareness and expression.

on SEE, treats SEE as merely a sub-dimension of social and civic competence. This perspective on SEE has become somewhat outdated to newer European Union policy documents for education because it lacks the more recent emphasis given to *emotional-relational* dimensions. None of the eight key competences adequately address SEE (Downes and Cefai, 2016), especially not the emotional dimension. SEE, properly understood, cannot be reduced to citizenship education as a civic competence, nor to simply a social or cultural competence.

CHAPTER 3. DEFINITION AND COMPETENCES

3.1. Defining social and emotional education

There are various terms which have been used to describe social and emotional processes in education. One of the most commonly used terms is 'social and emotional learning' (SEL), the term given the concept by the Collaborative for Social and Emotional Learning in the USA. SEL is defined as 'the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions' (CASEL, 2017).

The OECD (2015) uses the term 'social and emotional skills' to define 'the kind of skills involved in achieving goals, working with others and managing emotions'. Another commonly used term is 'life-skills', defined as 'the abilities for adaptive and positive behaviour that enable humans to deal effectively with the demands and challenges of everyday life' (WHO, 1997). These represent the psycho-social skills that influence behaviour, reflective skills such as problem solving and critical thinking, personal skills such as self-awareness, and interpersonal skills such a sociability and tolerance. These are regarded by UNICEF (2012) as essential components of high-quality education.

Another common term used in schools, particularly in Europe, is 'personal and social education/development'. This generally refers to areas such as self-awareness, emotional regulation, communication skills, decision-making, social responsibility, character development, family life, as well as social issues such as gender, equity, and human rights (WHO, 1997)[14]. Citizenship education, along with related areas such as values education and human rights education, are sometimes considered to be the traditional European alternative to SEE, and in various Member States, SEE is considered to be a matter of citizenship education (see Chapter 9). The focus of citizenship education, however, is to prepare students to become active citizens by equipping them with the necessary competences to contribute to the development and wellbeing of society (Eurydice, 2012).

Health education and promotion in school is another area closely related to SEE that is implemented in most schools across the EU within a whole-school approach, and which includes the school curriculum, the ethos and/or the environment, and engagement with families and/or communities (WHO, 2007). Earlier health promotion initiatives that focused on physical health — nutrition, exercise, obesity and substance use — have now been broadened to include mental health and wellbeing in line with the WHO's definition of health (WHO, 2004).

[14] See Box 1.

Box 1. Definition of common terms.

Affective education. An approach to help students understand, manage and make use of their emotions in solving problems and working collaboratively with others, focusing on developing students' belief systems, emotions and attitudes.

Citizenship/civics education. A content area in the curricula of most MS seeking to prepare students to become active citizens by equipping them with the necessary competences to contribute to the development and wellbeing of society (Eurydice, 2012).

Character education. A broad term referring to the development of moral and ethical reasoning and behaviour, responsible decision making, and prosocial attitudes and behaviour towards others. Elements of character education may be found in moral education, citizenship, values education, social and emotional learning, and religious education.

Drugs education. An area focused on developing competences, particularly in adolescents and young people, in the prevention of illicit drug abuse and other harmful and problematic substances. Sometimes offered as a standalone programme or as part of health promotion or social and emotional education.

Emotional intelligence. A term developed by Mayer and Salovey (1997), defined as the ability to recognise, understand and manage one's own and others' emotions.

Emotional literacy. A term similar to emotional intelligence, it refers to the ability to understand and manage one's own emotions and to understand and empathise with the emotions of others.

Health promotion. A whole-school approach to improve and promote the health of all school users, including provision and activities related to healthy school policies, school curriculum, the physical and social environment, and engagement with families and/or communities (WHO, 2007). It includes such areas as physical activity, nutrition, substance use, sexual health, safety and protection, and mental health and wellbeing.

Life skills. 'The abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life' (WHO, 1997), including the psycho-social skills that determine behaviour, reflective skills such as problem solving and critical thinking, personal skills such as self-awareness, and interpersonal skills such as sociability and tolerance.

Mental health. Traditional definitions of mental health in children and young people tended to focus on mental illnesses and disorders, but more recently have begun to follow the WHO definition which refers to a state of wellbeing when one realises his or her own abilities and can cope with the normal stresses of life, including a positive sense of identity, an ability to manage thoughts and emotions, to build social relationships, and to acquire an education that allows active citizenship as an adult. 'Mental health' is the preferred term of the WHO and across Australia in relation to SEE, though it incorporates both mental health promotion and mental health difficulties.

Non-cognitive skills. A similar term to 'soft skills' used to distinguish skills that are neither cognitive nor academic; more precisely, it refers to thoughts, feelings and behaviours related to interpersonal and intrapersonal skills.

Personal and social development/education. A common term used in schools, particularly in Europe, usually including areas such as self-awareness, emotional regulation, communication skills, decision making, social responsibility, character development, family life, and social issues such as gender, equity, and human rights (WHO, 1997). In some countries this also includes health or other aspects of student development such as: Personal, Social, Health and Economics in the UK (combining health, home economics, child protection, personal development, relationships and social development); Social, Personal and Health education in Ireland (including mental health, relationships and sexual education, substance use, gender studies and physical activity and nutrition); and Personal, Social and Careers Education in Malta (combining personal and social development with career education).

Resilience. The ability to overcome and adapt to adversity, trauma, tragedy, threats, or significant sources of stress. It usually refers to the positive social, emotional and cognitive outcomes of children and young people at risk of or experiencing adversity in their lives.

Sexual education/sexual education and relationships. An area addressed in various school subjects such as biology, health education/promotion, home economics, and social and emotional education. In the case of SEE, this is addressed in various topics such as relationships, peer pressure, goal setting and values, and decision making.

Social and emotional competence. The knowledge, attitudes and skills relating to the intra- and interpersonal processes associated with prosocial behaviour; the term also refers to the social and emotional competences students receive from social and emotional education.

Social and emotional education (SEE). The term preferred by and used in this report. It refers to the educational process by which an individual develops social and emotional competence for personal, social and academic growth and development through curricular, embedded, relational and contextual approaches.

Social and emotional learning (SEL). The term most frequently used in the US, defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social and emotional skills. Another term closely related to social and emotional learning, focusing on intra- and interpersonal skills, sometimes used interchangeably with SEL, and sometimes as the product of SEL. The OECD (2015) uses the term in a more restricted sense to define specific skills involved in achieving goals, working with others, and managing emotions.

Social and emotional wellbeing. A term commonly used by the WHO, by the Learning for Wellbeing Foundation, and across Australia, to refer to emotional wellbeing (positive affectivity and the absence of negative affectivity such as depression or anxiety), psychological wellbeing (autonomy, emotional regulation, problem-solving, empathy and resilience) and social wellbeing (good relationships with others, prosocial behaviour).

Soft skills. A term used to distinguish social and emotional skills from the hard, more measurable, academic skills. It is used frequently in vocational education and employment, and underlines such competences as teamwork and collaboration, integrity, responsible decision making and flexibility.

Source: prepared by the authors from the literature.

In this report, we use of the term 'social and emotional education' to refer to the educational process by which an individual develops social and emotional competence for personal, social and academic growth and development through curricular, embedded, relational and contextual approaches. The definition implies developing and applying the attitudes, knowledge and skills required to understand oneself and others, to express and regulate emotions, to develop healthy and caring relationships, to make good, responsible and ethical decisions, and to make use of one's own strengths and overcome difficulties in social and academic tasks' (Cefai and Cavioni, 2014). The term 'education' places the emphasis on the conditions and processes that contribute to the development of social and emotional competence, including both a curricular- and cross-curricular-based approach, as well as an embedded classroom and whole-school climate perspective (Cefai and Cooper, 2009).

SEE is concerned with the broad, multidimensional nature of learning and teaching, including the biological, emotional, cognitive and social aspects of learning and teaching. It entails a pedagogy for building social and emotional competencies, for an 'intervention structure which supports the internalization and generalisation of the skills over time and across contexts' according to the child's

development and with contributions from educators, parents, peers and other significant people (Elias and Moceri, 2012, p. 427).

While encapsulating CASEL's social and emotional learning, SEE also accounts for more recent developments in the field, such as positive psychology and positive education, resilience, and mindfulness. It places greater emphasis on the social self — relatedness, caring and inclusion — and on the utility of social and emotional skills for academic learning. Furthermore, it assumes a broader perspective on teaching and learning, inclusive of classroom climate, whole-school ecology, parental involvement, and teachers' own social and emotional competences.

Table 1. Some of the terms used in EU Member States in relation to social and emotional education.

Countries	Social and emotional education terms used
Austria	Social learning
Belgium (FL)	Ethics, Social skills
Belgium (FR)	Emotional education, Ethics
Croatia	Personal and social development
Bulgaria	Health education
Cyprus	Health education, Personal and social development
Czech Republic	Personal and social education
Denmark	Character education
Estonia	Values education, Social competence
Finland	Personal growth, Health education
France	Emotional and social education
Germany	Social learning, Social and emotional skills
Greece	Civics, Social and emotional education
Hungary	Social skills, Emotional education
Ireland	Social, Personal and Health Education, Social and emotional learning
Italy	Social and emotional education, Social training
Latvia	Health education, Ethics
Lithuania	Social education
Luxembourg	Social skills, Ethics
Malta	Personal, social and careers education
Netherlands	Social skills training, Life skills, Civics education
Poland	Emotional education
Portugal	Personal and social development
Romania	Health education
Slovakia	Ethical education
Slovenia	Health education, Citizenship
Spain	Social and civic competences, Social and emotional education
Sweden	Values based education, Mental health promotion, Social and emotional skills
United Kingdom	Personal, Social and Health Education, Social and emotional aspects of learning

Source: prepared by authors, based on review of policies and practices in MS.

3.2. Competences and framework

Most international curricula, programmes and interventions in social and emotional education focus on two core sets of competences, namely, intrapersonal and interpersonal competences, with a varying degree of emphasis on one or the other. This is largely equivalent to another common distinction between Self (intrapersonal skills) and Others (interpersonal skills). One of the most broadly adopted SEE

competences' framework was developed by CASEL, and is used across several countries within Europe, and in Australia and the USA. On the basis of the existing literature and theory on human development, CASEL (2003) identified five interrelated sets of socio-emotional competences that can be taught in schools and other contexts, namely, self-awareness and self-management (intrapersonal), social awareness and relationship skills (interpersonal), and responsible decision making. Annex 2 provides a more detailed description of the skills in each of the five areas. This framework has built a strong empirical basis over the past decades, particularly though not exclusively in the USA.

In its efforts to develop a guiding framework for life-skills education across the world, UNICEF (2010) has grouped three broad categories of 'generic life-skills' on the basis of competences drawn by UN agencies such as UNICEF and WHO, and other organisations such as CASEL. These include cognitive skills (critical thinking and responsible decision making), personal skills (awareness, drive, and self-management), and interpersonal skills (communication, negotiation, cooperation and teamwork, inclusion, empathy, and advocacy). They are quite similar to CASEL's five-tiered framework. The social and emotional learning component of the Australian Kids Matter framework[15] is also based on CASEL's five areas.

The OECD report on social and emotional skills (2015) categorised SEE competences somewhat differently, into three sections 'according to their most important functions', namely, achieving goals (perseverance, self-control, and passion for goals), working with others (sociability, respect, and caring), and managing emotions (self-esteem, optimism, and confidence). 'Achieving goals and managing emotions' may be categorised within the intrapersonal (self-awareness and management) category described above, while 'working with others' reflects the interpersonal aspect. These competences were developed from a literature review, including CASEL's framework amongst others, and evidence from intervention studies (OECD, 2015). These mainly reflect a lifelong-learning, market-economy, and socio-economic outcomes approach, in contrast to a broader, more holistic conception of what it is to be a flourishing human being within a social Europe, and the promotion of active citizenship, diversity, equity and social justice (Boland, 2015; Kautz et al., 2014).

A recent attempt to construct a taxonomy of non-cognitive competences was carried out in a number of middle schools in the USA by three longitudinal, prospective studies The findings suggest there may be three separate though interrelated dimensions of non-cognitive competences, namely: interpersonal (which enable children to develop harmonious, positive relationships with others), intrapersonal (which facilitate the regulation of behaviour, thoughts, and emotions in seeking to achieve one's goals), and intellectual (which support active engagement in learning) (Park et al., 2017). Though requiring much more study, the third dimension may be seen to reflect SEE skills related to academic achievement and resilience that have received less attention but will be discussed further below. The same three areas are also reflected in the Social and Emotional Aspects of Learning (SEAL)[16] framework in the UK (Department for Education, 2003); this framework distinguishes between five main areas: two areas are intrapersonal (self-awareness and managing feelings); two are interpersonal (empathy and social skills such as

[15] See further: www.kidsmatter.edu.au.

[16] See further: http://webarchive.nationalarchives.gov.uk/20110812103208/http://nsonline.org.uk/node/97662

relationships, collaboration, conflict resolution, and responsible decision making) and one is similar to Park et al.'s (2017) intellectual area, namely motivation (setting goals, persistence and resilience).

In Europe, there is a diversity of approaches and perspectives to SEE which are also reflected in the competences identified within the respective approaches. A number of frameworks and programmes addressing personal, social and emotional competences are being used in some MS and in various regions and schools. These tend to take a broad approach by including health, economics and/or careers education in emotional wellbeing, and typically also include emotional health and wellbeing, sex and relationships education, drug and alcohol education, diet and healthy lifestyle education, and safety education (e.g. Department for Education, 2015a; Ministry of Education and Employment, 2012). In most MS, however, the focus of SEE appears to be on social competence, citizenship and human rights, health promotion, and bullying and violence prevention (see Chapter 8).

Citizenship education is particularly focused on the development and wellbeing of society, with social and cultural competences related to ethical, moral and responsible behaviour, civic engagement, human rights, political engagement, democratic values, collaboration, and appreciation of diversity (Eurydice, 2012). Self-regulation and control, communication, decision making, and critical thinking are some other competences addressed within citizenship education in some MS, but in most instances, there is a lack of attention to emotional awareness and management (see Chapter 8).

The main difference between citizenship and SEE, or the implications of focusing on one or the other, is evident in evaluations on their impact on children's behaviour. In stark contrast to the international meta-analyses of SEE that highlight notable improvements in cognitive, social and emotional learning (Chapter 4), citizenship education does not tend to be analysed as an intervention for such outcomes, with evaluations being more focused on change in attitudes related to democratic values, civil engagement, political engagement and human rights (Torney-Purta et al., 2001). Citizenship education thus constitutes only one component of SEE, and SEE curricula cannot be reduced to, nor be replaced by, the former (Downes and Cefai, 2016). In his review of the SEE situation in the Netherlands, Diekstra (2008) suggests that citizenship and SEE together should constitute the social and emotional aspect of the curriculum as a balance to the cognitive component in education.

Health education and promotion is a broad approach targeting such areas as physical health, physical exercise, nutrition, bullying, tobacco, alcohol, sexual health, violence, mental health, and risk behaviours. The mental health component seeks to promote mental health and prevent mental illness in children and young people through the development of such competences as enhancing self-esteem, developing problem-solving and coping skills, coping with negative feelings such as anxiety and depression, and coping with bullying (WHO, 2017a). The Health Promoting Schools Framework for Action (WHO, 2017a) provides an evidence framework to assist the growth and development of the concept of health-promoting schools, giving guidance and tools on the key principles of health-promoting schools[17].

[17] *Schools for Health in Europe* (2017), which includes 45 member countries, seeks to support school communities in promoting health and wellbeing through a whole-school approach, emphasizing such values as equity, inclusion, empowerment and democracy.

On the other hand, bullying and violence prevention in schools often has a narrower focus, focusing entirely on reducing and preventing bullying, aggressive behaviour and violence. This usually requires, however, that other related competences be developed that start to approach SEE terrain, such as becoming aware of what constitutes bullying and violence, increasing social competence and strategies to cope with bullying and violence, engaging in responsible behaviour and civil engagement, and respecting and appreciating cultural diversity. Some programmes go further down this path, and address issues such as relationships, empathy and anger management (see Chapter 8).

Box 2. Sex and drugs education.

There is evidence that when integrated with social and emotional education, target interventions for particular behaviours such as sexual activity and substance abuse, may be more effective. For instance, a review of school-based sexual health programmes by Oringanje et al. (2009) reported that integrated interventions, which included sexual education and life-skills, led to reductions in unintended pregnancies. Sexual education integrated within relationships is related to healthier sexual practices such as delayed initiation of sex, reduced frequency of sex or the number of sexual partners, and increased use of contraceptives (Kirby and Laris, 2009; UNESCO, 2009). On the other hand, abstinence approaches were found to be ineffective in reducing teenage pregnancy, and indeed may actually have the opposite effect (DiCenso et al., 2002, review of studies). Thus, in SEE, sexual education is addressed within various topics such as relationships, peer pressure, goal setting and values, and decision making, and while it may be addressed as a topic in its own right, the focus will still be on the social and emotional aspects of sexuality. Similarly, a review of universal school-based drug prevention programmes found that programmes that integrated social and emotional skills with drug taking related strategies, were more effective than single-approach interventions, while knowledge-based interventions on drug taking had no effect (Faggiano et al., 2014). In its evaluation of global life skills education programmes in various countries, UNICEF (2012) concluded that life skills education should contain social and emotional skills, and include information about topics such as HIV prevention and sexual health. These areas have well defined, specific learning objectives and they may be integrated in curricular SEE, or in health promotion whole-school approaches; on their own, however, they do not constitute or replace SEE (Downes and Cefai, 2016).

Source: developed by the authors from the literature.

Given the various terms, areas, categories and competences that relate to SEE internationally, we will now suggest a framework that consists of two broad domains of competences, namely, intrapersonal (self) and interpersonal (others) competences. Each of these has two dimensions: awareness and management. This is illustrated in Table 2. Classifying SEE in this manner best reflects the evidence from the meta-analytic reviews that are discussed below, as well as the current lack of component analyses of interventions mapping the relationships between specific components to specific outcomes (Domitrovich et al., 2017). Besides its empirical basis, the classification and consequent competences also reflect theories on social and emotional development, self-determination, self-advocacy, active citizenship, health promotion, human connectedness, active citizenship, social inclusion, social justice, and caring community (Annex 4).

Table 2. Matrix of social and emotional competences: Self and Social Awareness and Management.

	SELF	SOCIAL
AWARENESS	I am… Knowledgeable **SELF CONFIDENCE**	I care… Caring **EMPATHY**
MANAGEMENT	I can… Capable **SELF CONTROL AND SELF MOTIVATION**	I will… Responsible **INFLUENCE**

Source: adapted from Cefai and Cavioni (2014).

The framework is made up of four categories of competences, namely self-awareness, self-management, social awareness and social management. Furthermore, two additional dimensions identified in the literature have been added to the self-management category, namely, resilience skills and academic learning-oriented skills (Cefai and Cavioni, 2014) (see Table 3). Resilience education is gaining more salience in view of the increasing challenges posed by rapid global, social, economic and technological changes taking place. Various studies have also identified a separate dimension of academic learning/cognitive/intellectual skills (see Park et al., 2017; Department of Education, 2003), although in other taxonomies such as CASEL these competencies are subsumed within the intrapersonal domain. The focus on these competences also reflects neuroscientific evidence underlying the foundational role of emotions and relationships in academic learning (see Annex 1), and scientific evidence that has demonstrated that SEE contributes to academic learning (see Chapter 4).

Finally, the framework underlines competences that facilitate active citizenship, empowerment and growth, such as self-determination, self-confidence, goal setting, overcoming adversity, sense of meaning and purpose, learning about learning, self-advocacy and a growth mind-set amongst others. On the other hand, it seeks to balance individual growth and success with such values as empathy, solidarity, diversity, collaboration, connectedness, community and protection of the environment.

Table 3. List of social and emotional competences within the four categories

Self-Awareness: Students are able to recognise their emotions, describe their interests and values and accurately assess their strengths and weaknesses. They are able to reflect on their thoughts and learning process. They have a well-grounded sense of self-confidence, self-efficacy, agency and autonomy. They are hopeful about the future and have a sense of meaning and purpose. More specifically, this content area includes the following competencies.

- Recognition of emotions: identifying and labelling feelings.
- Knowledge and recognition of strengths: identification and cultivation of one's strengths and positive qualities, and using strengths to address limitations/weaknesses and maximise potential.
- Confidence and self-efficacy.
- Self-determination: autonomy, agency.
- Self-advocacy and awareness of one's rights as an individual.
- Hope and optimism about one's learning and life in general and hope for the future.
- Sense of meaning and purpose in life, self-actualisation.

Self-Management: Students are able to manage their thoughts, emotions and behaviour, manage stress, engage in positive talk, control impulses, and persevere in overcoming obstacles. They can set goals and monitor progress towards the achievement of personal and academic goals, persisting in the face of difficulties and overcoming adversity. They are able to engage in critical thinking, to solve problems effectively, and to make good and informed decisions. They express their positive and negative emotions appropriately in a wide range of situations and demonstrate mindful attention and focused awareness. They are actively engaged in social and academic tasks through their strengths and are able to use self-management and problem-solving skills in academic learning. More specifically, this content area includes the four sets of competencies below.

<u>Emotional regulation, expression, and mindfulness:</u>

- Self-regulation, emotional expression and dealing with negative emotions (including anger management, stress management, dealing with negative thoughts);
- Appreciation of one's positive emotions, such as happiness and excitement;
- Development of mindful attention and focused awareness (exercising mindfulness, sharpening awareness of self, others and environment through focused attention).

<u>Goal setting, problem solving and decision making:</u>

- Goal setting and self-monitoring (establishing, planning and working towards achieving short- and long-term goals, including academic achievement);
- Problem solving and decision making (analysing situations accurately, perceiving when a decision is needed and assessing factors that influence decisions, generating, implementing and evaluating positive and informed solutions to problems, taking necessary decisions).

<u>Resilience skills:</u>

- Resilience to overcome difficulties and setbacks and keep thriving (determination, persistence, sense of purpose, self-control, hopefulness, positive self-talk).

<u>Success oriented engagement and metacognitive skills:</u>

- Critical, creative and lateral thinking: thinking critically about learning and thinking, learning about learning and developing better thinking skills;
- Success oriented engagement (particularly in relation to educational challenges: self-motivation, making use of one's strengths, self-regulation, goal setting, persistence and problem solving).

Social Awareness: Students are able to take the perspective of and empathise with others, and recognize and appreciate individual and group similarities and differences, diversity and social inclusion. They have a sense of connectedness and belonging to the community. They are able to seek out and appropriately use family, school and community resources in age-appropriate ways. They demonstrate prosocial values and behaviours, and

are motivated to contribute to the wellbeing of their schools and communities. They also appreciate and care for the physical environment. More specifically, this content area includes the following competencies:

- Perspective taking (identifying and understanding thoughts and feelings of others);
- Empathy;
- Appreciation and celebration of individual and group cultural and social differences and similarities.
- Awareness of resources and support networks (family, school and community);
- Prosocial values, attitudes and behaviour (honesty, respecting rights of others, feeling responsible for and supporting the well-being of others);
- Respect for, and protection of, the physical environment.

Social Management: Students have good relationship skills, being able to establish and maintain healthy and rewarding relationships based on co-operation and collaboration. They resist inappropriate social pressure; constructively prevent, manage and resolve interpersonal conflict; and seek and provide help when needed. They demonstrate ethical behaviour and responsible decision making in the various contexts they operate, considering the needs and rights of others in their behaviour and decisions. More specifically, this content area includes the following competencies.

- Healthy and rewarding relationships with individuals and groups, appreciating equality and diversity in relationships;
- Effective communication to express oneself and positive exchanges with others, using both verbal and non-verbal skills;
- Cooperation and collaboration with others;
- Leadership skills (motivating others, teamwork, negotiation, decision making);
- Dealing with peer pressure (refusing to engage in unwanted, unsafe and unethical conduct);
- Constructive conflict resolution (achieving mutually satisfactory resolutions to conflict by addressing the needs of all concerned);
- Dealing with negative relationships such as bullying, harassment and violence;
- Seeking and providing help and support;
- Ethical and responsible behaviour and decision making (considering ethical standards, safety concerns, and respect for others, and the likely consequences of various courses of action when making decisions);
- Contributing to the wellbeing and flourishing of the community.

Source: adapted from Cefai and Cavioni (2014) (see also Annex 2).

SEE varies across cultures, reflecting cultural variations in defining mental health, wellbeing, and social adjustment (Hecht and Shin, 2015; Lowenthal and Lewis, 2011). Such cultural differences are particularly pronounced between so-called Western and Eastern traditions of understanding human development and behaviour, such as the tension between self and others, individualistic and collectivist, and assertiveness and compliance (Hecht and Shin, 2015). The list of competences in this report draws upon a broader base of competences across cultural contexts, including European contexts (e.g. SEAL and PSHE in the UK, SPHE in Ireland), KidsMatter in Australia, CASEL in USA, the OECD and UNICEF (see also Annex 4). The competences may need to be adapted, however, to the particular cultures and contexts where they are being implemented. Some countries, regions, communities and schools may need to focus more attention on particular competences depending on their needs. SEE may also be integrated with pre-existing related curricula. Care must be taken, however, to ensure that such adaptations do not diminish the quality of SEE. Quality adaptation is based on a rigorous evaluation of the needs of a particular context, balanced with the preservation of the curriculum's integrity.

This competences framework may serve as a basis for the inclusion of SEE as one of the EU's key competences and a core content area of MS' curricula. In view of the existing national curricular frameworks in MS, SEE may also be integrated into other areas of their curricula such as health, so long as the specific focus on SEE competences is retained and the area is given sufficient attention and time in

any given curriculum. Furthermore, a whole-school approach to SEE would also see it included in the mission statements and objectives of schools, with a school policy on the promotion and implementation of SEE at instructional, contextual and organisational levels.

3.3. Addressing Policy and Conceptual Challenges for Developing Social and Emotional Education

There are a wide range of concerns related to SEE that go beyond simply examining the efficacy of social and emotional classes on a defined set of outcomes. The wider policy goals of SEE need to ensure that it avoids potential pitfalls, such as it being used — even unintentionally or indirectly — as an instrument of social control and conformity. It needs to be child-centred and have regard for the benefits of introversion, avoid a pathologising view of individuals, recognise individual differences, and respect privacy.

Cultural conformity and social control

The OECD (2015) report Skills for Social Progress is the result of a three-year project to analyse longitudinal studies, policy statements and practices in a number of countries. Boland (2015) highlights that in this OECD (2015) report on social and emotional skills, the three skills which receive the most emphasis are conscientiousness, sociability and emotional stability. These three have the most positive effect on life outcomes (p. 14). Boland (2015) asks how outcomes are being defined and by whom:

Unsurprisingly, OECD defines successful life outcomes as a rise in socio-economic level and access to the labour market. Though this is certainly a widely held view, it is not the only definition. A successful student becomes one who is conscientious, socially able and has self-control (p. 70).

Elsewhere, being respectful is mentioned as a factor in helping improve assessment scores (p. 76).

This leads to an image of 'the successful student as an ideal employee and a keeper of the status quo, someone who does not challenge or rock the boat' (Boland 2015, p. 85). Thus, there is a need to clarify the social policy purposes underlying the promotion of SEE in schools. It is vital to prevent success criteria from effectively becoming instruments of social and cultural conformity, where people's personalities are treated in prescriptive, normative terms of success. There is a real danger that the policy purposes of SEE could become rigidified into a mode of social control, whereby children's individuality and cultural differences are flattened through a systemic push towards prescribed personality packages (see also Fromm, 1957).

Business bias

Boland (2015) raises a related concern, which he terms 'business-bias'. He notices this bias in the OECD (2015) report's understanding of social and emotional skills; the report discusses measuring instruments which, it states, are able to quantify SES reliably, though further work needs to be done. Among these instruments is the Big Five Inventory, namely Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness (OECD, 2015, p. 35). These are further divided into subcategories. For Boland (2015), the 'most interesting' (p. 86) of these subcategories fall under Openness and include imagination, creativity and critical thinking. He observes that innovation and divergent thinking are not particularly emphasized in the OECD (2015) report or as part of any countries' longitudinal studies. This is arguably due to the difficulty of reliably assessing such qualities. Boland (2015) continues:

This is not a report which offers a vision of social progress towards a more equitable and human-based future. Rather, it advocates skills which are found to leverage productivity at a time of financial uncertainty while maintaining the social status quo, which is that the needs of the global economy are paramount… what is stressed most in the report is that they help the economy (p. 86).

These concerns serve as an important cautionary note about the danger that SEE can be put to policy purposes that are not centred on children and young people's needs, and their own and others' wellbeing, but rather more narrowly on economic concerns. This is an important point to be kept in mind; ensuring a child-centred focus is held as a curricular vision for SEE, and one that goes beyond narrower instrumental 'skills'.

A misunderstanding of the benefits of introversion and the need for sensitivity towards cultural differences

A repeated position in the OECD (2015) report is of the need to promote extraversion in students. The terms introversion and extraversion date to Carl Jung (1921), who sought to develop two polarities of human experience — introversion draws energy from within, and extraversion draws energy from the external world. Favouring one over the other, as the OECD report (2015) clearly does, is quite problematic. More to the spirit of Jung's understanding, SEE encourages the promotion of introverted dimensions of selfhood, and going beyond a prescribed 'happiness' or superficial extolling of 'optimism'.

Jung not only sought a balance between extraverted and introverted capacities for experience to overcome one-sidedness, he also regarded Western culture as fundamentally biased towards extraversion, and the culture itself, therefore, was imbalanced (Downes, 2003). Following Jung, then, we could say that the OECD report (2015) is reflective of that cultural imbalance between extraversion and introversion. An alternative approach by the educational system would be to show a greater concern for personal development, and to promote introverted qualities. This would, one could expect, lead to more innovative and less formulaic thinking, and allow for deeper, more enduring, personal relationships. From this Jungian perspective, SEE would strike an appropriate balance between both poles of human potential, with an eye to overcoming the imbalance in Western culture that favours extraversion over introversion (cf. Jung, 1921).

If one allows that introverted capacities should be recognised and accepted by the education system, it follows that the SEE curriculum must be sensitive to cultural differences. A curriculum that focuses on students' diverse voices and experiences is a key starting point for a culturally sensitive curriculum, and is a better alternative than a monolithic, one-size-fits-all approach to human development.

SEE requires a positive school and classroom climate as a precondition for its implementation

The OECD (2009) recognises that a positive school climate is a key dimension, as is the environment of classrooms. School climate is defined here as the quality of social relations between students and teachers (including the quality of support teachers give to students), which is known to have a direct influence on motivational factors, such as student commitment to school, learning motivation and student satisfaction, and perhaps a more indirect influence on student achievement (OECD, 2009, p. 91).

Unfortunately, a positive school and classroom climate is not a universal feature of schools across Europe. The issue of discriminatory bullying by teachers (Elamé, 2013) has been observed across many European countries. Likewise, authoritarian teaching, and ruling by fear and punishment — thereby alienating many students from the educational system — has been observed across a number of European contexts (Downes and Maunsell, 2007; Cefai and Cooper, 2010; Pyhältö et al., 2010). At least one of these studies have expressed a serious concern about the impact of authoritarian teaching on early school leaving (Downes, 2013). Quantitative research on this issue by the WHO has also observed the prevalence of teachers 'publicly humiliating' students, which of course adversely affects students' wellbeing (WHO, 2012). Moreover, socio-economically marginalised groups are struggling with school-belonging across Europe, according to PISA (2012) (see Annex 5). Against this backdrop, a curricular commitment to SEE would need to provide systemic support for teachers to improve their own relational and cultural competences, and their communication, conflict resolution and classroom management skills. It would also require imparting these background relational competences during preservice teacher education (Downes, 2014).

A new deficit of emotional vulnerability and individual psychopathology

A potential concern with emotional well-being in education is the publication of attachment-style checklists for use by primary teachers and in preschool settings in the UK context, by Golding et al. (2013a, 2013b). Golding et al. (2013b) seek to provide a checklist rather than a formal assessment guide to young children's attachment styles. Detailed attachment profiles of children who are viewed as insecure-ambivalent, insecure-avoidant, and disorganized-controlling, are provided. Primary teachers and preschool professionals are given specific recommended interventions for each coping style. Downes (2013a) observes that reviewers such as Ecclestone (2007) have expressed concerns about Golding's et al. attachment checklist, arguing that it invites not only an intrusive judgment by childcare workers (and primary teachers) of parents' parenting skills, but also invites them to make judgments regarding attachment histories that are neither verifiable within the scope of their work nor even perhaps observable. Even if a child displays repeated features of, for example, ambivalence or avoidance, it is a major leap in logic for a primary teacher or childcare worker to conclude that these features are due to attachment bonding problems with the child's parents.

The complexity of these issues suggest that other explanations of a child's coping state, that has, for example, been interpreted as anxious or avoidant, must be available. These children may instead be hungry, be sleep deprived, have language delay issues, suffered trauma unrelated to any attachment issues, possess an introverted temperament, or represent cultural differences (Downes, 2013; 2017).

The boundaries between a teacher's role in mental health promotion and emotional support should be clarified; for instance, the difference between a teacher's role in stress prevention, from that of a disproportionate therapeutic role for deep-seated, complex traumatic emotions (Downes, 2003). The attachment checklists of Golding et al. (2013a, 2013b), at least as originally conceived, tend to enter the terrain of therapy, rather than simply advocating for mental health promotion and emotional support. Granted, these checklists are valuable as a guide to meaningful supportive strategies for children, but are less valuable as a categorization of attachment styles, even when they are characterized more loosely as a checklist rather than an assessment. As Downes (2013b) notes, 'The danger is that preoccupation with modes of partially informed categorization could blur teachers' relationality and also respect for engaging with vulnerable parents without judgments and preconceptions' (p. 80).

The privacy of the individual is being subverted by the powerful gaze of the state through an emotional well-being agenda

Ecclestone (2007) accentuates the need for vigilance regarding power relations that disempower people, either through condescending attitudes of professionals, or by constructing a dependency culture where people are treated as incapable of living without professionals. The encroachment of state power on individuals and families touches on a number of issues. It has, for instance, been observed in childrearing, a domain where the state's interests seem to have intruded (Morrison, 1995). Is should be noted, however, that this is not entirely without beneficial consequences; for instance, this expansion of the state's involvement in childrearing has resulted in maternity and paternity leave.

The attachment checklists proposed by Golding et al. (2013a, 2013b) seem to propose something similar, to promote the state's greater involvement in the mental health of children. To temper this tendency, the consent of parents should be provided before the application of checklist observations. The confidentiality of checklist information is also an important consideration. Moreover, teachers and childcare workers must be careful not to let their potential social-class biases influence their application of such a checklist (Downes, 2013). Finally, a clear danger — while not given emphasis by Ecclestone and Hayes (2009) —is the possibility of overmedicating children for mental health difficulties. ADHD (Attention Deficit Hyperactivity Disorder) is an illustrative cautionary tale here: consider how extremely high the cultural variation in diagnoses of ADHD are (Timini and Taylor, 2004). Overall, then, attention must be paid to the risks that granting the state more control over emotional wellbeing issues present.

CHAPTER 4. EFFECTIVENESS OF SOCIAL AND EMOTIONAL EDUCATION: WHAT DOES THE RESEARCH SAY?

More than 500 correlational and longitudinal evaluations of SEE programmes, many of them universal, school-based programmes, have documented their success in enhancing adjustment outcomes and decreasing negative behaviours (Weissberg et al., 2015). Various other studies and reviews of studies have consistently found evidence for the positive impact of school-based SEE programmes on children of diverse backgrounds and cultures, from kindergarten to secondary school, in both academic achievement and social and emotional health (Barnes et al., 2014; Clarke et al., 2015; Durlak et al., 2011; Hoagwood et al., 2007; Korpershoek et al., 2016; OECD, 2015; Payton et al., 2008; Sklad et al., 2012; Slee et al., 2009, 2012; Taylor et al., 2017; Weare and Nind, 2011; Wilson and Lipsey, 2009; Zins et al., 2004). The largest effects appear to be in social and emotional learning, but the programmes also improved academic achievement and reduced conditions such as depression, anxiety, substance use and anti-social behaviour (Clarke et al., 2015; Corcoran et al., 2018; Durlak et al., 2011; Payton et al., 2008; Sklad et al., 2012; Taylor et al., 2017; Weare and Nind, 2011; Wilson and Lipsey, 2009).

4.1. Method of analysis

The authors carried out an analysis of the international meta-analyses and reviews of studies on universal SEE in the last ten years. The search engines that were used are listed in section 1.4 of Chapter 1. Meta-analysis and systematic reviews are usually accorded top standing amongst evidence-based research studies, and for a study to be considered a meta-analysis or systematic review it is generally required to meet one of the following criteria: i) a systematic review or meta-analysis of all relevant randomised control trials (RCTs); ii) evidence-based clinical practice guidelines based on a systematic review of RCTs; or iii) three or more RCTs of good quality that have similar results (Ackley et al., 2008; Glover et al., 2006)[18]. We paid particular attention to reviews that included European studies.

We included papers that were reviews of universal school-based SEE, or directly related areas such as classroom management. Papers were then screened for whether they provided adequate information on their methodology, which we took to largely indicate the quality and reliability of any given paper; this included information on its data search, its general inclusion and exclusion criteria, the type of studies it selected (experimental/control/RCT), and its effect sizes. We eliminated reviews of targeted interventions with small groups, and reviews on broad areas such as evaluations of health promotion. Our list at this point consisted of 15 reviews, but we reduced it to 13 since two reviews were incorporated into more updated reviews.

The analysis had two main objectives: first, to evaluate the effectiveness of SEE in terms of social, emotional and academic outcomes, and second, to identify the processes that would make the development and presentation of a framework for the integration of SEE in curricula across the EU more effective.

[18] Though this does not decrease the importance and key role of qualitative research involving children's voices.

Annex 6 presents key meta-analytic and systematic reviews of empirical evaluations of universal school-based SEE programmes; they are mainly from the USA but do include a considerable number from Europe. Some reviews, such as Weare and Nind (2011) and Clarke et al. (2015) were particularly interested in European studies, while those by Sklad et al. (2012), Korpershoek et al. (2016) Taylor et al. (2017), OECD (2102) and Sancassiani et al. (2015) included a number of studies from other countries. Annex 6 also provides our assessment of the selected reviews' methodological quality, and the quality of their outcomes and effectiveness processes. Furthermore, we gave considerable attention to the more rigorous and wider reviews when discussing our findings, particularly Durlak et al. (2011), consisting of more than 200 studies; Sklad et al. (2012), consisting of 75 studies, some European; Taylor et al. (2017) consisting of 82 studies, some European; and Weare and Nind (2011) consisting of 52 *reviews* of meta-analytic studies, about half of them European.

Since we selected the most recent reviews, there is some overlap as the same studies may be have been included in some of the reviews. Review sources also vary according to where their focus was; whether Europe or abroad. Weare and Nind (2011) actually review a total of 52 meta-analyses and systematic reviews, with half of them based on European studies.

All of the meta-analyses and systematic reviews (listed in Table 4 below) limited themselves to studies that were based on robust evaluations of SEE interventions and which used randomised control trials, quasi-experimental, and pre-post designs. Most of these studies also accounted for publication bias (Rothstein et al., 2005). Overall, these meta-analyses and reviews have overwhelmingly found that SEE programmes have a significant impact on students, not only immediately after an intervention, but also from six months to three years after an intervention (Taylor et al., 2017). Moreover, while the analyses and reviews differ markedly — see Table 4 — they all report significant benefits for the participants through various levels.

It should be noted that this area of research is still relatively novel, and there is wide variation between the studies these meta-analyses selected. For instance, while all the of reviews included in Table 4 are dedicated to school-based programmes that address one or more SEE competences, the programmes' content vary widely, as do the programmes' intended outcomes (e.g. Durlak et al., 2011; Taylor et al., 2017). Reviews tend to focus on particular, differing, aspects of the programmes; comparing between reviews, then, requires care. For example, while Taylor et al. (2017) focused on follow-up outcomes, others had more particular focuses: Corcoran et al. (2018) focused on academic outcomes; Barnes et al. (2014) on aggression reduction; Korpershoek et al. (2016) on the impact of classroom management strategies and programs on academic, behavioural and social-emotional outcomes; and Sancassiani et al. (2015) on social and emotional outcomes and health behaviours such as substance use.

The duration of the programmes included in review studies can also differ widely. For instance, Sklad et al. (2012) report that while the majority of their selected studies included programmes that evaluated interventions which 'did not exceed 1 year in length and 18 sessions in number', the full list of programmes actually ranged 'from a single 1-day workshop via interventions that consisted of 15 sessions spread over 3 years, to a program of 155 sessions lasting up to 6 years'.

It should also be kept in mind that, while most of the reviews we included focused on universal programmes, some contained a mixture of universal and targeted interventions. They also varied in the composition of classrooms in the programme; some had a high proportion of ethnic minority students

(e.g. 72 % in Barnes et al., 2014), while others had a much smaller proportion. Despite this, most reports confirmed that different compositions of student group have little influence on the impact of the programmes. The ages of students undergoing the intervention also varied.

It is also worth noting that a number of studies within each review included evaluations of several implementations of the same programme. For instance, Korpershoek et al. (2016) reported that their analyses included five classroom management interventions that were implemented in at least three studies, though they only represented 43 % of the overall sample of selected studies.

Finally, in the studies of programmes, as well as in the in meta-analyses and reviews of these studies, the evaluators were often directly involved with promoting a particular SEE programme (e.g. Taylor et al., 2017).

This report makes use of several other studies — in addition to the reviews and meta-analyses — including evaluation studies of SEE and studies focused on specific areas of SEE such as competences, assessment, implementation, adaptation, cultural diversity, and targeted interventions (see Chapter 1).

Table 4 presents a summary of the studies used in the review. Annex 6 provides further information on the methodology and findings of the meta-analytic and systematic reviews.

Table 4. Characteristics of key meta-analyses/systematic reviews of evaluations of SEE interventions used in this report, in chronological order.

Review	Publication dates of studies	Number of studies and locale of intervention	School level addressed	Type of interventions[1]	Selection of studies by objectives of interventions	Selection of studies by robustness of methodology[2]
Corcoran et al., 2018	1998-2015	40 (US with one exception)	Primary and high school	Universal school-based programmes	Intervention targeted the five SEL competence domains.	Studies used randomised control trial (RCT) design and provided both pre-test and post-implementation data.
Taylor et al., 2017	1981-2014	82 (44 US, 38 Other)	Preschool to high school	Universal school based programmes	Intervention targeted at least one of the five SEL competence domains.	Included follow-up assessments of intervention and control groups at six months or more post-intervention.
Sabey et al., 2017	2001-2013	11 (US)	Preschool	Universal (only 11/26 categorised as SEE programmes)	Intervention addressed social, emotional, mental health, or behavioural outcomes.	Employed an experimental design, including RCTs, quasi-experiments, and single-subject research designs.
Korpershoek et al., 2014	2003-2013	54 (9 Europe, 40 US, 5 Other)	Primary school	Universal, classroom management interventions	Outcome variable included measures of academic, behavioural, social-emotional, motivational outcomes, or other relevant student outcomes.	Employed quasi-experimental designs with control groups.
Clarke et al., 2015	2004-2014	39 (UK)	Primary and high school	Universal (16) and Targeted (23)	Addressed one or more SEE skills as outlined by Social and Emotional Aspects of Learning programme.	Employed RCT, quasi-experimental, or pre-post design, and/or the intervention had an established evidence base.
Sancassiani et al., 2015	2000-2014	22 (3 Europe, 12 US, 7 other countries	Preschool to high school	Universal school based programmes	Intervention addressed social and emotional skills; all had at least three of the four characteristics of SAFE.	Employed RCT design.
OECD, 2015	Longitudinal studies available in 2012	9 (6 Europe, 1 USA, 2 other)	All school levels	Universal social emotional skills interventions	Identified effects of SEE skills on a variety of socioeconomic outcomes and process of skill formation.	Longitudinal studies.
Barnes et al., 2014	1992-2009	25 (USA)	Preschool to high school, most in primary school	Universal (20) and targeted interventions.	Included aggression as dependent variable.	Employed experimental or quasi experimental design.

Sklad et al., 2012	1995-2008	75 (11 European, 59 USA, 5 other)	Primary to high school	Universal	Addressed at least one social–emotional skill.	Used an experimental or quasi-experimental design with control/ comparison group(s).
Durlak et al., 2011	1955-2007	213 (US)	Early years to high school	Universal	Addressed the development of one or more SEE skills.	Included a control group.
Weare and Nind, 2011	1990-2011	52 meta-analytic studies (20 Europe, 27 USA, 5 other)	Preschool to high school	Reviews of universal interventions (46); with also targeted or indicated population (14); only targeted and/or indicated population (6)	Meta-analytic/ systematic review of school-based mental health programmes, addressing social and/or emotional wellbeing.	Reviews of studies with an element of control (RCTs and CCTs), a literature search and review strategy, provided a meta-analysis and/or data synthesis, and included presentation of results quantitatively with effects sizes, percentages and/or confidence intervals.
January et al., 2011	1981-2007	28 (USA)	Preschool to high school	Universal, including children with behaviour problems	Addressed universal prevention through classroom-wide social skills interventions.	Included a control or comparison Group.
Wilson and Lipsey, 2009[19]	1950-2007 (>than 20 % pre 1980]	249 (USA)	Preschool to high school, majority 6 - 13 years	Universal (77) and targeted	Addressed aggressive or violent behaviour or disruptive behaviour or both.	Employed an experimental or quasi-experimental design that compared students exposed to one or more identifiable intervention conditions with one or more comparison conditions.

1. Universal programmes: intended for all children in the school group. Targeted programmes: intended for children at risk (selected interventions) or children manifesting difficulties (indicated interventions). Integrated programmes: integrating universal and targeted interventions.
2. Experimental design: the process of planning a study to meet specified objectives.
   * Randomized controlled trial (RCT): participants are allocated at random to receive one of several interventions — one of these interventions is targeted intervention/treatment (experimental group), another is the standard of comparison or control (a control group that did not receive an intervention);
   *Quasi experimental: experimental control groups are not assigned randomly at baseline (pre-intervention):
   *Single-subject research designs: participant serves as his/her own control, rather than using another individual/group;
   *Pre-post design: participants are tested before the start (pre) and at the end (post) of the intervention;

[19] An evaluation of KidsMatter, a framework for the promotion of mental health in primary schools in Australia, which includes teaching of social and emotional competences as a key component. It has been implemented in 100 primary schools across Australia and has reported an improvement in student mental health, such as optimism and coping skills, school work and academic achievement, and a significant reduction in students' mental health difficulties; the greatest impact was on students with social, emotional and behaviour difficulties (Dix et al., 2012; Slee et al., 2009). Similar findings were found in an evaluation of KidsMatter Early Years, including improved child temperament and reduced mental health difficulties, with about 3 % exhibiting fewer mental health problems (Slee et al., 2012).

*Independent/dependent variable: an independent variable is changed or controlled in the intervention to test the effects on the variable, and measured during the intervention (dependent variable).

3. Longitudinal study: analysis of data from the same population over long periods of time. Cross-sectional study: analysis of data collected from a population at a single point in time.
4. SAFE method: Sequenced, Active, Focused, Explicit.
5. CASEL 5 SEL competences: self-awareness, self-management, social awareness, relationship skills, responsible decision making.

4.2 Benefits of social and emotional education

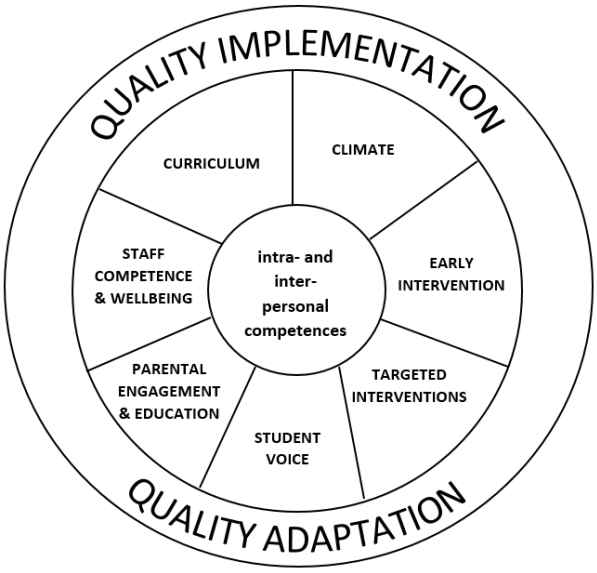
Our analysis of the meta-analyses and reviews of studies of SEE programmes and interventions shows that school-based, universal SEE has positive social, emotional, cognitive and academic outcomes. More specifically:

- Well-implemented SEE enhances social and emotional competences, improves prosocial behaviour and positive attitudes towards self and others, and decreases conduct and emotional problems, including delinquency, anti-social behaviour, substance use, mental health problems, anxiety and depression.
- SEE develops a positive attitude towards school and increases academic achievement substantially, thus serving as a meta-ability for academic learning.
- These positive outcomes have also been observed in follow-up studies conducted between six months to three years after an intervention.
- These positive impacts have been reported across various cultural and socio-economic contexts, and throughout the school years, from early years to high school. Universal SEE has an aggregate positive impact on children at school, including at-risk children such as those from ethnic and cultural minorities, children from low socio-economic background, and children experiencing social, emotional and mental health difficulties. In this respect, SEE operates as a resilience strategy, providing protection for vulnerable children.
- While all students benefit from SEE at all school levels, those that gain the most are young children in early childhood education and primary school, ages when personality and behaviour are still malleable and flexible. This finding illustrates the need for early SEE intervention.
- Skills instruction that makes use of structured, focused and experiential instruction within a SEE-promoting classroom and school climate, is more likely to be effective than just having one element alone. Universal SEE delivered by classroom teachers with the entire group are as or more effective than interventions with small groups and/or delivered by external professionals.
- Although universal intervention has been found to be effective with indicated and selected children (children with complex or chronic needs and children at moderate risk), these children would still benefit from additional, complementary targeted interventions more focused on their needs.

4.3. Conditions for effective social and emotional education

The meta-analyses and reviews have also identified the processes that underlie the effectiveness of SEE. Figure 2 provides a visual representation of the conditions for effective SEE, grouped into eight components. Each condition is discussed in further detail in the following section, with particular attention paid to their implementation, adaptation, and feasibility and sustainability, in Chapters 5, 6 and 7 respectively.

Figure 2. SEE implementation framework



Source: Developed by the authors from the analysis of the literature.

1. *Curriculum.*

   SEE 'does not happen by osmosis alone' (Weare and Nind, 2011); it needs to be 'structured and integrated into the curriculum'. Fragmented one-off, add-on SEE programmes are not likely to work in the long term (Barnes et al., 2014; Clarke et al., 2015; Durlak et al., 2011; Weare and Nind, 2011). Weare and Nind (2011) argue that the curriculum needs to be at the heart of any process to promote SEE in schools and that the explicit teaching and learning of SEE competences are an essential part of any effective intervention.

   - SEE needs to provide a *balanced curriculum,* focusing on both interpersonal and intrapersonal domains (self-awareness and self-management, and social awareness and social management), and include resilience skills and success-oriented learner engagement skills (Cefai and Cavioni, 2014; Domitrovich et al., 2017; Durlak et al., 2011; Parkes et al., 2017; Sklad et al., 2012; Taylor et al., 2017).

   - The curriculum needs to employ a *SAFE strategy*: Sequence (a structured, sequential approach); Active (implemented as an experiential, skills-based form of learning); Focused (on SEE competencies, rather than general health and wellbeing); and Explicit (with specific learning goals and outcomes). (Durlak et al., 2011; Sancassiani et al., 2015). Subjects like moral education, values education, citizenship education, physical education, health education, relationships and sexual education, all of which are quite pervasive in the curricula of Member States, may overlap and complement SEE but do not replace it (Downes and Cefai, 2016; OECD, 2015).

   - SEE may be *implemented by adequately trained classroom teachers* and other school personnel, rather than external practitioners (Barnes et al., 2014; Clarke et al., 2015; Durlak et al., 2011; Sancassiani et al., 2015; Sklad et al., 2012; Taylor et al., 2017). One of the criteria for an effectiveness process is that competences become integrated and embedded in the curriculum and daily life of

the classroom, including relationships, pedagogy and classroom management (Durlak et al., 2011, Weare and Nind, 2011). The lack of success of the SEAL programme in the UK was in part due to it not being embedded directly into the formal curriculum and the teaching staff not being involved in its delivery and reinforcement (Humphrey et al, 2008, 2010). Programmes delivered by teachers with the whole classroom are as effective or more effective than when delivered by external practitioners (Durlak et al., 2011, Sklad et al., 2012), and having teachers implement the curriculum in their classroom is also more feasible and practical (Barnes et al., 2014; Clarke et al., 2015). Teacher education, mentoring and support are discussed further in Chapters 5 and 7.

- SEE makes use of culturally responsive, *formative assessment for learning,* and avoids competitive examinations, comparisons and ranking. This is discussed in detail in Chapter 6.

2. *Climate: taught and caught approach*.

Social and emotional competences are best acquired through a combined taught (skills instruction) and caught (classroom and whole-school climate) approach. Integrating explicit teaching within the classroom climate leads to enhanced social and emotional skills and positive attitudes towards self, others and school, which in turn lead to an increase in prosocial behaviour and academic performance and a decrease in internal and external difficulties (Durlak et al., 2011; Taylor et al., 2017). In an integrated curricular and contextual approach, students are given an opportunity to transfer, reinforce and apply their skills to other content areas of the curriculum, to observe the skills being practiced in the classroom and outside by adults and peers, and to use these skills themselves in their learning, relationships and other social tasks (Durlak et al., 2011; Korpershoek et al., 2016; UNICEF 2012; Weare and Nind, 2011). Furthermore, a sense of security, high levels of connectedness and collaboration, and a consequent sense of belonging and community in the classroom, are related to positive student academic and social outcomes (Alcott, 2017; Battistich et al., 2004; Cefai, 2008; Thapa et al., 2013).

The CASEL framework (Meyers et al., 2015), the WHO framework for health promotion in schools (WHO, 2007), the KidsMatter framework in Australia[20], and the SEAL programme (Department of Education, 2003) and PSHE (PSHE, 2015) in the UK, are all based on a whole-school approach to SEE, integrating a curricular perspective with a broader classroom and whole-school climate and partnership with parents, the community and other stakeholders. SEE is thus facilitated and reinforced by interpersonal, instructional and contextual supports sustained over time. Such an approach enhances academic and social competencies through more positive interactions amongst all members of the school community including parents and carers, and provides students with more opportunities to develop and practise SEE competences throughout the school, and ensures more consistency and continuity across various social systems (Jones and Bouffard, 2012; Oberle et al., 2016).

3. *Early intervention*.

SEE is effective from early childhood through primary, secondary, post-secondary and college education (Clarke et al., 2015; Durlak et al., 2011; Sklad et al., 2012; Weissberg et al., 2015). The

[20] www.kidsmatter.au

evidence base, however, suggests that early intervention, particularly in the early school years, is more effective than interventions made in later school years (Durlak et al., 2011, January et al., 2011; Jones et al., 2015). A longitudinal study by Jones et al. (2015) showed statistically significant associations between social-emotional skills in early-years' education and important outcomes in adulthood in education, employment, criminal activity, substance use, and mental health. Similarly, Dodge et al. (2014) reported that SEE interventions in kindergarten are related to positive adjustment in adulthood, including fewer psychological, conduct or substance abuse problems at the age of 25.

These and other studies (Belfield et al., 2015, Klapp et al., 2017) show that SEE offers strong economic and financial returns on investment. Lee et al. (2012) estimated a return of USD 37 to participants and society for every dollar invested in programmes to prevent substance use and criminality. In their cost-benefit analysis of six SEE curricular interventions, including one in Europe, Belfield et al. (2015) reported that in all programmes, measurable benefits exceeded the costs, often by considerable amounts. They estimated an average cost-benefit ratio of about 11 to 1, Belfield et al. (2015) similarly calculated key savings of prevention of conduct problems and bullying, with the intervention cost being recouped in five years. In a more recent study in Sweden, Klapp et al. (2017) found that school students decreased their use of drugs over a five-year long SEE intervention, the value of which easily outweighed the intervention costs. Clarke et al. (2015) also reported that the cost-benefit ratio of various studies show positive returns on investment for school-based SEE programme in UK schools.

There is evidence that for older students, the classroom and school climate is a key feature of their social and emotional development (Thapa et al., 2013). In particular, a positive climate built on connectedness and caring relationships promotes a sense of belonging (Battistich et al., 2004; Watson, Emery and Bayliss, 2012). Integrating skills' instruction with strategies to improve the school and classroom climates may thus be more effective with older students (Domitrovich et al., 2017).

4. *Targeted interventions*.

Universal SEE is effective for all children and young people, including those considered at risk in their development, such as students from ethnic and cultural minorities and from low socio-economic contexts. Universal programmes, however, may be more effective for children at risk when they are accompanied with targeted interventions as well, particularly for those who are not responding to universal education or who need extra support in view of the risks or difficulties they are experiencing (Downes and Cefai, 2016; Weare and Nind, 2011; Wilson and Lipsey, 2009). Such interventions will be organised in and around school, with all partners, including students, parents and teachers, taking an active part in the process. This is discussed in further detail in Chapter 7.

5. *Student voices*.

Students are one of the key stakeholders in the planning, implementation, monitoring and evaluation of SEE initiatives at the school. Besides taking an active part in the learning process and in decisions related to their learning and behaviour at both classroom and whole-school level, students, particularly older ones, participate in the design and production of the SEE programmes and resources through a participatory, democratic process, avoiding top down, adult-centred interventions (Downes and Cefai, 2016; Rampazzo et al., 2016). Such a process is also vital for engaging ethnically or culturally diverse students by including their input into materials, activities and goals (Downes and Cefai, 2016; UNICEF,

2012). Various studies have shown the value and benefits of providing students with their unique insider experience with opportunities to participate in decisions regarding the planning and delivery of SEE at their school (Cefai and Cooper, 2011; Cefai and Galea, 2016; Downes, 2013b; Holfve-Sabel, 2014; Rees and Main, 2015).

6. *Staff competence and wellbeing*.

A whole-school approach to SEE also takes into account the social and emotional competence and wellbeing of staff and parents themselves, in line with Bronfenbrenner's (2005) ecosystemic perspective. Adults are more likely to support the social and emotional education of children and young people if their own social and emotional competences and needs are addressed as well (Garbacz et al., 2015; Jennings and Greenberg 2009; Jennings et al., 2012). Teacher education, competence and wellbeing are discussed in further detail in Chapters 5 and 7.

7. *Parental collaboration and education.*

Parental collaboration and education is a key feature of a whole-school approach to SEE and a crucial element for its effectiveness (Garbacz et al., 2015; Rampazzo et al., 2016; Weare and Nind, 2011). This is discussed in Chapter 7.*3*

8. *Quality implementation and adaptation*.

Quality implementation and adaptation is one of the main criteria for SEE effectiveness (Clarke et al., 2015; Durlak et al., 2011; OECD, 2015; Sklad et al., 2012). Chapter 5 discusses the delivery of SEE programmes in school, including implementation, sustainability and culturally responsive adaptation, as well as the applicability of SEE to the diversity of children, communities and cultural contexts.

Box 3. Student voices in schools.

In Estonia, 'health councils' in schools — established to develop competences such as problem solving, decision making, peer and media pressure, self-regulation, self-esteem, and coping with stress — also include student representatives (Rampazzo et al., 2016). In Finland, following suggestions by children and young people themselves, student associations were set up in all schools to contribute to decisions affecting them, including opportunities to participate in preparing curriculum and school rules (Downes and Cefai, 2016). In Malta, each school has a student council made up of students elected by their peers themselves and some members of staff; it provides students with the opportunity to voice their opinions and take a more active role in the life of their schools.

Source: Developed by the authors from the literature.

CHAPTER 5. QUALITY IMPLEMENTATION OF SOCIAL AND EMOTIONAL EDUCATION

5.1. School planning and implementation

Good planning, monitoring, and support are crucial for the feasibility and sustainability of SEE initiatives (Askell-Williams, 2017). This is a particularly pertinent point as SEE initiatives in schools tend to fade out quickly or are replaced by other programmes after their initial funding and implementation support runs out (Bierman et al., 2013; Elias et al., 2003; Scheirer, 2005). There need to be safeguards to ensure that SEE remains a priority for a school, particularly in view of the pressures to increase academic achievement. Durlak et al. (2011) reported that in well implemented programs, the level of students' academic performance and reductions in emotional distress and conduct problems were double those of students in low quality programmes. Durlak and DuPre (2008, p. 340) found that 'the magnitude of mean effect sizes are at least two to three times higher when programs are carefully implemented and free from serious implementation problems than when these circumstances are not present'.

The implementation process must begin with a needs analysis of the context where the curriculum is being planned, to ensure that it matches the needs of the school community and includes the necessary adaptations. It needs to identify and respond effectively to potential barriers and challenges in implementation, such as an overcrowded curriculum and a lack of time for teachers to implement the curriculum, staff resistance and lack of commitment, inadequate professional staff development, lack of financial, human and timetabling resources, inadequate monitoring and support, lack of parental collaboration, and poor adherence and/or adaptation (Cefai and Askell-Williams, 2017a; Durlak and Dure, 2008; Durlak, 2015; Skrzypiec and Slee , 2017). Teachers often complain that while they believe that they have a role in promoting children's social and emotional education, they are often not provided with adequate resources and support when engaging in such initiatives (Askell-Williams and Lawson, 2013; Patalay et al., 2016; Reinke et al., 2011; Vostanis et al., 2013).

In a recent study with school teachers actively engaged in SEE initiatives in Australian schools (Cefai and Askell-Williams, 2017a), teachers mentioned the following facilitating factors: commitment to and active participation by all members of the school in a shared vision; the support and guidance by the school leaders; and the support of the parents. The commitment of the whole school community was highlighted as one of the strengths of schools in their efforts to promote SEE. On the other hand, they underlined the need for all staff to be on board in well-selected programmes that matched the needs of the school and were integrated in the curriculum, for more practical support in implementation, and for good planning to balance the lack of time and an overcrowded curriculum (cf. Durlak, 2015).

To address these feasibility and sustainability issues, it is helpful to consider the implementation phase in which they tend to arise (Askell-Williams et al., 2013). Table 5 below provides detail.

Table 5. Issues to be addressed during the various phases of the implementation process

Phase	Questions to be addressed
Promotion	What is the demonstrated efficacy of the initiative? How well is information about the value of the initiative being promoted to the site and the broader community?
Readiness	To what extent do the staff/communities recognise the imperative to introduce the initiative? What capacity building is required? What barriers need to be addressed?
Adoption	Does the initiative have the support of staff, parents/carers, the site leader, and other community stakeholders? What pre-intervention modifications need to be made?
Initial Implementation	To what extent is the initiative rolled out with attention to fidelity, dosage and engagement with the processes of delivery? What is working well, and what needs to be changed?
Sustainability	What aspects of design and the start-up phase establish conditions for long-term sustainability? Where do components for ensuring sustainability feature in each phase of the roll out of the programme? Who else needs to be involved? What is missing?
Monitoring and Feedback	What monitoring and feedback systems are in place, and do they provide timely information? Who gets the information? Who is responsible for follow-up? How does renewal occur?
Incentives	Are there incentives or recognition that implementation milestones and desired outcomes are achieved? Are these incentives valued?

Source: Askell-Williams et al. (2013).

5.2. Teacher preparation and support

An important way in which schools can strike a balance between programme fidelity and adaptation to diverse learner and context needs, is to ensure adequate teacher education, resources and funding for programme implementation. Durlak (2015) argues that quality education informed by a personal-relational approach, rather than just informational sessions or manuals, is necessary for SEE to be successful in schools. Teacher education and mentoring not only help to ensure teacher commitment and quality implementation, but also contribute to teachers' own social and emotional competence. This enables them to create a strong classroom culture that promotes the learning and practice of social and emotional skills as a daily classroom process (Jennings and Greenberg, 2009; Jennings et al., 2013).

It is important that staff feel comfortable and confident in implementing new programmes into their teaching schedules and are enabled to do so through continued training and support. Inadequate teacher education is related to a lack of teacher engagement and commitment, low self-efficacy, and poor quality teaching and programme implementation (Askell-Williams et al., 2012; Lendrum et al., 2013; Reinke et al., 2011).

In their review of studies in initial teacher education in mental health promotion in the US, Schonert-Reich et al. (2015) reported that teachers in university education received little training on how to promote students' social and emotional education and how to create positive classroom contexts. In a nationwide investigation of current practices in teacher education programmes, the authors found that few state level standards for teacher education programmes focus on developing students' SEE. National standards for teacher education programmes in SEE are a key criterion for quality SEE, and an EU policy for SEE integration in the curriculum will need to include EU-level recommendations for teacher education in SEE programmes, at both initial and continuing teacher education.

Teacher professional development in SEE may also include the sharing of experiences and success stories. Committed school teachers who are already putting SEE into practice, might be key persons to mentor those who are just starting, convince sceptical colleagues, and act as champions for SEE in their schools (Baldacchino, 2017; Shediac-Rizkallah and Bone, 1998). It is important, however, not to rely solely on such champions as they may become unsustainable in the long-term due either to staff mobility or staff burnout (Askell-Williams, 2017). Dissemination of best practices in SEE across schools, regions and countries in the EU is another key strategy in promoting SEE and ensuring more receptive schools. Such dissemination may also form a part of the professional development of school leaders in SEE, who will guide and support school staff in integrating SEE into their curriculum and provide the necessary resources such as materials, staffing and professional education, and timetabling (Askell-Williams, 2017; Durlak, 2015).

5.3. Addressing the diversity of students and contexts

As with all effective education, SEE programmes must be inclusive and responsive to cultural and other areas of diversity, a common feature of modern classrooms throughout the USA (Durlak et al., 2011) and Europe (PPMI, 2017). In addition, the SEE curriculum often includes the learning of empathy, collaboration, and appreciating diversity, and, being a non-academic subject like sport (Makarova and Birman, 2017), it also has the potential to promote the equal valuing of all students whatever their cognitive and cultural background.

The diversity challenge for SEE is complex because socio-emotional issues are linked to beliefs, attitudes, values and behaviours that are very closely related to cultural systems. It has been pointed out, for instance, that many current SEE programmes are based on the dominant Western individualistic culture that may not be shared by other, more collectivist cultures, which are also represented in European society. For instance, individualistic cultures grant great prominence to a person's goals, achievements, and rights (Zakrzewski, 2016). Thus, personal expression, autonomy, and high-arousal emotions such as enthusiasm and excitement are valued, as is being aware of, expressing and managing one's emotions, thoughts, and behaviours. In contrast, Zakrzewski notes, 'collectivist cultures define the self in relation to others and uphold group harmony as the most salient value. Thus, cooperation, interdependence, and relationship skills are highly valued, and success is viewed in terms of family, not the individual'. In this context, the norm is for one to reserve their emotions with calmness with humility, and have a readiness to make sacrifices for others.

It has only recently been acknowledged, however, that for SEE to be relevant to all students — particularly in the application of the socio-emotional skills in everyday life — there is a need for SEE to be imparted in a culturally appropriate way for students. SEE programmes can address diversity through both their design and implementation.

Ultimately, it is the responsibility of teachers to adapt the curriculum to make it meaningful for their diverse learners; their task is also simplified, however, when different cultural perspectives, experiences and behaviours are incorporated into universal SEE programmes at the *design* stage. Downes and Cefai (2016; see also Askell-Williams, 2015) suggest that this can be achieved by consulting students and parents while the curriculum is being developed. Curriculum developers can also intentionally consider the needs of diverse groups. For instance, the *RESCUR Surfing the Waves* universal resilience curriculum (Cefai et al., 2015) includes stories and activities that reflect the diversity of learners, particularly vulnerable children

such as migrant and refugee children, Roma children and those living in poverty, along with children whose individual educational needs are more challenging. This is achieved by ensuring that at least one of the stories and activities in each of the resilience skills topics specifically addresses adversities more common among diverse groups, particularly issues related to bullying, prejudice, discrimination, isolation, lack of friends, language barriers, difficulties in accessing learning, exclusion, or culture mismatch.

The *implementation* of the SEE curriculum also calls for inclusive and culturally responsive teaching. Teachers should celebrate diversity in their pedagogy, and make regular use of the background experiences and cultures of all the learners in their class (PPMI, 2017). They should be open to the diversity of all of their students and recognize each as a full member of the class. Teacher training should instruct them: to be more self-aware of their cultural baggage, which may interfere with their understanding of students' motivations and challenges; to develop an interest in and seek to understand the home background and culture of each child with open-mindedness; and to adopt an attitude that regards the diversity of learners as an opportunity for all children to enrich and extend their learning (Bartolo and Smyth, 2009; Cefai et al., 2015).

Teachers need to ensure all learners can be meaningfully engaged in SEE by making use of different ways of communication to overcome language barriers: by including the use of all learners' native language where possible, and/or using nonverbal, movement and music that are more universal forms of communication; by insuring that all instruction and activities are meaningful to all learners including those with difficulties in learning and literacy; and by using different ways of presenting information and organising learning activities that are accessible for the active participation of all learners whatever their background and characteristics (Cefai et al., 2015).

Moreover, as effective SEE essentially entails family involvement, cultural responsiveness has to be extended to interaction with families. Schools need to develop an understanding of the children's and parents' perspectives about such programmes (Askell-Williams, 2015).

Given the relatively recent challenges of diversity that European schools are experiencing, it is essential for Member States to ensure that SEE curricula are flexible enough to allow for cultural responsiveness, and that their implementation includes the preparation of teachers in intercultural competencies and empathic approaches to student interaction (PPMI, 2017).

5.4. Balancing adaptation of programmes with fidelity

The implementation demands of the curriculum, and the extent to which it is matched and can be adapted to the realities and demands of a school, are key to the provision of quality SEE (Graetz, 2016). The challenge is to find a balance between, on the one hand, curriculum integrity to ensure effectiveness, while, on the other hand, adapting it to the local social, cultural and linguistic context to ensure it is developmentally and culturally sensitive. For instance, over-adaptation to local needs and circumstances may lead to programme dilution and confusion (Weare, 2010); this may have been one of factors thwarting the SEAL programme in the UK (Humphrey et al., 2008, 2010).

However, some programme adaptation to make it culturally responsive to the local context may be necessary; as Durlak and DuPre (2008, p. 331) put it, 'Expecting perfect or near-perfect implementation is unrealistic. Positive results have often been obtained with levels around 60 %; few studies have attained

levels greater than 80 %' (p. 331). The key is to distinguish between what needs to be retained in order to preserve programme integrity, and the components which need to be adapted for the programme to be meaningful in the context where it is implemented

One relevant issue here is the adaptation of programmes from the US — where most of the SEE programmes originate — into European schools with rather different cultural contexts. Weare and Nind (2011) underline important characteristics of the European context; one key difference between the US and Europe is that European approaches tend to place an emphasis on practices and interventions to address changes in attitudes and values; behavioural and information-based approaches and didactic methodologies, common in the US, may not be as effective in Europe. They also argue that European approaches tend to be less prescriptive, structured and 'manualised' than in the US, which instead promotes bottom-up principles such as empowerment, autonomy, democracy, and local adaptability and ownership (WHO, 1997). The authors conclude that SEE initiatives in Europe are more likely to successful if they adopt this flexible, non-prescriptive and user-involvement approach.

Quality adaptation entails a rigorous evaluation of a context's particular needs, while preserving the curriculum's integrity. Some countries, regions, communities and schools, may need to focus more attention on particular competences, behaviours, and issues than others. They may also choose to integrate SEE within other related curricula that may have a long-standing tradition or culture in that context. They may have to adapt the curricula to be more culturally responsive to diverse populations, to querying parents, to resistant staff, and to disengaged students. Parents, for instance, may feel concern that their children are being taught values which differ from what they would like to inculcate in their own children (Arthur, 2005). School staff may not believe in the relevance and meaningfulness of a programme for their classroom (Askell-Williams et al., 2010). Students themselves may find it difficult to engage in activities that use resources imported from other contexts and delivered in a top down fashion (Downes and Cefai, 2016). Conversely, when teachers appreciate the curriculum's relevance for their classrooms, they are more likely to deliver and adhere to it (Askell-Williams et al., 2010).

In their study of educational policy makers and school leaders in Australia, Skrzypiec and Slee (2017) recommend that when introducing new SEE programmes in schools, it is important to highlight how they complement and support already established initiatives. The active engagement of staff, students, parents and the community in the development stage of new programmes is key in the integration of new initiatives with existing programmes, providing them with an opportunity to voice their concerns and highlight their needs, and consequently adjusting programmes to better suit and serve the schools.

Adaptations, however, need to be implemented in a way that does not impoverish the quality of SEE as proposed in this report. They need to distinguish between 'must do' and 'may do', making changes to reflect contextual and students' needs rather than ad hocchanges made because of lack of time (Lendrum et al., 2016).

CHAPTER 6. ASSESSEMENT

Assessment has a crucial role in the teaching and learning of SEE. It can take many forms and serve various purposes, such as screening for diagnostic and intervention purposes, providing formative feedback on instruction and learning, and evaluating performance against a defined set of content standards or against the expected performance at a particular age. Most countries, however, do not require formal assessment of students' social and emotional competences through the use of standardised tests as in academic learning, though they do provide assessment guidelines (Kautz et al., 2014). For the purposes of this report, the focus will be on the assessment of SEE as a core curricular area and in particular on assessment as a tool for teachers and students to obtain *formative* feedback on the learning process.

6.1. Formative assessment as the assessment of choice

The delineation of assessment into summative and formative assessment is common in schools and educational systems. Summative assessment refers to assessment *of* learning and is typically associated with a high stake examination at the end of a unit, end of term, and end of school, which may be used for selection, progression, certification, ranking, and accountability, amongst others (Denham, 2015). While summative assessment may have its own value and place in SEE, such as providing records on students' progress as they move from one year to another and projecting the students' learning trajectory (Elias et al, 2016; Kautz et al., 2014), assessment of students' social and emotional competence is generally not designed for student promotion or certification, particularly since standardised assessment is not formally mandatory (Kautz et al., 2014).

Furthermore, the use of summative assessment in SEE may be problematic, particularly if used to rank and label students in an area where values and complex human behaviours may differ across cultural contexts (Hecht and Shin, 2015). There may be differences in the relevant types of social and emotional competences, and in what constitutes an appropriate assessment methodology across countries, regions and cultures (Salzburg Global Seminar, 2016). High stake assessment may also achieve the opposite of what SEE intends, that is, it may expose children and young people to labelling, stigmatisation, and health hazards, instead of promoting mental health and wellbeing. The inclusion of social and emotional competences in global assessments may also lead teachers to 'teach to the test', toward coachable responses rather than addressing the development of the whole person (Salzburg Global Seminar, 2016). Outcomes-based approaches can undermine the process-oriented, constructivist approaches to pedagogy that are more compatible with SEE; in extreme circumstances, they can lead to a form of behaviourist pedagogy which is a complete antithesis of SEE (Lack, 2014).

Formative assessment is assessment *for* learning and helps teachers and students monitor their learning and consequently work together to improve student learning (Denham, 2015; Kautz et al. 2014). In this respect, it is also a useful tool to improve instruction in SEE. Formative assessment also makes learning goals clear to students, with students themselves actively involved in their assessment through self-evaluation and conjoint teacher-student assessment. In their meta-analysis on the use of formative assessment in SEE, Kingston and Nash (2011) reported that formative assessment is related to positive

student outcomes, particularly when teachers are provided with appropriate training and when computer-based techniques are used.

Box 4. Assessment in SEE programmes.

Most SEE programmes entail different forms of evaluation of student learning and programme effectiveness. For instance, Durlak et al.'s (2011) meta-analysis evaluated studies on the basis of six student outcomes that, apart from academic performance, included assessment of student progress or otherwise in (a) social and emotional skills, that were assessed through interviews, role plays or questionnaires, (b) attitudes toward self and others, assessed through student self-reports, (c) positive social behaviours, assessed through teacher ratings of students' behaviours manifested in daily situations, (d) conduct problems, assessed through ratings by teachers, students and others of different types of behaviour problems, and (e) emotional distress, measured through reports and ratings of students' internalized mental health issues. These were all forms of summative assessment and mostly designed to assess specific programmes. In addition, there are several rating scales that measure one or more areas of socio-emotional skills independently of the intervention programme used. Haggerty et al. (2011) identified ten such scales that can be used in middle school such as the Strengths and Difficulties Questionnaire. The development of such scales for screening and planning intervention, monitoring and evaluating children's and adolescents' socio-emotional development, is ongoing. Two more recent scales are useful as formative measures for intervention planning and monitoring across programmes, as they are based on a wider view of socio-emotional development across child and adolescent development and because they focus on building strengths and competences: the Social-Emotional Assets and Resilience Scales (Merrell, 2011) and the Holistic Student Assessment self-assessment tool (Malti, Zuffiano and Noam, 2017). In their review of assessment tools in SEE, Frydenberg, Liang and Muller (2017) conclude that the choice of measure should depend on both the age group as well as the purpose of the assessment.

Source: Developed by the authors from the literature.

Most current assessment tools of SEE are formative in nature, including various forms and different tools, such as teacher reports (or record cards, Elias et al, 2016) and checklists and questionnaires (see Cefai et al., 2015; Cefai and Cavioni, 2014), and rating scales and standardised tests (e.g. see Denham, 2015). The most common form of formative assessment in SEE across various countries inside and outside of Europe is based on teachers' observations and judgements of students' behaviour, usually by employing specific tools, sometimes accompanied by student self-assessment (OECD, 2015) (see Box 5). For instance, in Ireland and Malta where SEE is part of the curriculum, both teachers and students write their own evaluations on the competences being taught and learnt in the classroom. At secondary school level, self-assessment is sometimes accompanied by peer assessment (OECD, 2015). The advantages of these types of assessment are that they are practical and easy to use, particularly if electronic versions are employed; they also provide both teachers and students with useful insights on the teaching and learning process and help to identify target behaviours and skills for improvement. On the negative side, teachers may find the exercise laborious and time consuming, while the data is based on teachers' and students' views.

Box 5. Social and emotional education journal: a phenomenological, illuminative tool for self-evaluation.

A journal is a self-assessment tool in which students record their SEE experiences and learning on a regular weekly basis[21]. It could take a phenomenological, illuminative perspective, with students recording their thoughts and feelings about SEE through various modes as writing down their thoughts and feelings, writing a story, drawing, or adding a picture/poster/photograph of their completed work. The journal records their thoughts and feelings on what they are good at, what they have learnt (strengths), what they need to learn or develop more, and where they need more help. The teacher may provide guidance through prompts, guiding questions, resources, specific tasks or illuminative techniques, such as completing statements, making a drawing of themselves practicing some element of the skill learnt that week or completing a bubble dialogue. The teacher may also assign specific tasks related to the learning goal. Students may also share their work with peers in small groups to promote collaborative learning and assessment.

Source: Cefai and Cavioni (2014).

One of the most promising approaches to formative assessment in SEE is the development of learning standards, namely, statements on what students at various levels should know and be able to do in particular areas (usually inter- and intrapersonal competences) following instruction (Dusenbury et al., 2015). Most of the states in the US adopt the common core state standards based on interpersonal and intrapersonal competences (see Annex 3). Learning benchmarks are used as progress indicators for students' learning of the skills in each standard, assessing their learning over time at various stages and various levels of complexity (see examples of benchmarks from the Personal and Social Education Curriculum in Scotland, Table 6). Students are assessed on their mastery of the respective benchmarks through teacher and student evaluations on the basis of teacher reports, student self-reports and observation and recording of students' direct performance (see Figure 2 for a sample of a teachers' assessment checklist).

Table 6. Benchmarks in Personal and Social Education, First Level Health and Wellbeing.

Area of competence	Experiences and Outcomes for planning learning, teaching and assessment	Benchmarks to support practitioners' professional judgement
Planning for choices and changes.	I can describe some of the kinds of work that people do and I am finding out about the wider world of work.	• Talks about own strengths, interests and skills and links these to career ambitions. • Sets learning goals and works towards achieving them. • Talks about the world of work, for example, from visits, visitors and interdisciplinary learning. • Describes skills needed for different jobs in the community.

Source: Education Scotland (2017).

[21] Social, Personal and Health Education in Ireland includes a self-report completed by students to gain understanding on their development of social and emotional competence.

Table 7. Sample of a teacher checklist based on learning standards.

Social and Emotional Education	
1. Self awareness	
1A. Pupil demonstrates awareness of his/her emotions. *(I am able to identify and communicate how I am feeling.)*	
1B. Pupil demonstrates self knowledge of his/her personal traits. *(I am aware of what I like and dislike and of my strengths and challenges.)*	
1C. Pupil demonstrates a sense of meaning and purpose *(I know what I want to do and achieve in life and how I can work toward it.)*	
1D. Pupil demonstrates a well grounded sense of agency and autonomy *(I am aware of what I can do and what I need to do to achieve it.)*	
1E. Pupil demonstrates a well grounded sense of self confidence and self efficacy *(I am confident of myself and my abilities in learning and other activities.)*	

Source: Cefai and Cavioni (2014).

The assessment of SEE should be inclusive for all students. For this to be achieved, it should be strength-based, authentic and multi-modal. First of all, it must be strength-based so that it ensures the engagement and progress of all students, whatever their characteristics (see e.g. Merrell, 2011). Strength-based assessment needs to be part of a culturally responsive school and curricular context that responds effectively to the educational, social, political, and cultural needs of students (Khalifa et al., 2016). Secondly, assessment should truly assess the actual competences that teachers want students to be good at (Wiggins, 2011). Authentic assessment usually highlights a correspondence between what students have to do during learning and assessment, and what students are expected to do during everyday life or after finishing school. This is more challenging for SEE, which comprises competences rather than mere understanding. Traditional paper and pencil types of assessments are thus generally not appropriate for assessing social-emotional competences. Both during learning and assessment, students need to be provided with opportunities to demonstrate their abilities throughout the course of the day, which is a more authentic context for SEE competences.

Inclusive, culturally responsive and authentic assessment is more possible with multimodal assessment, making use of more than one tool and/or respondent, which can provide a more comprehensive and precise evaluation of students' social and emotional competences (Weissberg et al., 2015). These may include behaviour and social skills rating scales that are also useful instruments to assess social and emotional behaviour (Denham, 2015). In many instances, however, these are quite generic and may not necessarily be related to the actual skills being learnt in the classroom. Moreover, as already mentioned, standardised and normative rating measures may lead to labelling and stigmatization. Situational Judgement Tests (SJTs) provide more objective data, with students being presented with a situation in which they have to select the most appropriate response or their typical response out of a list of possible choices (Lipnevich et al., 2013).

Recently there has been a drive to develop more verifiable tools to measure SEE through the direct observation of students engaged in challenging tasks in relation to particular competences (Kautz et al.,

2014; Weissberg et al., 2015). The focus is on assessing both content knowledge as well as the ability to perform the skills (McKown, 2015). The EU has been funding projects to develop these sorts of tools such as the 'European Assessment Protocol for Children's SEL Skills' (Box 4) and 'Learning to Be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills within Educational Systems' (Erasmus Plus, 2017-2019). Such forms of assessment — although they are highly reliable and valid — are nevertheless scarce, costly to develop, and time consuming to administer, which may render it unrealistic for school practitioners to make use of them (McKown, 2015; Merrell and Gueldner, 2010).

Box 6. European Assessment Protocol for Children's SEL Skills.

The European Assessment Protocol for Children's SEL Skills (Lifelong Learning Programme Comenius) sought to develop and validate a European Assessment Protocol to measure children's social and emotional competence and to put it at the teachers' disposal. The project developed and validated a new assessment SEL tool for children aged 6 to 10 years called How one feels (HOF), consisting of ten vignettes, where children can answer what they think the person in the vignette feels, and, consequently, what he or she will do.

Source: www.eap-sel.eu

6.2. Formative assessment of social and emotional education

In view of this discussion, it is therefore being recommended that:

- The main thrust of assessment and feedback in SEE should be formative, or assessment for learning and as part of learning, focused on the specific learning goals being targeted in the curriculum. This can enhance feedback and reflection on student progress to improve learning. Such evaluation will provide information on students' strengths as well as areas which need to be developed further. The starting point is change relative to the student's previous modes of intrapersonal and interpersonal relations (rather than any comparative focus). Such evaluation should also be continuous, providing monitoring at different points in time rather than an assessment at the end of the school semester or year.
- Multiple forms of formative assessment should be used to provide a more adequate and comprehensive understanding of students' learning, with reports from teachers, students and parents and direct assessment of competences. Direct observation of students engaged in challenging tasks will be a very useful tool to evaluate learning and provide immediate feedback, but there is a need for more practical tools which can be easily used by the classroom practitioners.
- Students need to be actively involved (and trained) in the evaluation of their own learning through self-reflection, joint teacher-student evaluation, and peer evaluation. This will help them to become more autonomous in their learning, gain more insight into their strengths and weaknesses, and be able to set learning goals for themselves.
- Assessment plans should include teachers' professional development in administering the evaluation tools and interpreting results for further instruction. Work is also needed in initial teacher education and in professional developmental on the potential cultural, gender, and social class biases as a precondition for SEE formative assessment.

- Assessment should be authentic, that is, it should integrate learning and evaluation with those everyday life situations where SEE competences should be applied. It cannot be merely a cognitive exercise if it involves a skill. Situational judgement tests or student journals may be more authentic forms of evaluation.
- Assessment should be developmentally appropriate, with different tools at different ages and developmental stages.
- Assessment, as well as learning, should be culturally responsive to the experiences, values and perspectives of students in both content and procedures.
- Assessment should be strength-based and form part of an inclusive developmental perspective, with students being supported to make progress according to their preferred mode, level and pace of learning.
- Assessment should be collaborative, combining individual and collaborative group assessment.
- Assessment needs to be teacher friendly and easy to use, keeping in mind that teachers may be already struggling with an overloaded curriculum and suffering from assessment fatigue. Adequate support and resources need to be provided as required. Use of interactive, computer-based assessment may also be a useful and practical tool.

CHAPTER 7. A WHOLE-SCHOOL APPROACH

7.1. Rationale

A curricular approach to SEE is typically a part of a whole-school approach. In this approach, SEE is promoted by the whole school community, including parents and the local community, who will focus on building individual competences, developing school policies, and improving social relationships (Meyers et al 2015; Oberle et al., 2016; Sancassiani et al., 2015; Weare and Nind, 2011). The WHO framework for health promotion in schools (WHO, 2007, 2017a) underlines the need to address social and emotional issues in the curriculum and in the organisation of teaching and learning. It stresses the importance of developing a supportive school ethos and environment by actively involving the wider school community, including students, teachers and families. Such an approach mobilises the whole school as an organisation in the promotion of SEE, including changes to the school's culture and ethos, policies and practice. The approach is quite popular in Europe, with various large-scale whole school programmes such as Health Promoting Schools[22] and Healthy Schools[23] (Rampazzo et al., 2016; Weare and Nind, 2011).

Earlier reviews such as Adi et al. (2007) and Catalano et al. (2004) reported that SEE is more effective when the whole school is able to mobilise its members — including the parents and local community — than when it is based upon a single component like a skills-based curricular approach. However, Durlak et al. (2011)'s meta-analysis did not find a significant effect for multi-component interventions when compared with single component interventions such as curricular approaches. They argued, however, that the lack of effectiveness of multi-component interventions was attributable to the broad focus of more recent whole school studies, which may have led to programme dilution and weaker implementation, and consequently poorer student engagement in the interventions. Wilson and Lipsey (2009)'s review reached the same conclusion, namely, that lack of effectiveness was a result of poor implementation (see Chapter 4).

Weare and Nind (2011)'s meta-analysis, however, concludes that a whole-school approach is more effective than are interventions that focus on only one aspect of the school, a finding which underlines how important it is for SEE that schools promote core values and attitudes such as respect, inclusion, connectedness, sense of belonging, autonomy and resilience (cf. Sancassiani et al., 2015)[24]. This is echoed in other studies on school and classroom climate and community (Alcott, 2017; Battistich et al., 2004; Cefai, 2008; Côté-Lussier and Fitzpatrick, 2016; Thapa et al., 2013; Watson et al., 2012). A systemic, integrated approach to SEE enhances students' academic and social competences, primarily as a result of more positive interactions amongst all members of the school community, of more opportunities for students to develop and practise SEE competences, and of more consistency and continuity in the delivery of SEE (Jones and Bouffard, 2012; Durlak et al., 2011; Korpershoek et al., 2016; Oberle et al., 2016). A systemic, integrated approach to SEE also considers the social and emotional competence and wellbeing of staff and parents themselves, as both school staff and parents are more likely to support the social and emotional needs of

[22] http://www.schools-for-health.eu/she-network
[23] http://www.healthyschools.org.uk/
[24] In their evaluation of the KidsMatter mental health framework across Australia, Slee et al. (2009) identified a whole-school approach to be one of the main factors of programme effectiveness.

children and young people if their own social and emotional needs are met (Garbacz et al., 2015; Jennings et al., 2012).

Box 7. Peer mentoring and tutoring.

'Mentor Sport nach 1' (Mentor Sport after one) is a mentoring programme in secondary schools in Bavaria, Germany. Selected students are trained to become mentors of their class peers in self organised sport activities during breaks such as football, basketball, volleyball, tennis, and dance. School staff provide supervision, support and guidance if needed. The focus of the project is not only on health, but also on social and emotional development. Similarly, Peer Mediation is carried out in 17 secondary schools in Luxembourg, where trained students provide peer mediation in school conflicts. Following the training, students provide their mediation together in a group at school, accompanied by adult coaches. Through this programme, students not only learn about conflict management, but also develop interpersonal and leadership skills. In a similar scheme in Belgium (FR), students are elected by their peers to be class delegates, are trained to act as mediators to help resolve problems within their own class group, between different class groups, and between peers and school staff.

Source: OECD (2015); Rampazzo et al. (2016)

7.2. Staff development and wellbeing

Teacher education, mentoring and support are key drivers of success for integrating SEE into a curriculum. School staff are expected to: appreciate the importance of developing and maintaining SEE as a key goal of education; establish healthy relationships with students; foster students' SEE through explicit teaching and programme implementation; promptly recognize and respond to early signs of social and emotional difficulties; and work collaboratively with parents, support staff and professionals (Askell-Williams and Lawson, 2013; Humphrey et al., 2010; Jennings and Greenberg, 2009). They also need opportunities for professional development in empathy, conflict resolution, anti-discrimination education (Downes and Cefai, 2016), child and adolescent development, the interactions between biological and psychosocial interactions in emotional learning, social competence and adjustment, and in systemic interventions applied to classroom practices (Cooper and Jacobs, 2011).

Schonert-Reich et al. (2015) suggest that teacher education in SEE should include a focus on curricular and cross-curricular levels, a balance between taught content and application of content in the classroom through practical activities, and attention to teachers' own social and emotional competence. This will ensure that teachers are confident in their SEE practice, are equipped with the foundational knowledge underpinning SEE programmes, and subsequently become less dependent on pre-packaged approaches.

Professional development also serves to develop and enhance the teachers' own social and emotional competence, which in turn helps create a classroom context conducive to social and emotional education (Jennings et al., 2013; McGilloway et al., 2014). Teachers who feel competent in implementing SEE in the classroom report lower levels of stress and higher job satisfaction (Collie et al. 2012; McGilloway et al., 2014), and they feel more confident and satisfied in their work (Oberle et al., 2016). It is thus critical that inspiring school leaders promote and actively encourage a broader vision of education in their schools; they should also provide adequate guidance and support for school staff to exercise their role as effective

facilitators of social and emotional education, and taking care of their own health and wellbeing[25] (Cefai and Cavioni, 2014).

7.3. Engaging with parents

Engaging parents as active, collaborative partners is imperative in realising schools' SEE goals (Bartolo and Cefai, 2017; Downey and Williams, 2010; Rampazzo et al., 2016; Weare and Nind, 2011). It helps parents deal with potential resistance resulting from anxiety, prejudice or lack of information, and to take an active interest in developing their own education and wellbeing through improved parenting and personal growth (Cefai and Cavioni, 2014). Longitudinal studies show that an increase in parents' involvement at school over time is related to an increase in children's social skills and positive behaviour (Daniel et al., 2016; El Nokali et al., 2010). An evaluation of the Incredible Years Basic Training programme in Ireland (McGilloway et al., 2014) showed a significant reduction in children's behaviour problems and improvements in prosocial skills in the long term, and a decreasing use over time of health, special educational and social care services. Furthermore, the programme had a positive effect on parental wellbeing and reinforced their coping and social networking skills.

While there does appear to be an increase in parental engagement in SEE (Mendez et al, 2013), schools nevertheless need to take more empowering, personalised and culturally responsive approaches in seeking to engage parents and the community (Bartolo and Cefai, 2017; Downes and Cefai, 2016). One-way, top-down approaches that rely on typical procedures — newsletters, take-home materials, parent meetings — are unlikely to engage parents' active collaboration (Downes and Cefai, 2016; Lendrum et al., 2015). Instead, schools need to be more responsive and empathetic to the diverse needs and views of parents, and both school staff and parents must share responsibility for SEE (Cefai and Cavioni, 2016; Garbacz et al., 2015). In an extensive cross-European study on inclusive education, Flecha (2015) reported that educative family participation in school processes (where family and community members participate in pupils' learning activities, both during regular school hours and after school, as well as in educational programmes that respond to the adults' own needs) had the greatest positive impact on children's learning outcomes compared to other modes of participation.

7.4. Targeted interventions: additional external resources

A main finding from Chapter 4 was that SEE works for all children and young people, including vulnerable children. Durlak et al.'s (2011) meta-analysis reported that SEE works for all school children, with positive adjustment for children coming from a range of geographical settings and different ethnic groups (though nearly one third of the studies contained no information on student ethnicity or socioeconomic status). Taylor et al. (2017) similarly reported that positive outcomes were similar regardless of students' race, socioeconomic background, or school location (51 and 54 interventions reported information on socioeconomic status and ethnicity, respectively). They found no significant difference in the impact of SEE — six months or more after the intervention — between interventions involving predominately white

[25] Mindfulness is becoming increasingly popular as an approach to enhance teacher wellbeing and health (see Emerson et al, 2017).

students and interventions including a more diverse student population. There was also no significant difference — given some time — between interventions involving predominately low- and working-class students compared with predominately middle or upper class groups. These reviews found that SEE not only helps to prevent internalised and externalised problems, but also increases positive social attitudes and prosocial behaviour, and increases academic achievement amongst vulnerable and marginalised children. It therefore acts as an equity and resilience mechanism.

The reviews by Wilson and Lipsey (2009), by Weare and Nind (2011), and by Clarke et al. (2015), all included a substantial number of European studies. They all found that SEE was particularly effective for students at risk. Wilson and Lipsey's (2009) review of the effectiveness of both universal (77 studies) and targeted programmes (108 studies) on the prevention of aggressive behaviours concluded that 'the most common and most effective approaches are universal programs delivered to all the students in a classroom or school and targeted programs for selected/indicated children who participate in programs outside of their regular classrooms' (p. 11).

Clarke et al. (2015) found that interventions aimed at increasing social and emotional competences and reducing problem behaviours (aggression, violence and substance misuse) were particularly effective with children and young people who are most at risk of developing such behaviours. Weare and Nind (2011) reported that most of the interventions in their review focused on positive mental health, not just on problems, and that universal approaches had a positive impact on the mental health of both normally developing children and young people as well as those at risk in their development. Interventions appeared to be particularly effective for those most at risk.

In their review of 28 universal and targeted interventions to prevent mental health problems in adolescence, Corrieri et al. (2014) similarly suggested a mixed approach making use of both universal and targeted interventions in school so as to have as broad a reach as possible. A meta-analysis of 26 review studies reporting on 146 studies on the prevention of depression and anxiety amongst children and adolescents, Stockings et al. (2016) reported that interventions, whether universal, selective or indicated, were all effective in reducing the onset of depression and anxiety in children and adolescence. Furthermore, for universal interventions only, reductions occurred up to twelve-months post-intervention, in the case of selective and indicated, reductions were short term.

Weare and Nind (2011) also found that while universal approaches appear to provide a more effective environment for working with students with problems than targeted approaches alone, universal approaches on their own were not as effective for students with problems as those that added a targeted component. Moreover, adding a targeted component did not reduce the impact on the rest of the children in the group (children not at risk/with problems). Clearly, using both universal and targeted interventions in schools appear to have a complementary, additive effect (Weare and Nind, 2011). In a recent review of 81 trials of universal and targeted school-based interventions to prevent depression and anxiety amongst young people, Werner Seidler et al. (2017) found an effect for both universal and targeted interventions. The authors concluded that targeting both types of interventions in schools may be more effective, and suggest a staged approach, with universal interventions followed by targeted interventions for students at risk or experiencing difficulties.

A Canadian report on early child development suggested there had been concern in areas where children suffer from poverty, abuse and neglect in their families. There was a need to target these families and

children directly and persistently, as universal programmes had a tendency not to actually provide equal access to programmes and services (Boivin and Hertzman, 2012). There was, therefore, a suggestion for what was termed 'proportional universality', that is, 'programs, services, and policies that are universal, but with a scale and intensity that is proportionate to the level of disadvantage in a given context' (p. 123). In this way, intervention strategies are tailored to reach children in all walks of life and to address the specific barriers to access that some experience, such as through cultural responsiveness as described above. Box 8 is an illustration of a proportionate universal curriculum.[26]

Box 8. RESCUR Surfing the Waves: A proportionate universality curriculum.

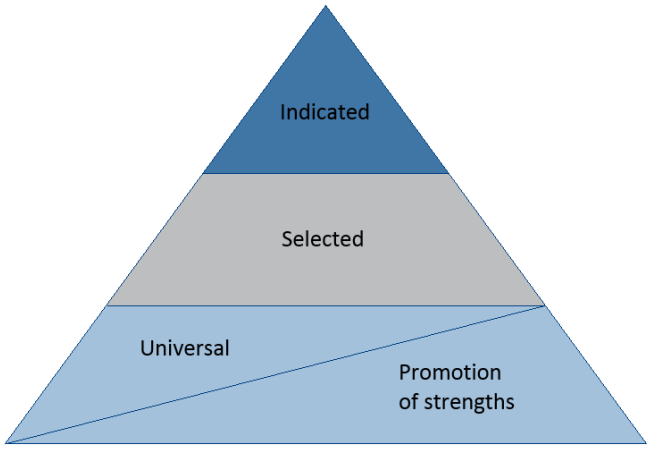
RESCUR Surfing the Waves (Cefai et al., 2015) is a resilience curriculum for early years and primary schools in Europe, co-funded by the European Commission with partners from Croatia, Greece, Italy, Malta, Portugal and Sweden. It consists of a school-based, universal programme aimed at developing children's competence in building healthy relationships, developing a growth mindset, developing self-determination, building on strengths, and turning challenges into opportunities. Activities are delivered by classroom teachers for all students, but the programme is particularly focused on developing the resilience skills of vulnerable and marginalised children. Amongst others, activities address issues related to bullying, discrimination, language barriers, difficulties in accessing learning, exclusion, and culture mismatch.

Source: www.rescur.eu

Universal SEE interventions delivered by a regular teacher with the support of an inclusive whole-school community is advisable for all children and young people, including those facing risk or experiencing difficulties. Such interventions, however, need to be accompanied by targeted interventions for children and young people with moderate or chronic needs. A combination of universal and targeted programmes is the most effective approach for children at risk or experiencing difficulties (Weare and Nind, 2011), while ensuring that targeted interventions do not stigmatise the individuals and groups involved. Targeted interventions, however, become more salient as difficulties become more chronic and complex, forming part of a tiered intervention approach (Cooper and Jacobs, 2011; Downes and Cefai, 2016) (see Figure 3). Selected interventions are focused on moderate risk, and target students at risk through more focused interventions such as anger management or social skills groups. Indicated interventions address more chronic and complex needs (usually about 5 % of the population) through more individualised and intensive interventions such as therapeutic interventions and individual behaviour programmes (Suldo et al. (2010). Indicated interventions include additional external services such as multi-and interdisciplinary teams, to work with children with more complex needs. While some European countries have developed multidisciplinary teams in and around schools for children and young people with the highest needs, the education-health interface in many countries needs to operate in a more integrated, holistic way (Downes and Cefai, 2016; Rampazzo et al., 2016).

[26] In a systematic review of 49 universal school-based, skills-focused interventions targeting child and adolescent mental health, Dray et al. (2015) reported that in all trials, interventions were effective in reducing depressive symptoms, internalizing problems, externalizing problems, and general psychological distress (effect sizes low to moderate; follow up effects found for internalising problems only).

Figure 2. Differentiated levels of intervention



Source: Downes and Cefai (2016).

CHAPTER 8. CASE STUDIES FROM THE EU

This chapter illustrates how SEE is integrated into the curricula of various EU member states. We used a website search of national curricula, policies, initiatives and programmes related to SEE; these were restricted to data accessible only in English. The countries covered in this chapter include Austria, Finland, Germany, Ireland, Italy, Malta, the Netherlands, Portugal, Spain and Sweden; briefer illustrations of policies and practices from the Czech Republic, Denmark, France, Greece, Lithuania, Norway, and the UK are provided in Box 10. The chapter concludes with a discussion how SEE may be integrated into curricula in view of the diverse existing policies and practices in MS.

8.1. Austria

Even though 'social and emotional education' is not a widespread term in Austria (Multikulturell, 2016), the promotion of children's social and emotional development is a key concept in the educational system (Leibovici-Mühlberger and Greulich, 2013). Starting from the early years' curriculum, Emotions and Social Relationships is one of the main learning areas together with Ethics and Society, Aesthetics and Creativity, and Nature and Technology. Emotions and Social Relationships is intended to offer 'different impulses for learning and help children develop the ability to self-regulate' (Charlotte Bühler Institut, 2016, p. 22). The emotional and social dimension of education is also acknowledged in the primary school curriculum, where children are expected to learn social competence, responsible behaviour, teamwork, acceptance of rules and norms, critical thinking, perseverance, helpfulness and care towards others (EURYDICE, 2017; OECD, 2015).

In 2005, the government set up the Austrian Centre for Personality Development and Social Learning (*Österreichisches Zentrum für Persönlichkeitsbildung und soziales Lernen* – ÖZEPS) with the mandate to promote and implement personal and social competences in all educational and training institutions. ÖZEPS is the main public institution responsible for raising awareness of, and implementing, SEE programmes in Austrian schools. Its activities are also focused on teacher education in social learning in the classroom and violence prevention in school (Leibovici-Mühlberger and Greulich, 2013).

Various initiatives and programmes based on the Steiner Education Framework have been introduced in Austrian schools to promote the holistic development of children. Another initiative is the 'Health for All!' programme to support school projects in health promotion, self-esteem and problem solving, amongst others (Fonds Gesundes Österreich, 2016). Another programme is the Emotional Education for Early School Leaving Prevention[27] project, (EUMOSCHOOL) (Erasmus Plus), aimed at reducing early school leaving through emotional education interventions and innovative curricula (Multikulturell, 2016). The project seeks to provide a self-learning open access platform with theoretical and practical materials and tools for teachers in emotional education.

A number of programmes have also been implemented to prevent and reduce aggressive behaviours and bullying. In 2007, the Ministry of Education launched a national strategy 'Together Against Violence', later accompanied by the campaign '*Weiße Feder*' (White Feathers), in which famous people such as artists and athletes were presented as role models standing against youth violence. It included three main goals: to

[27] http://eumoschool.eu/the-project/

raise awareness about violence; to increase social competence to deal with violence; and to enhance responsibility and civil engagement (Spiel and Strohmeier, 2011). The Viennese Social Competence (ViSC) initiative was developed in line with the 'Together Against Violence' campaign to raise awareness about violence and bullying amongst young people, and to foster social and intercultural competences by providing a set of resources for students, teachers and parents (EURYDICE, 2012). The programme was implemented on a large scale with more than 4000 students in Austria. The results of the implementation showed that it was effective in reducing victimization (Yanagida at al. 2016) and cyberbullying (Gradinger et al., 2015).

8.2. Finland

Social and emotional education is considered a benchmark for children and adults in all educational contexts in Finland (Kokkonen, 2011). SEE initiatives are embedded in the national curriculum and implemented as school-based programmes focused on strengthening children's social and emotional competences and reducing aggressive behaviour and violence (such as anti-bullying programs). Since the 1980s, Finnish schools have collaborated closely with a number of public and private organizations to provide school staff with training and resources in SEE.

In basic education (7-16 years-old) one particular cross-curricular theme, 'Growth as a Person', is related to social and emotional education and applied in all subjects. The theme includes topics related to the identification of emotions and self-regulation. Furthermore, the development of students' emotional, social, and moral development is also part of the Health Education programme. Many of the SEE projects in Finland combine physical activity, art and music as a way to enhance children's social and emotional wellbeing and healthy development (Kokkonen, 2011). The most known and manualised programmes in the country are Tunnemuksu (Peltonen and Kullberg-Piilola, 2005), which is focused on emotional understanding and self-regulation for children aged four to nine years, the Steps of Aggression (Cacciatore, 2008) targeted to reduce and prevent aggressive behaviour in children and young people under the age of 25, and the Lions Quest programme (Talvio and Lonka, 2013).

The Finnish school system is currently known for its success in the OECD's Programme for International Student Assessment (PISA) surveys. In spite of these positive results, the satisfaction of Finnish students was quite low when compared to other countries (WHO, 2004a). A school welfare committee was established by the Finnish Ministry of Education and a national antibullying programme was recommended in the committee's report (Finnish Ministry of Education, 2005). Antibullying policies started to be implemented in 2006, and a national anti-bullying programme named 'The KiVa Antibullying Programme' was developed and introduced in schools. Kiva is a universal programme targeted at all students and is delivered by classroom teachers during regular school hours.

The first evaluation of KiVa with more than 30,000 students from all five provinces in Finland, showed that KiVa was not only effective in reducing bullying, cyberbullying and victimization, but also anxiety and depression (Williford et al., 2012) Students who participated in the programme showed improvements in school liking, academic motivation, and academic performance (Salmivalli et al., 2012; Veenstra, 2014), as well as increases in empathy toward victimized peers and self-efficacy to support and defend victims (Salmivalli et al., 2013). The national rollout of the KiVa programme started in 2009 involving about 1500 Finnish schools, and presently it is implemented in most Finnish schools.

'Together at school' is a universal, whole-school SEE programme in primary schools in Finland. It is implemented by the classroom teacher, and teachers, parents and students are involved in its development. Social and emotional competences are taught as part of the curriculum, while teachers' own social and emotional competence, collaboration with parents, and the wellbeing of the school community, are all essential parts of the programme. While earlier small-scale studies found positive outcomes for the programme, a recent study with 79 Finnish primary schools and with an RCT design, Kiviruusu et al. (2016) found only decreased psychological problems amongst third grade boys and improved cooperation skills amongst third grade girls, attributing the lack of main effects to the short follow-up period.

8.3. Germany

Historically, mental health promotion and wellbeing in German schools were embedded within Health Education. Nowadays, mental health promotion is considered to have a key role in improving the quality of education, and more attention is being given to this aspect of education (Paulus, 2012). The term 'social learning' has become the most common educational term used in German schools (Paschen, 2008), and during the last decades, a multitude of social-emotional, bullying and violence prevention programmes have been developed in German regions (Länder), which are responsible for education policy.

In 1993, a survey to assess the extent of bullying and victimisation in schools in Schleswig-Holstein led to the implementation of an anti-bullying programme in schools, based on the whole-school policy approach to bullying by Olweus (1993). An evaluation of its effectiveness, carried out between 1994 and 1996, revealed lower levels of direct victimisation and bullying (Hanewinkel, 2004).

The 'Faustlos' curriculum (Cierpka, 2001) was another of the first German violence prevention school-based programmes adapted for kindergarten (Schick and Cierpka, 2006), elementary (Schick & Cierpka, 2005) and secondary schools (Cierpka and Schick, 2009) in Baden-Wurttemberg. The programme, adapted from the US programme 'Second Step' (Beland, 1988), is organized into three units focused on empathy, impulse control and anger management. An evaluation of the programme showed a significant improvement over time in social-emotional competence and a significant reduction in aggressive behaviour, anxiety, withdrawn behaviour and depressive symptoms (Schick and Cierpka, 2005).

The ProACT+E is another anti-bullying universal, multi-level programme for secondary schools in Germany. An evaluation of the programme showed a significant and stable reduction of problematic behaviour such as verbal aggression and violence (Spröber et al., 2006). The 'Fairplayer Manual' (Scheithauer and Bull, 2008) is another intervention programme to prevent bullying and relational aggression by enhancing social and moral competence. An evaluation study found a significant decrease in bullying behaviours and victimisation (Bull et al., 2009).

The German adaptation of the Australian programme MindMatters (Sheehan et al., 2002), was found to be effective in a study involving about 600 teachers and 4000 students aged 10 to 15 years (Franze and Paulus, 2009). MindMatters helps students develop effective communication skills, problem-solving skills, help-seeking behaviours, friendships, sense of school belonging, and resilience skills.

The Lions' Quest programme ('Erwachsen werden') is of one of the most common school-based mental health programmes in Germany. The programme, designed for adolescents aged 10–15 years, seeks to

promote social and communication skills and provide information about substance misuse/abuse with educational material provided to teachers, students and parents (Sprunger and Pellaux, 1989).

8.4. Ireland

The teaching of social and emotional aspects of education is considered a core aspect of the school curriculum for primary and secondary students in Ireland. The promotion of social and emotional competence is embedded within the comprehensive programme of Social, Personal and Health education (SPHE) in both primary and secondary schools. Since 1997, guidelines for the teaching of Relationships and Sexual Education (RSE) were also introduced in schools in Ireland (National Council for Curriculum and Assessment, 1997). SPHE support teams were established in each Health Board area to support the development and implementation of SPHE and RSE across Ireland. These include five major areas, namely, mental health, relationships and sexual education, bullying, substance use, gender studies, and physical activity and nutrition. They seek to enable students to develop competences like self-awareness, emotional expression, relationships with others, conflict resolution, self-esteem, coping skills, responsible decision-making skills, critical thinking, and physical and mental health and well-being (Mayock et al., 2007). In 2012, a new curriculum for lower secondary school students was introduced, placing greater emphasis on students' social and emotional development across all subjects, with classroom teachers encouraged to embed social and emotional competences into their planning, pedagogy and assessment. The curriculum consisted of six 'key skills', namely, self-management, staying well, effective communication, creativity, working with others, and managing information and thinking (Department of Education and Skills, 2013).

An evaluation of 63 junior and senior schools in Ireland (Department of Education and Skills, 2013) found that all of the schools provided junior cycle SPHE, but in 13 % of cases there was scope to improve students' access to the subject. 96 % of the schools inspected provided RSE for senior cycle students, but there was significant variation in the quality of this provision. Only 56 % of schools had an RSE policy in place. In another evaluation with 40 primary schools (Department of Education and Skills, 2009), it was reported that while considerable progress was achieved in the implementation of the SPHE curriculum, there was a need for all schools to ensure that they were providing a broad and balanced SPHE programme in which continuity and progression in the pupils' learning was ensured.

In 2015, guidelines for mental health promotion in Irish schools were developed by the National Educational Psychological Service (2015). According to the guidelines, schools have to support the learning, social, emotional, and behavioural needs of students, underlining such topics as establishing healthy relationships, developing resilience, self-control and coping skills, solving conflicts, and also reducing bullying and mental health problems.

A number of SEE programs are currently implemented in Irish schools. The Incredible Years Parent, Teacher and Child Training Series (Webster-Stratton, 2000) include a set of programmes for children aged 0-12 years, and their parents and teachers, to improve social and emotional competence and decrease emotional and behavioural problems. The implementation of this school-based program in Ireland started in 2004, and a comprehensive evaluation of the programme showed a significant reduction in children's misbehaviour and improvement in prosocial behaviour at home and at school, as well an improvement in parents' and teachers' wellbeing (McGilloway et al., 2012).

Another SEE program named 'FRIENDS for Life programme' (Barrett, 2012), implemented in a number of Irish primary schools, showed positive effects on students' outcomes (Ruttledge et al., 2016). The programme is designed to help students cope with negative feelings such as anxiety and fear by

strengthening self-esteem, coping skills and resilience. The programme is supported by the World Health organization (WHO, 2004b) as an effective universal and targeted prevention programme.

Another school-based international programme, 'Zippy's Friends'[28], was implemented in a number of Irish schools catering for socio-economically marginalised students. It had positive long-term impact on emotional self-awareness, self-regulation, motivation and social skills (Clarke et al., 2014). Evaluations of school-based emotional intelligence programmes also showed a significant increase in emotional intelligence scores in students and a decrease in school dropout (Carthy et al., 2010).

8.5. Italy

The school curriculum framework in Italy follows the recommendations of the European Parliament (European Parliament, 2006) on the key competences for lifelong learning, emphasizing that schools need to contribute actively to the development of students' personal and interpersonal competences to promote their education and growth as active citizens in society. Within this perspective, social and emotional competences became increasingly important in recent years. The need to develop teachers' competences in promoting students' intrapersonal and interpersonal competences such as self-awareness, self-esteem, self-efficacy, respect, cooperation, problem solving skills, empathy, critical thinking, intercultural understanding, and care, is currently a key objective in seeking to address the social and emotional needs of students (MIUR, 2012). The national guidelines on the Italian school curriculum (MIUR, 2012) describe the learning goals that schools have to pursue in order to develop social and emotional competence from early years across the compulsory school years. Table 7 provides a description of social and emotional goals according to each school level.

Table 8. Social and emotional goals in the Italian education system.

Social and emotional goals from kindergarten to secondary school	
Kindergarten school (ages three to five)	Recognises own emotions and desires and understand others' feelings. Expresses emotions using verbal and body language according to own different needs and situations. Understands the importance of listening to others. Shares resources and games with others and becomes gradually able to manage conflicts. Reflects on moral and ethical topics such as what is good/bad, right/wrong and the rules of living together. Builds and develops self-esteem and self-efficacy and confidence in own skills and strengths.
Primary School (ages 6 to 10)	Develops critical and moral thinking. Engages in cooperation and prosocial behaviours, understanding the importance of managing interpersonal relationships.
First grade of Secondary school (ages 11 to 13)	Manages social and affective relationships during adolescence. Understands ethical and moral aspects of social relationships.
Second grade of Secondary school (ages 14 to 18))	Knows how to make a proper use of emotional language. Becomes aware of one's sexuality and makes informed decisions related to sexuality and relationships.

[28] This universal prevention programme, which aims to enhance young children's resilience and ability to cope with adversity, is implemented in various European countries.

Source: authors developed from the literature.

As of yet, there are no specific national policies or guidelines to support SEE, and the teaching of SEE is not included or embedded in the national curriculum as a distinct subject. As awareness of the importance of SEE in the Italian educational context is increasing, however, various evidence-based SEE programmes are being implemented in schools. In 2007, the National Institute of Health in Rome implemented a school-based mental health promotion programme with 253 Italian secondary school students on the following topics: communication, assertive behaviour, dealing with conflict and anger, developing self-discipline, negotiation and collaboration, and positive interpersonal relationships. It had a positive impact on students' self-efficacy, emotional coping and overall well-being (Mirabella et al., 2010). Another study of preschool children with an intervention focused on emotions, reported positive outcomes in emotional comprehension and prosocial behaviour (Ornaghi et al., 2015; Grazzani and Ornaghi, 2013).

A comprehensive approach to SEE was adopted in the design and implementation of the 'By Your Hand' SEE programme (Cefai and Cavioni, 2014; Cavioni and Zanetti, 2015) with kindergarten and primary school children in the north of Italy. The programme, which was implemented in kindergarten, had a positive impact on the social and emotional competence of children over time, with indications of enhanced emotional competence and reduced behavioural problems (Cavioni and Zanetti, 2015). The same authors are currently implementing a resilience programme called RESCUR Surfing the Waves with kindergarten and primary schools in northern Italy (Cavioni et al., 2016).

8.6. Malta

The National Curriculum Framework in Malta (Ministry of Education and Empoyment, 2012) emphasises the crucial importance of developing children's wellbeing and self-esteem as part of the mainstream educational process from the early years onwards. Personal, social and careers education forms part of Health and Physical Education, one of the eight learning areas in both primary and secondary education, and is a mandatory subject area in secondary school and more recently in late primary school.

Personal, Social and Careers Education (PSCD) was introduced about thirty years ago as a compulsory subject in the secondary school curriculum of Maltese state schools. Its primary objective is to prepare young people for the opportunities and responsibilities of life, helping them to develop the attitudes, knowledge and skills to become happy and fulfilled individuals in a healthy and supportive environment (Cefaiation, Youth and Employment, 2005). Through a skills-based, experiential approach, students (aged 12-16 years old) have the opportunity to develop intra- and interpersonal competencies such as self-awareness, self-expression, healthy living, responsible behaviour and decision making, critical thinking skills, problem solving, conflict resolution, dealing with peer pressure, respect for others, healthy relationships, and celebration of diversity.

More recently, PSCD has also been introduced in the last three years of primary school, addressing such topics as developing a sense of wellbeing, use of social and communication skills, and good decision-making skills. Since 2014, the subject has been restructured as personal, social and career education (PSCD), adding career education as part of the curriculum (Cefai et al., 2015).

The introduction of PSCD in Maltese schools has been positively received by staff, students and parents (Borg and Triganza Scott, 2009; Camilleri et al., 2012; Muscat, 2006). In a study with over 400 students aged 12 to 13 years old, Muscat (2006) reported that the students found the subject interesting and engaging, with topics like sexual education and health education addressing their needs and concerns. In another study with 1750 eleven- and sixteen-year-old students, Borg and Triganza Scott (2009) reported that the

majority of students of both ages and genders found the subject very interesting and enjoyable, with favourite topics including assertiveness, decision making and sexual education. There is little empirical evidence, however, on the impact of PSD on actual student behaviour (Borg and Triganza Scott, 2009).

Recently, a number of primary schools have been introducing Circle Time in some of their classrooms. Circle Time (CT) is a child-directed approach, where children are encouraged to learn and practice SEE in a safe, caring and democratic environment, with the teacher taking a more facilitative and less directive role (Mosley, 2009). In a qualitative study on a whole school approach to CT in a Maltese primary school, staff, students and parents reported improved relationships, enhanced student motivation, engagement and behaviour, and positive classroom climate (Pace, 2012), while in another mixed method study in another primary school, Cefai et al. (2014) reported that CT students, compared to a control group, showed more positive academic and social behaviours and fewer social, emotional and behaviour problems.

More recently, a number of state primary schools have been implementing a newly developed resilience programme for early years and primary school children, Rescur Surfing the Waves (Cefai et al., 2015). The programme is a skills-based universal programme for the whole class delivered by classroom teachers, with activities also targeting vulnerable children such as children from ethnic, cultural and linguistic minorities and children with special educational needs. An evaluation study in twenty early years' classrooms (97 children) showed an improvement in resilience skills, prosocial behaviour, and learning engagement (Cefai et al., in press).

8.7. Netherlands

In the Netherlands, SEE is particularly associated with social skills training', since the most common SEE programme implemented across the country is the Skills for Life programme (Gravesteijn et al., 2004). It originated from the traditions of cognitive-behavioural and rational-emotive therapy that became popular in the 1970's and 80's. This approach, called Rational-Emotive Education, was implemented in a number of primary schools in the country (Diekstra et al., 1982). The importance of SEE increased when the WHO included mental and social wellbeing in young people as a main target of the year in 1989 (Diekstra, 1989).

In 1989, a report on preventive youth policies and programmes in the Netherlands was issued by the Dutch Government's Scientific Advisory Council, underlining the key role of life-skills programmes at school (Diekstra, 1992). The city of Rotterdam was the first to follow these recommendations, developing a programme called 'Skills for Life' (Gravesteijn et al., 2011). The programme aims to enhance social and emotional competences, positive thinking and healthy behaviours, while reducing bullying and preventing problem behaviours with peers and teachers. Activities address competences such as self-awareness, emotional regulation, interpersonal and social problem-solving skills, and critical thinking. In addition, the lessons focus on the prevention of risk behaviours such as substance use, sexual activity and teen pregnancy, and depression. The programme is delivered by trained teachers and is embedded in the school curriculum with weekly lessons. An evaluation with more than 1000 students aged between 13 to 17 years showed that programme students reported less frequent bullying and lower levels of alcohol and smoking consumption (Fekkes et al., 2016; Gravesteijn et al., 2013).

Although presently there is no national SEE curriculum in the Netherlands, since 2006, Civic Education is part of the primary and secondary schools' curricula, encompassing social and emotional competences such

as self-regulation, decision-making skills, critical and ethical thinking, and social participation (Diekstra, 2008).

Dutch schools are also supported to develop school-based health promotion initiatives, including bullying and eating disorders. A number of anti-bullying programmes have been implemented in recent years, such as the KiVa programme with primary school students and anti-bullying programmes adapted from the Olweus programme. Findings from an evaluation of KiVa showed that the percentage of children who said they were being bullied dropped from 29 % to 13.5 % (in contrast to 29 % to 18.5 % in the control schools) (Veenstra, 2014). Additional studies reported positive effects in reducing distress and victimization, and increasing the protective role of the support group (Van der Ploeg et al., 2016). Positive outcomes were also reported in a comprehensive school-based anti-bullying programme with 3816 children aged 9 to 12 years, with a reported decline in bullying and victimisation, improvement in positive peer relationships, and a decrease in depression (Fekkes et al. 2006).

8.8. Portugal

Over the last few decades, various social and political changes have taken place in Portugal that increased the emphasis on non-cognitive aspects of education (Faria, 2011). The Education Act of 1986 underlined the need to foster the harmonious development of students and included various areas beyond the cognitive dimension, namely, personal and social competences (Campos & Menezes, 1998). Article 47 is specifically focused on the promotion of student development in several areas, including personal and social education (Faria, 2011).

In 1991, Personal and Social Development was introduced as a regular subject area in primary and secondary schools at national level, and citizenship education was also introduced some years later (Menezes, 2007). The main topics included ecological consumerism, family, sexual education, safety, health education, and citizenship. These core competences were historically embedded in Values Education, Affective Education (development of competences as empathy, social-perspective taking and moral reasoning), and more recently, in 'Mental health promotion'.

Systematic initiatives and programmes focused on the promotion of social and emotional competences started at the end of the 1990s, with the national implementation of the programme 'Programa de Promoção e Educação para a Saúde' (Promotion and Education for Health). Another government supported programme is the 'Growing Up Playing') in 2002, aimed at developing self-control, positive self-concept, emotional competence, social skills, assertiveness, problem-solving, and decision-making skills among primary school students. The programme was implemented in a large number of schools, and an evaluation showed an increase in children's positive behaviour, social acceptance, and emotional competence (Moreira et al., 2010; 2014).

Another more recent example of a primary school SEE intervention is the 'Devagar se vai ao longe - Programa de desenvolvimento de competências sócio-emocionais no 1º ciclo de ensino básico' (Slowly but Surely – Programme for the development of socio-emotional competences in the first cycle of primary education), a universal programme for primary students. An evaluation study with 213 students showed an improvement in positive peer relationships and social competence (Raimundo et al., 2013).

A recent report identified a number of successful universal and targeted programmes to promote children's and adolescents' mental health across in Portugal (Canário & Cruz, 2016).

8.9. Spain

Awareness of the importance of social and emotional aspects of education in Spain started in around the 1980s, inspired by the pedagogical, psychological and sociological theories of Bowlby, Maslow, Rogers, Gardner and Seligman (Berrocal, 2008; Torrente et al., 2015). The first school-based initiatives aimed to enhance social competence and tolerance, in an attempt to reduce school violence and bullying (Diaz-Aguado, 1992). The most frequently cited terms currently used by a large number of school-based initiatives to promote SEE include 'Emotional Education', 'Emotional Competences Education' or 'Social and Emotional Education'. These concepts also refer to those programmes focused on mental health promotion, life skills, emotional intelligence, emotional competence, and moral values education (Berrocal, 2008). The main competences include understanding, identifying and labelling emotions, developing self-regulation, increasing tolerance, developing a positive attitude toward life, and developing resilience (Gómez-Díaz et al., 2017).

Spain integrated the European Key competencies in national education legislation through the Organic Law of Education related to the statutory education curriculum (Tiana et al., 2011). Emotional education is listed as part of social and civic competences embedded transversally in the school curriculum (Cubero & Romero Perez, 2013).

Although there is not a national SEE programme in the country, regional governments have provided financial support to establish a number of programmes coordinated by university research groups or NGOs. More attention is being given to social and emotional aspects of education, in particular to emotional intelligence in professional teacher education institutes and centres (Berrocal, 2008). The Curricular Integration of Basic Competencies (COMBAS) Project aims to support teachers to include the eight key competences in the curricula of different Spanish regional education administrations to achieve a common educational framework. About 500 teachers from 150 primary and secondary schools participated in the first version of the programme (D´Angelo Menéndez and Rusinek Milner, 2013).

In 2004, the Diputación Foral de Guipúzcoa, a regional government in Cantabria, designed an emotional intelligence programme named 'Emozioak Program' (Cubero and Romero Perez, 2013). It is based on CASEL's Social and Emotional Learning theoretical framework (CASEL, 2013). About 100 education centres successfully implemented the programme (Muñoz de Morales and Bisquerra, 2014). Other regional governments have promoted SEE in collaboration with universities and research centres. The University of Malaga's Emotional Laboratory carried out a school-based programme to prevent violence and foster emotional intelligence. Around 2 000 students between the ages of 12 and 18 were involved in the implementation of this programme (Ruiz Aranda et al., 2013). Various other anti-bullying and violence programmes are currently being implemented in Spain, mostly showing positive outcomes in the prevention of aggressive behaviours and bullying (Jimenez, 2009).

8.10. Sweden

The compulsory school curriculum gives considerable value to social and emotional competences, such as empathy, respect, self-awareness and personal responsibility. Sweden has a long tradition of promoting mental health, and social and emotional education are an essential part of the curriculum (Dahlin 2008; Dunn, 2012). Mental health promotion is a priority area of the Swedish Health Care Act (Socialdepartementet, 1982). In 2000, the government introduced a national plan for the development of health care, where mental health promotion was especially targeted for children, adolescents, and persons with mental disability.

At school, programmes to promote mental health are embedded in values-based education (Von Brömssen, 2011), and are considered as a means of pursuing democratic goals stated in the national curriculum (Bartholdsson et al., 2014). While Sweden does not have a nationwide SEE programme, SEE is delivered throughout the curriculum with a particular emphasis on the role of teachers in developing children's social and emotional competences and values.

SEE programmes, also labelled as 'therapeutic education' (Bartholdsson et al., 2014) have increased in recent years. There are a number of school programmes on reducing bullying and risk behaviours (such as alcohol and tobacco abuse, early sexual activity and sexually transmitted diseases). These aspects have also been incorporated in a comprehensive school initiative called 'Healthy Schools Programs' (Jané-Llopis and Anderson, 2006), which includes a number of programmes focused on specific health topics. One of these, the 'Salut Programme', is an example of a systematic, multi-sectoral approach to improve the health and mental health of children (Höög et al., 2013).

The Swedish programme 'Social and Emotional Training' (SET), designed for students from preschool to upper secondary school, is a commonly used programme in Swedish schools. Based on the American programmes 'Promoting Alternative Thinking Strategies' (Greenberg et al., 1995) and 'Botvin Life Skills Training' (Botvin et al., 2006), it covers areas like self-awareness, managing one's emotions, empathy, motivation and social competence. Evaluation studies found significant effects on decreasing internalizing problems, externalizing problems, and increasing self-esteem and school satisfaction (Kimber, 2007). Other SEE programmes adapted mainly from the USA, include Second Step, Project Charlie (European Monitoring Centre for Drug and Drug Addiction, 1996), an adapted model of The EQ-stair (Wennberg, 2000), the International Child Development Programmes (ICDP) - Guiding interaction (Lindström, 2006), and The Lions Quest (Sprunger and Pellaux, 1989).

Box 9. Illustrations of SEE policies and practices in other European countries.

Czech Republic (OECD, 2015): The Czech Republic's curriculum for basic education has six cross-cutting themes cutting across education areas, thus enabling students to obtain an integrated view on issues and to apply a wider range of skills. One of the six themes is personal and social education. It has three aspects — personal, social and moral development — and is addressed in curricular subjects such as language and communication, man and the world, man and society, and arts and culture.
Denmark (Solborg Pedersen, 2015): 'It has always been the ideal of the Danish school tradition that 'it only makes sense for a man to learn to become a man, if he is also educated to develop himself

within the existing social context'. Social and emotional education has long been considered a prerequisite for improving academic competences. Relational competence is one of the three main subjects taught to teacher trainees along with didactics and classroom management. In Denmark there are no compulsory programmes for the development of social and emotional competences. The overall opinion seems to be that SEE should permeate relationships between teachers and students at all levels.'

France (Torrente et al, 2015): In 2006, France's Ministry of Education published a list of fundamental competences that every student should develop before the end of compulsory education at age 16. Amongst others, these competences were aimed at enabling students to exercise their citizenship, problem solve and manage complex situations in school and outside, continue learning throughout life, and appreciate the diversity of cultures and universality of human rights. Various skills were expected to be developed at school to achieve the competences, including communication and collaboration, emotional awareness, following rules, and perseverance.

Greece (Hatzichristou and Lianos, 2016): The introduction of the School and Social Life Curriculum (SSLC) in the general educational curriculum of Greece in 2011 followed a revision of school curricula throughout the country. The SSLC aims at strengthening the resilience of students and staff, as well as classrooms and schools, at a universal intervention level by providing new skills and knowledge to the students' necessary for their school and future life. It includes four thematic modules: intrapersonal and interpersonal communication and expression; relationships; taking responsibility for one's health, safety and wellbeing; and the school as a community.

Lithuania (Cedefop, 2012): 'It is the practice of the Ministry of Education in Lithuania to integrate Social and Emotional Learning into the teaching of its curricular subjects. These curricular programmes are designed to include conceptual frameworks around learning to learn, communication skills, cultural awareness and integration … We found examples of educational programmes such as Zippy's Friends taught to pre-schoolers, which is in effect bullying preventive work that has multiple positive effects, changing the attitudes of the students themselves, their teachers and also parents … 2nd Step is a follow up programme to Zippy's Friends, delivered to older children … other programmes include Golden 5, Bridges, Overcoming Together … Teachers reported to us that through delivering these programmes they too experienced changes in their own understandings and awareness of empathic behaviours.'

Norway (Finne, 2013): There is no nationwide strategy for social and emotional education in Norway, but the government strongly recommends training for schools and provides non-mandatory guidelines for communities and schools in choosing and implementing social and emotional competence programmes. In 2006, a government-appointed committee presented a report describing good practice in social and emotional education programmes. It recommended nine effective programmes grouped in two categories. The first group consisted of manualised, activity-based programmes that address students' social competence (Aggression Replacement Training, Incredible Years, You and I and Us Two, and Zippi's Friends). The second group included programmes focused on the learning environment, providing tools to prevent bullying, enhance problem-solving strategies, and reinforce positive behaviour (Respect, LP-Model (Learning Environment and Pedagogical Analysis), Olweus Anti-Bullying Programme, Positive Behaviour, Supporting Learning Environment and Interaction, and Zero AntiBullying Programme). *Young Minds*

is a database of evidence-based mental health interventions for children and adolescents in Norway to assist schools, services and practitioners in making use of available SEE and related programmes.
UK: Personal, Social and Health Education (PSHE) is included amongst the main content areas of the British National Curriculum at all educational levels. The personal wellbeing strand covers issues such as sex and relationships education, drug and alcohol education, emotional health and wellbeing, diet and healthy lifestyle, and safety education. Emotional health and wellbeing include topics like awareness and management of feelings, goal setting, ethical behaviour, empathy, collaboration, appreciating diversity, and dealing with bulling. The framework (Key Stages 1/2) and programmes of study (Key Stages 3/4) are non-statutory, but some areas such as sex and relationships education, drug education and careers education, are statutory at the latter stages. Schools are expected to plan, organise and evaluate their PSHE education. Formby et al. (2011) reported a number of positive outcomes for PSHE, including improved self-awareness and self-expression, improved relationships, enhanced problem-solving skills, resilience, and improved behaviour. The introduction of the Social and Emotional Aspects of Learning (SEAL) programme (Department for Education, 2003) generated more interest in this area in schools, with the majority of primary and secondary schools implementing the programme. SEAL includes self-awareness, managing feelings, empathy, social skills (relationships, collaboration, and conflict resolution), responsible decision making; and motivation (setting goals, persistence and resilience). Evaluations of SEAL, however, did not report significant positive impact on students' behaviour (Humphrey et al, 2008; 2010), likely because it was not directly embedded in the formal curriculum.

Source: Developed by the authors from the literature review.

8.11. Conclusions

These case studies and other reviews (e.g., Rampazzo et al., 2016; Torrente et al., 2015) illustrate that SEE is recognized as a key aspect of education in European countries, with MS becoming increasingly aware of the need for schools to address the social and emotional development of children and young people. However, there does not yet seem to be a sufficient common focus on SEE as a core curricular area[29]. In contrast to countries such as the US and Australia, there appears to be a very diverse situation in relation to the presence, provision and focus of SEE in European schools. While in some MS such as Ireland and Malta, SEE is a statutory part of the curriculum, in most MS it is not a distinct subject, but part of broader areas or other subjects such as citizenship, health and physical education, prevention of violence and bullying, moral/religious education, and art and crafts (OECD, 2015; Torrente et al., 2015). Whereas in Finland, Ireland, Malta, the Netherlands, Spain, and the UK, the situation is somewhat similar to the US in addressing SEE with a focus on the development of both interpersonal and intrapersonal competences, in other countries such as Austria, France, Germany, and Sweden, SEE is more aligned with citizenship education and rights based approach (Torrente et al., 2015).

There appears to be three common clusters related to SEE in MS, namely citizenship education (commonly focused on the development of cognitive, communicative and ethical/moral behaviour competences) (Torrente et al., 2015); mental health promotion and life-skills approach based on the WHO framework,

[29] In an analysis of mental health promotion in various EU member states, Rampazzo et al. (2016) conclude that despite an increased recognition of the importance of mental health and well-being of children and young people, it needs to be given a higher priority at both European and national levels.

including the recent Health Promoting Schools Framework for Action (WHO, 2017a) focused on promotion of mental health and prevention of mental health problems in children and young people; and a focus on the prevention of bullying and violence in schools. The mental health promotion approach, informed and promoted by the WHO and supported by the EU (e.g., EC, 2005; Rampazzo et al., 2016), has been increasing its presence across MS in recent years. This is closely related to SEE as construed in this report. Initiatives to prevent violence, aggression and bullying in schools are increasing in many schools across the EU, but these are usually limited to the prevention of behaviour problems and conduct disorders; furthermore, such focused approaches are more likely to be effective, even for their purpose of stopping and preventing bullying and violence, when they are accompanied by universal, curricular SEE (Downes and Cefai, 2016).

Finally, citizenship education (also known as civics, ethics, or moral education) has a different focus and approach, particularly in its emphasis on ethics, social responsibility and moral development. It does not meet the requirements of a SEE curriculum. In their review of SEE in various European countries, Torrente et al. (2015) reported a pervasive tension and difference between SEE and citizenship education in different European contexts. In his review of SEE in the Netherlands, Diesktra (2008) similarly underlines that a dual focus on both citizenship education and SEE is necessary to provide a balanced socio-affective dimension to cognitive-academic learning.

While general social and emotional competences are covered in the national education system objectives and curriculum frameworks of most Member States, in at least one third of them not all the specific interpersonal and intrapersonal competences are explicitly stated (OECD, 2015) (see Annex 7). In a review of the state of SEE in Finland, Kokkonen (2011) argues that existing SEE programmes in Finland are more heavily focused on social skills than on emotional skills and underlines the need for a more balanced SEE curriculum. Similarly, the national curriculum in Lithuania construes SEE more in terms of social competences such as communication skills and cultural awareness and integration (Cedefop, 2012). This calls for a review, as both interpersonal and intrapersonal competences have been found to be critical for an effective SEE (Domitrovich et al., 2017).

The conclusion from this chapter is, while educational systems across the EU recognise the importance of the social and emotional aspects of education for children's wellbeing and success, in many instances, this is not accompanied by a focused and distinct approach to SEE as a core area in the curriculum. SEE may not be given adequate time due to the stronger focus on academic achievement reflecting the pressure from highly published externally imposed standards (Cefai and Askell-Williams, 2017a; Torrente et al., 2015). This, despite the evidence that shows SEE improves academic performance (Corcoran et al., 2018; Durlak et al., 2011; Taylor et al., 2017). While related areas such as citizenship education and mental health promotion may share and overlap with the goals of SEE, and may thus serve as a platform to facilitate SEE in schools, there needs to be a distinct focus on SEE as a core content area of the curriculum in its own right with a focus on both intra- and interpersonal competences. For instance, reviews of both citizenship education (Torney-Purta et al., 2001) and health promotion in schools (Langford et al., 2014) did not report any impact on students' psychological wellbeing and mental health. It may be practical and feasible to integrate SEE within other existing related curricula/interventions, but care must be taken that SEE competences are not diluted or impoverished as a result and that sufficient time is dedicated to it.

CHAPTER 9. CONCLUSIONS AND RECOMMENDATIONS

9.1. Summary of findings from the analysis of the international research

This review of international research — which includes an in-depth analysis of 13 major reviews of studies and meta-analyses, as well as numerous other reviews, studies, and research reports, including European ones — clearly indicates that universal SEE has a positive impact on children's and young people's education, learning, wellbeing and mental health. More specifically:

- SEE has a positive impact on cognitive, social and emotional outcomes both in the short and long term; it increases positive attitudes towards self, others and school, enhances prosocial behaviour, and it decreases internal and external behaviour difficulties amongst children and young people.
- SEE has a positive impact on academic attitudes and achievement, leading to a substantial increase in academic performance and serving as a meta-ability for academic learning.
- These positive cognitive, social and emotional outcomes have been observed in studies that follow up on interventions that were made six months to three years beforehand.
- These positive impacts have been reported across various cultural and socio-economic contexts and across the school years, from early years through to high school.
- Universal SEE has an aggregate positive impact on children at school, including at risk children risk such as those from ethnic and cultural minorities, children from deprived socio-economic backgrounds, and children experiencing social, emotional and mental health difficulties. It therefore serves as a protective factor for these children and helps to reduce socio-economic inequality and promote equity and social inclusion However, in such instances it needs to be accompanied by additional targeted interventions, particularly in the case of chronic and complex problems.
- SEE is most effective when started as early as possible in early childhood education. SEE in the early school years is related to important adulthood outcomes in education, employment, criminal activity, substance use, and mental health. It has a greater long-term impact than approaches which are focused directly on reducing negative outcomes.
- SEE facilitates school education, lifelong learning, and lifetime success.
- SEE offers strong economic and financial returns on investment.
- SEE is beneficial for school teachers, leading to more skilled, confident and satisfied teachers.

The review of the literature has also identified various conditions that are essential for successful implementation and positive outcomes. These include, amongst others:

1. SEE can be learnt directly by children and young people through skills-based, experiential learning with well-defined goals and if granted sufficient focused time in the curriculum (SAFE approach)[30].

[30] SAFE stands for Sequenced (structured activities), Active (experiential, interactive), Focused (a regular, focused time in the timetable), and Explicit (specific learning goals).

- SEE competences should include the interpersonal and intrapersonal competences identified in this report, including resilience skills and success-oriented academic engagement.
- SEE competences should be embedded in other content areas of the curriculum (a transversal, cross-curricular approach).
- Teachers need to be adequately trained and supported in delivering SEE curricula at curricular and cross-curricular levels.

2. SEE in the curriculum needs to be accompanied by a positive classroom and whole-school climate (a 'taught and caught' approach), with the active participation of the whole school, parents and the community.
3. A whole-school approach to SEE would ensure:
   - Active student voices, with students themselves actively involved in the design, development and assessment of the curriculum and resources.
   - Parents' active collaboration and education, facilitated through an empowering, bottom-up approach.
   - The social and emotional competence and wellbeing of teachers and other members of staff.
4. Early intervention: SEE is most effective when started as early as possible, ideally in early childhood education. SEE in the early school years is related to important outcomes in adolescence and adulthood.
5. Universal SEE needs to be accompanied by targeted interventions for students at risk or in difficulty, particularly those facing chronic and complex problems, including policies and practices for behaviour, bullying and diversity. A whole-school approach will include both universal and targeted SEE interventions.
6. Quality implementation is key to the success and effectiveness of universal SEE; this includes adequate and continuous teacher education at preservice and in-service levels, good planning, provision of financial and human resources, and adaptation to the needs of the context where it is implemented.
   - Schools need support to integrate universal SEE in their curricula and be provided with the necessary resources to be able to adopt and sustain their efforts. Sustainability of initiatives is critical to SEE effectiveness.
   - SEE needs to be sensitive and responsive to schools' cultures and students' needs and interests, including linguistic, cultural, social, and other areas of diversity. Programmes and interventions developed in other cultures and countries need to be adapted to the needs of the context in which they will be implemented. Quality adaptation, however, needs to strike a balance between preserving the integrity of the programme/intervention and making it responsive to local needs.

9.2. Policy recommendations for the EU, Member States and schools

While MS acknowledge and recognize the importance of SEE, there are considerable differences in the level of policies, curriculum frameworks and programmes available to help schools and students develop these competences (OECD, 2015, Torrente et al., 2015). While in some MS, SEE is a statutory component of the curriculum, in many MS it is not a taught subject. It is often instead embedded in the curriculum, usually as part of broader areas or other subjects such as citizenship, health education/promotion, and prevention of

violence and bullying. While such areas may share and overlap with the goals of SEE, there does need to be a distinct emphasis on SEE as a core content area of the curriculum, with a focus on both intra- and interpersonal competences, and it must be granted sufficient time for effective delivery.

Despite some limitations to current research, there is nevertheless a strong base of international research evidence to support the benefits of SEE in social, emotional and academic outcomes across the school years, with children and young people from diverse cultures and socio-economic backgrounds. This justifies the acceleration of SEE policy as a priority across Member States and at EU level. SEE should become a core aspect of curricula across Europe, with adequate and sufficient resources, and given the amount of training and time that prioritizing it would dictate.

It is therefore recommended that:

For policymakers at EU level

- Social and emotional education should be recognised as a core curricular area in the education of children and young people, and as one of the major constituents of quality education in Europe. It should accordingly be included as a distinct key area in the EU Framework of Key Competences for Lifelong Learning. The benefits of SEE justify it being given priority in a crowded curriculum.

- The proposed framework for a whole-school approach to SEE should be considered throughout the EU as a roadmap for Member States to promote quality social and emotional education. The framework should include a universal curriculum that: balances inter- and intrapersonal competences; ensures quality implementation and adaptation; fosters receptive classrooms and school climates; provides for the education and wellbeing of school staff, engages parents; accepts active student voices; intervenes early; and targets interventions for children with moderate risk and chronic and complex needs. This should also lead to the development of an EU-wide common terminology and conceptual framework.

- SEE needs to be culturally responsive to the European context, and sensitive to schools' cultures and students' needs and interests. This includes linguistic, cultural, social and other areas of diversity. It should actively involve all key stakeholders, including students, in curricular design, delivery and evaluation. This is particularly important in Europe, where health promotion initiatives are more flexible and participatory, and less prescriptive and manualised.

- More pilot projects need to be established, with the support of the European Commission and Member States, to develop culturally sensitive SEE materials through cooperative projects across the EU. Sharing good practice, particularly in view of the diversity of approaches and perspectives found amongst Member States, would also serve to enrich SEE and make it more meaningful in the European context. Further EU initiatives to encourage collaboration and sharing of good practice amongst Member States through publications, research and networking, is strongly recommended.

- Funding should be provided for research projects, evaluations and analytical reports on SEE in the EU, including a meta-analysis of SEE evaluation studies which include documents in all EU languages.

For policymakers in Member States

- Universal SEE should become a mandatory content area in the curricular frameworks of all Member States. National SEE quality standards should form a part of each Member States' curriculum, detailed in clear policies and provisions, and contain mechanisms to coordinate and guide quality implementation at regional and national levels. Social and emotional education should feature both as a key learning area of curricula and as a transversal cross-curricular theme, as a taught and embedded content area. Provisions should be made for an increased amount of time to dedicate to SEE in the curricula of most Member States, so as to ensure sufficient coverage and adequate mastery in line with the proposed revision of the Key Competences Framework.
- In view of the existing national curriculum frameworks in MS, SEE could be integrated into other areas and could make of existing practices, expertise and resources. This, so long as the identified SEE competences are not diffused. Member States should thus examine their education objectives, curricular frameworks and learning outcomes to see whether their current policies and practices currently target a comprehensive set of social and emotional competences, such as those specified in this report, and to accordingly make appropriate revisions.
- The integration of SEE into curricula should make it a part of a whole-school approach, including staff development and wellbeing, parental engagement, and additional targeted interventions for students at risk or in difficulty.
- Assessment for learning, with formative feedback from teachers and students on the teaching and learning processes, should be the assessment of choice for SEE; it should avoid competitive examinations and student, school or country ranking.
- Teacher education programmes, both initial and continuing professional development, should include national frameworks that outline the key teacher competences necessary for the effective delivery of SEE in schools. Such competences should include not only an understanding of child and adolescent development, emotional learning, social competence and psychological wellbeing, but also the development of teachers' own social and emotional competences, including empathy, conflict management and relationship.
- MS should provide adequate funding for the inclusion of SEE into national policies and curriculum frameworks, and provide the required resources, training, monitoring and evaluation; these are crucial for the feasibility and sustainability of SEE. Poor quality implementation is one of the main causes of programme failure.
- Proactive dissemination of the evidence about, and best practices in, SEE, is necessary to ensure its implementation. Networking within and across MS, connecting those who are already committed to SEE with those who are just starting out, should also help schools overcome the difficulties they may encounter in implementing SEE. Policymakers should also support information exchange amongst schools, and establish and financially support national organisations that have the capacity to support effective implementation.
- SEE needs to be anchored in policies across sectors, particularly education, health and social services, to ensure that support is integrated and to address the socio-economic determinants of the health and wellbeing of children and young people.

For Schools

- A whole-school approach to SEE should be included in the mission statements of schools, with a clear school policy on the implementation of SEE at instructional, contextual and organisational levels.
- Schools should conduct a needs analysis to ensure that their curriculum matches the needs of their school community — including linguistic, cultural, social and other areas of diversity. Schools should also make the adaptations necessary to meet the established national standards for SEE. Schools could smooth the implementation process by integrating existing good practices in SEE when they introduce new initiatives.
- All key stakeholders, including students, parents and teachers, need to be actively involved in curricular design, delivery and evaluation of SEE initiatives at the school. It is important for student voices to permeate all aspects of the planning and implementation processes.
- Schools need to provide adequate and continued financial and human resources for effective delivery at curricular and contextual levels.
- In view of the frequent complaints by classroom teachers about lack of time and overcrowded curricula, schools need to plan and provide sufficient time for SEE in timetables.
- Schools need to have mechanisms in place for effective planning, delivery and quality assurance, providing support, guidance and monitoring to all school staff. This will also ensure that SEE initiatives will not fade quickly or be replaced because of a lack of resources, and ensure that SEE remains a priority for the school.
- Teachers' professional development, their social and emotional competence, and their social and emotional wellbeing, are all crucial for the successful implementation and effectiveness of SEE. Schools need to provide support to their staff to this end. Opportunities need to be provided for staff mentoring and sharing of experiences and success stories, preferably by committed school teachers who are already putting SEE into practice. This is also important to deal with potential staff resistance and to maintain teachers' sense of competence and commitment.
- The professional development of school leaders in SEE should help them inspire, guide and support their staff in the effective delivery of SEE in their schools.
- Schools need to make provisions for adequate support for students at moderate risk or chronic and complex social and emotional needs, as part of a whole-school approach to SEE, including additional external support.
- In seeking the active engagement of parents and the community, schools, need to take an empowering, personalised and culturally-responsive approach, with both school staff and parents sharing responsibility for social and emotional education.
- Internal evaluations by schools, with external support if necessary, need to be held regularly to ensure effective and quality implementation. Evaluations should assess whether interventions are indeed achieving their objectives and leading to the desired positive social, emotional, behaviour and cognitive outcomes.

These recommendations need to be considered in respect to other EU policies and initiatives that aim to reduce socio-economic inequalities, discrimination and social exclusion, and which promote equity, social justice, social cohesion and intercultural harmony through macro-level drivers for change. They are more likely to work if they are accompanied by parallel interventions to break down barriers and create structures and systems which promote mental health and wellbeing, equal opportunities, and social justice. Putting the onus of responsibility on the 'victims' of poverty and exclusion to overcome disparity, without addressing the structural sources of poverty and exclusion, and without putting in place adequate social structures and systems, is antithetical to what SEE is fundamentally about. Rather than a pre-packaged, outcome based, teaching to the test approach, SEE is about the development of the whole person through a whole-school approach at curricular, relational, contextual, cultural and systemic levels.

A range of concerns in relation to SEE also illustrate the need to examine this issue not only in terms of the impact of social and emotional curricular classes on a defined set of outcomes. The policy goals of SEE need to ensure it avoids potential pitfalls, such as being used, even indirectly, as an instrument of social control and conformity. It needs to be child-centred, recognise individual differences, and avoid pathologising individuals.

9.3. Future research

The findings and recommendations in this report are mindful of the literature's limitations. Most of the studies and reviews on SEE to date have been carried out in the US, more recently SEE is generating more research interest in other parts of the world, including Europe. This limitation underlines the need to treat the results with caution, but it also serves as a justification for more rigorous research to be conducted in Europe. A number of reviews included several European and international evaluations, and reported no significant differences between European and non-European studies. Other factors, such as the quality of implementation, including quality adaptation and teacher education, appear to have had a more significant impact on effectiveness (Durlak et al., 2011). One recommendation of this report is to undertake more European evaluations and to conduct a meta-analysis of SEE evaluation studies carried out in the EU, which should include studies published in the various languages of the EU and are qualitative studies (including children's voices). As Torrente et al. (2015, p. 573) nicely put it, 'building solid knowledge about what works under what conditions should be a major goal for European countries'.

Another note of caution: the effect sizes in many of the studies and reviews are relatively small (or small to medium). However, these are comparable or better than those reported in meta-analyses of other established psychosocial interventions for children and young people and, at population levels, these changes are important and have a significant impact on behaviour and development (Weissberg et al., 2015). It must also be noted that, although the literature clearly indicates that SEE has a positive impact on wellbeing, mental health and academic learning, research still needs to identify more clearly the core components of effective programmes and interventions to establish what works, for whom, and under what circumstances (Weissberg et al., 2015).

Further research should also address other gaps in the international and European literature. Filling such gaps would include giving: more voice to students in material design and programme evaluation; more age appropriate programmes and resources; more cultural diversity in materials and evaluation; more research on resilience building in schools; more active involvement of families in school based programmes; and more

attention to school teachers' social and emotional competence, wellbeing and resilience. More pilot projects need to be established; the European Commission and Member States should support the development of culturally sensitive SEE materials through cooperative projects across EU countries. Further EU initiatives to encourage collaboration, and the sharing of good practice amongst MS through publications, research and networking, is strongly recommended.

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ANNEXES

ANNEX 1 Neuroscientific basis for social and emotional education

The scientific basis for socio-emotional education [SEE] is primarily reliant upon studies of SEE programmes' effectiveness, such as those reviewed in this paper. Nevertheless, social and affective neuroscience research has continued to be a significant source of scientific understanding of socio-emotional processes.

Social and affective neuroscience investigates how the brain mediates social and affective processes, which are the content of SEE. Over the past two decades, this field of neuroscience has become one of the strongest promoters of the centrality of emotional and social interaction processes for human development (see e.g. Lieberman, 2013). Though its findings do not translate directly into education policy or practice, they do highlight issues that may have been otherwise ignored. For instance, one of the reasons for the impact of Goleman's popularisation of Emotional Intelligence in 1995 was his linking it to the nascent field of 'affective neuroscience'. He argued that successful human endeavour is significantly influenced by a person's ability to use the prefrontal brain for regulating the more instinctual emotional reactions of the amygdala; this ability allows a person to reserve their mental energy for more effective executive functioning (Goleman, 1995). Indeed, high executive functioning, shown when students can successfully 'perform many, complex, cognitive activities and exhibit frequent, overt, goal-directed behaviours such as concentrating on a task, attending to a teacher, following rules, and suppressing counterproductive impulses', has been found to strongly predict success at school (Samuels et al., 2016, p. 478).

Neuroscientific research has demonstrated how brain processes are predominantly social, that the brain is a tool specifically designed for creating and managing social relationships, and that it can literally be made sick by loneliness and social isolation (Cacioppo and Cacioppo, 2014; Lieberman, 2013). Accordingly, social interaction is a basic need for human survival and thriving, and should be an essential element of any regular curriculum. This widely accepted finding of neuroscience has underlined how, in situations where a child's basic needs for belonging and self-esteem are not adequately addressed, the child is overwhelmed by negative emotions like fear, anxiety or anger, which inhibit the learning process. On the other hand, a sense of belongingness and acceptance can enhance a state of calmness and subsequent positive emotions such as fun and enjoyment, which in turn enhance motivation, concentration, information processing, and engagement in learning (Fredrickson and Branigan, 2005; Greenberg and Rhoades, 2008; Graziano et al., 2007). From a neuroscientific perspective, it has been suggested that education systems, 'Rather than treating classroom learning and socializing as antithetical to one another,' should make use of children's 'natural social tendencies' to improve learning 'by making the content and process of education more social' (Lieberman, 2012, p. 3; Blakemore, 2010). Children learn best when they are relaxed but focused, attentive and engaged. Social and emotional learning that helps students develop positive social interaction, within welcoming and positive schools and classrooms, can thus promote children's psychological wellbeing and mental states. Research on mindfulness, a major strategy used in SEE for enabling students to focus on the here and now, also suggests that it can lead to decreased negative affect and stress levels, and increased calmness, emotional regulation and attention (Flook et al., 2010; Huppert and Johnson, 2010; Kuyken et al., 2013; Schonert-Reichl et al., 2015). It also maximizes the window of opportunity provided by the developing brain in emotional regulation and executive functioning (Jennings et al., 2012).

Neuroscience has also explored wider socio-emotional correlates of learning. Social neuroscience, together with epigenetics, have raised the nature-nurture question in a novel way by showing 'how social phenomena (social position, socio-economics status, social isolation, rank, stress, etc.) are translated into

the body and affect human health' (Meloni, 2014, p. 6). New discoveries on the plasticity of the brain and the epigenome, such as the genetic response to stress (Zannas and West, 2014), have given more scope for interventions to enhance human development. For instance, it has been shown that 'Early exposure to circumstances that produce persistent fear and chronic anxiety can have lifelong consequences by disrupting the developing architecture of the brain,' particularly in those areas involved in emotions and learning (NSCDC, 2010, pp. 1-2). It has alerted educators on the neurobiological 'costs' of early adversity, poverty and deprivation. It suggests that healthier communities and early childhood education provision should be prioritised; provisions that not only focuses on the physical but also on the psychological safety and positive experience of children (Boivin and Hertzman., 2012). Neuroscientific research is also helping educators understand the neurobiological challenges faced by students with various developmental disorders. For example, children with autism are anxious of direct eye contact and may even avoid direct social interaction as a result, a provocation that interferes with their learning, and which may lead them to miss significant opportunities for learning (Davidson and Begley, 2012).

Neuroscientific research has also shed light on how one's self and social awareness is acquired, how they are managed, and how it relates to cognitive development. For instance, research suggests that adolescence is a key stage in the development of the brain regions involved in social cognition and self-awareness; this can point towards the kind of socio-emotional challenges adolescents need help in addressing (Blakemore, 2010).

Finally, social and affective neuroscience have made major contributions to the understanding of empathy, a major interpersonal process within SEE. In the early 1990s, the discovery of mirror neurons provided 'clear evidence that brain structures involved in the integration and control of emotions, like the insula and the anterior cingulate, respond both when one feels an emotion (e.g. pain or disgust) owing to natural stimuli, or when one observes that emotion in others' (Ferrari and Rizzolatti, 2014; Rizzolatti and Craighero, 2004). While there is a large body of research on empathy for pain and disgust (Singer and Lamm, 2009), there is now also an attempt to study 'positive empathy', which may be even more related to pro-social behaviour (Morelli et al., 2015). Neuroscientific research is taking this to another level by studying how it is 'via social interaction and in virtue of the fact that we are constantly trying to model other minds in interaction that we learn to be conscious and develop both an understanding of ourselves and a conscious percept of the world at all' (Schilbach et al., 2013, p. 408). Certainly, there is a wider attempt to understand both the nature of empathy and its implications for compassion and prosocial behaviour (Lamma and Majdandzica, 2015), and how it can be developed (Gerdes et al., 2011) or becomes impaired (Rizzolatti and Fogassi, 2014). These studies hold promise for improving the way children and adults can be trained to exercise empathy in their interaction with others.

ANNEX 2. CASEL's five areas of SEL competences (CASEL, 2017)

Self-awareness
The ability to accurately recognize one's own emotions, thoughts, and values, and how they influence behaviour. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a 'growth mindset'.
Identifying emotions;
Accurate self-perception;
Recognizing strengths;
Self-confidence;
Self-efficacy.

Self-management
The ability to successfully regulate one's emotions, thoughts, and behaviours in different situations, effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
Impulse control;
Stress management;
Self-discipline;
Self-motivation;
Goal-setting;
Organizational skills.

Social awareness
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behaviour and to recognize family, school, and community resources and supports.
Perspective-taking;
Empathy;
Appreciating diversity;
Respect for others.

Relationship skills
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
Communication;
Social engagement;
Relationship-building;
Teamwork.

Responsible decision-making
The ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
Identifying problems;
Analysing situations;
Solving problems;
Evaluating;
Reflecting;
Ethical responsibility.

ANNEX 3. Social and emotional learning standards (Illinois, 2006)

The State of Illinois in the US was the first to introduce SEL standards from preschool to high school based on the CASEL's framework. The learning standards are categorised under three goals in the curriculum, grouping the two intra-psychological areas — self-awareness and self-management — together, and the two social interaction skills – social awareness and interpersonal skills – together, while making Responsible decision-making skills a distinct category:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.
A. Identify and manage one's emotions and behaviour.
B. Recognize personal qualities and external supports.
C. Demonstrate skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
A. Recognize the feelings and perspectives of others.
B. Recognize individual and group similarities and differences.
C. Use communication and social skills to interact effectively with others.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviours in personal, school, and community contexts.
A. Consider ethical, safety, and societal factors in making decisions.
B. Apply decision-making skills to deal responsibly with daily academic and social situations.
C. Contribute to the wellbeing of one's school and community.

Annex 4. Rationale for the development of the set of social and emotional competences (Cefai and Cavioni, 2014).

Self-awareness and management

Positive emotions, optimism, persistence, confidence and self-efficacy, autonomy/agency, and sense of leadership, are some of the skills from both positive psychology and the resilience literature (Benard, 2004; Gilman et al. 2009; Noble and McGrath, 2008; Seligman et al., 2009; Werner and Smith, 1992). The framework also includes success-oriented engagement, which underlines the requisite skills students would need to maximise their learning potential, such as goal setting and achievement, planning, self-monitoring, academic regulation and persistence (Bernard, 2011; Noble and McGrath, 2008; Seligman et al., 2009). Critical and creative thinking skills are metacognitive skills that provide pupils with opportunities to learn about their learning process and develop their thinking and problem-solving skills, and consequently take control of their own learning (De Bono, 1992; Watkins, 2010). Emotional awareness and regulation is a key feature of the CASEL framework (CASEL 2005), but the present framework also underlines the awareness and regulation of one's thoughts through positive self-talk (Bernard, 2012). Another important addition to the traditional SEL framework is spiritual development from positive psychology, mindfulness education, and humanistic psychology. A sense of meaning and purpose (Noble and McGrath, 2008; Roffey, 2011; Seligman et al., 2009) highlights the need to find meaning and purpose in one's life as a source of happiness, growth and self-actualisation (Maslow, 1971; Seligman, 2011). Related to this is the notion of mindfulness, the capacity to be aware of the present moment, accepting what comes without getting caught up in thoughts or emotional or physical reactions to a situation (Burrows, 2011; Kabat-Zinn, 2004; Weare, 2010).

Social awareness and management

The social awareness and management areas within this framework understand the role of the individual in relation to the wellbeing of the social and physical environment. Besides having the skills to relate effectively, collaboratively and meaningfully with others, this framework underlines prosocial values and attitudes (Noble and McGrath, 2008), responsible decision making (Noble and Mc Grath, 2008; Roffey, 2011), moral development (Cohen, 2006; Elias and Synder, 2008; Noddings, 2012), inclusion, diversity and children's rights perspective (Booth and Ainscow 1998; Oliver, 1996), belonging to, and participating in a classroom caring community (Cefai, 2008; Sergiovanni, 1994), and appreciation and care for the environment (Goleman et al. 2012). The addition of these components shifts the focus from the wellbeing and health of the individual to the wellbeing and health of the social environment as well, and to the responsibility of the individual not only to respect and care for himself/herself but also for others and the environment. This seeks to integrate the needs of the individual with those of the collective, and emphasises the benefits of contributing to caring communities, not only for the individual but also for the communities themselves (Booth and Ainscow, 2013). Although an excessive focus on the self in SEE may lead to unhealthy materialism and individualism (Crocker and Park 2004), SEE also takes into consideration the needs and rights of others, and places value on solidarity, diversity and collaboration; it would thus contribute to creating caring and supportive communities, which benefit the individual himself/herself as well (Noddings, 1992, 2012; Watson et al., 2012; Johnson and Johnson, 2008). A sense of belonging, connectedness and community is a key factor to the wellbeing, health and resilience of the individual, serving both as a source of growth for normally developing children, but also as a protective factor for children in difficulty or at risk (Battistich et al., 2004; Cefai, 2008; Pianta, 1999; Resnick et al., 1997). Contributing to this 'shared humanity' (Roffey, 2011) brings together the individual and collective needs in a synergetic maximisation of potential for both. It will help to offset the current growth of individualism and the associated abdication of social responsibility in Western culture, which have become a major threat to the social and emotional wellbeing of children and young people (Layard and Dunn, 2009; Cooper and Cefai, 2009). Similarly, appreciating and taking care of the physical environment not only underlines the role of respect and social responsibility towards the environment, but it also draws attention to the relationship between wellbeing and the environment, and how a well-kept and protected environment contributes to the emotional and psychological wellbeing of individuals (Cameron, 2011; Goleman et al., 2012; Reynolds et al., 2010).

Annex 5. School and Classroom Climate as Perceived by Marginalised Students in Europe (OECD, 2012)

	I feel like I belong at school, % Agree (S.E)	I feel like an outsider (or left out of things at school), % Disagree (S.E)
Austria	82 (1.6)	89.9 (1.1)
Belgium	63.5 (1.6)	88.4 (1.0)
Czech Republic	73.6 (1.9)	80.5 (1.6)
Denmark	69.3 (1.6)	90.3 (1.0)
Estonia	78.2 (1.8)	90.0 (1.3)
Finland	80.5 (1.1)	89.2 (1.0)
France	38 (1.7)	73.2 (1.8)
Germany	83.8 (1.6)	89.7 (1.4)
Greece	87.8 (1.2)	83.9 (1.4)
Hungary	83.5 (1.1)	85.6 (1.6)
Ireland	76.7 (1.5)	91.6 (1.0)
Italy	75 (0.9)	89.3 (0.6)
Luxembourg	71.9 (1.7)	85.9 (1.2)
Netherlands	82.4 (1.7)	89.8 (1.3)
Norway	83.5 (1.5)	89.1 (1.0)
Poland	73.2 (1.8)	88.2 (1.3)
Portugal	87.9 (1.2)	87.4 (1.5)
Slovak Republic	75.4 (1.8)	74.0 (2.3)
Slovenia	83.7 (1.7)	89.0 (1.2)
Spain	92.1 (0.7)	90.1 (1.0)
Sweden	74.8 (1.9)	87.0 (1.3)
United Kingdom	74.9 (1.5)	86.9 (1.1)
OECD Average	78.1 (0.3)	86.2 (0.2)

Annex 6 List of key meta-analyses/systematic reviews of evaluations of SEE interventions in chronological order

Review	Number and (Locale of Intervention)	School level	Type of interventions[1]	Selection of studies by objectives of interventions	Selection of studies by robustness of methodology[2]	Publication dates of studies	Number not in other reviews[3]	Outcomes and effectiveness levels[4]	Effectiveness Processes
Corcoran et al. (2018)	40 (US with 1 exception)	Primary and secondary	Universal school based programmes	Study needed to address the five SEL domains	Studies used randomised control trial (RCT) design and provided both pre-test and post-implementation data.	1998-2015	Some overlap with Durlak et al.'s, but included more recent studies, and focused on separate academic domains	SEL had a positive effect on reading (ES=+0.25), maths (ES=+0.26), and (though small) science (ES=+0.19). Mean effect size for quasi-experimental studies was larger, though non-significant, than that for randomized studies for reading and mathematics.	No significant difference between high and low SES groups for reading or mathematics; no significant difference between high and low intensity programmes for reading or mathematics; larger studies produced smaller effect sizes than smaller studies for mathematics (probably related to fidelity issues with the larger studies)
Taylor et al. (2017)	82 (44 US, 38 Other)	Preschool to high school	Universal school based programmes (intended for all children in the school group),	Each included programme had to target at least one of the five SEL competency domains (e.g., self-management, relationship skills) to be included, and	Studies collected follow-up assessments of intervention and control groups at 6 months or more post	1981-2014	This is an extension of a previous meta-analysis of SEL programs that found significant positive effects at	Mean Effect Sizes (ESs) ranged from .13 to .33, with significant impact, when compared to controls, across all of the social and emotional assets and positive and negative indicators of well-being. Experimental participants had stronger SEL skills (.17), improved attitudes (.17), better academic performance (.22), less	89 % of the interventions were rated as having sequenced, active, focused, and explicit (SAFE) practices (Durlak et al., 2011).

				some focused on all five.	intervention		post on a range of outcomes (Durlak et al., 2011). But 22 studies from 2010 to-2014	emotional distress (.12) and drug use (.12) **At follow up**, highest impact was on academic achievement (.33, 13 % improvement at 195 follow up weeks), followed by social and emotional skills (.23, 9 % improvement at 56 follow up weeks), emotional distress, substance use and conduct (.14-.16, 6 % improvement at 88-139 follow up weeks) and attitudes and prosocial behaviour (.13, 5 % improvement at 89-103 follow up weeks).	
Sabey et al. (2017)	11 (US)	Preschool	Universal (only 11/26 categorised as SEE programmes)	Study needed to address social, emotional, mental health, or behavioural outcomes.	Study needed to employ an experimental design, including RCTs, quasi-experiments, and single-subject research designs	2001-2013	9/26 published as dissertations	The SEL intervention studies consistently demonstrated smaller effects and lower quality research than the behavioural ones; only 3 were rated as having adequate quality evidence (small to medium effects on antisocial behaviour (.32-.44), no effects to small effects on prosocial behaviour (egg. .44, .16,.32, .12) and small effects on emotional awareness and skill acquisition (.47).	NA
Korpershoek et al., (2014)	54 (9 Europe, 40 US, 5 Other)	Primary school	Universal, classroom management interventions	The outcome variable had to include measures of academic, behavioural, social-emotional, motivational, or other relevant student outcomes (e.g.,	The studies had to be quasi-experimental designs with control groups (no	2003-2013	Contrasts with Durlak et al., 2011, because based on more recent literature than Durlak's	Overall effect size=.22, with largest effect for behaviour (.24) and social and emotional skills (.21), followed by academic achievement (.17) and motivation (.08) Interventions focused on social-emotional development were more effective than interventions without this component, while a focus on social emotional development was the only	Interventions focused on social-emotional development were more effective than interventions without this component. In particular, the social-emotional outcomes benefitted from this component. Programmes that were most effective in enhancing academic

				time-on-task, self-efficacy, peer acceptance).			1955-2007.	component associated with a significant improvement in academic motivation and engagement (.14). No significant differences between US and non-US interventions.	performance were those with a strong focus on improving teachers' classroom management
Clarke et al., (2015)	39 (UK)	Primary and high school	Universal (16) and Targeted (23) (for young people at risk (5); Mentoring interventions (2); Social action interventions (1) Interventions aimed at reducing problem behaviour (15).	Address one or more social and emotional skills as outlined by Social and Emotional Aspects of Learning (SEAL) programme. Intervention in UK.	Robust evaluation of the intervention: RCT, quasi-experimental, pre-post design and/or the intervention had an established evidence base.	2004-2014	Some overlap with Taylor et al, 2017 where 38 of the 82 studies were from outside US;	Universal programmes had a positive impact on social and emotional skills, including enhanced coping skills, self-esteem, resilience, problem solving skills and empathy, and reduced symptoms of depression and anxiety. Strongest evidence is evidence-based interventions that have been rigorously tested. Broader outcomes from secondary school interventions that adopt a whole-school approach include reduced behaviour problems, enhanced academic performance, and improved family relations.	The strongest evidence is apparent for programmes with an established evidence base either from international and/or UK studies (PATHS, Friends, Zippy's Friends, UK Resilience, Lions Quest, Positive Action). These programmes had a significant positive impact on social and emotional skills including coping skills, self-esteem, resilience, problem solving, empathy, reduced symptoms of depression and anxiety. Focus on teaching SEE skills; use of competence enhancement and empowering approaches such as resilience programmes; use of interactive teaching methods (e.g. SAFE approach) Teacher education
Sancassiani et al., (2015)	22 (US)	Preschool to high school,	Universal social and emotional skills programmes	Study addressed social and emotional skills/lifeskills/psychological wellbeing	RCT design	2000-2014	No reference to possible overlap.	Findings varied reflecting the different tools and statistical analyses used to measure outcomes. But generally, SEE programmes were effective in improving emotional and social skills and healthy behaviours such as substance use.	Studies made use of whole-school approach that promote 'bottom-up' principles and flexible practices. Studies made use of SAFE approach.

								Level of significance used instead of effect size.	In most studies, teachers implemented the interventions.
OECD (2015)	9 (6 Europe, 1 US, 2 Other)	All school levels	Universal social emotional skills interventions	The aim was to identify: 1) the effects of skills on a variety of socio-economic outcomes; and 2) the causal process of skill formation with past skills interacting with new learning investments.	Longitudinal studies	Longitudinal studies in differed countries available in 2012	No overlap with other reviews	Strong impact on improving social outcomes such as depression, anti-social behaviour and bullying and subjective well-being. Some interventions for disadvantaged children showed long-term results for social outcomes. Social and emotional skills had a high impact on social and emotional outcomes, medium on labour market skills, and low to medium on educational skills.	Increasing social and emotional skills has a strong impact on improving social outcomes such as health, anti-social behaviour and subjective wellbeing. Successful interventions focus on raising skills that enable one to achieve goals, work with others and manage emotions, with conscientiousness, sociability and emotional stability.
Barnes et al., (2014)	25 (US)	Preschool to high school, but most studies in primary school	Universal (20) and targeted interventions to reduce aggression. Majority of students from ethnic groups (72 %).	Study includes aggression as dependent variable.	Experimental or quasi experimental studies.	1992-2009	Not included in Robinson et al., 1999 meta-analysis; published after 1992	Decrease in aggressive behaviour (mean weighted effect size= −0.23). Universal interventions had a significant influence on the magnitude of the effect size (F(1, 61) = 4.84, p = .032).	Interventions implemented with whole class more effective than when implemented in a small group.
Sklad et al., (2012)	, 75 (11 European, 59 US, 5 5 Other)	Primary to high school	Universal	The study reported a program that taught at least one social–emotional skill.	The study used an experimental or quasi-experimental design with control/ comparison group(s).	1995-2008	No reference to relation to other reviews	Replicated Durlak et al.'s findings in 6 areas. Increase in social and emotional skills (ES=.70), positive self-image (ES=.46), academic achievement (ES=.46), mental health, and prosocial behaviour (ES=.39). Decrease in antisocial behaviour (ES=-.43), substance abuse (ES=-.09), mental health problems (ES=_.19). Immediate effects were stronger than delayed effects, with the exception of substance abuse. At	Overall effect sizes of studies located in various countries are similar, indicating that SEE programmes may be beneficial to children from various national and cultural contexts around the globe. At follow-up, programmes showed positive effects on all outcomes, although some of these effects decreased substantially.

								follow-up, positive effects on all outcomes, but greatest effect was for enhanced academic achievement and reduced substance misuse.	Reduction or prevention of antisocial behaviour showed a sleeper effect, increasing at the follow-up. No difference in outcome for programmes delivered by teachers or by external staff.
Durlak et al., (2011)	213 (US)	Early years-high school	Universal	Emphasized development of one or more SEL skills; targeted students between 5 and 18 years without any identified adjustment or learning problems.	Included a control group.	1955-2007	No more than 12 % of the studies in any of the previous reviews	SEL skills (+22), positive attitudes (+11), prosocial behaviour (+11), academic achievement (+11), reduction in conduct problems (-9) and emotional problems (-10) Effect sizes: 0.22 to 0.57. Sustained at least 6 months Effective for all children including children from ethnic minorities and low SES.	SAFE approach. Quality implementation had larger effects. Teacher implementation: no need for external staff.
Weare and Nind (2011)	52 (20 Europe, 27 US, 5 Other)	Preschool to high school	Reviews of studies, not single studies: Most Universal interventions (46); Several targeted or indicated populations (14). Focused on targeted and/or indicated populations (6): children with or showing signs of various mental	Meta-analytic/ systematic review school-based mental health programmes, including: Emotional wellbeing opposite of depression/ anxiety); psychological wellbeing, or social wellbeing/ good relationships with others.	Included only studies with an element of control (RCTs and CCTs), had a stated effective, and comprehensive search and review strategy, appraised quality of studies included,	1990-2011	Included 32 studies not included in four substantial and good quality reviews conducted for NICE UK in 2007 and 2009 (Adi et al., 2007a, b; Shucksmi	Strong to moderate impact of interventions on social and emotional skills. Small to moderate impact on commitment to school and academic achievement. Small to moderate impact of universal interventions on positive mental health, prosocial behaviour, and decrease in mental health problems, violence and bullying. Effects were significantly higher, and quite strong, when targeted at higher risk children. Effects were stronger in the short than long term.	Caution on lack of methodological rigour in studies but conclude that methodological weaknesses may not greatly affect the validity and reliability of the conclusions. Universal interventions balanced with targeted interventions for selected/indicated students. Whole-school approach. Early intervention.

			health problems (2), violence/aggression (2), emotional and behavioural problems (2).		provided a meta-analysis and/or data synthesis, included quantitative presentation of results with effects sizes, percentages and/or confidence intervals.		th et al., 2007; Blank et al., 2009): 17 because published more recently and 15 because of use of wider search terms.		
January et al., 2011	28 (US)	Preschool to high school	Universal, class wide, including children with behaviour problems	Interventions emphasizing universal prevention through classroom-wide social skill interventions. .	Included a control or comparison group	1981-2007	No reference to possible overlap	Positive impact on behaviour and social skills: decrease in behaviour problems (-.0.15). More effective with preschool than older children.	Effects of social skill interventions implemented in entire classrooms are positive, but not all interventions are equally successful. The specific effects of methodological and programme variables show systematic differences in the magnitude of outcomes. Early intervention more effective.
Wilson and Lipsey (2009)	249 (US)	Preschool to high school, majority from 6 to 13 years	Universal (77) and targeted for aggressive and disruptive behaviours	Assessed intervention effects on either (1) aggressive or violent behaviour or (2) disruptive behaviour or (3) both aggressive and disruptive behaviour	Used an experimental/quasi-experimental design that compared students exposed to 1 or more identifiable	1950-2007 (less than 20 % of the 249 published prior to 1980]	Includes the 172 studies reviewed by the same authors in 2003	Most effective approaches were universal and integrated interventions for selected/ indicated children. Positive outcomes on behaviour and academic behaviours, but most effective for decrease in problem behaviours and increase in social skills.	Different treatment modalities (e.g., behavioural, cognitive, social skills) produced largely similar effects. Effects were larger for better implemented programmes and those involving students at higher risk for aggressive behaviour.

					intervention conditions with 1 or more comparison conditions on at least 1 qualifying outcome variable.			Effects larger for students at higher risk of aggressive behaviour (0.21).	

Legend:

1. Universal programmes: intended for all children in the school group; Targeted programmes: intended for children at risk (selected interventions) or children manifesting difficulties (indicated interventions); Integrated programmes (integrating universal and targeted interventions).
2. Experimental design: the process of planning a study to meet specified objectives;
   - Randomized controlled trial (RCT): participants are allocated at random to receive one of several interventions - one of these interventions is targeted intervention/treatment (experimental group), another is the standard of comparison or control (no intervention control group);
   - quasi experimental: experimental control groups are not assigned randomly at baseline (pre-intervention):
   - single-subject research designs: participant serves as his/her own control, rather than using another individual/group;
   - pre-post design: participants are tested before the start (pre) and at the end (post) of the intervention;
   - independent/dependent variable: independent variable is changed or controlled in the intervention to test the effects on the variable being tested and measured in the intervention (dependent variable).
3. Longitudinal study: analysis of data from the same population over long periods of time; cross sectional study: analysis of data collected from a population at a single point in time.
4. Effect size (ES): a standard measure calculated from any number of statistical outputs, of the size of the difference observed between two groups, ranging from small (.10-.20) to moderate (.30-.50) to large (.60) (Cohen's d) though classifications vary; Mean weighted effect size: average effect size across all studies is computed as a weighted mean.

Annex 7. Types of social and emotional skills covered in national education systems objectives and curriculum frameworks.

National education systems objectives

Countries	Social and emotional skills related to specific categories			
	General social and emotional skills	Achieving goals	Working with others	Managing emotions
Austria				
Belgium FL				
Belgium FR				
Czech Republic				
Denmark				
Estonia				
Finland				
France				
Germany (Nth Rhine-West)[31]				
Greece				
Hungary				
Ireland				
Italy				
Luxembourg				
Netherlands				
Norway				
Poland				
Portugal				
Slovak Republic				
Slovenia				
Spain				
Sweden				
Switzerland (Canton Zurich)				
United Kingdom				

[31] For Germany, Switzerland, the United Kingdom in which curricula are set by subnational governments, the information presented
in this table reflects the status of the most populous subnational entity in each of these countries.

National curriculum frameworks

Countries	**Social and emotional skills related to specific categories**			
	General social and emotional skills	Achieving goals	Working with others	Managing emotions
Austria				
Belgium FL				
Belgium FR				
Czech Republic				
Denmark				
Estonia				
Finland				
France				
Germany (Nth Rhine-West)				
Greece				
Hungary				
Ireland				
Italy				
Luxembourg				
Netherlands				
Norway				
Poland				
Portugal				
Slovak Republic				
Slovenia				
Spain				
Sweden				
Switzerland (Canton Zurich)				
United Kingdom				

Source: OECD, 2015 (summarised in Downes and Cefai, 2016)

	Implicitly stated
	Specifically stated
	Curriculum framework not available or not identified by the OECD Secretariat

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