A formative, inclusive, whole-school approach to the assessment of social and emotional education in the EU

Analytical report

NESET

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Carmel Cefai, Paul Downes and Valeria Cavioni

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List of abbreviations

CASEL: Collaborative for Academic, Social and Emotional Learning
ECEC: Early childhood education and care
ECHR: European Convention on Human Rights
LifeComp: the European Framework for Personal, Social and Learning to Learn key competences
PSLL: Personal, Social and Learning to Learn
SEE: Social and emotional education
SEL: Social and emotional learning

Executive summary

Aims

The inclusion of "Personal, Social and Learning to Learn" (PSLL) as a Key Competence in Lifelong Learning (EU Council, 2018) has underlined social and emotional education (SEE) as a key priority area in education and provided a roadmap on how Member States can integrate and strengthen SEE in their respective curricula. One of the current challenges facing this process is how it can be implemented and assessed. In view of the diverse and fragmented approaches to SEE and its assessment in the Member States, this report aims to provide a more integrated framework for the formative and inclusive assessment of SEE across the EU. In doing so, it aims to bring greater consistency to the practices used to assess this key competence at regional, national and European levels. Aside from the assessment of learners' social and emotional competences, the report also aims to extend assessment beyond the level of the individual to assess the contexts of the classroom and of the whole system of a school. This will help to create a more social, collaborative and inclusive European identity for the assessment of SEE – in contrast to other individualistic, personality and character-based modes of assessment.

Methodology

A review of international research on formative assessment and the assessment of SEE was carried out, focusing on both the formative assessment of individual students, as well as the assessment of classroom and whole-school contexts. Reference has also been made to EU policy documents, including the "Personal, Social and Learning to Learn" Key Competence Framework developed by the Joint Research Centre at the European Commission's Directorate General for Education and Culture (Sala et al., 2020), as well as previous NESET reports in this area. These include Assessment Practices for 21st century learning (Siarova et al., 2017); Structural Indicators for Inclusive Systems in and around Schools (Downes et al., 2017); and Strengthening Social and Emotional Education as a core curricular area across the EU (Cefai et al., 2018). In addition, EU-funded projects on SEE assessment such as *Learning to Be* and *Assessment of Transversal Skills 2020* have also been examined. This report is also based on data from a questionnaire sent to various stakeholders including the representatives of Member States' national education ministries in the European Commission's Working Groups. The School Educational Gateway platform was also examined to identify examples of good practices in the formative assessment of SEE at whole-school level.

Formative assessment of social and emotional education

Formative assessment (assessment for learning) is crucially interlinked with the teaching and learning processes, providing useful feedback to improve learning and instruction. It is easy to use by teachers and students, and puts the students at the centre of the evaluation process (Black and William, 1998). It is particularly suited to SEE, where students are actively involved in the learning process and where competences inherent in formative assessment, such as collaboration, self-regulation, and responsible decision making, are crucial components of the SEE curriculum. Formative assessment is also particularly suited to the assessment of social and emotional competences (e.g. observing and evaluating "Personal, Social and Learning to Learn" competences in meaningful contexts) that may not be easily measurable using traditional assessment practice. Formative assessment is a relatively new field, however, and various challenges and limitations need to be addressed for it to be used by teachers across Europe as a practical tool to improve the teaching and learning processes in SEE. These challenges include (among others) a lack of effective implementation and documentation, a lack of teacher training and preparation, a lack

of clear guidelines and criteria, and inaccurate student assessment (Siarova et al., 2017).

Framework of guiding principles for the formative assessment of learners in social and emotional education in the EU

On the basis of a review of the literature on the assessment of social and emotional education and on formative assessment in general, this report presents a framework of guiding principles for the formative assessment of learners in SEE within the European context. The framework of guiding principles consists of various layers that resonate with the complexity of the teaching and learning processes. It construes formative assessment as a collaborative activity that involves teachers, learners and peers (and staff and parents, in the context of whole-school assessment), and goes beyond a focus on the assessment of individuals or groups of students. Although it is targeted primarily at the assessment of learners, the framework also informs the assessment of the classroom and whole-school contexts. Chapter 5 and Chapter 6, which respectively cover the assessment of the classroom and whole-school contexts, refer to some of the framework's guiding principles, while extending some of them to the assessment of contexts. The framework is underpinned by a guiding set of key principles enshrined in EU communications, policy documents and reports on SEE and related areas, as well as in reviews of formative assessment and of the assessment of SEE. According to the framework's nine key guiding principles, assessment should be:

- **Respectful of the rights of the child:** assessment of SEE should not violate or impinge on the rights of the child to self-expression, privacy, quality education, wellbeing and mental health;
- **Ipsative,** with progress measured according to the learner's own learning over time**;**
- **Inclusive and equity-driven:** the forms and tools of assessment used should provide equal opportunities to all learners to demonstrate their learning and progress;
- **Universal**, for all learners in the classroom;
- **Strengths based**: assessment is not about the identification and diagnosis of social and emotional deficits or personality problems, but a formative evaluation of social and emotional learning;
- **Collaborative,** with learners (self-assessment) and peers (peer assessment) being active agents in the assessment process;
- **Systemic and ecological:** the classroom and whole-school contexts are also formatively evaluated in relation to their enhancement of social and emotional competences. This report recognises not only the importance of the whole system of a school for the assessment of SEE, but also the centrality of an inclusive systems framework in providing key supporting conditions for SEE in schools. School and classroom climates are not only central to SEE assessment, but are affected by national policy background conditions;
- **Developmentally appropriate,** reflecting the developmental shifts taking place from early childhood to middle childhood to adolescence;
- **Culturally relevant,** taking into consideration and effectively addressing the social and cultural diversity of learners so that all students, irrespective of their individual or cultural characteristics, have equal opportunities to demonstrate their learning proficiency.

The framework also identifies four enabling factors that will help the implementation and maintenance of effective formative assessment of learners in SEE:

- **The alignment of assessment** with the "Personal, Social and Learning to Learn" Key Competence. This entails systemic coordination between social and emotional competences, the development of these competences through instruction, and the assessment of students' development of the competences at different ages;
- **Use of multiple sources and various modes of assessment**, including technology-enhanced formative assessment;
- **Feasible and practical** modes of assessment;
- **Teacher education**, mentoring and support in the implementation and formative assessment of SEE, both during pre-service education and through continuing professional learning.

Tools for the formative assessment of SEE

The review of the existing literature on the assessment of social and emotional education indicates that there is no single tool that would provide a comprehensive formative assessment of learners in SEE, but that a combination of different tools is needed to assess social and emotional competences. Analysis suggests that a combination of tools may be used for the formative assessment of learners in SEE. These include tools that tap into various sources such as teacher, self and peer assessment, as well as use of multiple instruments such as formative rubrics and checklists, portfolios and technology-enhanced formative tools. Various examples can be found in EU-funded projects and practices in schools in the EU and other countries. These illustrate how some of these tools may be used by schools and teachers in the classroom. This report also proposes ways in which the developing LifeComp Framework for PSLL Key Competence (Sala et al., 2020) can make use of formative rubrics and progression levels to guide assessment for learning. Schools and teachers can be flexible about their choice of the specific tools to be employed in the formative assessment of learners in SEE – as long as the tools used inform the learning process, guide assessment within an inclusive, collaborative and strengths-based approach, and follow the framework of guiding principles proposed by the authors of this report.

It is not only necessary to assess students in the classroom, but also the classroom and whole-school contexts and how these contribute to the promotion of social and emotional education. Classroom climate is one of the primary drivers of SEE, and is crucial for the effective development of social and emotional learning. This report provides a formative assessment tool that may be used to assess classroom climate on the basis of teachers' and students' evaluations. It includes nine indicators for the evaluation of classroom climate, namely cultural responsiveness and inclusion, sense of safety, positive classroom management, teacher-student and peer relationships, collaboration, active engagement, challenge and high expectations, and student voice. The report provides also structural indicators for the systemic evaluation of the whole school in the promotion of SEE. Structural indicators can distinguish efforts at state, municipality and/or school level, as well as guiding action and being policy- and practice-relevant. Because these indicators focus on systems and not simply on individuals, they offer a simple and flexible approach to understanding policy, strategy and implementation. They address whether or not key structures, mechanisms or principles are in place in a system. The indicators go beyond the distinction between quantitative and qualitative, because they are factual, generally being framed as potentially verifiable yes/no answers; they can work at the level of a national strategic framework and at an institutional project level, both for external evaluation and self-evaluation. They offer strategic direction as to what issues are addressed at system level, while also providing flexibility at local or national level as to how to address these issues.

Recommendations

The following recommendations emerging from the report are aimed at providing a more integrated and structured approach to the formative assessment of SEE, and address existing gaps in the formative assessment of SEE in the European Union.

1. Need for integrated, competence-based formative assessment of social and emotional education across the EU

In view of the differences between Member States in the implementation and assessment of social and emotional education, there is a need to clearly identify the key social and emotional competences so as to enable schools and teachers to plan and assess learning accordingly. The inclusion of "Personal, Social and Learning to Learn" Key Competence for Lifelong Learning, followed by the LifeComp conceptual framework (Sala et al., 2020), has begun an ongoing process for the effective integration and implementation of SEE in curricula across the Member States through a dialogic, collaborative approach. Formative assessment methods need to be developed and adapted to the "Personal, Social and Learning to Learn" competences. Assessment will make use of a combination of different formative tools tapping into various sources – namely, teacher assessment, self-assessment, and peer assessment. It will also make use of various tools such as formative rubrics and checklists, portfolios, and technology enhanced formative tools. This will help to promote a more common and integrated approach to the assessment of SEE in the EU.

2. Need for developmentally appropriate, culturally responsive and inclusive assessment methods

Many existing SEE assessment tools do not capture the developmental changes that take place at different ages from preschool to late adolescence, and there is a clear need for the development of instruments that can do so. There is also a particular need for universal assessment tools for social and emotional competences in preschool and young children, making use of creative and flexible techniques. As the European Union becomes more socially and culturally diverse, the need for culturally responsive assessment that makes use of flexible and multiple forms of assessment, becomes more salient. Formative assessment of learners, combined with the assessment of classroom and whole school climates, helps not only to avoid culturally biased assessment, but also to enhance equity in assessment and prevent the replication of social inequalities.

3. Need for self and collaborative assessment

Formative assessment needs to place the learners themselves at the centre of the learning and assessment processes, taking a more active and central role both as individual, self-regulated learners and as critical peers. Students need to be trained by teachers on how to assess themselves and their peers, and be provided with clear and child-friendly assessment criteria and mentoring. This will help assessment to be more accurate and meaningful. To achieve this effectively, teachers will require training.

4. Need for practical, feasible and technology enhanced assessment tools

Formative assessment tools need to be practical and meaningful for teachers and students, both in their administration and their interpretation. Including teachers and students in the design of such tools helps to ensure that the resulting tools are both usable and feasible. The use of technology-enhanced assessment has

also been found very useful in formative assessment, providing immediate feedback for both students and teachers while facilitating students' active participation. In order for technology-based assessment to work, however, both teachers and students need to be able to use it effectively. This requires continuous training and technical support. Schools themselves need to be provided with the resources needed to further integrate technology into the curriculum, and to make more effective use of it in formative assessment.

5. Need for assessment of the classroom context

The assessment framework proposed in this report underlines that social and emotional learning is more likely to occur in contexts promoting attitudes, relationships, behaviours and practices that resonate with social and emotional competences. It is thus necessary to assess not only the students in the classroom, but also the classroom and whole-school climates and how these may contribute more effectively to the development of social and emotional competences. In order to thrive, social and emotional education requires a classroom climate that is safe and secure, democratic, culturally responsive and inclusive, collaborative, challenging and engaging, and which promotes learner agency and autonomy. This study provides a formative assessment tool consisting of nine indicators that teachers, together with their students, can adapt and use to assess and improve the classroom climate. There is a clear need, however, for teacher education and support in developing their own social and emotional competences and maintaining their social and emotional health and wellbeing, as these are inextricably linked with the effective implementation and assessment of social and emotional education.

6. Need to assess the whole system of a school

In a study involving representatives of the ministries of education in eight Member States, as well as the national ministries in charge of ECEC in 17 Member States, it was found that most had a strong, consistent focus on school climate in the external inspection and self-evaluation of schools, both in early child education and at primary and post primary levels. While feedback from both children and parents is a strong feature of self-evaluation in most Member States, their participation in external evaluations is less conspicuous. National policies are also required that promote whole-school, inclusive systems approaches, aligned with schools in a common purpose as part of a commitment to implement the "Personal, Social and Learning to Learn" Key Competence. It would therefore be useful for Member States to develop coherent national strategies that cover the following aspects:

- Developing alternatives to the segregation of migrants, Roma or other ethnic minority groups, whether between schools or within a school;
- Providing alternatives to suspension and expulsion through provision of on-site multidisciplinary support teams in schools;
- Prevention of bullying, acknowledging that this is not yet in place in a number of Member States;
- Prevention of homophobic bullying, acknowledging that this is not yet in place in a number of Member States;
- Prevention of xenophobic bullying;
- Promoting conflict resolution skills, as well as cultural and relational competences, among teachers and ECEC practitioners across all forms of initial teacher education. This will help to avoid authoritarian communication

approaches based on fear and anger, which lead to distrust and alienation among children;

- Embedding students' voices and feedback into schools, including school policies. A strong focus should be given to such feedback being part of external inspections and school self-evaluation processes, as part of a rights-based approach that builds on Art. 12 of the UN Convention on the Rights of the Child;

- Embedding parents' voices and feedback into schools, including school policies. A strong focus should be given to such feedback being part of external inspections and school self-evaluation processes;

- Promoting equality and non-discriminative schools and ECEC settings. A strong focus should be given to this in external inspections and school self-evaluation processes, including direct consultation with minority groups (ethnic, including Roma and Traveller, migrant, LGBTI) and socio-economically marginalised groups.

The Key Principles for Whole-School Inclusive System Approaches to the Formative Assessment of SEE, and the Structural Indicators Matrix Tools for National Policy Makers and Schools included in this report provide a useful framework and set of tools for national policymakers, external inspectorates, school principals and ECEC management to formatively evaluate the whole school, in order to identify strengths and areas for improvement in social and emotional education.

7. Need for professional learning, mentoring, support and empowerment

Teachers require training and mentoring, both during initial teacher training and as part of continuing education, in how to integrate the formative assessment of social and emotional education within their classroom practice. This includes making sense of social and emotional competences, learning standards and progression levels; developing, adapting and/or making use of a range of formative assessment tools; and training, guiding and supporting students in self- and peer-assessment. Teachers would also benefit from training and support in making effective use of technology-enhanced formative assessment. In addition, teachers require training and mentoring in developing their *own* social and emotional competences, and making effective use of them in their daily practice. With schools struggling to find time and space to accommodate the many competing areas of teachers' professional development, there is a clear need for SEE to be prioritised at national level, while identifying creative ways to organise such professional development. Professional networks, collaboration platforms and teacher learning communities provide collaborative learning environments in which teachers can share, discuss and improve their SEE assessment practices. Support needs to be available at school, regional and national levels to assist teachers in their implementation of the formative assessment of SEE. Teachers also need to be actively involved in the design of formative assessment instruments through a bottom-up approach at school, regional and national levels. Lastly, there is a need for structures and resources that actively promote the health and wellbeing of teachers, which has a direct impact on the quality of SEE delivered in the classrooms.

8. Need for the development of new, useful, and effective tools

This report identifies a number of areas in which there is a need for further research and development. These include the need for more robust research

demonstrating the effectiveness of formative assessment in enhancing the learning and development of social and emotional competences. There is also a need for research projects to create developmentally appropriate and culturally responsive SEE assessment tools for use in diverse classrooms across Europe, and to further develop technology-enhanced formative assessment tools for SEE. The dissemination and sharing of good practices among Member States through publications, research and networking is also recommended. To help schools overcome the difficulties they may encounter in effectively implementing the formative assessment of SEE, networking is recommended both within and between Member States, connecting those who are already actively engaged in the formative assessment of SEE with those who are just starting out.

Chapter 1. Introduction

1.1 Background

Social and emotional competences are becoming more and more recognised as key 21st-century skills – not only for career development and active citizenship, but also for the wellbeing and mental health of children and young people. Incorporating social and emotional education[1] (SEE) into the school curriculum is one of the most effective approaches to support the psychological wellbeing of children and young people and to foster their strengths and resilience (Cefai et al., 2018; Durlak et al., 2011; Weare and Nind, 2011). The increase in anxiety and mental health problems seen as a result of COVID-19 has clearly underlined the relevance of SEE for children and young people, as well as their families and communities (OECD, 2020). Various reviews of studies have found consistent evidence across cultures of the impact of social and emotional education on cognitive as well as social and emotional outcomes. These include an increase in social and emotional competences, an increase in positive attitudes towards oneself and others, more prosocial behaviour, improved mental health, increased academic achievement, and a decrease in internalised and externalised behaviour problems such as antisocial behaviour, delinquency, substance use, anxiety, depression and self-harm (Cefai et al., 2018; Durlak et al., 2011; Sklad et al., 2012; Slee et al., 2012; Weare and Nind, 2011).

Educators acknowledge the importance of SEE as a core aspect of quality education, and a general consensus exists across EU Member States that academic knowledge on its own is not enough for young people to achieve active citizenship and face the socio-economic realities in their lives. They require a broader set of competences to help them navigate the current challenges and realities. These include such competences as responsible and ethical decision making, collaboration, conflict resolution, resilience, and adaptation to change (Sala et al., 2020). Social and emotional competences are increasingly recognised as key 21st-century skills, and SEE is becoming a more prominent element of curricula across the Member States (Cefai et al., 2018; OECD, 2015; Siarova et al., 2017). However, diverging SEE terminologies, approaches and frameworks can be seen across the Member States, reflecting differences in contexts and emphasis on the key competences to be learnt (Cefai et al., 2018; Sala et al., 2020). Furthermore, policies and practices for the assessment of social and emotional competences have yet to be fully integrated and implemented in Member States' school curricula (Siarova et al., 2017).

The European Commission's recent review of the Recommendation on Key Competences for Lifelong Learning led to "Personal, Social and Learning to Learn" (PSLL) being introduced as one of the key competences for lifelong learning (EU Council, 2018). This new key competence is defined as "the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career…(it) includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional wellbeing, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathise and manage conflict in an inclusive and supportive context" (EU Council, 2018). "Personal, Social and Learning to Learn" provides a roadmap Member States can use to integrate and strengthen SEE into their respective curricula. A key aspect of this process concerns the ways in which SEE can be implemented in schools

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[1] 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 (Cefai et al., 2018). Other commonly used terms used in this area include 21st-century skills, social and emotional learning, lifeskills, and personal and social education.

in Member States. In 2020, the Joint Research Centre (JRC) published the LifeComp conceptual framework on behalf of the Commission's Directorate General for Education and Culture (DG EAC). Its aim is to operationalise and establish a shared understanding and common language for the "Personal, Social and Learning to Learn" key competence (Sala et al., 2020). The framework consists of three interrelated competence areas (Personal; Social; Learning to Learn), with each area including three key competences. These are: self-regulation, flexibility, and wellbeing (Personal); empathy, communication, and collaboration (Social); and a growth mindset, critical thinking, and managing learning (Learning to learn). In turn, each of these competences is further composed of three sub-competences that correspond to awareness, understanding and action. The other distinguishing features of the framework – in contrast with other existing frameworks – are the embeddedness of the competences within the social dimension, and the integration of 'learning to learn' with both personal and social dimensions (Sala et al., 2020).

The competences are presented in a way that makes them operationable and teachable, enabling them to be integrated into Member States' curricula and consequently implemented in the classroom. One recommendations in the framework is for the qualitative measurement of the development of competences through formative assessment and the development of self-reflection tools to support learners in this process (Sala et al., 2020). This analytical report builds on the Recommendation on the Key Competences for Lifelong Learning (EU Council, 2018) and the JRC's subsequent LifeComp conceptual framework (Sala et al., 2020). It also draws on other reports commissioned by the European Commission Network on the Social Dimension in Education (NESET). These include the report on strengthening social and emotional education in the EU (Cefai et al., 2018); the report on re-thinking assessment practices for 21st-century learning (Siarova et al., 2017); and the report on structural indicators to develop inclusive systems in schools (Downes et al., 2017). It also stands alongside and makes reference to a number of EU-funded projects on the assessment of SEE. These projects include *EAP SEL: A European assessment protocol for children's social and emotional skills*[2]; *Learning to Be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills Within Education Systems*[3]; and *ATS2020: Assessment of Transversal Skills 2020*[4] Other related EU-funded projects include VEIK, a prevention programme for children's emotional competence training[5]; the *Language Magician*[6]; and *Promoting Mental Health in Schools* (PROMEHS).[7]

1.2 Aims

Twenty-first-century skills such as social and emotional competences do not form part of national assessment practices in most Member States, and there is a lack of a structured approach to the assessment of such practices (European Commission/EACEA/Eurydice, 2012). Siarova et al. (2017), in their review of the assessment of 21st-century skills (including social and emotional skills) in EU Member States, reported that the assessment of such skills remained a relative weaknesses in efforts to integrate 21st-century competences into school curricula. Siarova et al. refer to studies showing that in most Member States, the assessment modes used are traditional ones such as those relating to knowledge and subject-specific competences, which are not well suited to assessing SEE. This analytical report seeks to address this evident gap in the formative assessment of social and emotional education by providing

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[2] European Assessment protocol for Children's SEL Skills, http://www.eap-sel.eu/.
[3] Learning to be, https://learningtobe.net/.
[4] Assessment of Transversal Skills 2020, http://ats2020.eu.
[5] Šeimos Santykiu Institutas, *Prevencinė programa – Vaiko emocijų išraiškos kontrolės (VEIK) ugdymas*, https://www.ssinstitut.lt/mokymai/vaiko-emociju-israiskos-kontroles-veik-ugdymas/.
[6] Language Magician, *A European Languages Project*, https://www.thelanguagemagician.net/.
[7] Promehs: Promoting Mental Health at Schools, https://www.promehs.org/.

a framework through which SEE may be assessed using a whole-school approach, at both individual (learner) and contextual (classroom and whole school climates) levels, with illustrations of how this may be carried out in schools. This report can therefore serve as a platform for the development of a collaborative, inclusive European identity for SEE assessment in contrast to other individualistic, personality- and character-based, and normative modes of assessment. This entails the use of formative assessment, as well as collaborative, inclusive and dynamic systems approaches. It also aims to provide a more integrated framework for the assessment of SEE in the EU, and bring greater consistency to assessment practices in this key competence at regional, national and European levels. At the same time, however, both SEE and its assessment need to be culturally sensitive to the local contexts in which it is implemented in order to be meaningful and useful. In her study of SEE practices in four Member States, Scott Loinaz (2019) reported significant differences in teachers' opinions on, and practice of, SEE in their respective countries[8]. The teachers argued against the dangers of implementing universal frameworks without regard to the local context. As the European Union becomes more socially and culturally diverse, the need for culturally responsive assessment becomes a central feature in the teaching, learning and assessment of SEE in the EU.

On the basis of the international literature, including European research reports, policy documents and collaborative projects, this analytical report proposes a formative, whole-school assessment framework for SEE in the EU. More specifically, the report seeks to:

- Review the international literature, including European Union communications, reports, policy documents and collaborative projects on the assessment of social and emotional education and related areas, examining the principles that underpin assessment models, and focusing on the formative assessment of SEE throughout the school years at individual, classroom and whole-school levels;

- Develop a framework of guiding principles for the formative assessment of learners in SEE, in line with the "Personal, Social and Learning to Learn" Lifelong Learning' Key Competence, and to identify formative tools that can be used to assess learners in SEE;

- Develop guiding principles and tools for the formative assessment of the classroom climate and whole-school system, respectively;

- Identify and illustrate examples of good practice in SEE assessment, both in EU Member States and in other countries;

- Make recommendations for the integrated, effective and feasible formative assessment of SEE across the EU.

1.3 Methodology

The report's methodology focuses primarily on secondary data regarding the formative assessment of SEE. A review of international research on formative assessment and on the assessment of SEE was carried out, paying particular attention to studies and reviews carried out in the last 10 years, relating to individual student formative

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[8] The differences between cultures were found to be individual, relational and linked to the wider socio-political context. For instance, each of the four cultures was found to have different conceptualisations of emotion. Spanish teachers were more likely to describe their classrooms as being permissive of expressing emotions, and to believe that it was their responsibility not to compartmentalise school and home emotionally. Teachers in Sweden, the UK and female teachers in Greece, meanwhile, were more likely to hide their emotions in the classroom. While most teachers described the main goal of SEE as the development of students' social and emotional competences, local culture influenced which competences were more likely to be prioritised and taught by teachers.

assessment and to classroom and whole-school assessment. Reference has been made to EU policy documents, including the "Personal, Social, Learning to Learn" Key Competence Framework developed by the Joint Research Centre at the European Commission's Directorate General for Education and Culture (Sala et al., 2020). Previous NESET reports in the area were consulted, such as those on *Assessment practices for 21st-century learning* (Siarova et al., 2017); *Structural Indicators for Inclusive Systems in and around Schools* (Downes et al., 2017); and *Strengthening Social and Emotional Education as a core curricular area across the EU* (Cefai et al., 2018). In addition, we looked at EU-funded projects on SEE assessment such as *Learning to Be*[9] and *Assessment of Transversal Skills 2020*[10]. These projects provided illustrations and examples of tools used in the formative assessment of SEE. In addition to the literature review, parts of this report are based on data from a questionnaire sent to various stakeholders including representatives of Member States' national ministries on the Working Groups of the European Commission, and the School Educational Gateway. This survey aimed to identify examples of good practices in the formative assessment of SEE in Member States at whole-school level.

1.4   Conclusion

Chapter 2 of this report begins by defining formative assessment, describing its advantages in learning, and discussing how it may be used in the context of SEE. The subsequent two chapters focus on the formative assessment of learners in SEE. Chapter 3 presents a framework of guiding principles for the formative assessment of learners in SEE, while Chapter 4 describes the main formative tools that may be used by schools to evaluate learners in SEE. Chapter 5 and Chapter 6 go on to discuss the formative assessment of the classroom climate and whole-school system, respectively. Chapter 7 makes various recommendations with regard to the present needs for the formative assessment of SEE across the EU at individual learner, classroom climate and whole-school level, respectively.

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[9] Learning to be, https://learningtobe.net/.
[10] Assessment of Transversal Skills 2020, http://ats2020.eu.

Chapter 2. Assessment of social and emotional education

Assessment plays a crucial role in the teaching and learning of social and emotional competences. The need for quality assessment of SEE has been underlined repeatedly; notably by the OECD (2015); the EU (Sala et al., 2020); the Collaborative for Academic, Social and Emotional Learning (CASEL)[11] in the USA (Assessment Work Group, 2019); and the Salzburg Global Seminar (2016) among others. If schools are expected to teach SEE, the requisite tools for the assessment of such competences should be available to support the teaching and learning processes. Educators cannot keep relying on "common sense" or "good hunches" to assess whether or not students are learning (Schonert-Reichl, 2020). The assessment of SEE plays a pivotal role in communicating SEE as a priority in education. It deepens understanding of the ways in which social and emotional competences manifest themselves in students over time, through feedback provided to teachers and students. Moreover, it improves SEE instruction and programme implementation, and supports equitable outcomes in education through its strengths-based approach (RAND, 2018).

2.1 Summative assessment: assessment *of* learning

SEE assessment can take many forms and serve various purposes, such as screening for the purposes of diagnosis and intervention; programme evaluation; providing formative feedback on instruction and learning; and evaluating performance at a particular age. A taxonomy commonly used to define the role of assessment in teaching and learning distinguishes between summative and formative types of assessment. The former evaluate the outcomes of instruction, while the latter guide the instruction itself (Assessment Work Group, 2019). Summative assessment refers to *assessment of learning.* It is typically associated with high-stakes examinations at the end of term, and is usually used for selection, progression, certification and ranking (Denham, 2015). Typical summative assessment measures used in SEE include standardised tests and scales, attitudes questionnaires, performance-based assessment, and computer-based assessment. Summative assessment – particularly in the form of standardised tests – is often considered more reliable than other forms of assessment, as they provide more objective interpretations and are less subject to bias (Pepper, 2013).

The use of summative assessment may be problematic, however, if it is used to rank and label students in an area such as SEE, in which values and complex human behaviours may differ across cultural contexts (Cefai et al., 2018). Differences may exist in the relevant types of social and emotional competences, and in what constitutes an appropriate assessment methodology across countries, regions and cultures (Hecht and Shin, 2015). In her study of SEE in four European countries, Scott Loinaz (2019) argued against universal SEE frameworks, which she regarded as being unable to take into account the diverse, contextualised knowledge that makes up SEE in each context. High-stakes assessment may actually achieve the opposite of what SEE intends, and expose children and young people to labelling and stigmatisation. The inclusion of social and emotional competences in global assessments may also lead teachers to "teach to the test" – i.e. towards coachable responses – rather than addressing the development of the whole person (Salzburg Global Seminar, 2016). Outcomes-based approaches can also undermine the process-oriented, constructivist approaches to pedagogy that are more compatible with SEE (Lack, 2014).

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[11] The Collaborative for Academic, Social and Emotional Learning (CASEL) has been established to promote and develop social and emotional learning in the USA. Its framework is used not only in the USA but in other parts of the world. It has led numerous research projects and published reports on various aspects of social and emotional education, such as its recent review on assessment (Assessment Work Group, 2019).

2.2 Formative assessment: assessment *for* learning

Formative assessment, on the other hand, is *assessment for learning.* It helps teachers and students to work together to evaluate the process of learning and to improve students' learning (Denham, 2015). Black and Willam (2009, p. 9) define assessment as being formative "…to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited." Students are supported in recognising the gap between their current learning and the desired learning goal, and to take consequent actions to address this gap (Black and Wiliam, 1998). Formative assessment makes learning goals clear to students, with students themselves actively being involved in their assessment through self-evaluation and combined teacher-student assessment. In fact, formative assessment is also referred as "assessment as learning" (Dann, 2002), in which students' active participation in assessment is considered an essential part of learning. Through self-evaluation and feedback from peers and teachers, students are encouraged to take more responsibility for their own learning. Receiving timely and meaningful feedback on the learning process from teachers and peers, as well as from their own reflections, is one of the key mechanisms underpinning formative assessment (Redecker and Johannessen, 2013).

Wiliam (2009) identified three key processes in formative assessment in the classroom, namely: finding out where students are in their learning; finding out where students are going; and finding out how to get there. He identified five key strategies for accessing these processes. The first of these is clarifying, sharing, and understanding learning intentions and criteria for success. This is a conjoint teacher-learner activity, with the teacher guiding learners to set expectations and success criteria, and students becoming stakeholders in their own success. Second, teachers elicit evidence of learners' achievements by encouraging them to express what they have learned and plan what to do next in their learning process. Third, learners are provided with high-quality, descriptive feedback that helps learning to move forward, delineating specific ways in which learners can reach the next step. Fourth, learners are activated as instructional resources for one another, with peers providing feedback under the supervision of the teacher. Peer learning also promotes social and emotional competences such as communication, collaboration and perspective-taking. The final strategy is the activation of students as owners of their own learning, with students engaged in reflexive, self-regulated learning opportunities. These make it possible for students to develop a sense of responsibility, both for their progress and for their growth mindset and 'learning to learn' skills. While these five strategies form the basis of formative assessment in the classroom, they may be adapted by teachers according to their specific teaching and learning contexts (Wiliam, 2009). Issues regarding students' self-assessment, such as lack of accuracy, are discussed in Chapter 4.

Various types of formative assessment can be used to provide feedback to teachers and students in order to improve teaching and learning, such as teacher, self and peer reports and rubrics, performance-based assessment, portfolios, computer-adaptive tests, game-based assessment, and learning analytics (Siarova et al., 2017). These are discussed in greater detail in Chapter 4. Various studies have underlined the benefits of formative assessment for students. These include enhanced learning, motivation, self-regulation and 'learning to learn', as well as other social and emotional competences (Bermingham and Hodgson, 2006; Nicol, 2009; Nicol and MacFarlane-Dick, 2006; OECD, 2015). Formative assessment also benefits teachers, helping them to improve and adjust their pedagogy and consequently student learning (Wiliam et al., 2004). In their revised meta-analysis on the use of formative assessment, Kingston and Nash (2015) reported that although its overall effect size is modest, formative assessment is still a useful assessment tool, particularly when teachers are provided with appropriate

training and when technology-enhanced tools are employed. On the other hand, formative assessment is a relatively new field and subject to various challenges and limitations, such as a lack of effective implementation and documentation, lack of teacher training and preparation, lack of clear guidelines and criteria, and inaccurate student assessment, among others (Avraamidou, 2016; Siarova et al., 2017). These challenges must be addressed if formative assessment is to become a more effective assessment tool for SEE. These and other issues are discussed in Chapter 4.

2.3 Formative assessment of social and emotional competences

Assessment in teaching and learning has shifted from simply emphasising end outcomes, to focusing on the process itself, and the enhancement of learning itself (Redecker and Johannessen, 2013). Formative assessment is crucially interlinked to the teaching and learning processes. It provides useful feedback to improve learning and instruction, it is easy for teachers and students to use, and it places the students at the centre of the evaluation process. This is particularly true in the case of SEE, in which students are actively involved in the learning process and the competences promoted by formative assessment, such as collaboration, self-regulation, and responsible decision making, are themselves key competences in the SEE curriculum. Formative assessment is particularly suited to the assessment of social and emotional competences, which may not be easily measurable using traditional assessment practices. Formative approaches provide opportunities to observe and evaluate personal, social and "learning to learn" competences in meaningful contexts; they support deep learning, and promote active participation and social interactions (Siarova et al., 2017). On the other hand, assessment of students' social and emotional competences is generally not designed for student promotion or certification, particularly since standardised assessment is not formally mandatory (Kautz et al., 2014), while the availability of usable and feasible assessment tools for educators is still fairly limited (McKown and Taylor, 2018). This report proposes a formative, collaborative, inclusive and systemic approach to the assessment of SEE, closely interlinked to the teaching and learning processes. The next chapter presents a framework of guiding principles for the assessment of learners in SEE.

Box 1. Ten characteristics and benefits of formative assessment (Cizek (2010), in Siarova et al., 2017, p. 19)

1. Requires students to take responsibility for their own learning;

2. Communicates clear, specific learning goals;

3. Focuses on goals that represent valuable educational outcomes with applicability beyond the learning context;

4. Identifies the student's current knowledge or skills and the necessary steps for reaching the desired goals;

5. Requires developments of plans for attaining desired goals;

6. Encourages students to self-monitor progress towards the learning goals;

7. Provides examples of learning goals including, when relevant, the specific grading criteria or rubrics that will be used to evaluate the student's work;

8. Provides frequent assessment, including peer and student self-assessment and assessment embedded within learning activities;

9. Includes feedback that is non-evaluative, specific, timely and related to learning goals and provides opportunities for the student to revise and improve work products and deepen understandings;

10. Promotes metacognition and reflection by students on their work.

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Chapter 3. A framework of guiding principles for the formative assessment of learners in social and emotional education

3.1. Introduction

In this chapter, we present a framework of guiding principles and implementation processes for the formative assessment of learners in SEE within the European context. We believe that this framework of guiding principles will not only provide a more meaningful and useful tool for educators and schools, but that it also avoids the potential hazards of labelling and stigmatisation by helping to steer SEE away from league tables and the ranking of children, schools, regions and countries. The framework consists of various levels and dimensions that resonate with the complexity of the teaching and learning processes. It identifies the key principles that underpin the formative assessment of learners in SEE as construed in this report, and illustrates how strengths-based, culturally responsive, inclusive and equity-driven assessment can be carried out with the active involvement of the key stakeholders themselves. Formative assessment is construed as a collaborative activity that involves teachers, learners and peers (as well as staff and parents, in the assessment of the whole-school system). Lastly, the framework applies not only to the assessment of individual or group of students, but also to the systemic assessment of the classroom and whole-school contexts (further elaborated in Chapter 5 and Chapter 6).

The framework of guiding principles is underpinned by a guiding set of core principles developed from the review of the literature on formative assessment and the assessment of SEE, as well as related EU reports, policy documents and communications. These principles include the rights of the child in relation to the assessment; inclusive and equity driven assessment; assessment that is ipsative, universal and strengths-based; and assessment that is collaborative, systemic, developmentally appropriate, and culturally relevant. On the basis of the same body of literature, the framework also identifies four enabling factors that will assist in the implementation and sustainability of the effective formative assessment of learners in SEE. These are: the alignment of assessment with the 'Personal, Social, and Learning to Learn' competences; the use of multiple sources and forms of assessment including technology-enhanced formative assessment; feasible and practical modes of assessment; and professional learning, mentoring and support for teachers. These are described in further detail in the following sections.

The framework of guiding principles primarily targets the assessment of learners, but it also informs the assessment of the classroom and whole-school contexts. Chapter 5 and Chapter 6 reinforces, elaborates and extends some of these principles in relation to the assessment of the classroom climate and whole-school system, respectively.

Figure 1. A framework of guiding principles for the formative assessment of learners in social and emotional education (developed by the authors)

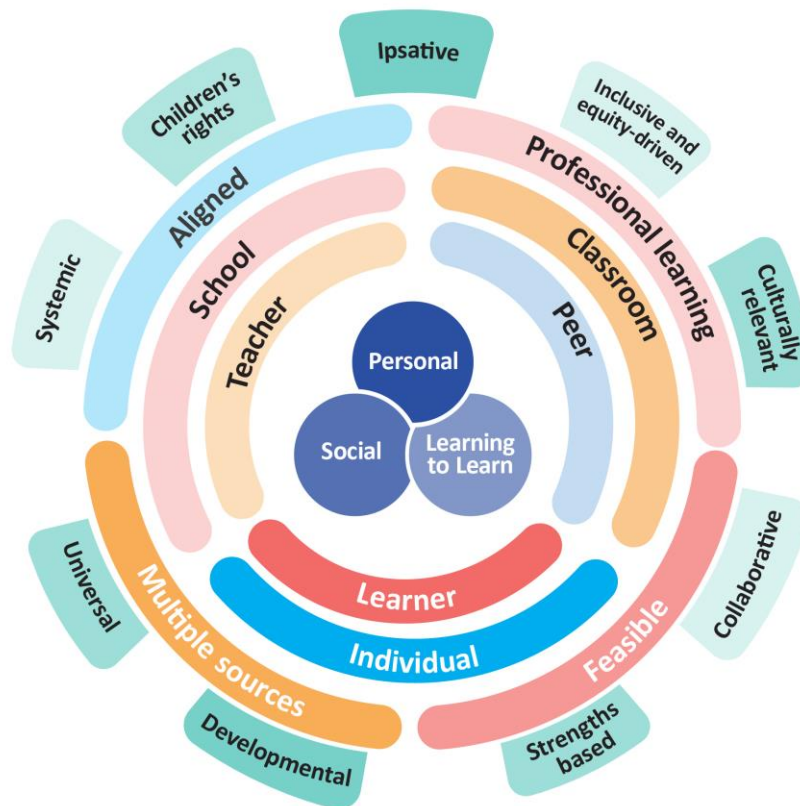## 3.2. Key principles

3.2.1 Children's rights to expression and participation

One of the key principles underpinning the formative assessment of social and emotional education is that it should not violate or impinge upon the rights of the child to self-expression and participation, or to quality education and mental health, and that it should not inflict harm through discrimination, labelling, stigmatisation or social exclusion. The overarching principle behind Article 12 (1) of the UN Convention on the Rights of the Child provides the key basis for educational development across European school systems. It declares: "States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child." Article 20 of the EU Charter of Fundamental Rights establishes the equality of persons before the law, while Article 23 enshrines the equality of men and women in all areas, and Article 21 prohibits discrimination on the basis of "sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation." All of these provisions must adhered to, because the EU Charter of Fundamental Rights is a part of binding primary EU law, which always takes priority. Member States must comply with it when applying EU law, and the Charter may also be relied on by individuals in national courts. Lastly, the European Convention on Human Rights (ECHR) prohibits torture and degrading treatment (Article 3); protects freedom of expression (Article 10) and religion (Article 9) within certain limits established by the ECtHR; it prohibits discrimination (Article 14), and establishes the right to education (Protocol 1 Article 2).

One issue that arises in relation to children's rights in SEE is the concern that an agenda to promote emotional well-being could undermine the privacy of the individual by subjecting it to the powerful gaze of the State. The point made by Ecclestone (2007, p. 463) that "discourses and interventions around themes of emotional well-being enable governments to draw private spheres of life into the realm of public power" serves as a valuable and important cautionary note. It is notable that, for example, Durlak et al. (2015), in their *Handbook on Social and Emotional Learning,* do not address any privacy issue – either generally or specifically – in relation to assessment (Downes, 2018). There is a need here to distinguish between two different aspects of Ecclestone's (2007) point: first, the intrusion of State power into commentary about the personality of the individual; and second, the direct point on the need for privacy, which can be interpreted more widely as the need for privacy and confidentiality in a surveillance society (as well in situations where individuals share sensitive information with others). The need to respect another person's privacy is a key part of SEE. Increasing concerns have been expressed over surveillance capitalism (Zuboff, 2019), with data and web platforms increasingly blurring the boundaries between public and private spaces. A further issue is the potential corporatisation of personality by commercial interests through the development of a technocracy of personality, as part of a bias towards business (Boland, 2015) and a social control agenda examined in Cefai et al. (2018).

State manipulation or control over personality can take place, for example, through the promotion extraversion over introversion, as noted in the OECD (2015) report on promoting agreeableness as conformity for a compliant workforce. The issue of the State manipulating and controlling personality through the incentivising and reinforcing of certain externally sculpted aspects of personality, raises fundamental concerns not only in terms of the need to hear students' voices, but also in terms of freedom of expression. Freedom of expression is a more holistic notion than either freedom of thought or freedom of speech. It includes emotional-relational aspects, such as freedom of experience. It is not argued that freedom of expression is an unlimited right, since it must be counterbalanced by the freedoms of others. Nevertheless, an assessment framework for SEE must recognise the need for an individual to experience the world as an individual – and not as a prescribed personality package (Fromm, 1957), with the risk of an agenda of promoting social conformity through SEE assessment (Downes, 2018). A humanistic conception of self rests on such freedom of expression.

A related aspect of freedom of expression in SEE assessment is respect for and celebration of cultural diversity. This is discussed in Section 3.2.5 .

3.2.2 Inclusive and equity driven

Equity-driven assessment ensures that the forms and tools used for assessment provide an equal opportunity for all learners to demonstrate their learning and progress. Some traditional forms and approaches to assessment (for instance, those relying heavily on written and verbal tasks) may not be suitable for students with specific learning or communication difficulties. Such students (and other students with individual learning difficulties and disabilities) would benefit from flexible and innovative methods of assessment to ensure that factors that are not relevant to the competence being evaluated do not influence the evaluation process. As we shall see in the Chapter 4, the use of digital technology can be a very effective approach in terms of removing obstacles to learning and ensuring fair assessments for students with individual educational needs. Similarly, assessment must be culturally responsive and relevant in order to address the diverse socio-cultural backgrounds of learners and ensure that assessments reflect the different ways in which children from diverse backgrounds learn (see Section 3.2.6). A flexible and integrated assessment framework that makes use of diverse forms and methods of assessment – reflecting the diversity of students' characteristics, ways of learning and social and cultural background – will ensure that no student is unfairly disadvantaged (Bourke and Mentis, 2014).

3.2.3 Ipsative and learner-centred

The assessment of SEE takes place within a developmentally inclusive, ipsative approach, through which students are individually assessed on their progress (existing performance) in comparison with their previous performance, rather than against an external set standardised norms or in comparison to their peers (Kelly, 1999; PSHE Association, 2020). The focus is on students' development of competences over time, which is more likely to promote students' motivation, engagement and inclusion. Rather than labelling students as successes or failures according to standardised group norms, formative assessment provides information on the level of learning the student has attained in terms of the relevant competence, and then matches a learning goal according to the student's level. A combination of individual and collaborative assessment also helps to prevent assessment becoming a competitive, individually driven activity, with students struggling to prove themselves at the expense of the others (Cefai and Cavioni, 2014).

3.2.4 Universal

In its review of the assessment of SEE, the Assessment Work Group (2019) identified a number of 'guiding beliefs' that underpin the assessment of social and emotional competences. The primary guiding belief is that the universal assessment of taught SEE competences is to be designed and implemented for all students. This is essential to the achievement of policy and practice goals, given that SEE is a relatively new area of competence. In this respect, SEE assessment is not intended for students experiencing particular social, emotional and mental health difficulties, but to assess the learning process in a key competence area of the curriculum. This approach complements the EU Council's Recommendation on the Key Competences for Lifelong Learning (EU Council, 2018) and the LifeComp framework (Sala et al., 2020), which outlines a universal set of competences to be taught to all students across the school age range.

3.2.5 Strengths based, non-clinical

A related key principle of this framework is that formative assessment of social and emotional education is not about identifying and diagnosing students' social or emotional deficits or personality problems. Instead, it is an evaluation of their social and emotional learning. More specifically, it assesses students' strengths – that is, their knowledge, attitudes and skills in social and emotional competences (Assessment Work Group, 2019) – and how such strengths are being developed and may be improved following instruction. Rather than being a clinical approach that leads to the diagnosis of social or emotional problems, the assessment of SEE is a teaching and learning process within a classroom context, involving both teachers and students.

Ecclestone (2007) argues against a new deficit labelling in terms of "emotional vulnerability", occurring within a framework of "individual pathology". This may bring with it concerns regarding victim blaming, with self-fulfilling prophecies in which the very act of negative assessment may itself impact upon a person's self-confidence and identity in a destructive way – a labelling carried out in the name of the State by State actors and agencies. Concerns over deficit labelling have been raised elsewhere, in relation to students being labelled as "disadvantaged" (Spring, 2007), and by constructing non-Western cultures reductively as the "other" (Said, 1978). It has also been viewed in terms of reducing people to being a conglomeration of signs and symptoms (Laing, 1959). The issue of deficit labelling is especially pertinent, given the reductive agenda in certain US contexts that treats social and emotional learning in terms of "character development" (Elias et al., 2015) to be assessed by teachers. From social constructionist perspective, concern over the construction of labels also relates to a view of such labels as being culturally conditioned; see also Suissa (2013) on cultural constructions regarding praise from mothers.

Evaluating an individual's personality in terms of success or failure through summative assessment in SEE raises concerns over the internalisation of an identity of failure. A plethora of educational theorists and educational psychologists have long recognised the danger of labelling learners as "failures" (e.g. Downes, 2003; Jimerson, 1999; Kelly, 1999). Evidence from numerous sources indicates considerable anxiety about assessment among both learners and tutors (Merrifield, 2001; Campbell, 2006, Looney, 2008). Adult students who are emergent readers and writers should not be subjected to formal, standardised tests during intake assessments, as these are reminiscent of their early school experiences (Campbell, 2006). There is a longstanding recognition in social psychology of "demand characteristics" (Orne, 1962) that affecting a person's responses; namely, the individual's preconceptions and hypotheses regarding the purpose of the test situation. This is also a concern regarding assessment generally (Carrigan and Downes, 2010), and one that carries accentuated risks for SEE assessment. These preconceptions, including a fear of "the system" and alienation from it (Downes and Maunsell, 2007), represent another dimension to the differential cultural impact of testing upon traditionally marginalised groups of individuals.

To avoid static labelling, three key principles must be recognised. One is commitment to a dynamic growth conception of children's identities; namely, acknowledging that children are growing and developing, and that education is part of facilitating this developmental growth. This dynamic growth dimension challenges the application of static, essentialising labels to children and young people's personalities, and recognises that life experiences can bring about shifts in personality for growth. Allied to concerns over static labels comes the need to challenge approaches that proffer negative labels and thereby risk the internalisation of identities of failure. Efforts must be made to address relevant concerns that a "diminished self" or "diminished subject" (Ecclestone 2007, p. 467) is constructed as a pervasive assumption of human subjectivity, while "never directly articulated at policy levels (Ecclestone and Hayes 2009, p. 380), need to be addressed. A key dimension here is the adoption of a dynamic conception of growth that challenges negative, diminishing labels – recognising that the potential of children, young people and adults for development and change is a vital aspect of human subjectivity, that assessment has to acknowledge the distinction between performance and competence, and that latent talents may not manifest themselves in the test situation or in particular school or educational environments for growth. This also illustrates the need not just for the individualised and individualistic interrogation of personal and social competences, but to treat these as part of a wider school and societal system of competences.

3.2.6 Culturally relevant

As the European Union becomes more socially and culturally diverse, respect for and celebration of cultural diversity – and thus, the need for culturally responsive assessment – becomes more salient. This is even more crucial in the case of SEE, an area in which norms vary significantly by culture, including region, socioeconomic status, language, religion and race (Brackett, 2020). The review by the Assessment Work Group (2019) identifies three major issues that must be addressed to ensure the culturally relevant assessment of SEE. These are technical matters, social values, and the issues of social control and conformity. Technical matters involve such issues as whether the content is culturally relevant, whether the same competence is evaluated in all groups of students, and whether similar scores reflect the same level of competence among members of different groups (Ibid.). The second issue is about the socio-cultural determinants of behaviour, such as how social and emotional competence is manifested, how it should be assessed, and to what extent the assessment reflects such cultural variations. The Assessment Work Group's review underlines the potential risk that the assessment of SEE could be used by educators to create "yet another way to document new kinds of racial or gender gaps and associated deficits…with differences

on SEL assessments between members of different groups…subtly shaping what teachers expect from and how they treat their students" (Assessment Work Group, 2019, p. 33).

The third concern raised by the Assessment Work Group (2019) is that SEE might be used to recreate or reinforce the individual deficit approach, with educators using assessment data to underline individually based inequalities, while disregarding the broader social context that might have created or contributed to such inequalities (cf. Cefai et al., 2018). One way to prevent this from occurring in schools is to combine individual student assessment with assessments of the classroom and of whole-school climate (Assessment Work Group, 2019). The nature of formative assessment, with its focus on personalised and individualised learning and assessment, helps to prevent such an eventuality. In fact, formative assessment has been found to enhance the learning and achievement of lower-achieving students, thus helping to prevent the replication of social inequalities (Black and Wiliam, 1998; Hattie, 2009). SEE and the way in which it is assessed, including what competences are taught and assessed, can help to combat discrimination and oppression, and operate as a lever for diversity, equity, and inclusion. While this aspect of SEE assessment still needs to be developed and improved (Assessment Work Group, 2019), it is encouraging to note that this is one of the strengths and innovations of the LifeComp framework (Sala et al., 2020), with its particular focus on the social dimension of SEE.

Further research has identified a fourth related issue: that of 'educational triage'. Booher-Jennings (2005) and Gillborn and Youdell (2000) refer to the filtering process that occurs in US and UK contexts, where a preoccupation with test scores has tended to result in the diversion of resources away from those regarded as least likely to pass, and towards those on the threshold of passing the test. The issue extends further than simply testing, however. To ensure that an assessment framework for SEE is sensitive and attuned to a diversity of cultures, it must also be cognisant of the longstanding and growing awareness in psychology of the need to overcome the limitations of Western-biased assumptions that pervade the foundations of developmental psychology (Kagan, 1980, 1989; Downes, 2020), cognitive psychology (Nisbett et al., 2001), health psychology (Marsella and White, 1982), personality psychology (Jung, 1971) and social psychology (Gergen, et al., 1996). There is a clear need to address cultural biases in the conceptions of self and personality that may underpin aspects of SEE, while still holding on to a universalist conception of human rights such as a child's right to a voice, enshrined in the UN Convention on the Rights of the Child. A prominent example of both cultural and individual differences, concerns the different values and understandings of introversion (see Cefai et al., 2018).[12] The issue of assessing SEE with regard to religious diversity, meanwhile, is a much under-researched area. Both internationally and within a European context, there is a need for further research into the interplay between SEE and religious backgrounds, with a strong focus on the voices of young people from diverse strands within different religious traditions. It must therefore be recognised that the proposed assessment framework needs to be an evolving one that regards SEE as a nascent area that is still ripe for future development as well as intercultural and interreligious dialogue. Our proposed human rights-based, inclusive systems framework

[12] A repeated position in the OECD (2015) report is the need to promote extraversion in students. The terms introversion and extraversion date to Carl Jung (1971), 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 therefore regard the culture itself as imbalanced (Downes, 2003a). Following Jung, then, we could say that the OECD report (2015) is reflective of that cultural imbalance between extraversion and introversion.

is not an *à la carte* menu for SEE assessment: its universalist dimensions may be supplemented with further culture-specific elements that are relevant to particular cultural and religious contexts.

3.2.7 Ecological, systemic

Schools are social systems consisting of various layers, with each layer interacting with the others (Bronfenbrenner, 1979). Changes to one level of the system have impacts on other levels, and processes that occur in the classroom and across the whole school impact students' social and emotional learning (Cefai et al., 2018; Pianta and Shuman, 2004). The assessment framework proposed in this report underlines the social embeddedness of SEE, with social and emotional learning more likely to occur in contexts that promote values, attitudes, relationships, behaviours and practices that resonate with social and emotional competences (Cefai and Cavioni, 2014; Downes et al., 2017; Thapa et al., 2013). The beliefs and attitudes of school members and the nature of the social interactions and relationships among the various members of the school, have an influence on the teaching and learning processes that take place at the school (Downes et al., 2017). Physical and emotional safety, the level of support provided, belief in members' learning capacity, and the peer social and emotional climate, are key conditions impacting the learning process in a school (Garibaldi et al., 2015; Thapa et al., 2013). It is thus necessary to assess not only the students in the classroom, but also the classroom and whole-school climates and how these contribute to the promotion of social and emotional learning and reinforce the competences being taught as part of the curriculum. Such an approach also helps to shift the onus of responsibility for SEE from an exclusive focus on the individual to the contexts and systems in the child's world, and thus helps to promote equity in education (Cefai et al., 2018).

3.2.8 Collaborative: self- and peer assessment

Self- and peer assessment are a cornerstone of the formative assessment of learners in SEE, placing the learners themselves at the centre of the learning and assessment processes. Self- and peer assessment enable students to become actively engaged in the learning process as reflective, collaborative, and self-reliant learners. They require the teacher to make a shift from teacher-centred to collaborative assessment, with students taking a more active and central role in the process, both as individual self-regulated learners and as critical peers (Andrade, 2019; Tasouris, 2016). Self- and peer assessment are also able to adapt more flexibly to diverse learning needs and thus, are levers for ensuring equity in assessment (Siarova et al., 2017).

Self-assessment is an essential part of successful assessment for learning (Black and Wiliam 1998; Brown, Andrade and Chen, 2015). It encourages a self-reflective and collaborative approach to learning, with students reflecting on feedback provided by teachers and peers. Self-assessment enables students to take greater responsibility for their learning (Assessment Work Group, 2019; Siarova et al., 2017). In a research study on self-assessment, Ross et al. (1999) observed three main benefits for students. First, an enhancement in the development of the competence being taught, particularly among lower-achieving students, especially as students become more aware of what is expected of them. Second, increased confidence in working with complex learning activities. And third, a more favourable attitude towards assessment practices. Challenges relating to self-assessment include a potential lack of accuracy, as students might under- or overestimate their learning, or intentionally inflating their learning due to social desirability. However, formative assessment is not a high-stakes form of assessment such as when students are compared and ranked, and this helps to reduce the role of social desirability. In addition, students need to be trained by teachers in how to assess themselves and others, which also helps to reduce inaccuracy. Accurate teacher feedback is also essential to enhancing students' self-regulation in assessment.

3.2.9 Developmentally appropriate

Social and emotional competences develop from the early years to middle childhood to early adolescence, and then to late adolescence. Denham (2015) maintains that assessment needs to reflect the developmental changes taking place at different ages by encompassing varying levels of difficulty and proficiency, such as growth, differentiation and complexity. She provides illustrations of developmental shifts such as "social developmental tasks of positive engagement" in early childhood, to "navigating the sometimes treacherous waters of peer inclusion, acceptance and friendship" and emotional regulation in middle childhood, to the development of intimate relationships, dealing with peer pressure, and establishing autonomy in adolescence (Denham, 2015, p. 286-287). She argues that in the teaching and assessment of SEE, educators need to consult a developmental framework to define expressions of competences across ages and grades and to create standards. They must then implement these strategies with differentiation, and assess accordingly (Denham, 2018).

In its review of the assessment of social and emotional learning (SEL), the Assessment Work Group (2019) reports that while the debate is still open as to which competences are most relevant during each developmental period, it must be acknowledged that social and emotional demands and expectations change with age. In this respect, certain social and emotional competences become more prominent than others at particular ages. For instance, dealing with school bullying and cyberbullying becomes more salient at particular stages of development. Furthermore, even if a competence remains the same at different ages, assessment still needs to capture differences in the complexity of behaviour as children develop. Thus, there may be a need to assess the competence within a different range of difficulty, or in terms of a different manifestation of behaviour at different ages (thus requiring the assessment of different behaviours within a competence, which may require different measurement approaches) (Denham, 2018). The Assessment Work Group (2019) concludes that although a number of tools are being developed to capture these developmental differences, most existing measures have not been designed to assess a student's level of social and emotional development at different ages. As an illustration, the Group argues that self-report questionnaires "typically ask the same questions to students at different ages, and only to students who are old enough to understand and respond to a self-report questionnaire" (p. 34).

3.3 Enabling factors for effective implementation

3.3.1 Alignment of assessment with core competences: learning goals, learning progressions and learning outcomes

The assessment of learners in SEE needs to ensure that there is systemic coordination between i) the SEE core competences in the curriculum, which are developed into learning standards[13] that are teachable and measurable; ii) the teaching and learning processes that focus explicitly on developing the competencies included in these standards; and iii) assessment that evaluates the competences students should be able to demonstrate at different ages (Assessment Work Group, 2019). This requires that the key SEE competences are well defined in school curricula, with the assessment of learners being adapted to the key competences. While learning standards set the goals for student learning at different age levels, learning goals form the basis for classroom level assessment. Learning goals clearly define the competences that a student or a class should develop in the course of a learning activity. The process of operationalising key competences into concrete and measurable learning standards and benchmarks links assessment to the practice context in which it is being used (Siarova et al., 2017).

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[13] "Statements about what students should know and be able to do as a result of instruction at each grade level" (Dusenbury et al., 2015, p. 533)

In turn, classroom assessment provides information about learners' progress towards the learning standards and learning targets, with consequent adaptation in instruction leading to more effective learning (European Commission, 2012).

Different Member States use different definitions and constructions of key non-cognitive competences such as SEE, making it difficult to implement good assessment practices (Siarova et al., 2017). Pepper (2011) argues that one of the challenges facing education systems in the EU is clearly identifying key competences in sufficient detail to enable learning to be planned and assessed in line with the curriculum. This helps in adapting teaching and learning more effectively (European Commission, 2012a), while facilitating learning approaches such as learner-centred and competence-based learning which characterise SEE (Siarova et al., 2017). The LifeComp framework (Sala et al., 2020), built on the EU Council's Recommendation for the introduction of "Personal, Social and Learning to Learn" as a key competence for lifelong learning (EU Council, 2018), serves as a good base for a European-wide set of social and emotional competences to be integrated into curricula across the Member States. Once the LifeComp framework is validated, it can then be adopted in Member States, with the delineation of age-specific learning standards and benchmarks at national and/or regional levels. While the detailed description of key competences is necessary to plan and assess learning, there should be enough flexibility for learning standards, benchmarks and progression levels to be developed according to the national contexts in which they are being implemented (Siarova et al., 2017). A key guiding belief of the Assessment Work Group (2019) is, in fact, that assessment of social and emotional education is best understood within the context in which it is used.

Annex 1 illustrates how the key competences identified in the EU LifeComp framework (Sala et al., 2020) may be formatively assessed in schools in Europe.

3.3.2 Use of multiple sources and various tools of assessment, including technology-enhanced assessment

Social and emotional competences are better assessed using multiple sources and various modes of assessment (Assessment Work Group, 2019; Weissberg et al., 2015). Multiple sources including self-, teacher, peer, and (where appropriate) parent assessment, are particularly useful in SEE, where the behaviour observed is often evaluator and context specific (Denham, 2015). Self-reports, peer reports and teacher reports based on classroom observation, dialogue and self-reflection, are key tools useful in assessing social and emotional competences (European Commission, 2012a; OECD, 2016), and form the basis of formative assessment (Earl, 2013). Daily interactions between teachers and students, and among students themselves, are the most effective type of formative assessment, with a high impact on learning (Siarova et al., 2017). In the formative assessment of learners in SEE, it also useful to make use of various assessment tools according to the nature of the task and the age of the learners (Frydenberg et al., 2017). These include teacher, peer and self-completed checklists and formative rubrics, technology-enabled tools such as e-portfolios, games and learning tutors, and the direct observation and assessment of behaviour. Having access to a variety of assessment tools also enables the classroom teacher to gain a more adequate grasp of the students' learning, and to adjust each student's learning goals accordingly.

Considerable effort is currently being invested in developing tools for the direct assessment of social and emotional competences (McKown, 2015). Direct assessment involves the observation of students' performance in challenging social and emotional tasks, usually in naturalistic contexts, with individualised tasks administered by a skilled evaluator or through computer-based assessment (Assessment Work Group, 2019). The latter presents students with developmentally appropriate tasks such as games and illustrated interactive modular assessments, and evaluates students' performance in the

tasks. Individually administered direct assessments are mainly used for research and clinical assessment, and have not yet been developed for use in the classroom as a universal assessment tool (Assessment Work Group, 2019). While it is highly recommended that both direct and indirect forms of assessment are used for SEE, existing direct assessment tools are not well suited to universal assessment, largely due to usability and feasibility issues (Assessment Work Group, 2019; Denham, 2015; McKown 2015). Multi-informant rating systems are thus the most feasible tool for use in the classroom (Denham, 2015).

3.3.3 Practical and feasible assessment tools

Formative assessment of learners in social and emotional education takes place within teaching and learning contexts, and is led by the teachers and the students themselves as a collaborative enterprise. The tools used thus need to be user-friendly and meaningful for teachers and students respectively, both in administration and interpretation, as well being feasible within the classroom setting. Assessments that are time-consuming, complex and not easy to complete are unlikely to be used regularly and effectively by school staff and students (this is the reason why existing forms of direct assessment are as yet unsuitable for educational contexts) (Denham, 2015). On the other hand, the use of electronic devices has been found to reduce both the time taken to input the data and to analyse and interpret the findings, while providing immediate feedback to both students and teachers, and facilitating the students' active participation (Denham, 2015; Shute and Rahimi, 2017) (see Section 4.6). Involving the intended users (teachers and students) in the design of assessment tools will help to ensure that such tools are both usable and feasible in practice (Assessment Work Group, 2019).

3.3.4 Professional learning, mentoring and support

Formative assessment forms part of the processes of teaching and learning, and teachers require training and mentoring to integrate the assessment of SEE into their classroom practice. It is telling, however, that the EU Key Competences Framework is applied inconsistently between Member States (European Commission/EACEA/Eurydice, 2012), and that there is lack of adequate training and support for teachers and school leaders in the effective implementation of the key competences approach (Siarova et al., 2017). Teachers need adequate training and mentoring in developing, adapting and using a range of formative assessment tools (including technology-enhanced tools) to assess learners. They also need to be trained and mentored in ensuring that such tools are developmentally appropriate and culturally responsive, and to be able to guide and support students in self- and peer assessment (Pepper, 2013). Teachers also require support in linking the SEE competences framework to the processes of teaching and learning, and to classroom assessment (Assessment Work Group 2019; Pepper, 2013). Lastly, teachers also need to be trained and supported in developing their own social and emotional competences as a key aspect of the effective implementation and assessment of SEE (Cefai et al., 2018). The Assessment Work Group (2019) suggests that professional learning should also address broader issues such as what SEE is, and its relevance in education: "Professional learning should support educators' understanding of what SEL is, what science says about its consequences, how SEL is related to education, what SEL standards exist and what competencies they describe, what evidence-based practices have been developed and how to use them, the role assessment can play in supporting high-quality teaching and learning, and the role of SEL in advancing equity" (p. 17).

Professional learning needs to begin in initial teacher education and continue as part of ongoing, school-based professional learning. Professional networks and collaboration platforms provide a collaborative learning environment in which teachers can, in practical ways, share, discuss, receive feedback, improve and develop their SEE

assessment practices in the classroom (European Commission, 2015). Teacher learning communities are particularly useful in the development and implementation of formative assessment (Bennett, 2011; Pepper, 2013). Wiliam (2006) identifies a number of key principles in establishing teacher learning communities to support formative assessment practices. These are: "gradualism" (the gradual introduction of new formative assessment practices); flexibility (allowing teachers to adapt recommended assessment tools according to the local context); choice (allowing teachers to choose the areas of their practice in which it will be most useful for them to develop formative assessment practices); accountability (teachers are accountable to their learning community for the changes implemented); and support (creating structures that provide support to teachers, who remain accountable for developing their practices of formative assessment).

Chapter 4. Tools for the formative assessment of learners in social and emotional education

Research reviews suggest there is no single tool that can provide a comprehensive formative assessment of social and emotional competences, but that a combination of different assessment tools is required instead. Using a variety of formative assessment tools enables a more comprehensive set of social and emotional competences to be assessed, and provides more meaningful and useful data to enhance learning (Assessment Work Group, 2019; Siarova et al., 2017). Such tools include self- and peer assessment (self-evaluation by the learner and assessment by peers, respectively); formative checklists, scales and rubrics (scoring guides to evaluate the quality of learners' responses) completed by teachers and learners; portfolios (a selected and organised collection of learner's work to show the learner's progress); project-based learning; and technology-enhanced formative assessment. In this chapter, we discuss in more detail some of these formative assessment tools which may be used to assess learners in SEE. We outline their strengths and relative weaknesses, providing illustrative examples from Europe and other countries. Schools and teachers can be flexible in their choices, as long as the tools used address the learning goals, inform the learning process and guide instruction, and follow the key principles for the formative assessment of SEE discussed in Chapter 3. We do not include in this chapter SEE assessment tools that are largely used for summative purposes, and provide little information about the learning context in which the behaviour is taking place (e.g. behaviour rating scales, behavioural observation systems, and administrative records).

4.1 Non standardised performance based assessment

Non-standardised performance-based assessment, which evaluates the performance of learners in set tasks, is an effective tool for the formative assessment social and emotional competences. Key advantages are that it is directly linked to the teaching and learning processes taking place in the classroom; provides continuous monitoring of the learning process; identifies strengths and areas for improvement; and takes a learner-centred approach (Siarova et al., 2017). This tool is more effective than standardised tests in the evaluation of more complex processes and performances such as social, emotional, and "learning to learn" competences (Hao and Johnson, 2013; Pepper, 2013). Various tools may be used to evaluate students' progress, such as portfolios, holistic scoring rubrics and project-based assessment (Siarova et al., 2017). Performance-based assessment requires some form of developmentally appropriate measure, such as a tool for developing competences at different age levels (see Section 4.2). It also needs to be culturally responsive, taking into consideration country-specific context (Hao and Johnson, 2013).

4.1.1 Portfolio assessment (including e-portfolios)

Portfolio assessment is a very useful tool for the formative, collaborative and dynamic assessment of social and emotional competences. A portfolio can include a variety of work by the student, both textual and non-verbal, as well as reflections and self-assessment reports. Portfolios lend themselves very well to effective formative assessment methods in SEE, such as self-assessment, project-based learning, and rubrics (Siarova et al., 2017). Portfolio assessment is an effective method to formatively assess learning by continuously tracking, monitoring, and evaluating progress, providing a detailed and comprehensive view of students' learning over time (VanTassel-Baska, 2014). It helps teachers to monitor learning in real-life (or simulated) situations, thus making it particularly suitable for SEE. Portfolio assessment also lends itself very well to the assessment of social and emotional competences due to its process-oriented, experiential and learner-centred approach. In their portfolios, students document,

reflect upon, and evaluate their work in collaboration with the teacher and peers, thus taking more responsibility for, and becoming more autonomous in, their learning.

Portfolios are now becoming more digitalised, with e-portfolios used in the assessment of social competences and "learning to learn" in various Member States (Pepper, 2013). E-portfolios help to facilitate self-regulated learning; their effectiveness relates in particular to their learner-centred approach and to continuous and rich feedback from teachers and peers (Lam, 2017). E-portfolios are also a useful tool for promoting collaborative learning, learning to learn, as well as social and problem-solving competences (Redecker, 2013). Portfolios are more likely to be effective, however, if clear criteria to evaluate performance are developed together with the students (Tchibozo, 2011), and if they encompass a variety of tasks, including both oral communication and writing tasks (VanTassel-Baska, 2014). Teachers also require greater awareness of the potential of portfolios, as well as training and additional support in making use of them in their classroom (Siarova al., 2017).

4.2 Rubrics, checklists and scales

Rubrics, checklists, formative scales, project-based assessment and other similar tools completed by both teachers and students on the basis of observations and self-reflection can be very useful tools for the formative assessment of learners in SEE. Formative rubrics and scales provide scoring or grading criteria, as well as feedback to support the learning process (Avraamidou, 2016). The clear definition of competences and learning goals in assessment are particularly helpful in supporting students' learning and progress in a particular competence, and rubrics and similar techniques can be effective tools in forming clear goals and monitoring student progress (Siarova et al., 2017). In their review, Panadero and Jonsson (2013) concluded that rubrics are effective tools to enhance students learning and "learning to learn", particularly when students assess their own learning and this is accompanied by timely feedback. They also reported that rubrics improve students' self-efficacy and self-regulation, which in turn contribute to learning. Stiggins (2005) underlines the formative use of rubrics, providing students

with the opportunity to be actively involved in the process of their own learning and assessment, in terms of both in self- and peer evaluation. In this respect, formative rubrics are very useful learning tools for marginalised and vulnerable students, thus helping to advance equity (Wolf and Stevens, 2007). For an example of the use of teacher-completed and student self-evaluation rubrics in the assessment of social and emotional competences, see Economou et al. (2017). In the next section, we will see how rubrics may be used as a formative assessment tool of learners in SEE.

Box 4. Formative Assessment Checklist (from Cefai et al., 2015)

RESCUR Surfing the Waves (Cefai et al., 2015) is a universal resilience programme for early years and primary school children in Europe. The programme developed to support the education and well-being of marginalised and vulnerable children. It has been developed by a consortium of six partners from Member States, as part of an EU funded project (RESCUR). The programme consists of a curriculum for children aged four to 12 years old, based on six major themes: communication, relationships, growth mindset, self-determination, developing strengths and turning challenges into opportunities. At the end of each theme (unit), a formative checklist is completed by teachers and students (from eight years upwards), evaluating the progress made towards the learning outcomes identified for the respective theme. In the version completed for each student by the teacher, grading ranges from 0 (not observed/non-applicable to 1 (developing), 2 (developed) and 3 (consolidated). The student version contains three possible responses: "No", "Sometimes" and "Yes". These are written into two response columns, one in which the student can indicate if they can do a particular behaviour; the other if they may prefer the relevant behaviour. This enables an assessment of whether the student has internalised that skill and is applying it in real-life situations. Both the teacher and student versions also include a qualitative component at the end: teachers are asked about the student's strengths, needs and targets for improvement, while students write (or draw, in the case of young students) what they enjoyed learning about (strengths) and what they would like to improve (needs). The checklists are available in Cefai et al. (2015); see also www.rescur.eu; www.um.edu.mt/cres/publications.

Box 5. Classroom observation tool for teachers (www.learningtobe.net)

Learning to Be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills within Education Systems is an EU-funded project (2017-2020) involving partners from Finland, Italy Latvia, Lithuania, Portugal, Slovenia and Spain. The project aimed to develop methods and tools to assess the development of social and emotional skills in general education schools, focusing on two age groups: 9-10 years and 13-14 years. A practical assessment toolkit was developed for use in the classroom by both teachers and learners. This including teacher assessment, student self-assessment, and classroom based assessment based on CASEL's five domains of SEE. One of the tools developed in the project is a monthly class observation card for use by teachers to monitor students' learning of social and emotional competences. Part 1 consists of an observation sheet for each student's social and emotional learning, in which the teacher makes notes on each student's learning of specific social and emotional competences, based on his or her observations. By the end of the month, the card should have been completed for all students in the classroom. The results noted in the card are discussed with the students, and help the teacher to adapt his or her instruction accordingly. In Part 2 of the Card, Situations in the Classroom, the teacher reports any relevant experiences or situations that impacted teaching and learning during SEE activities over the past month. The observation card is available at the project's website at www.learningtobe.net.

4.2.1 Marzano's formative scale for the assessment of SEL

Marzano (2015) developed a rubric for the formative assessment of social and emotional competences, built on the identification of explicit learning goals, progress towards those goals, and the steps needed to reach those goals. One of the distinctive features of the assessment scale is its distinction between declarative (informational) and procedural ("actionable") knowledge. Learning progression takes place at various stages, with declarative knowledge (the cognitive stage of learning) at the lowest level of the progression. At this stage, the learner knows and understands a skill and can perform a rough approximate of it. The next progression is to the practice level, at which the learner can perform the steps associated with a skill and achieves fluency (the

associative stage of learning). The highest level of progression is associated with procedural knowledge, where the learner consciously decides whether to use the skill in appropriate, real-life situations. Marzano developed a rubric consisting of four main progression levels, with each progression divided in two steps. A score of 0 means that even with help, the learner is unable to perform the skill, while a score of 1 indicates that the learner can only perform the skill with help. Score 2 indicates that the learner has arrived at the declarative knowledge level; score 3 at the practice level; and score 4 at the procedural level - that is, that the learner is now able to make conscious decisions in real life settings. Table 1. provides an illustration of these progression levels.

Table 1. SEL progression chart (adapted from Marzano, 2015, p. 342-343)

Score	Description and examples
Score 4	The student makes conscious decisions to use SEL skills in appropriate situations. For example: ▪ Understanding how one's own beliefs might stop him or her from expressing an understanding of those who have different opinions ▪ Being able to make revisions to one's own beliefs
Score 3	The student is able to execute the steps or strategies associated with SEL skills without error and with some fluency. For example: ▪ Acknowledging the opinions of others, even if they different from one's own ▪ Actively listening to others ▪ When making a point that is counter to someone else's opinion, focusing on the logic of the point
Score 2	The student understands the declarative knowledge important to an SEL skill and is able to explain or describe what an SEL skill is. For example: ▪ Understanding, in general terms, that SEL skills (such as acknowledging the opinions of others or listening actively) exist ▪ Knowing the meaning of basic terms such as opinion, disagreement, conflict, confrontation and respect
Score 1	The student has partial success in achieving SEL skill proficiency at score 2 or 3, but needs help.
Score 0	Even with help, the student has no success in achieving SEL skill proficiency
	NB. Partial scores, such as 2.5 or 3.5, can be given for proficiency at a certain level and partial proficiency at the next level.

Marzano (2015) proposes the use of three types of formative assessment to assess and monitor learners' progress: teacher-led probing; discussions and observation of students; and student-generated assessment. In self-generated assessment, students discuss with teachers what they will do to demonstrate a specific level of performance on the proficiency rubric (this may also include a presentation by the student). Specific goals can then be established for each student on the basis of their progress in a specific skill. These evaluations help to inform the teacher's instruction in supporting the student to the next level of proficiency, while they also guide as to students on what they need to do to reach the target level. The rubric can also be used to illustrate students' progress during the school year, thus serving as a continuous assessment approach, with students having the opportunity to move up from one progression to the next on specific social and emotional skills.

The rubrics should first be presented in a student-friendly form, with students working in groups to convert the scores' criteria into more child-friendly text and examples. These could then be used for instruction, beginning with 2.0 (declarative knowledge), in which the students understand the skill and what it entails; followed by practice activities (3.0 practice level) that begin with structured, teacher-guided activities and progress to more self-reliant strategies in the application of the skill. At the final "procedural knowledge" level (4.0), students write reflections in a journal about their

own beliefs that facilitate or hinder their use of social and emotional skills, and discuss these privately with the teacher (Marzano, 2015). Students can illustrate their progress in a specific skill using charts and graphs, with each level of progression providing an opportunity for teacher-student collaboration and acknowledgement. The author concludes that priority should be given to student-generated assessment to demonstrate their learning at different levels of the rubric. This enhances their self-efficacy and sense of control over their learning, as well as their "learning to learn" competence (Panadero and Jonsson, 2013).

This formative assessment rubric, to be completed by both teachers and students as suggested by Marzano (2015), can be adapted to the assessment of the LifeComp Framework (Sala et al., 2020) (see Annex 1).

4.2.2 Formative use of scales

Standardised tests and rating scales are commonly used in SEE for summative, diagnostic and screening purposes, which are beyond the scope of this report. However, some rating scales – particularly those focusing on key social and emotional competences – may also be used for formative purposes. Such scales are simple to complete (with shorter versions now becoming common), with electronic administration and analysis. They are based on observable behaviours in class, and when accompanied by the student self-report version, help to provide more comprehensive, unbiased evaluations of students' social and emotional competences (Assessment Work Group, 2019; Gresham and Eliott, 2017). They can support formative assessment by producing individual profiles of students' learning, identifying strengths and weaknesses, and helping to inform practices to address students' identified needs (Assessment Work Group, 2019). Two groups of commonly used, strengths-based rating scales based on CASEL's five domains SEL framework, with strong psychometric properties and shorter user-friendly versions, are the Devereux Strengths Assessment (DESSA) and DESSA-mini (LeBuffe et al., 2018), and the Social Skills Improvement System Social Emotional Learning Edition (SSIS SEL RF) and SELA (Gresham and Elliott, 2017) (Box 6).

In general, however, standardised tests are more useful for research purposes. Few measures exist that are both contextually appropriate and provide short-term feedback on progress or improvements needed (Duckworth and Yaeger, 2015). They provide only limited formative information for the teacher and learner, and need to be complemented with other tools that are designed more specifically for formative purposes (Le Buffe et al., 2018, Siarova et al., 2017).

Box 6. SEE Assessment Scales (developed by the authors)

The Devereux Student Strengths Assessment (DESSA) and DESSA-mini (Le Buffe et al., 2018). DESSA is a 72-item standardised behaviour rating scale that measures social-emotional competences from kindergarten to high school. Aside from a total composite score (Social Emotional Composite). It provides scores across eight domains: Self-Awareness, Social Awareness, Self-Management, Goal-Directed Behaviour, Relationship Skills, Personal Responsibility, Decision Making and Optimism. Teacher and parent report versions are available, but it lacks a student self-report version. The DESSA-mini is a brief, eight-item version of the DESSA completed by the teacher, and is primarily used as universal screening instrument. It can be used, however, to formatively assess a student's strengths and needs for further instruction in social-emotional competences, determining whether students are making progress and identifying which students require additional instruction. The *Social Skills Improvement System Social Emotional Learning Edition* (SSIS SEL) (Gresham and Elliott, 2017) is an assessment scale for social and emotional competences that can be used with children from kindergarten to high school. It is completed by teachers, students, and parents, and provides scores for the five CASEL domains (self-awareness, self-management, social awareness, relationship skills and responsible decision making), as well as three academic learning domains (motivation, reading and mathematics). Teachers can evaluate students' social and emotional competences using a combination of these domains to identify the students' strengths, as well as areas that require further development and instruction. The

assessment may be administered several times during the school year to identify areas of improvement, as well as areas that require further attention, as part of a continuous formative assessment procedure. The 20-item SSIS SEL Brief is intended as a quick tool to identify students experiencing social and emotional or academic difficulties.

Box 7. Assessment of emotions in young children (developed by the authors)

The Berkeley Puppet Interview (PBI)[14] is an instrument to assess self-conception in young children. Children are interviewed by two puppets about several statements relating to academic motivation, social competence and peer acceptance, among others. For each item, the two puppets make a pair of opposing statements about themselves, and the child says which of the puppets he or she is more like. *The Child Recognition of Emotions* (CARE)[15] assesses facial emotion and emotional posture recognition, making use of automated administration and reporting for children aged 4-6 years, using photographs. The *Preschool Self-Regulation Assessment* (PSRA)[16] measures young children's regulation of emotions, attention and impulses through a number of practical tasks, such as delay in gratification. The *Affect Knowledge Test* (AKT) (Denham, 1986) uses puppets with removable, interchangeable faces displaying different emotions to assess preschool children's knowledge of basic emotions, and the situations that arouse them. In the first part, children are asked to verbally name the emotions portrayed on the faces. They are then asked to identify the faces that depict other children's feelings in stereotypical situations such as experiencing fear due to a nightmare, and happiness when getting an ice cream. In the remaining vignettes, they are asked to make inferences about other children's emotions in non-stereotypical situations (i.e. a situation in which the other child feels differently from the child being interviewed). This measure has been used with children from a variety of socio-economic levels and ethnic backgrounds.

Box 8. Assessment of emotions in children with disability (developed by the authors)

The Test of Emotion Comprehension (TEC) (Pons and Harris, 2000) assesses emotional understanding in children aged between three and 11. Its tasks are designed according to the developmental model of children's emotional understanding. They include the recognition of facial expressions; understanding the external causes of emotions; the link between desires, beliefs and emotions; the regulation of an experienced emotion; hiding emotions; and mixed emotions. The TEC has been widely used to assess emotional understanding among children with both typical and atypical development, such as children with autism spectrum disorders (Cavioni et al., 2019; Salomone et al., 2019). A recent study using the TEC with children with autism spectrum disorders suggested that the gap in emotional understanding competence compared with typically developing peers tends to widen as children grow older (Salomone et al., 2019). The learning and assessment of emotional understanding must thus be specifically targeted through the years with diverse educational activities that reflect these differences.

4.3 Direct assessment

The direct assessment of social and emotional competences is gaining increasing attention in both research and practice, with ongoing work to develop new assessment tools that measure SEE through the direct observation of students engaged in challenging tasks relating to particular competences (Kautz et al., 2014; Weissberg et al., 2015). In contrast to other tools such as teacher rating scales and student self-reports, which assess students' execution of social and emotional behaviours, direct assessment is particularly suited to measuring social emotional comprehension – that is, the activation of the cognitive processes underlying the behaviour, such as encoding and interpreting social and emotional information (McKown, 2015). Students are usually observed carrying out individualised tasks that assess both content knowledge as well as the ability to perform the relevant skills. Direct assessment may involve practical tasks that evaluate a skill such as self-regulation, in which students have to follow rules; or social awareness, in which students have to identify feelings from facial expressions,

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[14] RAND, Berkeley Puppet Interview (BPI), www.rand.org/education-and-labor/projects/assessments/tool/1998/berkeley-puppet-interview-bpi.html.
[15] Social-Emotional Assessment and Learners, www.sealprograms.com/CAREInfo/default.aspx.
[16] NYU, The Institute of Human Development and Social Change, www.steinhardt.nyu.edu/ihdsc/projects/csrp/preschool-self-regulation-assessment-psra.

or choose the most appropriate response in social situations (Assessment Work Group, 2019). For example, in Situational Judgement Tests (SJTs), students are 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. SJTs have been found to be less susceptible to social desirability than self-assessment (Lipnevich et al., 2013), while technology-based SJTs have been found to be more effective than traditional text-based SJTs (Christian et al., 2010). However, cultural issues may exist in relation to the use of hypothetical social scenarios, as these may have different meanings and relevance for students from different cultural or socioeconomic groups (Assessment Work Group, 2019).

Direct assessment is a very promising tool for the assessment of social and emotional competences. It is a highly reliable and valid tool that assesses competences in real-life situations (Denham, 2015; Hao and Johnson, 2013). Computer-based direct assessment, in which students are assessed on their performance in developmentally appropriate tasks, such as games and illustrated interactive activities, is also becoming more common in the assessment of SEE (Assessment Work Group, 2019). However, direct assessment has not yet been developed as a classroom assessment tool for teachers, and existing forms of direct assessment are not well suited to universal assessment, largely due to practicality and feasibility issues (Denham, 2015; McKown 2015). To be suitable for use in the classroom, direct assessment needs be teacher-informed, time and cost efficient, and simple to administer, with computer-assisted scoring and reporting (McKown, 2015). Furthermore, while direct assessment is well suited to evaluating the knowledge and mental processes involved in social interactions, it does not assess the accompanying behaviour component of social and emotional competences (The Assessment Work Group, 2019).

Table 2. European Assessment Protocol for Children's SEL Skills (adapted from www.eap-sel.eu)

The European Assessment Protocol for Children's SEL Skills was an EU-funded project that developed and validated an SEE assessment tool for children aged six to 10 years. How one feels (HOF) consists of ten vignettes in which children answer what they think the person in the vignette feels, and, consequently, what he or she will do. The following is one of the situations in the tool.			
Matthew has been throwing a rubber at Emma the entire lesson. In the end, Emma gets angry and throws it back. Just then, the teacher comes in and gets mad at Emma, saying, "What have I said about throwing erasers, stop it immediately!"			
How does Emma feel?	**Score**	**What does Emma do?**	**Score**
She feels stupid that the teacher has found her out.	3	She says it was Matthew who started it.	3
She gets angry because it was Matthew who started it.	3	She says that both she and Matthew have thrown the rubber.	5
She's disappointed that the teacher scolds her without knowing what has happened.	8	She says nothing, as there's no point.	3
She gets surly.	3	She goes out of the classroom to show that the teacher has done wrong.	3
She's afraid that she'll get the blame.	3	She tries to explain what happened.	8

Box 9. Virtual Environment for Social Information Processing (www. rnbc.org/research/vesip)

The Virtual Environment for Social Information Processing (VESIP) is a computer-based assessment tool for social information processing skills such as interpreting social cues accurately and conflict resolution among students in grades 3–7 (approx. 8–12 years old). Using a computer animation, a student assumes the role of a primary "self" avatar, and interacts with other avatars. VESIP assesses students' responses to five common challenging social situations at school (e.g. bullying/teasing). VESIP has been developed as an easy-to-use resource for schools in the assessment of students' social information processing skills.

4.4 Self-assessment

Self-assessment, such as self-reports, self-rating questionnaires, checklists and rubrics, and self-reflective journals, is commonly used in the assessment of learners in SEE. It helps students to develop an understanding of the expected learning outcomes, and how they can reach the intended targets (Black and William, 1998). This mode of assessment is particularly important in SEE, which primarily focuses on student attitudes and beliefs (Assessment Work Group, 2019). Technology-enhanced self-assessment tools, such as simulations that provide immediate feedback, as well as journal keeping and e-portfolios, are also becoming used more commonly to facilitate students in taking responsibility for their own learning, and in enabling them to support their peers in doing so (Avraamidou, 2016). Self-assessment provides students with the opportunity not only to evaluate their own social and emotional competences, but also to provide their own views on their social and emotional strengths and needs. This is particularly meaningful in SEE, where the skills of agency, autonomy, self-efficacy, decision making and problem solving are key competences in the curriculum (Cefai and Cavioni, 2014).

Commonly used self-report questionnaires, checklists or rubrics usually present specific statements about a social or emotional competence and ask students to rate how frequently they perform a particular behaviour, or to what extent they agree with a belief, attitude or value (Assessment Work Group, 2019). Some also include qualitative components that allow students to describe their strengths and identify targets for improvement (e.g. Cefai and Cavioni, 2014) (see also Box 10). Ross et al. (1999) describe four stages in students' development of self-assessment skills: a) students are actively involved with the their teacher in defining the assessment criteria that will be used to evaluate their performance; b) students learn how to use the established evaluation criteria with the teacher's guidance and support; c) effective feedback from the teacher as part of the self-assessment process helps students to better understand the criteria, and thus achieve their learning goal; and 4) students are able to set new goals and learning strategies.

Box 10. Social and Emotional Education Student Journal (Cefai and Cavioni, 2014, p. 69-70)

A Social and Emotional Education Journal provides students with the opportunity to record their learning on a regular weekly basis. This could take a phenomenological perspective, with students recording their thoughts and feelings about SEE for that particular week, making use of various modes of presentation such as jotting down thoughts and feelings, writing a story, drawing something or adding a picture/poster/photograph of their completed work. The journal will record students' experiences in terms of what they like doing, what they are good at, what they have learnt, what they need to learn or develop more, where they need more help and what they would like to see more in SEE. The teacher can guide students in this exercise through prompts, guiding questions, resources, specific tasks, or illuminative techniques (e.g. completing statements such as "One thing I have learnt today is…"). These help students to engage in further self-directed reflection and learning. Once the students complete their self-evaluation, they can discuss their learning with their peers and teacher, and at home with their parents.

Self-assessment is most beneficial, in terms of both achievement and self-regulated learning, when it is used formatively and supported by training (Andrade, 2019). Alonso-Tapia and Panadero (2010), for instance, reported that self-assessment in which students are provided with detailed and usable information on how to assess their own and their peer's work (including clear and visible assessment criteria), is more effective than simply marking their own work with a grade. Self-assessment helps students to become more self-reliant in their learning, and to gain greater insight into their strengths and weaknesses, helping them to set learning goals for themselves (Brown and Harris, 2014). Adams Becker et al. (2017) describe how schools in Denmark, Finland, Norway and Sweden help students to become more autonomous through self- and peer assessment, making use of continuous assessment based on dialogue, rather than summative tests.

Box 11. Examples of self-assessment in SEE in Europe (developed by the authors)

In Ireland, self-assessment is used within the curriculum subject "Social, Personal and Health Education" to enhance students' self-awareness of their social and emotional skills. Students complete a questionnaire about their own learning; at the secondary level, this is complemented with peer assessment (An Roinn Oideachais Agus Eolaíochta, 2000). In Malta, secondary school students engaging in the subject "Personal, Social and Careers Development" make use of a reflective handbook to assess the things they have learnt, what they liked, what they would like to improve (Directorate for Quality and Standards in Education, 2014). In the UK, the subject "Personal, Social and Home Economics Development" is assessed using an ipsative approach, with progress measured according to the student's own starting point, rather than the performance of others or examination criteria. Students are actively involved in self- and peer assessment through such techniques as reflective questions, open questions and discussions, graffiti boards, mind maps, headlines of things learnt, interviews, presentations, role plays, group reviews, circle time, and portfolios (Qualifications and Curriculum Authority 2005; PSHE Association, 2020).

Box 12. EU-funded projects making use of self-assessment tools (developed by the authors)

In the EU funded project *Assessment of Transversal Skills 2020*[17], students aged 10 to 15 years in 250 schools in Belgium, Croatia, Cyprus, Estonia, Greece, Finland, Ireland, Lithuania, Slovenia and Spain evaluated their learning of transversal skills such as critical thinking, problem solving and collaborative learning, through the use of a digital journal for their learning (My Learning Journal)[18] and an e-portfolios for each learning cycle. The students shared their e-portfolios with their teachers and peers in order to receive feedback. In *Learning to Be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills within Education Systems*[19] (2017-2020), over 7,000 students aged nine to 14 years in 100 schools from seven European countries (Finland, Italy Latvia, Lithuania, Portugal, Slovenia and Spain) completed a set of self-assessment tools in SEE. In the "Self-Assessment Card for Students", students evaluate themselves in three domains of SEE (themselves/their emotions; others/relationships; and decision making) using combined quantitative and qualitative data. These cards are available in Agliati et al. (2020). The European Network Against Bullying in Learning and Leisure Environments (ENABLE)[20] combats bullying among young people aged 11-14 through social and emotional education and peer education. At the end of each set of activities, students complete a self-evaluation questionnaire to assess their learning, identifying their strengths and needs. The questionnaire consists of eight questions on four areas of SEE: self-awareness, self-management, social awareness, and relationships.

One issues relating to self-assessment is the potential lack of accuracy that may result from a student's lack of self-awareness or lack of self-regulation, social desirability and cultural expectations, as well as literacy challenges, particularly in young children. Avoiding the use of grades and keeping feedback private helps to prevent evaluation from becoming a high-stakes assessment, and removes students' need to overestimate or inflate their self-assessment to protect self-esteem (Brown et al., 2015). Coaching and mentoring students in self-assessment will help to improve students' self-regulation and enhance the accuracy of their assessments (Andrade, 2019; Damgard and Nielsen, 2018). Appropriate feedback from teachers (and peers) is essential for accurate and meaningful self-assessment, and helps to improve learning outcomes and the learning process, including self-regulation and self-efficacy (Brown and Harris, 2014). Feedback is more likely to be useful for students, however, if it is timely and as close to the learning process as possible, as well as being informative, rather than providing simple

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[17] Assessment of Transversal skills, www.ats2020.eu/

[18] A self-assessment scaffolding tool is used by students to assess their own learning including statements on prior knowledge, defining and setting goals, strategies, evidence and self-evaluation/reflection. Example statements include "I used assessment technics (self-assessment, peer assessment, teacher assessment) to evaluate my working process, I defined assessment criteria for the achievement of my goals, I reflected on what I would change if I did it again, and what I can do to improve in the future, I assessed how what I have learnt and my experiences in this unit can affect my life." The student grades his/her level for each statement using emoticons (smiling face, neutral face and sad face).

[19] Learning to be, https://learningtobe.net/.

[20] European Network Against Bullying in Learning and Leisure Environments, www.enable.eun.org/.

information as to what is correct or wrong (Black and Williams, 1998). Another issue is self-assessment by young children or children with literacy or learning difficulties. In such instances, more creative and illuminative ways of self-assessment may be used. These include drawings, the use of puppets, filling out bubble dialogues, role plays, quizzes and online games (Cefai and Cavioni, 2014)

4.5 Peer assessment

Peer assessment is another promising tool in the formative assessment of learners in SEE. As an experiential, collaborative learning tool, it is particularly suitable for SEE, helping to promote empathy, collaboration and relationship building, as well as learning to learn. In peer assessment, students provide their feedback on the performance of a peer (oral presentation, writing, portfolios, demonstration of a skill through role play) through an interactive and collaborative process of reflection and discussion. This process helps students (both learners and peer assessors) to develop critical thinking, autonomy and self-reliant learning (McMahon, 2010), as well as promoting collaborative classroom relationships. Black et al. (2003) identified four elements of effective peer assessment: concrete and transparent assessment criteria (with students discussing and deciding on the criteria with teachers); students' collaborative skills; encouraging students to align assessment goals with actual work; and understanding the value of peer assessment in learning.

Various issues must be considered when using peer assessment in the classroom. These include: teachers struggling with time constraints and classroom management issues (Van den Berg, 2018) or students failing to participate, not being aware of assessment criteria, taking credit for others' work, colluding with each other, or seeking to dominate each other (Tchibozo, 2011). As in the case of self-assessment, peer assessment requires adequate coaching and mentoring, as well as good planning and monitoring to ensure that it is adequate, appropriate and useful to the learner. Involving students in discussing and deciding on the criteria to be used in peer assessment will ensure that they are clear about the criteria to be used, and will increase their commitment to making use of the criteria when evaluating the work of their peers. It may also be more effective for multiple peers to provide feedback, rather than just one (Cho and MacArthur, 2010). If carried out well, peer assessment not only leads to improvements in the development of the competences being evaluated, but serves as a vehicle to promote social and emotional competences including communication, collaboration, responsible decision making, conflict resolution, and self-regulation (Gan and Hattie, 2014).

Box 13. Peer support as an intervention to counteract bullying (from Cowie, 2020)

In the context of bullying, peer support mobilises the skills and values of young people in addressing the issue of bullying, in order to provide emotional support to peers before their distress escalates into more serious mental health difficulties. It can take the form of face-to-face sessions, support through landlines or mobile phones, social networking sites and online forums, or actively promoting cooperation and a sense of belonging across the whole school. Terms used include "befriending", "mentoring", "buddy mentoring", "cybermentoring" and "buddying". Peer supporters usually receive needs-based, goal-directed and experiential training. In the most effective schemes, they are supervised on a regular basis. In various programmes, they also engage in self and peer evaluation to assess their capacity to offer guidance and emotional support to peers who are being bullied. Tools used for this formative self- and peer assessment include using videos of roleplays involving situations that might arise and reflecting and providing feedback on how to respond to them.

4.6 Technology-enhanced formative assessment

The use of technology has opened new avenues for the formative assessment of learners in SEE, providing immediate feedback to both students and teachers, and facilitating the active participation of the student (OECD, 2016). It is has also removed some of the previous obstacles inherent to traditional assessment, such as laborious, time-

consuming administration, interpretation and reporting by teachers. It is also highly motivating and engaging for students, making use of games, interactive and learner-centred activities, as well as other features of technology in which children and young people nowadays are well versed (Brecko et al., 2014). The use of technology has also made it possible to assess higher-order skills and complex performances using simulation, interaction, collaboration and feedback (Looney, 2011).

Technology-enhanced formative assessment is a useful pedagogical medium that uses classroom response technology to organise interactive, collaborative and student-centred assessment (Beatty, 2004). It is based on four key principles: question-driven instruction, in which teachers provide meaningful questions to instigate the process of learning; dialogical discourse, in which students engage actively in discussions about questions asked by the teacher; formative assessment practices in which feedback from the teacher guides the learning process; and meta-level communication between the teacher and the student facilitating the student's evaluation of the learning process. The use of effective feedback and scaffolding appears to be a key process for the effective use of technology-enhanced formative assessment (Siarova et al., 2017).

Technology-enhanced assessment appears to be a very promising tool in the personalised learning and assessment of social and emotional competences, particularly regarding e-portfolios, augmented reality assessment, and learning analytics. It is still at a developing stage, however, and further research is required to establish its effectiveness (Siarova et al., 2017). In the following section, we will briefly describe some existing and emerging tools for technology-enhanced formative assessment.

- **Computerised adaptive tests** (CAT) provide teachers with feedback about students' proficiency levels, enabling them to adapt their teaching accordingly by directing students towards difficult tasks on the basis of their answers. In this way, assessment is directly related to the learning process and leads to subsequent individualised instruction. One limitation of CAT is cost efficiency, due to the large number of test questions needed (Looney, 2011).

Box 14. Web-based formative assessment (Avraamidou, 2016, p. 27)

A Web-based Assessment and Test Analysis System (FAM-WATA) (Wang, 2007) was created to help teachers administer multiple-choice formative assessment, and to help students self-assess their skills and understandings through six strategies: i) students can repeat a previously completed test); ii) students can take a test, but they are not told whether their answers are correct; iii) students are allowed to ask questions to teachers or peers regarding the test they are taking; iv) students and teachers receive a report listing their answer history in various tests after they pass them; v) students can view other students' answers in order to check their progress in relation to their peers; and vi) students receive an animated message to congratulate them on passing the test. In a study of 503 seventh graders in Taiwan, Wang (2007) reported that the use of embedded web-based formative assessment systems in online environments was more effective than either paper-based formative assessment or web-based formative assessment systems without the six strategies.

- **E-portfolios:** See Section 4.1.1.

- **Rubrics and self-assessment scripts** can help teachers to share assessment criteria with their students, as well as helping students to understand what is expected of them. They can also enhance self-assessment and peer-assessment processes (Avraamidou, 2016). Scripts are particularly effective when used formatively and by students as part of a learning activity; they may be more effective than rubrics, as they focus more on the learning process than on students' performance (Alonso-Tapia and Panadero, 2010).

- **Blogs and wikis:** blogs can be used to enhance students' reflection and self-regulation, both through their use as self-reflective journals and as vehicles for peer assessment. Teachers can also access their students' blogs to obtain evidence of their understandings and to provide their own feedback (Avraamidou 2016). Wikis, which enable users to contribute to the creation of a common wiki

(web)page on a specific topic of interest, can be used as a collaborative tool allowing teachers to monitor each student's contribution to the learning task, while helping students to revise their own and their peers' input following assessment (Avraamidou, 2016).

Box 15. Wikis as tools to enable collaborative assessment (Avraamidou, 2016, pp. 19-20)

Wikis enable users to asynchronously contribute to the creation of a common wiki (web) page (with a single URL) regarding a specific topic of interest, by quickly editing text, pictures, videos, hyperlinks and other multimedia. In education, wikis are typically used as collaborative tools allowing students to work together in order, for example, to illustrate their learning understandings of a topic. Users can also create their own wikis using specialised wiki platforms such as Wikispaces. Wikispaces offers teachers the opportunity to create a "Wikispaces classroom" in which the teacher and students can contribute to the creation of common webpages about the topics being studied. In addition, teachers can monitor progress in the creation of a wiki, by tracking contributors, content, time, and the number of revisions. Research supports the finding that revising a wiki, particularly after receiving feedback and comments from a teacher and/or peers, can lead to self-assessment processes that prompt a student to revise their contribution (Ng and Lai, 2012).

- **Online feedback/online collaboration platforms:** web-based tools that provide students with formative feedback are a promising tool in the assessment of SEE as they become more widely used and integrated into teaching and learning processes (Agelii Genlott and Grönlund, 2016). Some of these tools make it possible for teachers to assign work, monitor performance and provide timely feedback, while at the same time receiving feedback themselves about students' work. Formative feedback can also be provided to parents (Shute and Rahmini, 2017). However, for the tool to be used effectively, tasks must be engaging, and feedback needs to provide useful information on the learning process while avoiding cognitive overload (Ibid.)

- **Learning analytics.** As an assessment tool, learning analytics provides a database that enables students to assess their own progress, predict future performance, and identify potential gaps in achieving their target. Making use of technological advances in data mining, interpretation and modelling, learning analytics helps to provide more personalised learning support (Johnson et al., 2011). It enables the teacher to analyse data on students' learning process, while at the same time enabling them to examine their own practice, and consequently decide whether to adjust the existing learning design or apply an alternative approach. One useful feature of learning analytics is the use of rubrics as tools to analyse learning. The formative Learning Analytics Enhanced Rubric enables teachers to design a rubric using learning and interaction indicators associated with students' participation in the learning environment, based on the content delivered and the learning activities (Avraamidou, 2016).

- **Learning analytics** is a promising tool to support the development of SEE. Itslearning is an example of a cloud-based learning platform that helps teachers and students to customise learning according to students' needs through interactive activities such as videos, animations and games (Schute and Rahmini, 2017). Martinlaakson Lukio is a formative assessment tool used in secondary schools in Finland that makes it possible for students to develop self-assessment skills, and enables teachers to address the individual needs of students (Siarova et al., 2017). More research is needed, however, into ways to make learning analytics more feasible to use in schools, such as training teachers and students in the requisite technical skills, collecting data from different sources, and student privacy (Avraamidou, 2016).

- **Augmented reality assessment uses computers, videos or mobile devices** to deliver interactive activities that are monitored and automatically assessed by the devices on which they are carried out. Augmented reality assessment is more likely to work when it is used as a form of continuous

assessment, supported by scaffolding instructional techniques and including student self-evaluation (Santos et al., 2015).

- **Intelligent tutors** provide immediate and personalised feedback on students' work, including whether answers are correct and information on the nature of mistakes, along with recommendations according to students' individual needs. SmartBooks are digital tutors used in some Danish schools, which take advantage of artificial intelligence to tailor individual learning paths following student presentations (Siarova et al., 2017).

- **Game-based assessment** is a promising formative tool for the learning and assessment of social and emotional competences such as collaboration, problem solving, critical thinking and creativity (Akcaoglu, 2016; Johnson et al., 2011). Online games provide teachers with feedback on student learning in particular areas, as well as evaluating learning outcomes by integrating stealth assessment into the game (Siarova et al., 2017). Game-based assessments range from simple quizzes to more elaborate games solving complex problems.

Box 16. Game-based assessment (developed by the authors)

Kahoot!'[21] is a web-based interactive game that enables classroom teachers to formatively assess students' learning. According to Wang and Degol (2016), *Kahoot!* improves motivation and engagement in learning (though no improvement in learning was found). *Use Your Brainz*'[22] is a problem-solving game in which students decide which plants to use, and where to place them to defeat the zombies. Log files integrated into the game help the teacher to monitor the students' progress. *The Language Magician*'[23] is an online game-based language assessment tool in four European languages. Its activities use graphics to help form visual memory links without the interference of literacy barriers, linking the teaching activity with an assessment activity. It was developed as part of an EU-funded project involving 10 partners from Germany, Italy, Spain and the UK. The game was tested on 6,000 primary school pupils in 40 schools across all partner countries, with encouraging results.

4.7 Conclusion

In this chapter, we have described various tools that may be used in the formative assessment of learners in SEE. These tools are primarily targeted at the assessment of students at a universal level – that is, all the students in the classroom. The strengths and limitations of some of these tools have also been discussed. Some tools, such as direct assessment tools, as well as some forms of technology-enhanced assessment tools, are still developing and/or are not yet available for universal use in the classroom. We suggest that SEE is best assessed through a combination of tools that tap into different sources, namely teacher assessment, self-assessment and peer assessment. We also suggest making use of various tools such as formative rubrics, checklists and project-based learning, portfolios, and certain technology-enhanced formative tools such as e-portfolios and games. We have provided various examples of some these tools, including those developed by several EU-funded projects, and discussed how they may be used by schools. We have also suggested how the developing LifeComp Framework for "Personal, Social and Learning to Learn" Key Competence (Sala et al., 2020) may be formatively assessed using formative rubrics and progression levels to guide assessment for learning (preferably making use of technology-enhanced techniques). We have emphasised that these and other tools can be used to provide individualised feedback on the process of learning, forming part of a strengths-based and inclusive approach to the assessment of learners in SEE. In adopting such an approach, schools and teachers can be flexible in their choice of the specific formative tools used to assess learners in SEE – if the chosen tools inform the learning process

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[21] Kahoot!, www.kahoot.com.
[22] Plants vs. zombies, https://plantsvszombies.fandom.com/wiki/Main_Page.
[23] Language Magician, A European Languages project, www.thelanguagemagician.net.

and guide instruction within an inclusive, collaborative and ipsative approach, and follow the framework of guiding principles for formative assessment proposed in this report.

The next two chapters discuss the formative assessment of the classroom climate and the whole school system, respectively.

Chapter 5. Formative assessment of the classroom context

Schools are multi-layered social systems (Bronfenbrenner, 1979). Processes occurring in the classroom and at the level of the whole-school system impact students' social and emotional competences. SEE is embedded in the school and classroom systems of values, communications, relationships, and structures, and requires both a taught, curricular approach, as well as a "caught", contextual approach (Cefai et al., 2018). It is difficult for social and emotional competences to thrive in climates that are not SEE-enabling, such as those characterised by high levels of competition, violence, bullying, authoritarian discipline, prejudice, discrimination and exclusion. For instance, in a study carried out in 10 European countries, Elamé (2013) reported that Roma and migrant students who reported bias in teachers' behaviour towards minorities, were more vulnerable to bullying by peers. Various studies refer to the practice of authoritarian teaching based on fear and coercion in Europe (Longobardi et al., 2019; Pyhältö et al., 2010; Rydell and Henricsson, 2004), with indications that in many countries across the world, the dominant teaching model is authoritarian rather than democratic (Harber and Sakade, 2009). In this and the subsequent chapter, we discuss how the climates of the classroom and whole school can be formatively evaluated so as to ensure that they facilitate and support SEE.

5.1 Formative assessment of the classroom context

The climate in the classroom is a key proximal context supporting the development of social and emotional competences. It gives students the opportunity to observe these skills being practiced in the classroom by adults and peers, and to apply these skills themselves in their learning, their relationships and in other social activities in the classroom (Cefai et al., 2018; Durlak et al., 2011; Korpershoek et al., 2016). Quality SEE, informed by a personal-relational approach rather than just informational sessions or manuals, is necessary for SEE to be successful in schools (Weissberg et al., 2015). The sense of safety, the level of support provided, the belief in members' learning capacity, as well as the peer social and emotional climate, are key conditions impacting the learning process in the classroom (Garibaldi et al., 2015; Thapa et al., 2013). In an extended study of teachers and students that investigated how the classroom context can promote social and emotional learning and resilience for all students, Cefai (2008) developed a framework for classrooms to operate as caring and inclusive communities. Such classroom communities are characterised by a number of processes that promote social and emotional education:

- Sense of connectedness and belonging;
- Caring and supportive teacher-student relationships;
- Prosocial peer relationships;
- The inclusion of all students, with adequate support for all students irrespective of individual or cultural differences;
- Student engagement in authentic and meaningful learning activities, with a focus on engagement and learning rather than just performance;
- Collaboration, including collaborative learning and teacher-student, teacher-peer, teacher-parent and student-peer collaboration;
- Positive belief and high but realistic expectations for all students; and
- Voice and choice for students, with students participating actively in decisions about academic learning and social behaviours.

Physical and emotional safety, supportive relationships, a sense of belonging, cultural responsiveness and inclusion, engagement, collaboration, challenge and high expectations, as well as democratic ways of working such as student-centred discipline and student voice, are critical elements of a classroom's social and emotional environment (Cefai and Cavioni, 2014; Holahan and Batey, 2019; Pianta andHamre 2009; Schweig, Hamilton and Baker, 2019; Thapa et al., 2013; Twum-Antwi et al., 2019). These are indicators of the extent to which the classroom provides a climate in which SEE can thrive. It is therefore necessary to assess the extent to which the classroom climate facilitates the promotion of SEE and reinforces the competences being taught as part of the curriculum.

Here, we adapt and extend the framework of guiding principles for the formative assessment of learners in social and social education in Chapter 3 to guide the assessment of the classroom climate:

- Children's rights to self-expression and participation, privacy, and freedom from discrimination, labelling, stigmatisation or social exclusion, at individual, group and whole-classroom level (see Sections 3.2.1 and 6.4);

- Inclusive and equity-driven: rather than labelling classrooms as 'successes' or "failures" according to standardised norms, formative assessment provides information on the strengths and needs of classrooms as contexts for the promotion of social and emotional competences. It takes into consideration how the classroom context addresses the diverse needs of all learners, including those with individual educational needs and those from diverse socio-cultural backgrounds;

- Strengths-based assessment: as in the case of individual learner assessment, classroom assessment is not about the level of social, emotional and behavioural problems in the classroom. It is an evaluation of the social and emotional climate, and the ways in which the classroom's strengths and needs can be developed and enhanced through an improvement in classroom relationships, pedagogy, classroom management, collaboration and other aspects of the teaching and learning processes;

- Culturally responsive assessment: classroom assessment needs to take into consideration the social and cultural contexts in which the classroom is situated as a social system, as well as its learners' diverse backgrounds including socioeconomic status, language and ethnic background (see Section 3.2.6);

- Collaborative: assessment of the classroom climate involves evaluation by both the classroom teacher(s) and the students themselves;

- Developmentally appropriate: as with the assessment of individual learners, assessment of the classroom climate needs also to take into consideration the developmental level of the group being assessed. Classroom relationships, classroom practices and behaviours may vary according to the age of the group;

- Holistic assessment: assessment of the classroom climate encompasses both its social and emotional climate as well as its teaching and learning processes, as these are intrinsically linked. The behaviours and relationships of both teacher(s) and students are evaluated in classroom climate assessment;

- Social competence and wellbeing of the teacher(s). The social and emotional competences of teachers, including communication, empathy, relationship building, emotional regulation, problem solving, collaboration and conflict resolution, greatly influence the quality of instruction, relationships and classroom management. Classroom-level assessment thus takes into consideration the social and emotional competences that teachers are teaching, promoting and role-modelling in the classroom, as well as their health, wellbeing

and resilience. The health and wellbeing of classroom teachers is related to their social and emotional competence and the quality of their work and relationships.

These key principles offer a framework to inform schools and teachers in evaluating the strengths and needs of the classroom climate in the promotion of SEE.

Box 17. Classroom Assessment Scoring System (from Pianta et al., 2008)

The Classroom Assessment Scoring System (CLASS) (Pianta et al., 2008) is a tool for observing and assessing the interactions between teachers and students in classrooms, from preschool to 12th grade. It measures the emotional, organisational and learning supports provided by teachers that contribute to students' social, emotional and academic learning. It provides qualitative ratings of teacher performance in three broad domains, with a number of indicators for each domain. These are emotional support (comprising positive climate, teacher sensitivity and regard for student perspective); classroom organisation (comprising productivity, behaviour management and negative climate); and instructional support (comprising instructional learning formats, content understanding, analysis and enquiry, instructional dialogue and student engagement). Trained observers typically use the tools over the course of two to four periods in a class, following rubrics that provide guidance on the specific behaviours in each dimension. The feedback provided by the observers then guides the classroom teacher in improving the classroom climate, particularly with regard to the quality of their relationship with the students.

5.2 Assessment indicators of the classroom climate

Most of the assessment tools used to assess the classroom climate involve survey questionnaires and checklists completed by teachers and students, classroom observations (Box 17), and interviews or focus groups (Schweig et al., 2019). Observations and interviews, however, are resource-intensive in terms of training and administration, and may not be practical to use in the classroom. On the other hand, surveys of classroom climate based on the perceptions of classroom members (teachers and students) are the most commonly used classroom climate assessment tools (Schweig et al., 2019). In this report, we suggest a formative assessment tool for classroom climate indicators, completed by both the classroom teacher(s) and students, informed by existing studies and measures of classroom climate (Cefai, 2008; Cefai and Cavioni, 2014; Downes et al., 2017; Holahan and Batey, 2019; Schweig et al., 2019; Thapa et al., 2013). The tool consists of nine indicators assessing the quality of the classroom climate:

- Cultural responsiveness and inclusion;
- Sense of safety, including prevention of, and protection from, bullying;
- Positive classroom management;
- Caring teacher-student relationships;
- Supportive peer relationships;
- Collaboration, including collaborative learning;
- Active student engagement in meaningful learning activities;
- Challenge and high expectations for all learners in the classroom;
- Student voice, including student participation in classroom decisions.

Each of the nine indicators includes a number of statements illustrating the way in which the indicator may be manifested in the classroom context. This helps teachers and students to identify strengths and targets for improvement in each area. The data collected from both teacher(s) and students can be integrated to provide a more comprehensive and holistic evaluation of the classroom climate that can guide a collaborative effort by the teacher(s) and students to transform the climate into a more socially and emotionally enabling one. This tool may be adjusted by classroom teachers according to the nature of their group, so that it is culturally meaningful and developmentally appropriate. In line with the collaborative nature of formative

assessment, the student version of the tool can be developed by the students themselves in collaboration with the classroom teacher(s), according to the students' developmental level. As discussed in Chapter 4, the use of technology may make this tool easier to administer and interpret.

Table 3. Classroom Climate Indicators for Social and Emotional Education (developed by the authors)

		(1)[24]	(2)	(3)
A	**Cultural Responsiveness and Inclusion**			
A1	Is the curriculum adapted and made accessible to all students in the classroom?			
A2	Do the pedagogy, resources and activities match the diversity of students' strengths and needs?			
A3	Is assessment for learning adapted according to the individual needs of students?			
A4	Is there a commitment to actively removing any linguistic, cultural, social or any other barrier to learning?			
A5	Are students with individual educational needs and disabilities actively engaged in the classroom's learning and social activities?			
B	**Safety**			
B1	Is there a teacher commitment to avoid communicating with students based on fear and anger?			
B2	Is there a focus in the classroom of mutual respect and understanding?			
B3	Are there clear procedures to deal with incidents of violence and bullying in the classroom?			
B4	Do students know what to do when they are bullied by their peers?			
B5	Do students know what to do when they witness bullying in their classroom?			
C	**Positive Classroom Management**			
C1	Do students have a direct input into the rules of the classroom?			
C1	Are students encouraged to take more responsibility for their behaviour?			
C3	Is the classroom management consistent and fair to all the students?			
C4	Is the student's story of their side of a conflict always listened to?			
C5	Are students provided with good role models for expected behaviours?			
D	**Teacher-Student Relationship**			
D1	Is there a teacher commitment to knowing the students well, such as finding time to talk and listen to the students?			
D2	Are there frequent opportunities for students to express their feelings and concerns in a safe, non judgemental environment?			
D3	Is there a focus on attending to the students' learning and social and emotional needs?			
D4	Are students' strengths, achievements and efforts recognised and celebrated?			
D5	Is conflict with students handled with understanding and respect?			
E	**Peer Relationships**			
E1	Do the students demonstrate care and concern for each other?			
E2	Do the students support each other against bullying and violence?			
E3	Do the students resolve conflict and disagreements constructively?			
E4	Is there a peer support scheme in the class?			
E5	Do the students include students with disabilities and students with different social, cultural or linguistic backgrounds in their work and play?			
F	**Collaboration**			

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[24] May be scored as follows: In Place (1), Partly in Place (2), Not in Place (3).

F1	Are there student consultations and discussions during learning activities?			
F2	Are small group work and mentoring regular features of the classroom?			
F3	Are cooperation and listening skills developed through small group work and peer mentoring?			
F4	Do students help and share with each other during work?			
F5	Do students appreciate and recognise each other's strengths and achievements?			
G	**Active Student Engagement**			
G1	Are learning activities organised in a way that students find enjoyable and engaging?			
G2	Are learning activities experiential and interactive?			
G3	Are students' interests and needs included in meaningful learning activities?			
G4	Is there a focus on learning and engagement rather than just academic performance?			
G5	Is there a focus on assessment for learning in collaboration with the students to support the learning process?			
H	**Challenge and high expectations**			
H1	Are there high but realistic expectations for all students in the classroom?			
H2	Are students encouraged to believe in themselves and in their capability to learn and achieve?			
H3	Are students supported to identify and make use of their strengths?			
H4	Are students' efforts and achievements recognised and acknowledged?			
H5	Are competition, comparisons and ranking discouraged in learning?			
I	**Student Voice**			
I1	Is there an explicit teacher commitment to a relational and democratic teaching environment in the class?			
I2	Are students actively involved in constructing meaning in learning activities (as distinct from simply being passive receivers of information)?			
I3	Are the opinions, suggestions and perspectives of the students valued and given due consideration?			
I4	Do students participate actively in the assessment of their own work?			
I5	Are students encouraged and supported to become more autonomous in their learning?			

5.3 Conclusion

The classroom context is one of the major drivers for the effective implementation of SEE, complementing and reinforcing the social and emotional competences being taught in the curriculum. It is thus necessary that the formative assessment of learners in SEE is accompanied by the formative assessment of the classroom context, in order to improve its effectiveness in promoting SEE. The classroom climate is heavily dependent on the teachers' pedagogy and practice. In order for teachers to create a classroom climate that promotes the learning and practice of social and emotional competences as a daily classroom process, they need to be trained and supported in developing their own social and emotional competence (Jennings et al., 2017). This is one of the key requirements for the effective implementation of SEE in schools (see Section 3.3.4).

Chapter 6. Formative assessment of the whole school as an inclusive system

SEE does not take place against the background of a blank school space, but is immersed in the school and classroom systems of communication, relationships, structures, norms, values and culture. This background relational space of the school may offer conditions that enable and/or hinder SEE. These conditions need to be brought to the fore. This report recognises not only the importance of this whole-school system to the assessment of SEE, but also the centrality of an inclusive systems framework that provides the key supporting conditions for SEE in school. This chapter will set out key features of this whole-school, inclusive systems framework for SEE assessment. In doing so, it builds on the key guiding principles and human rights focus developed in Chapter 3 as well as in a prior NESET report on promoting inclusive systems (Downes et al., 2017). These sources will inform our recommendations for key guiding principles in the concluding section of this chapter.

A policy rationale will be set out for a focus on inclusion in relation to SEE. This situates an inclusive systems framework in relation to Bronfenbrenner's ecological systems theory. The inclusive systems framework will be examined in terms of specific relational spaces that hinder or support system conditions for SEE that are relevant to a whole-school system assessment approach. In doing so, this inclusive systems framework will be analysed as building on existing research into school and classroom climate, though with some differences in emphasis. Following this, we will outline the findings from our survey of national ministries in Europe with regard to a policy focus on the climates in ECEC and school settings. There is increasing interest in issues relating to the climate of early childhood education and care settings (Cadima et al., 2015). As this is also directly pertinent to whole-system approaches to SEE assessment as part of a lifelong learning vision, our survey of national ministry officials on themes relating to school climate also included ECEC domains. This review will lead to the extraction of key guiding principles for whole-school system assessments for SEE, as part of this proposed inclusive systems framework.

6.1 Policy rationale for a focus on inclusion in relation to SEE: situating an inclusive systems framework in relation to Bronfenbrenner's ecological systems theory

The United Nations' Sustainable Development Goal 4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. Recognising the centrality of a relational school and classroom climate in a whole-school approach to the prevention of early school leaving, the ET2020 School Policy Working Group document (2015) treats learner-centred, welcoming and caring environments as part of inclusive education. This resonates with the challenge to authoritarian teaching set by the seminal UNESCO Faure Report (1972). The Paris Declaration (2015) commits to "Ensuring inclusive education for all children and young people which combats racism and discrimination on any ground, promotes citizenship… Combating geographical, social and educational inequalities, as well as other factors which can lead to despair and create a fertile ground for extremism" (Paris Declaration 2015, p. 3). Exclusion that leads to despair and alienation is in direct tension with an SEE framework for schools.

A European SEE assessment framework needs to recognise that many students are alienated from the school system due to a myriad of factors including: school bullying, which has long-term impacts on physical and mental health, as well as educational attainment (Downes and Cefai 2016); assimilation of their cultural identity by a dominant school culture (Souto-Manning, 2018); risk of poverty and early school leaving (Donlevy et al., 2019); and authoritarian teaching (WHO 2012). PISA (2012) reveals that sizeable percentages of socio-economically marginalised students experience a lack

of belonging and a feeling of being an outsider, with particularly high figures in Belgium and especially France (see Downes and Cefai, 2016). This implies the need for a whole-school approach to developing inclusive processes and supports, while also recognising wider macrosystemic issues. A large-scale international survey on student wellbeing by the WHO (2012) emphasised the need for teachers not to publicly humiliate students. Thus, an inclusive systems framework for whole-school SEE assessment needs to include recognition that active steps must be taken to win the trust of many students alienated from the system, rather than assuming that such trust already exists. This builds on Rawls' recognition in social contract theory that a situation must be examined from the perspective of those with the lesser liberty; for current purposes, an inclusive social contract for participation in a school environment must always be appraised from the point of view of marginalised groups.

School and classroom climates are identified by Cefai et al. (2018) as a key feature for SEE. This is a systems theory vision of communicative habits and practices within a school and its classrooms, and implies a whole-school approach to the communicative approaches that underpin SEE. Much of the psychological underpinning of systems understanding in social, developmental and educational psychology draws on Bronfenbrenner's ecological systems approach. The school is not only a microsystem in which the student participates directly; it is also a mesosystem of relations between school and parents, school and community. There is widespread recognition of Bronfenbrenner's ecological systems theory across research areas in education such as early school leaving (Robison et al., 2017), school bullying (Swearer et al., 2006), and ethnic/racial identity (Cross, 2017). However, a key weaknesses of Bronfenbrenner's ecological systems approach is that it neglects power relations within a system (Downes, 2014; Houston, 2015), including system blockage and resistance to change. A stronger focus on how system processes and structures contribute to exclusion is required.

Similarly, analysing systems of care has been the subject of increasing interest in the field of community psychology (Cook and Kilmer 2012), where a systemic focus is used to examine system processes and structures rather than locating a one-to-one relationship between a given intervention and outcome within a complex system of interacting factors. In dynamic, complex systems such as school and community contexts, relationships between prior interventions and any given outcome variable are overdetermined. While a recent meta-analysis of SEE employed a whole-school approach to SEE, emphasising these skills as being wider than simply a school climate focus (Goldberg et al., 2019), other accounts of school climate instruments examine SEE as a sub-dimension of school climate (Voight and Hanson, 2012). An inclusive systems focus examines prior conditions that enable and/or hinder both a school climate and a whole-school approach, whether these are treated as inextricably entwined or somewhat distinct. An inclusive systems framework accentuates key aspects of a school climate focus, while also offering some features that distinguish it from certain school climate accounts. It must be emphasised that both school climate and inclusive systems frameworks offer multidimensional understandings of school systems. While there is no shortage of (predominantly US-based) school climate summative assessment tools, the present focus is on a whole-school systems approach to SEE assessment that is part of a formative assessment self-reflection approach for schools, cognisant also of the influences of national policy on system conditions for SEE.

6.2. Diametric and concentric relational spaces: conditions that hinder and/or support the inclusive systems underpinning a whole-school system assessment of SEE

The European Education and Training Expert Panel (2019) describes "a spatial reconfiguration focus" (p. 71) in which "central themes for inclusion include bridging health and education needs and systems, addressing holistic emotional-relational needs and reconfiguring physical and relational spaces in and around schools" (p. 73).

Inclusion and exclusion must therefore be recognised as spatial concepts, thus inviting closer scrutiny of schools as systems of relational space (Downes, 2020). School and classroom climates and the whole-school system focus thus involve the interrogation of background conditions of relational space that underlie the communicative culture of a school and classroom in relation to SEE. More specifically, it will be argued that diametric spatial systems of exclusion, hierarchy and othering25 are anathema not only to an inclusive system (Downes 2020), but also to the background of a positive school and classroom climate required for SEE. This invites a reflective practice approach to self-evaluation by schools, moving away from diametric, oppositional relational spaces and towards more connective and open systems of concentric relational space.

Arguments have been made in structural anthropology (Lévi-Strauss 1973), education (Downes, 2009, 2013) and developmental psychology (Downes 2003; 2020) for the significance of cross-cultural contrasts between mutually interacting spatial systems of diametric (Figure 2) and concentric (Figure 3) space. A diametric spatial structure is one in which a circle is split in half by a line that is its diameter, or where a square or rectangle is similarly divided into two equal halves (see Figure 2). In a concentric spatial structure, one circle is inscribed within another, larger circle (or square); in pure form, the circles share a common central point (see Figure 3).

Figure 2. Diametric dualism   *Figure 3. Concentric dualism*
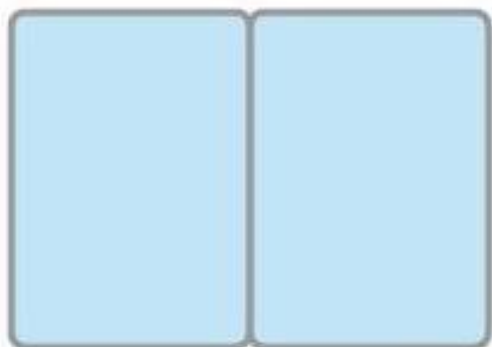
One implication of the relative differences between diametric and concentric spaces is that the poles of diametric spaces are in an assumed separation of opposition, whereas concentric spaces are in a relation of assumed connection around a common centre – a co-centre (Downes, 2003, 2020). A concentric spatial relation is a structure of inclusion, compared with a diametric spatial structure of exclusion. Though not in explicitly 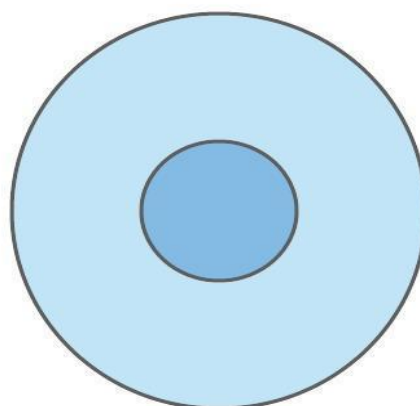spatial terms, Cohen et al. (2009) recognise connection as a pivotal aspect of school climate, stating: "One of the fundamentally important dimensions of school climate is relational and involves how "connected" people feel to one another in school."

Lévi-Strauss (1973) highlighted the cross-cultural pervasiveness of both diametric and concentric space, observing the mirror image inverted symmetries of diametric structures, thereby relating structure to meaning through examples such as

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25 "Othering" is a subtle process of exclusion that treats one reality as the norm and marginalises a different perspective or group to subsidiary status, and to being defined in relation to the norm or dominant group rather than on its own terms (Said 1978).

sacred/profane, good/bad, and hierarchies of above/below. Whereas Bronfenbrenner (1979) considers "sleeper effects", concentric relational spaces are to be interrogated as "sleeper conditions", activated through the modification of diametric spatial conditions. This is a scrutiny of how the spatial relational conditions of a system are sustained and the change transitions that influence the interaction of individuals with schools as systems and subsystems.

In the words of the European Education and Training Expert Panel (2019), "creating concentric spaces, which will bring people together, can create feelings of social and emotional belonging" (p. 71). The Panel recommends: "The need to improve the relational and physical spaces in schools. This focuses on reconfiguring spaces in and around schools to provide safe spaces and relational spaces of belonging as a whole school approach, and to restructure multidisciplinary team services so they are flexibly available both on school sites and in accessible community locations… Diametric oppositional spatial systems divide into us versus them, "good" students versus "bad" students, rigid "above/below" hierarchies. Such diametric splits in communication can lead to student fear of asking teachers questions. A contrasting concentric space is one in which both concentric poles are in assumed connection with each other around a common centre, offering a web of connectivity for inclusion." (p. 64).

Diametric, oppositional spaces hinder trust and a sense of belonging, requiring a transition towards the concentric systems of relational space required to underpin whole-school assessment of SEE. The whole school approach outlined by Roberts and Webster (2020) emphasises the key roles of leadership teams and external critical friends as mentors to drive change at system level, while a driving committee for inclusive systems in schools, composed of students, parents, teachers, the school principal and external multidisciplinary professionals, was recommended by Downes et al. (2017) in their report on inclusive systems. Such a driving committee for system development is key to shifting away from diametrically split, fragmented and exclusionary systems towards concentric of systems relational spatial that promote inclusion.

A great deal of research into school climate emphasises that the climate in each school and classroom is individual, with its own personality. For example, Brault et al. (2014) treat school educational climate as unique to each school. An inclusive systems focus that interrogates background spatial-relational conditions is a different level of description, as it interrogates diametric spatial conditions that hinder inclusion as blockages to relational space – diametric structures and processes of exclusion. It must be emphasised that these diametric and concentric background spatial conditions are not merely school-specific, but are directly influenced by national policy.

Diametric space as us/them oppositions in a process of othering

Some research into school climate emphasises the *cohesion* of a school's culture, specifically suggesting that student outcomes, such as school disorder will be lower when the social climate is more socially cohesive and has a shared set of values and beliefs (Zaykowski and Gunter, 2012). However, inclusion is not the same as cohesion: cohesion risks a dominant culture of assimilation, rather than recognising and celebrating a plurality of identities. Moreover, Brault et al. (2014) offer without critique the view that school climate is forged by the norms, values, attitudes and resources of the dominant group within the school. The diametric mirror-image spatial inversion of "us" versus "them" is a process of othering that is questioned in an inclusive systems framework. The qualitative research account by Souto Manning (2018) of migrant children in the US sees them as being caught in a double-bind of diametric, mirror-image spatial relations.

Further examples of the turning points in identity reversals through the mirror image inversion processes of diametric spatial systems have been identified in qualitative

research on US refugee families in educational transitions. For Li (2018, p. 476) "One such sense of the field was the families' recognition of their marginal status in the urban school structure… they felt like 'a guest in another person's house'." This diametric spatial sense of disconnection from school provides a poor basis for meaningful engagement in SEE. While a 2012 review of instruments for testing school climate, predominantly drawn from US examples, did note that a number directly examined the dimension of diversity (Voight and Hanson, 2012), an inclusive systems framework goes beyond simply treating diversity as an issue of recognition or tolerance, but rather seeks the celebration of diversity and the plurality of experiences.

The assumptions of connection to individuals and groups in a concentric relational space contrast with a diametric space's assumed separation of abstraction from individuals and groups. This assumed connection to another requires engagement with that person's lived experience and voice. This emphasis on lived experience and voice is somewhat evident in research into school climate. However, a review by Cohen et al. (2009) observed that only six out of 36 US States included the term "subjective experiences" in their school climate definitions. Moreover, only half of the 20 school climate summative assessment instruments reviewed in Voight and Hanson (2012) incorporated a focus on students' voices and involvement. While voice is evident in at least some US school climate instruments, this needs to be further underpinned through a rights-based focus on the voice of the student, based on the UN CRC, Art. 12 – although, strikingly, the US is now the only country in the world not to have ratified the CRC. More recently, Wang et al. (2016) offer a similar finding on the lack of research into experience and voice in school climate studies, highlighting that most studies to date have relied upon variable-centred approaches instead of person-centred approaches to studying school climate. They suggest that person-centred approaches may be more informative in designing targeted interventions for different groups of students.

Concentric space as assumed connection to an individual's voice and complex needs

Commitment to a concentric relational space that engages with individuals' experiences and voices involves a focus on differentiated needs. To achieve this, a whole-school approach requires more than just a focus on the level of universal prevention. Concerns that involve more complex needs, such as adversity, poverty and trauma, require the conceptual accommodation of the public health model of need (universal, selected and indicated prevention levels) into whole-school approaches.

Figure 4. Public health model intervention levels (Downes and Cefai, 2016)
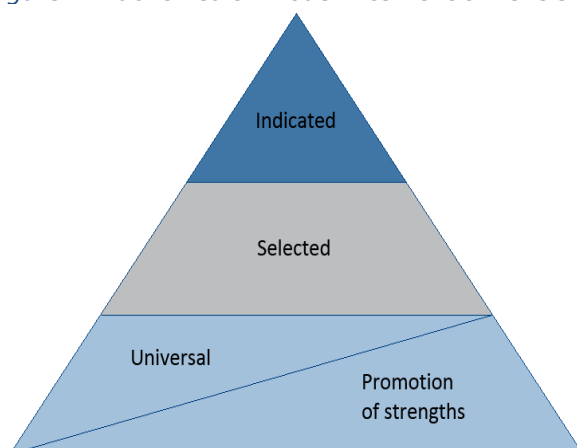
This public health model of differentiated prevention levels is a key principle of inclusive systems (Downes et al., 2017). It requires more pervasive recognition in bullying

research (Downes and Cefai 2019), while West et al.'s (2014) US account of a trauma-informed teaching curriculum offers little on integrating the different levels of system responses beyond the universal to address this issue in schools. This tripartite public health model is being incorporated into whole-school approaches to trauma (Dorado, Martinez et al., 2016) and autism (Roberts and Webster 2020). Without an understanding of the effects of chronic stress and trauma, trauma-impacted students are at risk of being seen as children with "problem behaviours" rather than as children in need of help who have made adaptations in order to survive trauma (Dorado et al., 2016).

In general, reviews of the assessment of school climate do not tend to interrogate these targeted levels of selected prevention and indicated prevention in any detail; see for example, Voight and Hanson (2012). Another example is a recent meta-analysis of 45 whole-school approaches to enhancing social and emotional development (Goldberg et al., 2019), which largely overlooks the public health framework, despite recognising that examples of community components included additional support from community specialists for children considered "at risk" of developing problems. The meta-analysis highlights that the majority of interventions identified had established school-wide expectations, defined school-wide rules, displayed posters in school corridors that reflected intervention concepts, and implemented a school-wide system of encouraging the use of skills. Whole-staff training was a feature of all interventions, and included the following: training on the application of teaching strategies throughout the school day; instructional methods in interactive teaching, positive communication, problem solving and cooperative learning; and strategies to support collaboration with parents. Key strategies used to engage parents included sending letters to parents providing information on the intervention's key principles, teacher-parent meetings, the provision of a parent education programme or workshop targeting risk, and protective factors in the home environment (Goldberg et al., 2019).

Diametric space as a rigid, binary school culture of success/failure

Relating inclusive systems to whole-school SEE assessment offers a difference of emphasis from the research into school climate that accentuates success in schools, through a diametric spatial assumption of success versus failure. For example, the account by Brault et al. (2014) of school climate in Quebec focuses on teachers' perceptions of educational climate, measured using four items: at this school a) success is at the heart of teachers' priorities; b) students can really learn and get a good education; c) everything is done to ensure that students are successful in their secondary studies; and d) students are provided with a stimulating environment. A hallmark of diametric space is that it is a precondition for a prescriptive institutional culture based on hierarchies of us/them, as well as competition in general and success/failure mirror-image oppositions. International research on transitions and migrants highlights the alienating force of such diametric spatial systems of meaning in education. Souto Manning's (2018) account of transitions in the US observes a winner/loser diametric opposition that gives expression to a mirror image diametric space of hierarchy between those with and without power: "Feeling like a failure, a problem… Defeated, deficient… Inadequate, incapable, inferior, insufficient… Not good enough, not normal, not smart" (p. 464). The diametric mirror-image reversal process divides into winner/loser, failure/success, defeat/victory, normal/not normal, smart/not smart as a cultural "logic". This diametric spatial communication of judgement is mediated by the diametric space of those in the system *with* power, and those without.

A plurality of criteria for attaining excellence, rather than crude diametric success/failure criteria across a limited axis of success dimensions, are needed as part of an inclusive system to provide a diversity of pathways to meaning in school.

6.2.4 Diametric space as us/them discrimination

Discrimination and suspension are two further diametric spatial system features of exclusion and mirror-image inversion as us/them, in/out. Elamé's (2013) research on discriminatory bullying involved a sample of 1,352 immigrant and Roma students as part of a wider sample of 8,817 students across 10 European countries (Bulgaria, Cyprus, France, Germany, Greece, Italy, Portugal, Romania, Slovenia and Spain). Large majorities of the immigrant and Roma students responded that they felt at ease with other children that attend their school, "in all countries, with the exception of Germany, the affirmative answers prevail by far" (Elamé, 2013, p. 102). In the German sample, 52 % of immigrant and Roma students said they did not feel at ease with the children who attend their school. However, it must be emphasised that this study was a population sample drawn from a large number of schools and not a random sample; nor was it matched across countries, so comparability is restricted. Another difficulty in terms of comparability is that immigrants are far from being a homogenous group, with diverse backgrounds. These caveats must also be applied to the finding of Elamé (2013) that bullying carried out by other students on immigrants or Roma was "more common" in Cyprus (81 %), Germany (76 %) and Spain (71 %), with an overall average of 58 % for the sample across the 10 countries. These figures, while not necessarily nationally representative, do nevertheless point to a serious issue of discriminatory bullying that needs to be addressed at policy level; these issues are also pertinent to other ethnic minorities, including Traveller communities. Homophobic discriminatory bullying issues have also been highlighted in European schools (See for example, Downes and Cefai, 2016).

The findings of Elamé (2013) on the key influence of the teacher with regard to parity of esteem among students – the absence of which can foster a negative climate of bullying – gains support from a Greek study (Kapari and Stavrou, 2010) of 114 secondary school students (58 female, 56 male) drawn from three Greek public middle schools: two urban schools in Athens and one rural school on the island of Zakynthos. In schools with high levels of bullying, students consider their treatment by adults to be unequal, the rules to be unfair, and student participation in decision making to be very limited.

Diametric space as a structure of exclusion through school suspension/expulsion

A punitive, exclusionary school climate created through suspension/exclusion is antithetical to a whole-school SEE approach. A US study by Shirley and Cornell (2011) found that race was a significant predictor, accounting for 11 % of the variance in school discipline referrals. African-American students were three times more likely to be referred for discipline and five times more likely to be suspended than Caucasian students. The American Academy of Pediatrics Policy Statement (2013) on this issue recognises that: "the adverse effects of out-of-school suspension and expulsion can be profound"; such students are as much as 10 times more likely to leave school early, are more likely to be involved in the juvenile justice system and "there may be no one at home during the day to supervise the student's activity" (p. e1002) if the parents are working. The policy statement continues, "They can also be very superficial if, in using them, school districts avoid dealing with underlying issues affecting the child or the district, such as drug abuse, racial and ethnic tensions, and cultural anomalies associated with violence and bullying" (American Academy of Pediatrics, p. e1002).

A British sample at baseline of 7,977 parents of children aged over 11, with a final sample at follow up of 5,326, found that experiences of exclusion were higher among those experiencing socioeconomic deprivation, and exclusion was associated with higher psychopathology, especially for those excluded at a younger age (Ford et al., 2018). The study found that the relationship between exclusion and psychopathology was

bidirectional. Multidisciplinary teams are needed in and around schools to work with the often complex needs of those at risk of suspension and expulsion, to keep students in school (Downes et al., 2017).

Diametric space as a structure of exclusion through segregation

Segregation epitomises a diametric spatial structure of exclusion and is the antithesis of an inclusive systems approach (Downes, 2020). It is questioned as an approach within a school for refugees, where a whole-school approach to inclusion is advocated (Pugh et al., 2012). Roma constitute the largest ethnic minority population in Europe, numbering close to 12 million citizens in total (Kostka and Rostas 2014). Systemic strategies of excluding this group from education have been consistently challenged in the European Court of Human Rights. The illegality of the educational segregation of Romani children has been demonstrated in the European Court of Human Rights by judgments in DH and others v. Czech Republic (2007), Sampanis v. Greece (2008), Orsus v. Croatia (2010), Sampani v. Greece (2012) and Horvath and Kis v. Hungary (2013), all of which rejected ethnic segregation in mainstream schools and the placing of Romani students in special schools for children with disabilities (Kostka and Rostas, 2014).

Diametric space as a split, oppositional relation in school bullying

The key principle behind a whole-school approach to school bullying prevention requires the recognition of major strategic gaps at national level in bullying prevention, as well as the homophobic bullying identified in a previous NESET report (Downes and Cefai, 2016) (see Annex 2).

Diametric oppositional space as a classroom climate of fear and anger in authoritarian teaching

The World Health Organisation report (2012) on children and young people's wellbeing recommends "modifications" in school systems. It states that modifications that appear to have merit include: establishing a caring atmosphere that promotes autonomy; providing positive feedback; and identifying and promoting young people's special interests and skills to acknowledge that schools value the diversity they bring. These modifications are all framed by a concentric spatial-relational precondition of assumed connection between students and teachers. These background spatial issues accelerate the focus on a positive school climate, to be created at classroom and school levels.

The large-scale international survey conducted by the WHO (2012) on student wellbeing foregrounded not only the necessity of caring, responsive teachers for student wellbeing; it also explicitly raised concerns regarding authoritarian teaching, so as not to "publicly humiliate" students. Qualitative research across a range of contexts points to this as a pervasive system problem. Authoritarian, fear-based relations instil a diametric relation of assumed separation between student and teacher, and require alternative coping strategies. Donlevy et al. (2019), in their review of the EU Council Recommendation on Early School Leaving for the EU Commission, concluded: "There is a clear agenda for the reform of ITE…[for] student teachers' relational and cultural competence skills (e.g. conflict resolution skills, integrating diverse, culturally meaningful material into lessons)…..To date, this issue… has been relatively neglected in teacher education" (p. 125).

Concentric space as a school and classroom climate of assumed connection as trust

Alienation from the school system – and possibly from society – damages the relationships of trust needed for honesty of feedback, even in formative assessment. In other words, trust cannot be assumed but must be earned by both the school and society. A positive school climate generates norms, values and expectations that make

students feel safe, emotionally secure, and motivated to learn (Cohen et al., 2009). Feeling safe at school includes social-emotional safety, physical safety, and substance use (Bradshaw et al., 2014), with concerns over school climate being key to transition to secondary school (Madjar and Cohen-Malayev 2016).

Concentric space as assumed connection through active outreach

Willingness to seek help has been identified as a feature of school climate. The School Climate Bullying Survey (Cornell and Sheras, 2003) is a self-report measure designed to assess the incidence of bullying as well as characteristics of the school climate. The "Willingness to seek help" scale measures students' willingness to seek help from an adult in response to different kinds of threats and concerns by other students. However, an inclusive systems focus emphasises not so much *how* the individual navigates access to resources as a) assertive outreach, where the system reaches out in an assumed connection to marginalised and vulnerable groups, in a concentric relational space of assumed connection to individuals' and groups' lived experiences and needs (Downes, 2020); and b) scrutinising whether or not appropriate system resources are in fact available. For example, emotional counsellors/therapists in and around schools are a feature of a number of EU countries (Czech Republic, Belgium, Sweden, Slovenia, Estonia, Germany, Croatia and Bulgaria), but not others (Donlevy et al., 2019).

Concentric space as assumed connection to the voices and wellbeing of teachers and all school staff

The issue of teacher agency is a key feature of school climate, according to Cohen and Michelli (2009). In a school with a healthy school climate, teachers believe that they are influential in affecting what happens in the school; they have "agency". These two qualities are specifically included in the list of elements relating to school climate:

- Relationships: positive adult-adult relationships between and among teachers; administrators and staff; positive adult-student relationships; positive student-student relationships; shared decision making; common academic planning opportunities; valuing of diversity; student participation in learning and discipline.
- Sense of school community: students and adults feel and demonstrate a sense of community in school.

It must also be recognised that teachers can be victims of violence and discrimination in school (Longobardi et al., 2019). Cefai and Cavioni (2014) present a conceptual framework that theorises how a caring school community can provide the context for and enhance whole-school wellbeing, including the wellbeing of school staff. They construe staff health and wellbeing within a multidimensional systemic framework that demonstrates how the school can operate as a health promoting context, providing opportunities for school staff to sustain and maintain their wellbeing through collegial and supportive relationships, meaningful and influential engagement, and resources and services to care for their own health.

Indicators of inclusive school cultures that focus on students (a welcoming school community with inclusive values); policies (learning opportunities for all and supporting diversity); and practices (orchestrating learning and mobilising school resources to support the learning and participation of all students) have been expanded by Cefai and Cavioni (2014) to include staff wellbeing indicators that address staff relationships, staff engagement, staff wellbeing and school climate measured at the whole-school level. Staff relationship indicators include items measuring caring and supportive relationships between colleagues, the school administration, students and staff, as well as a sense of belonging. Again, this expresses a concentric spatial-relational system of assumed connection.

The whole-school approach to staff wellbeing developed by Lester et al. (2020) involves supported engagement in which staff are given specific roles and responsibilities, opportunities, resources and the technology to complete their work and to develop strengths, and in which their contribution is valued. Promotion by the school of staff collaboration, constructive conflict resolution, partnerships and mentoring schemes, together with the organisation of professional learning days, were also identified as factors contributing to supported engagement. Two underlying factors assisted in the promotion of staff emotional wellbeing: promotion through school policies, and promotion through opportunities.

Allen (2005) distinguishes between the internal effectiveness of councils (i.e. the extent to which council members function effectively as a group or facilitate relationships among stakeholders) versus the external effectiveness of councils (i.e. the extent to which they generate necessary community change). This also points to the need for a focus on staff wellbeing not to develop into a diametric spatial us/them focus that contrasts staff needs with student needs.

A key task for inclusive systems and societies is dismantling such diametric spatial system processes and structures of exclusion and marginalisation by offering concrete spatial-relational system alternatives. This is not to categorise any given school in absolute terms as a concentric or diametric spatial system. Rather, it treats these contrasts as relative terms, and both spatial systems as processes, as directional movements for formative rather than summative assessment at whole-school level. Nevertheless, key dimensions of assumed separation, closure and mirror-image symmetry cluster together in diametric spatial systems, with concentric spatial systems clustering in terms of assumed connection, relative openness and challenge to hierarchical inversions.

An inclusive systems focus incorporates scrutiny of spatial-relational systems and combines this with a public health model of differentiated needs, a human rights-based approach, and a health-promoting schools approach. It seeks to achieve a shift away from diametric spatial systems of segregation, suspension, bullying, discrimination, othering-as-assimilation and authoritarian teaching that fracture the concentric space of assumed connection of trust – and offers a commitment to lived experiences and voices, including those of marginalised groups. A whole-school approach to assessment requires such a shift in the background conditions of diametric space.

6.3 Findings from the survey of national ministries in Europe with regard to policy focus on positive climates in ECEC and school settings

An acceleration of focus on climate and relational space in early childhood care and education (ECEC) is needed. A notable step in this direction is the preschool-to-primary transition research by Cadima et al. (2015) in Belgium, involving 145 children and their kindergarten and first-grade teachers. This offers a welcome systemic focus on kindergarten and school climate dimensions that raise issues of system quality. Cadima et al. (2015) found that closer teacher–child relationships and lower levels of perceived peer–teacher conflict contributed to higher levels of behavioural engagement in kindergarten. This, in turn, was associated with higher levels of both observed and teacher-reported engagement in the first grade of primary school. The US review by Cohen et al. (2009, p. 195), meanwhile, found that "Many states continue to isolate school climate policy in health, special education, and school safety areas without integrating it into school accountability policies. Many policy makers have chosen not to incorporate climate policies and programs into their accountability systems." The picture emerging from our survey of national education ministries offers a more positive perspective in at least a range of European countries.

This survey was conducted with representatives of national ministries from the EU Commission's School Policy Working Group and ECEC Working Group. Eight responses

were received from national ministry in the schools WG (Austria, Croatia, the Czech Republic, Italy, Malta, Norway, Portugal and Spain) and 17 from the ECEC WG (Austria, Belgium (FLA), Belgium (WAL), Bulgaria, Croatia, Cyprus, the Czech Republic, Denmark, Ireland, Iceland, Italy, Lithuania, Luxembourg, Macedonia, Poland, Serbia, Slovakia and Spain). At both primary and post-primary level, every national ministry that responded stated that there is a strong and consistent focus on positive school climate in their education ministry's external inspections of schools, with the notable exception of Italy at both primary and post-primary levels. A strong and consistent focus on positive school climate in self-evaluation processes in schools is reported at both primary and post-primary levels in each of these countries, including Italy.

"Student voices as feedback" was a strong feature of the accounts provided by almost all of the participating countries (Austria, Croatia, Malta, Norway, Portugal, Spain),at both primary and post-primary levels, and in relation to both external inspection and self-evaluation processes. However, student voices are notably absent in Italy with regard to both external inspection and self-evaluation processes at primary and post-primary levels. It is also notably absent in external inspection processes in the Czech Republic at both primary and post-primary levels. These findings must also be interpreted against the backdrop of the review by Day et al. (2015), which reveals the need to expand the role of student voices in schools in a European context: "In practice, however, there is an immense variation in the quality and extent of [children's] participatory practices within educational settings"; "In many schools across Europe, however, children's participation is focused principally on formal school structures and committees, and levels of participation in wider decisions relating to teaching and learning, school policies (including for behaviour, bullying and exclusion) remain low across the EU." (p. 219)[26]

While parental feedback is a notable feature of external inspection and self-evaluation processes at both primary and post-primary level in a range of participating European countries (Croatia, Malta, Norway, Portugal and Spain), it is absent in Austria across both dimensions at both primary and post-primary level. It is also notably absent from external inspection processes in Croatia at both primary and post-primary, and from post-primary school self-evaluation processes in Italy.

It is evident that while most participating countries have a strong focus on climate issues in external ECEC inspections (see Annex 3), this is not the case in Belgium (WAL), Spain and Macedonia. Again, while most countries have a strong focus on climate in the self-evaluation processes of ECEC providers, this is not the case again in Spain and Macedonia, or in Ireland and Serbia. It is notable and concerning that children's feedback is only sought in external inspection processes in seven out of 17 countries. This leaves much room for development in Europe, cognisant of the commitment to the new Personal and Social Key Competence.

Children's feedback is a key element of ECEC self-evaluation processes in most participating countries (see Annex 3), with the notable exceptions of Spain, the Czech Republic, Italy, Ireland, Macedonia and Iceland. Only nine out of 17 countries

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[26] Additional comments from ministries: **Croatia:** "The involvement of parents and students is taken into account, but it is not often the key element, and they are not always included in external inspections. Sometimes inspection does not include the parents. It depends upon the type of external inspection. The same goes for students when it comes to the external inspection." **Malta**: "The Standards used by the Quality Assurance Department to evaluate schools include the areas indicated above in the section on School Ethos. In Malta, the self-evaluation process is mirrored in the external review process." **Austria**: "Student feedback is definitely important at a national level. I am not aware of any evaluation as far as parental feedback is concerned. However, this could be a localised topic - individual to each school location."

consistently include parental feedback in external ministry inspections. which is concerning. Parental feedback is a feature of most countries' self-evaluation processes, with the notable exceptions of Spain, Ireland and Macedonia.

Conclusion

The new EU Key Competence for Lifelong Learning, "Personal, Social and Learning to Learn", offers an opportunity for a further alignment of purpose between national policy and schools with regard to the formative whole-school system assessment of SEE. But inclusive, whole-school system formative assessment of SEE, embracing a focus on school climate, does not take place in a national policy vacuum. This wider macrosystem level tends to be neglected in much of the analysis of school climate instruments and research in this area.

It must be recognised that promising existing practices observed in a range of European countries can be built upon. Such practices include embedding a focus on climate into school and ECEC external inspection and self-evaluation processes, and involving students and parents in providing feedback. However, the personal and social aspects of the new key competence require national policy to go further in addressing a range of conditions that hinder whole-school promotion of SEE. Such hindering conditions risk making SEE meaningless in a given school. We do not suggest that all of these hindering conditions exist in a given EU Member State, but rather that national and school review processes must examine in some detail how to remove such hindering conditions if they are present. Evidence suggests that these hindering conditions are present in at least some country contexts. These hindering conditions of diametric spatial structures and processes include: us/them processes of othering; rigid, binary school cultures of success/failure; discrimination; segregation; discriminatory bullying; the punitive approaches of suspension and expulsion; fear and anger in authoritarian teaching; disconnection from trust; lack of Students' Voice lack of outreach to engaging with concrete, complex needs. A transition in relational space is required to develop concentric relational spaces of assumed connection, by ensuring the system structures and processes mentioned above are in place, as part of a commitment to meaningful, whole-school system engagement with the personal and social development of all students, as part of the new key competence:

6.4 Recommendations

A. Key Guiding Principles for whole-school inclusive system approaches to the formative assessment of SEE, to inform school and ECEC external inspection and self-evaluation processes.

A positive school climate and focus on the systems underpinning SEE rests on key system conditions for inclusive systems. Such inclusive systems need to be underpinned by a range of key principles, such as the following (see also Chapter 3).

- **Children's rights to expression of voice and participation, and other educational rights.** This principle resonates with that of children's rights in Chapter 3, underling that children have a right to be heard on issues that directly affect their own welfare, with due regard to their age and maturity.

- **Equality and non-discrimination.** In line with the equity principle in Chapter 3, substantive equality requires a commitment to educational success for everyone, irrespective of social background. To achieve this, different groups may require additional support. Non-discrimination includes a right to equality of concern and respect in a supportive environment free from prejudice.

- **Representation and participation of marginalised groups.** This extends the equity principle in Chapter 3, and includes those experiencing poverty and social exclusion; those at risk of early school leaving; those experiencing bullying,

mental health difficulties and/or special educational needs and in addition, certain groups of migrants and ethnic minorities. In the words of Donlevy et al.'s (2019) review of the EU Council Recommendation on Early School Leaving for the EU Commission, "To be effective, policy making must include the voices of other key stakeholders such as marginalised parents, learners, migrant communities and NGOs (p. 124)."

- **Active participation of parents in school and ECEC, including marginalised parents.** Extending the collaborative assessment principle in Chapter 3, this principle maintains that parental input into school/ECEC policy and practices, as well as into their children's education, requires both a general strategic commitment and a distinctive focus on the involvement of marginalised parents. A recent meta-analysis of social and emotional development in school concluded that factors known to promote the sustainability and impact of social and emotional development include family-school-community partnerships, and ongoing communication (Goldberg et al., 2019).

- **Building on strengths.** As mentioned in the strengths-based assessment principle in Chapter 3, promoting strengths in effect challenges the negative deficit labelling of vulnerable groups, and seeks to promote growth (both for personal and educational development of individuals, and for system level development), rather than simply prevent.

- **Respect for, and celebration of, cultural diversity** builds on culturally relevant assessment in Chapter 3, underlining a commitment to embracing diverse identities in the school culture, rather than a monolithic, one-size-fits-all dominant culture of assimilation.

- **System-wide focus.** As mentioned in the ecological, systemic principle in Chapter 3, schools, agencies and families are distinct but connected systems, each having a set of relationships and mutual influences that impact on the individual – both in terms of system blockages as barriers, and system supports. This requires a driving committee in each school to develop and monitor whole-school system level change, including SEE assessment as part of a wider school climate, and an inclusive systems focus.

- **Holistic approach.** A holistic approach recognises the social, emotional and physical needs – rather than simply the academic and cognitive needs – of children/young people and their parents.

- **Differentiation in prevention approaches, building on public health model approaches.** Different levels of need require different strategies to meet them, including those students and families experiencing moderate risk and those experiencing chronic need, including trauma.

- **Multidisciplinarity as a multifaceted response for students with complex needs.** Extending the principle of equity in Chapter 3, this principle underlines the need for a range of actively collaborating professionals to address the complex, multifaceted needs of marginalised groups.

- **Commitment to a privacy principle at whole-school assessment level, as well as for individual assessment.** Such a commitment needs to construe privacy as a multidimensional concept. Bruner (1990) distinguishes construction of meaning from mere information processing. This also has relevance for a conception of privacy that goes beyond simple information storage and access to data. It also includes the issue of the construction of meaning, according to which students have a wider dimension of experience that is not simply to be treated as an instrument of social control by the State through education. They require a respect for privacy that does not simply prescribe specific modes of personality, or seek to induce cultural conformity by imposing a "packaged" personality.

Issues of confidentiality and students' disclosures of traumatic experiences also require clear boundaries as to the role of the teacher and the multidisciplinary team of professionals in and around the school. It must be emphasised that the teacher cannot be a therapist, though she/he has a clear role in the promotion of mental health and stress prevention (Downes, 2003a). Therapy delves into past emotions, repressed memories and investigates family issues; the privacy of the student requires that the teacher respect such boundaries.

- **A commitment to the wellbeing of all staff in the school.** Recognition that a relational school culture is required to promote SEE means that all relationships in the school, including those between school staff, should be treated as part of the whole-school system. This requires a focus on staff wellbeing.

- **These key principles for whole school formative assessment** offer a framework to inform the work of national policy makers, external inspectorates, school principals and ECEC management, in conjunction with school and ECEC staff.

B. Structural Indicators Matrix Tools for a) national policy makers; and b) schools, for developing a whole-school inclusive systems approach to self-assessment for social and emotional education (adapted from Downes, et al., 2017).

It is recommended that national education ministries and schools consider the use of these self-reflection tools to inform whole-school inclusive system approaches to the assessment of SEE. These structural indicators are factual, potentially verifiable findings (see also Downes et al., 2017). A "Yes" response indicates that a dimension is mainstreamed and a predominant feature of a given system. A "No" response should be given if the dimension exists only in isolated *ad hoc* practices.

Table 4. Structural Indicators Matrix Tool

B.1 National policy structural indicators for supporting a whole-school inclusive system assessment for social and emotional education		
Equality and non discrimination policy commitment		
	Yes	No
National policy commitment to the principle of non-discrimination in education, which includes a right to equality of concern and respect in a supportive environment free from prejudice.		
Strong focus on schools' policy and practice commitment to equality and non-discrimination in external inspections of schools		
Strong national focus on schools' commitment to equality and non-discrimination in their self-evaluation processes		
Direct consultation in external inspections of schools with minority groups (ethnic, including Roma; migrant, LGBTI), as well as socio-economically marginalised groups, regarding their experience of being treated equally and not being discriminated against in school		
Direct consultation in school self-evaluation processes with minority groups (ethnic, including Roma; migrant, LGBTI) and socio-economically marginalised groups regarding their experience of being treated equally and not being discriminated against		
Alternatives to segregation of migrants, Roma or on other ethnic grounds, whether between schools or within a school		
Bullying prevention		
A clear national strategy for bullying prevention is in place in your country		
A clear national strategic focus on homophobic bullying prevention is in place in your country		
A clear national strategic focus on xenophobic bullying prevention is in place in your country		

Multidisciplinary teams for complex social and emotional needs		
A national strategic commitment to multidisciplinary teams in and around schools is in place in your country, recognising that a range of actively collaborating professionals is needed to address the complex, multifaceted social and emotional needs of vulnerable groups.		
Initial teacher education		
There is a national strategic commitment to promoting conflict resolution skills, cultural and relational competences of teachers and ECEC practitioners across all forms of initial teacher education (ECEC, primary and post-primary) to avoid authoritarian communication approaches based on fear and anger, which lead to distrust and alienation		
Continuing professional development (CPD)		
There is a national strategic commitment to promoting conflict resolution skills, cultural and relational competences of teachers and ECEC practitioners across all forms of continuing professional development (ECEC, primary and postprimary) to avoid authoritarian communication approaches based on fear and anger, which lead to distrust and alienation		
There is a national strategic commitment to embedding students' voices and feedback into schools, including school policies		
A national strategic commitment for students' voices and feedback to be heard in external inspections		
A national strategic commitment for the voices and feedback vulnerable, marginalised and minority students' to be heard in school self-evaluation processes		
A national strategic commitment for students' voices and feedback to be heard in external inspections		
Commitment to a privacy principle at whole-school assessment level		
There is a clear commitment at school level to protecting the students' wishes for privacy in relation to their teachers		
A confidentiality protocol is in place regarding students' disclosures of trauma		
Student and parental consent issues are addressed in the confidentiality protocol in place regarding students' disclosures of trauma		
Parental engagement		
National strategic commitment to embedding parents' voices and feedback into schools, including school policies		
National strategic commitment to embedding parents' voices and feedback in external inspections		
National strategic commitment to embedding parents' voices and feedback in school self-evaluation processes		
National strategic commitment to embedding the voices and feedback of vulnerable, marginalised and minority parents into schools, including school policies		
National strategic commitment to embedding the voices and feedback of vulnerable, marginalised and minority parents into external inspections		
National strategic commitment to embedding the voices and feedback of vulnerable, marginalised and minority parents into school self-evaluation processes		
Developing alternatives to suspension and expulsion		
National strategic commitment to replacing student suspension/expulsion approaches with alternative strategies to keep students in school		
National strategic commitment to replacing student suspension/expulsion approaches, with a multidisciplinary team approach to addressing complex needs		
National, regional and local data is available on numbers of students suspended and expelled		
Enforcing EU Law regulating illegal ethnic segregation in schools		
Inspectorate (at national or regional level) examines school admission/enrolment policies and procedures to prevent discrimination against students experiencing poverty or minority students, and to avoid a concentration of ethnic minority students from backgrounds of social exclusion in a given school		
Clear evidence that legal enforcement mechanisms are in place to intervene against ethnic segregation in schools		

Establishing national coordination structures to promoting whole-school inclusive systems and local cross-school cooperation structures for social and emotional education		
A coordinating body exists at national level for inclusive systems in and around schools (e.g. focusing on early school leaving/bullying prevention/children's voices/migrants' needs), which ensures coordination across different policy sectors		
Representatives from marginalised groups, such as NGOs representing minorities, students and parents, are members of this national coordinating body for inclusive systems in and around schools (e.g. focusing on early school leaving/bullying prevention/children's voices/migrants' needs)		
B.2 Whole-school inclusive system structural indicators for social and emotional education		
National strategic approach is in place to establish local cross-school cooperation structures for whole-school inclusive system approaches to social and emotional education		
Promoting a relational school climate		
A whole-school approach to developing a positive relational school and classroom climate exists in your school		
Welcoming environment, as perceived by the student, is examined in your school through clear feedback processes from students		
Cultural identities of minority students are actively included in classroom lessons in your school (e.g. bringing something from home into class, national days of students of foreign origin are acknowledged)		
Developing structures such as school coordination committees for inclusive systems as Part of a whole-school approach		
A whole-school coordination committee is established in your school to focus on developing inclusive systems		
Students and parents are directly represented on a whole-school coordination committee for inclusive systems in your school		
Students and parents from minority and marginalised groups are directly represented on a whole-school coordination committee for inclusive systems in your school		
Respect for and celebration of cultural diversity: recognition processes		
Cultural identities of sizeable minority groups are clearly visible in the physical environment of your school		
Public ceremonies in school to recognise and celebrate achievement take place in your school		
Promoting students' voices and active participation, including a differentiated approach to ensuring marginalised students' voices and participation are included		
Students' voices are encouraged and given priority in school development processes and policies in your school		
Regular anonymous surveys of young people regarding their needs and experiences in school take place in your school		
Students' participation, including the participation of marginalised students		
Dialogue processes with students take place in your school, through focus groups, including a focus on students at risk of non-attendance and early school leaving		
Experiences and perspectives of school students are systematically identified in your school via qualitative surveys and regular one-to-one talks between students and a member of the professional staff		
Improving ITE and CPD for teachers of social and emotional education		
Professional development in class and school for conflict resolution skills, relationship building and bullying prevention approaches, including discriminatory bullying prevention		
Professional development in class and school to identify distress signals from students and support them in a timely manner		
Developing teachers' expectations of students		
Processes are in place in your school for developing children's voices in class and school to ensure that all teachers appreciate, respect and have high expectations of all their students, regardless of background		

Active learning (i.e. constructivist approaches) and activity-based learning are consistently adopted in classes in your school		
Teachers are committed to recognising and building on the strengths of each child		
Staff wellbeing		
There is a commitment to the wellbeing of all staff in school		
Developing teachers' cultural diversity competences for working with ethnic minorities and migrants		
Support is in place in your school for teachers to develop their cultural diversity competences for working with minorities and migrants, to prevent stereotyping, prejudice, labelling and other forms of discrimination, and to promote high expectations of marginalised groups		
Promoting CPD for school governance and leadership		
Support is in place for your school leader to develop skills in diversity management strategies, relationship building, conflict resolution, bullying prevention approaches, promoting students' and parents' voices, distributed leadership		
Providing emotional support in relation to the school system for vulnerable and marginalised groups		
There is universally available professional emotional counselling support for students in your school		
More intensive, targeted professional emotional counselling support is available for students who need it in your school, or via structured links from your school to local health or social service		
Continuity of emotional support		
Medium- to long-term availability of the same emotional counsellor in your school (i.e. staff turnover is not high), to foster trust		
Preventing bullying, including discriminatory bullying, in school		
A whole-school anti-bullying policy is implemented in your school		
Participation of all key stakeholders (including students and parents) in whole-school approach to bullying prevention in your school		
Input from ethnically or culturally diverse students into bullying prevention and anti-prejudice materials, activities and goals is included in your school		
Cultural identities of sizeable minority groups are clearly visible in the physical environment in your school		
Supporting students with complex needs affecting their social and emotional development		
Multidisciplinary teams are available in and around your school, with a clear focus on supporting students with complex needs (e.g. substance abuse, trauma, mental health, family difficulties, high non-attendance)		

Chapter 7. Conclusions and recommendations

SEE is fast developing as a core area of the curriculum in Europe, and the inclusion of "Personal, Social and Learning to Learn" as a Key Competence for Lifelong Learning (EU Council, 2018) is pushing SEE on to the agenda for curricular reform in Member States. The assessment of SEE across the EU still appears fairly fragmented, however, with different competences being assessed using different approaches and tools across various countries and regions. Formative assessment is the assessment of choice in teaching and learning processes for SEE – not only because it is intrinsically linked to the teaching and learning context, but also because its very nature resonates with that of SEE. This includes SEE's experiential, collaborative and student-centred approach, and its focus on competences such as collaboration and collaborative learning, self-regulation, learning to learn, problem solving and responsible decision making. Formative assessment also avoids the pitfalls of traditional assessment, which can lead to labelling and stigmatisation. Based on the existing evidence and practices discussed in this report, we make a number of recommendations aimed at advancing formative assessment as the assessment of choice for SEE in the EU.

7.1 Need for an integrated, competence-based implementation framework for the formative assessment of SEE across the EU

Different Member States presently use different definitions and constructions of SEE (Cefai et al., 2018), and perceptions and practice of SEE among teachers vary from one Member State to another (Scott Loinaz, 2019). In view of such difference and fragmentation, there is a need to clearly identify the key SEE competences in order to plan and assess learning accordingly. The inclusion of the "Personal, Social and Learning to Learn" as a Key Competence for lifelong learning (EU Council, 2018) has begun an ongoing process with regard to the effective integration and implementation of SEE in curricula across the Member States. This was followed by the launch of the LifeComp conceptual framework earlier this year, with the aim of establishing a shared understanding and common language for the "Personal, Social and Learning to Learn" key competence (Sala et al., 2020). Once the LifeComp framework has been piloted and validated, it will then need to be adapted at individual country and regional levels into a dialogic, collaborative approach, with the identified key competences being defined in terms of specific, concrete learning standards at different levels of complexity. These learning standards, benchmarks and accompanying performance descriptors will help schools to develop learning activities to achieve the relevant learning outcomes and assess student learning of the relevant competences.

Three key issues need to be underlined in the unfolding of this process. First, there needs to be a "bottom-up" approach, with the key stakeholders – including educators, students and parents – actively and influentially engaged in the process. Second, while the description of the key competences in sufficient detail, together with and specific criteria to evaluate performance, are necessary to plan and assess learning, there should be enough flexibility for these to be adapted according to the contexts in which they are to be implemented. Assessment needs to take account of the cultural diversity within and between Member States, with the culturally relevant and responsive formative assessment methods used for SEE being the assessment of choice. Third, these assessment tools are to be used formatively and inclusively, to support the development of students' competences according to their own level, readiness and needs, with assessment used to support individualised learning. The framework of guiding principles for the formative assessment of learners proposed by the authors of this report serves as a guide to policy makers, schools and educators in the choice of assessment tools to be used in the formative assessment of learners in SEE. The agreed key competences and respective learning standards, learning targets and performance descriptors need

also to be included in relevant policy documents and school curricula to ensure a sound basis for consistent assessment practices.

We suggest that the formative assessment of learners in SEE in the EU should make use of a combination of different formative tools, tapping into various sources – namely, teacher, self- and peer assessment – as part of a collaborative approach, and making use of various instruments such as formative rubrics and checklists, portfolios, and technology-enhanced formative tools. We have provided various examples of these tools and how they may be used by schools, but we emphasise that these and any other tools should be used in a way which provides personalised feedback on the process of learning. We have also illustrated how the classroom climate and whole-school system may be formatively assessed through the use of classroom climate indicators and structural indicators relating to the whole-school system.

7.2 Need for developmentally appropriate, culturally responsive and inclusive assessment methods

The assessment of SEE needs to reflect the developmental changes taking place at different ages, from preschool to late adolescence, encompassing varying levels of difficulty and proficiency. Many existing universal tools do not capture these developmental differences, and there is a clear need for the development of such tools (Denham, 2015). There is also a need for universal assessment tools for social and emotional competences in preschool and young children, including creative and flexible instruments such as those that make use of illuminative techniques (e.g. drawing, use of puppets, role play).

One of advantages of SEE assessment is that, as an evolving and developing field, it can avoid the trappings of some of the traditional, norm-referencing forms of assessment. Formative assessment avoids ranking and comparisons such as league tables, focusing instead on personalised and individualised learning and assessment. Students with individual educational needs and disabilities need creative, flexible and innovative (e.g. technological) ways of providing a fair assessment of their competences. A combination of individual and collaborative assessment would also prevent assessment from becoming a competitive, individually driven exercise.

As Europe becomes more socially and culturally diverse, the need for culturally responsive assessment that make use of flexible and multiple forms of assessment, becomes more salient. Policy makers and practitioners need to ensure that the SEE assessment tools being used are not biased against particular groups of students as a result of socio-cultural differences, both in terms of how assessment is carried out and whether the underlying construction of SEE reflects the relevant cultural variations (Scott Loinaz, 2019). Individual, personalised formative assessment – combined with the assessment of classroom and whole-school climates, as proposed in this report – not only helps to avoid biased assessment, but is also to enhance equity. SEE, and the ways in which it is assessed, can help to combat discrimination and oppression and operate as a lever for diversity, equity, and inclusion.

7.3 Need for self- and collaborative assessment

The formative assessment of SEE encourages students to become reflexive, collaborative and self-regulated learners. The learners themselves thus need to be at the centre of the learning and assessment processes, taking a more central and active role both as individual, self-regulated learners and as critical peers. The feedback received by students from teachers and peers in their daily interactions during the learning process, is one of most powerful learning processes. Students need to be trained by their teachers, however, in how to assess themselves and their peers, and provided with clear and child-friendly criteria and mentoring. This will help assessment

to be more accurate and meaningful. To achieve this effectively, teachers will require training (see Section 7.7).

7.4 Need for practical, feasible and technology-enhanced assessment tools

Formative assessment of SEE in the classroom is led by the teachers and by the students themselves, and the assessment instruments used need to be user-friendly and meaningful for teachers and students, both in their administration and their interpretation. Time-consuming and complex methods of assessment are unlikely to be used effectively in schools. Including teachers and students in the design of the assessment tools helps to ensure that such tools are both usable and feasible in practice. The use of technology-enhanced assessment makes assessment not only more user-friendly, but is also very effective in providing immediate feedback for both students and teachers while facilitating students' active participation. In order for technology-based assessment to work, however, both teachers and students need to be able to use such tools effectively through training, mentoring and technical support in schools. Schools themselves need to be provided with the human and physical resources required to further integrate technology into SEE curricula, and to make more effective use of technology-enhanced formative assessment.

7.5 Need for the formative assessment of the classroom climate

This report underlines that social and emotional learning is more likely to occur in contexts that promote values, attitudes, relationships, behaviours and practices which resonate with social and emotional competences. It is thus necessary to assess not only the students in the classroom, but also the classroom and whole-school climates, and how they contribute to the promotion of SEE. Such an approach also serves to shift the onus of responsibility for SEE from an exclusive focus on the individual, on to the contexts and systems within the child's world, and thus promotes more equity in education. In order to thrive, SEE requires a classroom climate that is safe and secure, democratic, culturally responsive and inclusive, collaborative, challenging and engaging, and which promotes learner agency and autonomy. This study provides a formative assessment tool consisting of nine indicators, which teachers, together with students, may adapt and use to assess their classroom climate. There is a clear need, however, for teacher education and support in developing their own social and emotional competences, and to maintain their social and emotional health and wellbeing, as these inextricably interlinked with the effective implementation and assessment of SEE in the classroom (see Section 7.7).

7.6 Need for assessment of the whole-school system

In view of the findings from our survey of representatives of ministries of education from various Member States with regard to school climate in their external inspection and self-evaluation of schools, this report has identified a need for national policies promoting whole-school inclusive systems approaches that align in common purpose with schools as part of a commitment to the "Personal, Social and Learning to Learn" Key Competence for Lifelong Learning. It would be useful, therefore, for Member States to have a coherent national strategy that covers the following aspects:

- Alternatives to the segregation of migrants, Roma, Travellers or other ethnic minority groups, whether between schools or within a school
- Alternatives to suspension and expulsion through the provision of on-site multidisciplinary support teams in schools;
- The prevention of bullying, acknowledging that this is not yet in place in a number of European countries;

- The prevention of homophobic bullying, acknowledging that this is not yet in place in a number of European countries;
- The prevention of xenophobic bullying;
- Promoting conflict resolution skills, as well as the cultural and relational competences of teachers and ECEC practitioners across all forms of initial teacher education. This will help to avoid authoritarian communication approaches based on fear and anger, which can lead to distrust and alienation among children;
- Embedding students' voices and feedback into schools, including school policies. A strong focus should be given to making this part of external inspections and school self-evaluation processes as part of a rights-based approach that builds on Art. 12 of the UN Convention on the Rights of the Child;
- Embedding parents' voices and feedback into schools, including school policies. A strong focus should be given to making this part of external inspections and school self-evaluation processes;
- Equality and non-discriminative schools and ECEC settings. A strong focus should be given to making this part of external inspections and school self-evaluation processes, including direct consultations with minority groups (ethnic, including Roma; migrant; LGBTI) and socio-economically marginalised groups.

The Key Guiding Principles for Whole-School Inclusive System Approaches to the Formative Assessment of SEE and Structural Indicators Matrix Tools for National Policy Makers and Schools provided in this report are recommended as a useful framework and tool for national policymakers, external inspectorates, school principals and ECEC management to formatively evaluate the whole-school system together with their staff, so as to identify strengths and areas for improvement in SEE.

7.7 Need for professional learning, mentoring and support

Teachers require training and mentoring in integrating the formative assessment of SEE as a key competence within their classroom practice. This includes making sense of social and emotional competences, learning standards and progression levels; developing, adapting, and/or making use of a range of formative assessment tools; ensuring such tools are developmentally appropriate and culturally responsive; and training, guiding and supporting students in self- and peer assessment. Teachers also require training and mentoring in making effective use of technology-enhanced formative assessment. They also require training in developing their own social and emotional competences and make effective use of them in their practice. Teacher education needs to start at initial teacher education, and continue in the form of school-based professional learning. Support should also be available to teachers at school, regional and national levels in their implementation of formative assessment for SEE. Teachers need to be actively and influentially involved in the design of formative assessment tools through a "bottom-up" approach at school, regional and national levels. With schools struggling to find time and space to accommodate the many competing areas of professional development, there is a clear need for SEE to be prioritised at national level, while identifying creative ways to organise such professional development. Professional networks, collaboration platforms and teacher learning communities provide a collaborative learning environment in which teachers can share, discuss and improve their SEE assessment practices. Lastly, teachers also need to be supported in promoting their own social and emotional health and wellbeing, which determines the quality of the SEE they deliver. Schools should provide adequate structures, resources and opportunities to actively promote the health and wellbeing of their staff.

7.8 Need for the development of new, user-friendly and effective tools

Over the years, the EU has led and funded numerous projects both to strengthen SEE in the curricula of Member States, and to develop creative and innovative assessment tools for SEE and related competences. Numerous EU-funded projects have been included in this report as illustrations of good practice, and of promising tools being developed in the field. These initiatives need to be sustained and reinforced with further projects to help advance SEE and its formative assessment. Various areas have been identified in this report as requiring further development. These include:

- A need for research that makes use of appropriate research designs to provide further evidence for the effectiveness of formative assessment in enhancing developing social and emotional competences. This will help formative assessment to be seen as a useful and effective tool by schools and educators;

- A need for research projects to develop developmentally appropriate and culturally responsive SEE assessment tools for use in diverse classrooms across Europe, through collaborative projects that bring together partners from different Member States;

- A need for research to develop more formative, technology-enhanced tools for SEE, such as e-portfolios, learning analytics, online games and augmented reality assessment.

Dissemination and sharing of good practices among Member States through publications, research and networking will also help to promote the implementation of the formative assessment of SEE in the EU. Networking within and between Member States that connects those who are already actively engaged in the formative assessment of SEE with those who are just starting out, would help schools to overcome the challenges they may encounter in effectively implementing formative assessment in the classroom. Policy makers can also support information exchange between schools and establish and financially support national organisations that have the capacity to support effective implementation.

ANNEXES

Annex 1

The EU LifeComp framework (Sala et al., 2020) identifies three key competences in each of the three domains in the "Personal, Social and Learning to Learn" Key Competence (Table A1). These include: Self-regulation, Flexibility and Wellbeing (Personal); Empathy, Communication and Collaboration (Social); and Growth mind-set, Critical thinking, and Managing learning (Learning to learn). Each competence is, in turn, composed of a further three sub-competences that correspond to awareness, understanding and action' (Sala et al., 2020).

Table A1. The LifeComp Framework (Sala at al., 2020) and Learning goals

GOAL 1 LEARNING TO BE	to develop self-awareness and self-management skills to achieve one's goals, adopt a healthy and sustainable lifestyle and achieve physical and mental health.
LS1 Self-Regulation	to identify and manage one's emotions, thoughts and behaviour
LS2 Flexibility	to manage transitions and uncertainty and to cope effectively with challenges
LS3 Wellbeing	to adopt a sustainable lifestyle and nurture one's physical, mental and social health
GOAL 2 LEARNING TO LIVE TOGETHER	to use social awareness and interpersonal skills to establish and maintain healthy and collaborative relationships embracing human diversity
LS1 Empathy	to recognise another person's emotions, experiences and values, and provide appropriate feedback
LS2 Communication	to make use of relevant communication strategies, domain-specific codes and tools, depending on the context and content, to communicate with others
LS3 Collaboration	to engage in group activity and teamwork whilst demonstrating acknowledgement of and respect towards others
GOAL 3 LEARNING TO LEARN	to engage in group activity and teamwork whilst demonstrating acknowledgement of and respect towards others
LS1 Growth mind-set	to recognise and express positive belief in one's and others' potential to continuously learn and progress
LS2 Critical thinking	to analyse and assess information and arguments to support reasoned conclusions and develop innovative solutions
LS3 Managing learning	to plan, organise, monitor and review one's own learning

The Illinois SEL Standards (Illinois State Board of Education, 2006) may serve as a model to turn the LifeComp Framework competences into specific learning standards, benchmarks and progression levels amenable to formative assessment. Three major learning goals, may be defined in the LifeComp Framework, one for each domain (Personal, Social, Learning to Learn). Each goal consists, in turn, of three learning standards based on the framework's sub-competences. Each learning standard is accompanied by more detailed learning targets, called benchmarks, detailing the knowledge and skills learners need to have at different developmental levels. Table A2 provides a generic sample of learning standards and respective benchmarks for the three domains. These need to be modified according to students' different developmental levels, with increasing complexity and requirements from one grade to the next (namely preschool, early primary, late primary, middle school, secondary school and high school). The Illinois Learning Standards are presented in five grade-level clusters, namely preschool, 3, 4-5, 6-8, 9-10, and 11-12. Once the learning standards and benchmarks are adapted to the different grade levels, a number of

performance descriptors are developed for each learning standard at three levels of complexity. The descriptors provide detailed information on what the student is expected to do in order to successfully develop the specific social and emotional competences at varying levels of complexity (see Table A3).

The learning standards, benchmarks and performance descriptors help schools to develop learning outcomes (statements of what a learner knows, understands and is able to do on completion of a learning process) and learning activities, and to assess students' performance and achievement in the relevant competences, as indicated in our framework of guiding principles in Chapter 3. We suggest that these tools are used formatively and inclusively, to support the development of students' competences according to their own level, readiness and needs, with assessment being used to support individualised learning rather than to compare students' performance. In Section 4.2.1, we provide an example of a formative rubric, which may be adapted to assess the LifeComp competences as described above.

Table A2. Learning goals, Learning standards and Benchmarks developed from the LifeComp Framework competences (developed by the authors).

		LIFECOMP FRAMEWORK	
AREA	**COMPETENCE: LEARNING GOAL**	**SUB-COMPETENCE-LEARNING STANDARD**27	**EXAMPLES OF BENCHMARKS***
PERSONAL	**P1 Self-Regulation to identify and manage one's emotions, thoughts and behaviour**	P1.1. to recognise and express personal emotions, thoughts, values and behaviour	*Identify and describe ways to express emotions, thoughts and behaviours
		P1.2. to regulate personal emotions, thoughts and behaviour, including stress response	*Demonstrate ways to express emotions, thoughts, and behaviours in a socially acceptable manner *Analyse factors that create stress and apply strategies to manage stress
		P1.3. to express optimism, hope, resilience, self-efficacy and sense of purpose to support learning and action	*Demonstrate a sense of optimism and hope in learning and social behaviours *Demonstrate a sense of confidence in learning and social behaviours *Demonstrate a sense of purpose in learning and social behaviours *Identify and make use of strengths to overcome challenges in learning and social situations
	P2 Flexibility to manage transitions and uncertainty and to cope effectively with challenges	P2.1. to be ready to review opinions and course of action in the face of new evidence	*Demonstrate openness to consider and review opinions and course of action in the face of new evidence
		P2.2. to identify and apply new ideas, approaches, developments, and actions in response to changing contexts	*Identify and apply new ideas, approaches and actions in response to changing situation
		P2.3. to manage transitions in personal life, work and learning pathways, while making conscious choices and setting goals	*Identify the key transitions in personal life, work and learning *Explain how to manage transitions in personal life, work and learning *Set goals in the face of transitions in personal life, work and learning
	P3 Wellbeing to adopt a sustainable	P3.1 to recognise that individual behaviour, biological characteristics and social and environmental factors influence health and wellbeing	*Identify and explain the individual, behaviour, biological characteristics and social and environmental factors that influence health and wellbeing

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27 Some of the presented learning standards which are based on the LifeComp sub-competences may need to be further refined and developed into more than one learning standard

	lifestyle and nurture one's physical, mental and social health	P3.2 to identify potential risks to wellbeing, and use reliable information and services for health and social protection	*Identify the potential risks for one's wellbeing *Demonstrate the ability to make use of reliable information to take care of physical and mental health *Demonstrate knowledge of the available services to take care of physical and mental health and how to make use of such services
		P3.3 to adopt a sustainable lifestyle that respects the environment, the physical and mental wellbeing of self and others, while seeking and offering social support	*Define and analyse ways to adopt a sustainable lifestyle that respects the environment, and the physical and mental wellbeing of self and others *Demonstrate behaviours that show respect for the environment and the health of self and others *Seek and offer social support in relationships with others
SOCIAL	**S1** **Empathy to recognise another person's emotions, experiences and values, and provide appropriate feedback**	S1.1. to recognise another person's emotions, experiences and values	*Identify and describe how another person is thinking and feeling *Identify verbal, physical and situational cues that indicate how others may feel
		S1.2. to be able to proactively take the perspective of another person	*Describe the expressed feelings and perspectives of others * Predict others' feelings and thoughts in a variety of situations
		S1.3 to respond to another person's emotions and experiences, being conscious that group belonging influences one's attitude	*Provide feedback to others demonstrating how others are feeling * Analyse how belonging to a group may influence one's attitude and behaviour *Analyse how one's behaviour may affect others
	S2 **Communication to make use of relevant communication strategies, domain-specific codes and tools, depending on the context and content, when communicating with others**	S2.1 to recognise the need for a variety of communication strategies, language registers, and tools that are adapted to context and content	*Identify and describe a variety of communication tools *Describe and demonstrate how communication tools may be adapted to different contexts
		S2.2 to effectively manage interactions and conversations in different socio-cultural contexts and domain-specific situations	*Engage in social interactions and conversations in varying situations
		S2.3. to listen to others and engage in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts	*Listen attentively in personal and social situations *engage in conversations manifesting confidence, clarity and reciprocity
	S3 **Collaboration to engage in group activity and teamwork whilst demonstrating acknowledgement of and respect towards others**	S3.1 to recognise that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances	*Identify differences amongst various social and cultural groups *Analyse the contributions of various social and cultural groups
		S3.2. to recognise the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships	*Analyse how trust, respect for human dignity and equality contribute to relationships with others *Analyse ways to establish positive relationships with others *Evaluate strategies for preventing and resolving interpersonal problems
		S3.3. to share tasks, resources and responsibility within a group, taking into account its specific aim, eliciting the expression of different views and adopting a systemic approach	*Analyse ways to work effectively in groups *Demonstrate cooperation and teamwork to promote group effectiveness

LEARNING TO LEARN	**L1** **Growth mind-set** **to recognise and express positive belief in one's and others' potential to continuously learn and progress**	L1.1. to have confidence in one's own and others' abilities to learn, improve and achieve with work and dedication	*Identify and describe one's own and others' strengths in learning *Demonstrate sense of confidence during learning and other related activities
		L1.2 to recognise that learning is a lifelong process that requires openness, curiosity and determination	*Evaluate the role of openness, curiosity and determination in learning as a lifelong process *Demonstrate openness, curiosity and determination during learning activities
		L1.3. to consider and evaluate other people's feedback as well as successful and unsuccessful experiences to continue developing one's potential	*Analyse how others' feedback contributes to self- improvement *Consider and evaluate others' feedback during learning and other activities *Evaluate how both successful and unsuccessful experiences contribute to self-improvement
	L2 **Critical thinking to analyse and assess information and arguments to support reasoned conclusions and develop innovative solutions**	L2.1 to identify potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources	*Analyse how potential biases and personal limitations may impact the meaning and use of information collected from various sources
		L2.2. to compare, analyse, assess, and synthesise data, information, ideas, and media messages in view of drawing logical conclusions	*Analyse how to compare, analyse and synthesise data and information to draw logical conclusions *Demonstrate the ability to compare, analyse and synthesise data and information to draw logical conclusions
		L2.3 to develop creative ideas, synthesising and combining concepts and information from different sources in view of solving problems	*Evaluate strategies to develop creative ideas and synthesise information from different sources in order to solve problems *Generate creative solutions and integrate different data into solving problems
	L3 **Managing learning to plan, organise, monitor and review one's own learning**	L3.1. to identify one's own learning interests, processes and preferred strategies, including learning needs and required support	*Identify one's learning interests, processes and preferred strategies *Identify one's learning needs and required support
		L3.2. to plan and implement learning goals, strategies, resources, and processes	*Analyse how to plan and implement learning goals, strategies, resources, and processes *Plan and implement learning goals, strategies, resources and processes
		L3.3. to evaluate purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains	*Evaluate one's processes and outcomes of learning and knowledge construction *Establish relationships across domains

Some of the benchmarks are adapted from the Illinois State Board of Education (2006)

Table A3. Sample of Performance Descriptors for a Learning Standard in Grade 4 (Illinois State Board of Education, 2006)

GOAL 1: DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.		
LEARNING STANDARD	STAGES	PERFORMANCE DESCRIPTORS
1A — Identify and manage one's emotions and behaviour.	A	1. Identify a range of emotions you have experienced. 2. Describe situations that trigger various emotions (e.g. listening to music, talking to a friend, taking a test, being scolded). 3. Recognise mood changes and factors that contribute to them. 4. Depict a range of emotions (e.g. make a poster, draw a picture, participate in a role play). 5. Distinguish among intensity levels of an emotion. 6. Demonstrate ways to deal with upsetting emotions (e.g. sadness, anger, disappointment). 7. Practise deep breathing to calm yourself.
	B	1. List positive strategies for handling conflict. 2. Explain why characters in stories felt as they did. 3. Distinguish among emotions you might feel in various situations. 4. Use "I-statements" to express various emotions. 5. Record changes in your emotions throughout the day (e.g. before and after transitions, recess lunch, etc.). 6. Demonstrate an awareness of how your behaviour affects others. 7.Practise different strategies for handling upsetting situations.
	C	1. Describe the physical responses common to a range of emotions. 2. Describe emotions associated with personal experiences. 3. Practise expressing positive feelings about others. 4. Evaluate ways of dealing with upsetting situations (e.g. being left out, losing, rejection, being teased). 5. Demonstrate emotions in various contexts in role-plays. 6. Practise handling pressure situations (e.g. taking a test, participating in a competitive activity).

Annex 2

Table A4. National strategies for bullying prevention and for homophobic bullying in schools in the EU (Downes and Cefai, 2016)

Country	National strategy for bullying prevention in schools	Homophobic bullying directly addressed in national anti-bullying strategy
Austria	Yes	No
Belgium (Flanders)	No	No, but some focus in antidiscrimination law
Bulgaria	Yes	No
Cyprus	No	No
Czech Republic	Yes	No
England	No	No, but in individual schools
Estonia	No	No
Finland	No official national strategy, but bullying is in the National Core Curriculum and Government Programme, and national rollout of the KiVa programme	No
France	Yes (as *Harcèlement*)	Not directly, but it is on the ministerial agenda
Greece	Yes	No
Hungary	No	No
Ireland	Yes	Yes
Italy	Yes	No, but mentioned without specific actions
Latvia	No	No
Lithuania	Yes	No
Malta	Yes	Yes
Netherlands	No, but new laws on social safety	Yes. Not in antibullying, but is in non-discrimination laws
Norway	Yes, through national strategy for better learning environment	No
Poland	Yes	No
Portugal	Yes, through health-promoting education and violence prevention programmes	Yes, addressed in the Secure Schools Programme as "Acts against sexual freedom and self-determination"
Romania	Yes (as violence)	No
Scotland	Yes	No
Serbia	No	No
Slovakia	No	No
Spain	Yes. (Master plan for coexistence and the improvement of safety at school and their environment)	Yes
Sweden	Yes. (Law stipulates that each school must have its own policy)	Yes, related to discrimination laws though not anti-bullying programme
Turkey	Yes	No

Combined responses from three sources: Commission School Working Group Senior Education Officials from National Ministries/ENSEC/NGOs surveys.

Annex 3

Table A5. Responses in 2020 from national ministry official representatives on the EU Commission's ECEC Working Group

Country	Is there a strong, consistent focus on positive preschool climate in your ministry's external inspections of preschools/kindergartens?	Is there a strong, consistent focus on positive preschool climate in self-evaluation processes in preschools/kindergartens in your country?	Is children's feedback a key element of education ministry external inspections of preschools/kindergartens?
Table	**U**	**V**	**W**
Macedonia	No	No	No
Serbia	Yes	No	Yes
Denmark	Yes	Yes	Yes
Czech Republic	Yes	Yes	Yes
Italy	Yes	Yes	No
Cyprus	Yes	Yes	Yes
Belgium (Wal)	No	Yes	No
Poland	Yes	Yes	No
Croatia	Yes	Yes	No
Lithuania	No	Yes	No
Iceland	Yes	Yes	Yes
Bulgaria	Yes	Yes	Yes
Luxembourg	Yes	Yes	Yes
Austria	Yes	Yes	No
Spain	No	No	No
Czech Republic/Slovak	Yes	Yes	No
Belgium (FLA)	Yes	Yes	Yes
Ireland	Yes	No	No

Country	Is children's feedback a key element of self-evaluation processes in preschools/kindergartens in your country?	Is parent feedback a key element of your education ministry external inspections of preschools/kindergartens?	Is parent feedback a key element of school self-evaluation processes in preschools/kindergartens in your country?
Table	**X**	**Y**	**Z**
Macedonia	No	No	No
Serbia	Yes	Yes	Yes
Denmark	Yes	Yes	Yes
Czech Republic	Yes	No	Yes
Italy	No	Yes	Yes
Cyprus	Yes	No	Yes
Belgium (WAL)	Yes	No	Yes
Poland	Yes	Yes	Yes
Croatia	Yes	Yes	Yes
Lithuania	Yes	No	Yes
Iceland	No	Yes	Yes
Bulgaria	Yes	Yes	Yes
Austria	Yes	No	Yes
Spain	No	No	No

Czech Republic/Slovak	No	Yes	Yes
Belgium (Flan)	Yes	Yes	Yes
Ireland	No	No	No

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