Social and Emotional Education. An International Analysis

Fundación Marcelino Botín Report 2008

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The Fundación Marcelino Botín is carrying out an applied educational project in Cantabria (Spain), called **Responsible Education.** This project supports and promotes the emotional, cognitive and social development of children and young people helping them to become self-motivating, responsible, mutually supportive and competent – both academically, emotionally and socially. This report opens a new area of educational study within **Responsible Education.**

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Preface

Preface

In 1964, Marcelino Botín and his wife, Carmen Yllera, created the Marcelino Botín Foundation (in Spanish: "Fundación Marcelino Botín"), a charitable foundation set up to work both in a national and international context, based in Santander. The principal objective of the Foundation is to develop and implement initiatives to promote a fairer, freer, more efficient, and more responsible society.

In 2004, in a move to adapt to the new realities and challenges of the 21st century, Fundación Marcelino Botín decided to adopt a policy of supporting development in society, by helping the people living in it to improve their capabilities – that is to say, by focusing on developing the human capital of which our society is composed. Accordingly, it set out to promote, encourage and support a lifelong, for people, thus contributing to the progress and well-being of each individual and of society as a whole.

Our understanding of the concept of well-rounded education in Fundación Marcelino Botín is that a process of intellectual and academic training should go hand in hand with healthy physical, psychological and social growth in order to achieve a sufficient level of well-being, balance, and personal and social contentment. We consider that Social and Emotional Education, of which a detailed discussion is provided in this Report, is an inseparable part of the well-rounded education of each individual.

In order to support and develop the ongoing applied educational work that has been developed by Fundación Marcelino Botín in Cantabria, known as "*Responsible Education*", we are carrying out a global initiative (that embraces research, the setting up of the organization, project implementation, support and assessment), to gather together resources and educational techniques with a view to facilitating and encouraging emotional, cognitive and social development in children and young people – thus helping them to become self-motivating, competent, responsible and mutually supportive members of society.

The model for procedure that we have set up is directed and also shared by the three basic educational agents in society: the family, school and the community.

By means of this initiative it is also our intention to increase academic success among pupils and to develop in them certain protective elements to serve as a preventive strategy against the type of risks (violence, intolerance, failure, drugs, etc.) that are likely to present themselves nowadays at an increasingly early stage in life.

In 2007, after three years of contributing to educational work in Cantabria, working with 80 schools (which involves a total of 853 teachers and 16,000 pupils), Fundación Marcelino Botín recognized the need to:

1| Acquire information about new developments, both in Spain and in other countries worldwide, in the field of well-rounded educational provision and emotional and social development;

2 | Initiate educational research with a view to identifying, sharing, incorporating and developing initiatives that would improve and reinforce the experience of the Foundation, and which could also prove useful to professionals working in other places and in different contexts.

Consequently, Fundación Marcelino Botín put forward, and set out to lead, the first international project in this field. The result to date is the Report you now have in your hands, and the Foundation's supporting website, http://educacion.fundacionmbotin.org.

For many years now, educational programmes to promote emotional and social development have been researched and applied in several countries around the world. The scientific progress made during the same period has made it possible to test and investigate in detail the importance of emotions for the positive growth of people and for their well-being.

We feel the need to take responsibility for setting up an organised, clearly-structured system that will make it possible to pool knowledge and any advances in research in this field. Fundación Marcelino Botín supports joint research initiatives and the exchange and publication of information about the different initiatives being taken in different parts of the world. We would like this Report to be the first stage on the road to creating a Joint International Platform to operate in the field of Social and Emotional Education.

For over a year now we have been holding a series of meetings at the Head Office of Fundación Marcelino Botín in Santander, with a team of experts from several European countries (Germany, Spain, Holland, Great Britain and Sweden) and the United States of America, all of whom come from different contexts and have varying perspectives. The work has been strictly organised and we have all given thought to the question of Social and Emotional Education (SEE) and pooled our knowledge and know-how.

The Introduction to this Report gives an initial presentation of the theme under consideration. It is important to point out that the terminology used in the field under dis-

cussion is extremely diverse. Terms such as Social and Emotional Learning, Emotional Education, Socio-Emotional Development, Emotional Intelligence, and many more, appear, chapter by chapter, in the different texts contained in the Report, and offer an overview of the educational situation in each of the countries under consideration – together with certain significant and particularly interesting initiatives developed there. Through the varied terminology that is used, the area of our common interest, which we have decided to call "Social and Emotional Education" – and which, as explained at the beginning of this prologue, is a key part of the well-rounded development of the individual (in academic, emotional, cognitive and social terms) - begins to take shape.

The last part of the Report relates to one of the challenges which still has to be confronted in this field: namely, the evaluation of the results obtained once the various different SEE programmes have been applied. Despite the fact that this last chapter may seem rather dry to non-specialists, we strongly recommend reading through it as it contributes greatly to an understanding of the benefits that SEE brings to children and young people – as shown by the results of scientific research.

Faced with the question that we have all asked ourselves, as to the impacts or positive effects that SEE might have on the development of children and young people, we decided to extend the initial project and to commission a team of experts to make a thorough study of the question, with a view to obtaining clear confirmation of the need to work specifically in this field. The conclusion reached is clear: research indicates that SEE has a positive effect on the well-rounded development of children and young people – and brings benefits in the area of emotional well-being, of academic achievement, and social relationships.

It is important to point out here that this Report is not intended to be a complete guide to all available experiences in the field of SEE worldwide. Many other experts, experiences and perspectives, both in the countries mentioned in our Report and in other countries worldwide, that we were unable to include in our report due to questions of time and space, have much of value to contribute.

With a view to achieving our long-term goal, we have prepared a website –http://educacion.fundacionmbotin.org– to encourage people to provide information about their own experiences, learn about the experiences of others, exchange ideas, make new contacts, communicate with different experts, etc. The idea is that this website will provide an *International Platform*, for those in the field to pool and share resources, research, knowledge… and to serve as a base for continuing to develop new initiatives and projects.

In reality, the aim of this Report, and the website that complements it, is to serve as a useful work tool, to facilitate the exchange of information and provide educational support – freely available to all those (educational centres, families, administrative units, experts…) who may have an interest in, and be concerned about, the question of providing well-rounded education – and regardless of whether their particular focus be academic or social and emotional, since these areas have recently been found to be inseparable.

Our aim is to look to the future and to work, as a united front, to meet the educational challenges presented by society in the 21st century. To provide Social and Emotional Education to individuals from childhood onwards may prove helpful to us all and will surely prove to be indispensable to our progress and well-being.

Lastly, we would like to make the following reflections, which have emerged as a result of the preparation of this Report, which could serve as a conclusion, and also indicate the way ahead for the future:

1 | **Effectiveness of the programmes designed to promote social and emotional development in children and young people in the school context.**
The promising results that we present in this Report, which are the fruit of scientific research, indicate that Social and Emotional Education at school facilitates well-rounded growth in children and young people, stimulates them towards academic achievements, serves as a preventive strategy in the event of possible difficulties during their development and, furthermore, contributes to the improvement and protection of physical and mental health in young people. We therefore undertake to continue our research work in this field, and to extend the work we have begun in the field of SEE and dig deeper, in order to provide educational centres, families and communities with initiatives and clear programmes which will fulfil the requirements and ensure emotional and social growth in our school pupils. As a result of the experience already acquired by Fundación Marcelino Botín, from working in many very different schools, with a range of educational agents, we can offer guidance and support, and help to adapt and integrate our initiatives and programmes into the specific context of each educational centre, so as to set them on their own particular paths in this educational process.

2 | **Social and Emotional Education: integrated into and shared by the entire Educational Community.**
The prime objective is that our work should be spread and coordinated among all

the different educational agents (in the contexts of school, the family, community and institutions, the public administration system, civil society, etc.), so that, step by step, SEE can become part of the daily curriculum and operate, without exception, at all levels and among all pupils – an interest completely accepted and shared by the entire educational community, as a basic and inseparable part of the system which develops academic achievement and well-being in people, not only as individuals but also as participants. In addition, Social and Emotional Education develops young people's abilities to become mutually supportive and responsible, active contributors to society.

3 | **The importance of further training**.
Social and Emotional Education is for everyone and is not just directed towards children and young people. To learn to identify, express and regulate our emotions, to continuously develop greater self-knowledge, to understand others by putting ourselves in their place, to learn how to care for our own bodies and minds, to take decisions responsibly, to relate sufficiently well to other people, to know how to say "no" without creating a situation of conflict, and to know how to solve problems, etc. – all these skills are necessary if we are to enjoy a balanced life that is happy and has meaning, and is the fundamental starting-point for developing in a positive manner any kind of work (including academic work). The training of adults (teachers, professors, parents, professionals, etc.) is therefore of fundamental importance, first of all for the improvement of our own well-being, and then in order to work towards developing the full potential of children and young people. With all our educational experience, we, at Fundación Marcelino Botín, are firm supporters of the training –both theoretical and practical– of teachers, families, and of society as a whole, and we are involved in a continual search for new approaches and new educational solutions in order to bring these new types of training to our society.

4 | **Certain pre-requisites of success.** As suggested in the different worldwide educational experiences which are included in this Report, and also taking our own experience in Cantabria (Spain) into account, we wish to underline the importance of a series of pre-requisites that need to be met if the emotional and social aspects of education are to be integrated into the school curriculum. (These pre-requisites are developed in greater detail in this Report, in the chapter on Spain, in which the experience of Fundación Marcelino Botín and the question of "**Responsible Education**" is included). The development of a Social and Emotional Education project will be more successful if the following pre-requisites are met:

- **The voluntary nature of this work:** it is a pre-requisite that everyone involved in initiating and/or developing this project will provide their services on a willing basis.

- **Involvement:** it is a pre-requisite that teachers will carry out the considerable task of creating and/or adapting the programmes and initiatives of the project to the specific contexts in which they work, and thus tailor the project to their own particular situations. The suggestions and contributions of teachers will therefore be indispensable if the project is to succeed.

- **An active and shared responsibility:** it is a pre-requisite that educational centres, families and local communities support each other and share objectives and tasks, so as to ensure the proper development of the project.

- **Planning:** it is a pre-requisite that all actions undertaken be carefully carried out, following an ordered procedure, and that they are formally recorded.

- **Close supervision and assistance:** it is a pre-requisite that all participants in the Project receive training, support, orientation, assistance and close supervision.

- **Long term:** it is a pre-requisite that the work of the project be planned as a long-term undertaking, so that the results can be assessed over a considerable period of time.

- **Evaluation:** it is a pre-requisite that a continual internal evaluation be carried out, so as to make it possible to reflect on the results obtained and to seek to improve them. A continual external evaluation should also be carried out, both of the process itself and of the psychological impact of the project's different initiatives and programmes.

There is still a long road ahead and we hope to make gradual progress step by step. We are entirely aware of the need to unite the efforts of everybody concerned. It is our hope that everybody who feels the need for, and wants to participate in, spreading and developing these initiatives, will do so – thus helping to create an education system that actively promotes emotional, cognitive and social development from early childhood onwards, and throughout the entire lifespan of each individual. In short, we aim to work with people who want to work towards creating a better future for everyone.

"Not all people have the same opinion about what youth should learn in order to develop a good character or to enable them to lead the best life. There is also no consensus about whether education should mainly focus on acquisition of knowledge and understanding or character formation, whether the right type of education should consist of disciplines useful for life, to breed a pure character, or to enlarge knowledge"

Aristotle, Politika

Introduction

Introducing Social and Emotional Education

Christopher Clouder

Caminante no hay camino, se hace camino al andar
Wayfarer there is no path, We trace our path as we go along.
Antonio Machado

The Universal Declaration of Human Rights establishes the fundamental principles of human rights and freedoms, and that includes education: "*... education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and freedoms. It shall promote understanding, tolerance and friendship*…. (Article 26.2). These competencies are in essence social and emotional. In 1996 UNESCO published a significant document "*Learning: The Treasure Within*" compiled by their Commission on Education for the 21st Century which makes an excellent adjunct to this report. It highlights the value of diversity as an educational principle "*Between the extremes of abstract and over-simplifying universalism and relativism which makes no higher demand beyond the horizon of each particular culture, one needs to assert both the right to be different and receptiveness to universal values*". (p.59). These ideas are becoming increasingly influential. It is suggested that education throughout life is based on four pillars:

Learning to know, *by combining a sufficiently broad general knowledge with the opportunity to work in depth on a small number of subjects. This also means learning to learn, so as to benefit from the opportunities education provides throughout life.*

Learning to do, *in order to acquire not only an occupational skill but also, more broadly, the competence to deal with many situations and work in teams. It also means learning to do in the context of young people's various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.*

Learning to live together, *by developing an understanding of other people and an appreciation of interdependence –carrying out joint projects and learning to manage conflicts– in a spirit of respect for the values of pluralism, mutual understanding and peace.*

Learning to be, *so as better to develop one's personality and be able to act with even greater autonomy, judgement and personal responsibility. In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities and communication skills.*

To which was added: *Formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning; but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy, in relation both to contents and to methods.*

What previous generations had regarded as an educational system set, as it were, in stone and delivering traditional expertise and straight-forward cultural transmission is now faced with new challenges that require quite radical reforms

All these four pillars, which are concerned with a reformulation of the goals of education, highlight how important for the learning process is how we feel about our learning. Learning too requires skills, volition and purpose and all these lie rooted in how we feel about ourselves and our relationship to the world. What are termed "life-skills" are becoming more decisive as to how we lead our lives, with the ability to communicate, work with others, and manage and resolve conflicts. Classrooms are becoming more engaged with the surrounding world and teachers are the agents of this change. What previous generations had regarded as an educational system set, as it were, in stone and delivering traditional expertise and straight-forward cultural transmission is now faced with new challenges that require quite radical reforms. To meet the needs of 21st Century children, schools are being called on to develop beyond being cloistered institutions that are removed from adult life. In this great and demanding undertaking we need to learn from each other beyond national boundaries and share experiences internationally in search of the life-long citizenship of our planet, As subsequently pointed out by Jacques Delors: "*Together the four pillars provide balance at a time when many policy makers still speak of education only in terms of the economy and labour market. We must not overlook the other aspect of education… through which people are empowered to achieve self-mastery*".[1] Education is not a commodity, despite consumerist and financial jargon being imported into educational policy making. Social and emotional learning processes can make an important contribution to enabling people to take hold of their own lives and finding their particular equilibrium. "*There is a contradiction , which we see as only apparent, between the utilitarian, that is to say economical or useful view of competencies on the one hand, and on the other, the view of competencies as being liberating forces, enabling individuals to take charge of their own lives.*"[2]

Many cultures are conscious that the present is turbulent and uncertain, full of unforeseen and weighty questions, and that the answers to these will have a deep impact on the future world of our children. One of which is a perceived crisis in social cohesion. The identities and groups that held society together in the past are, like all human endeavours, evolving. This

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is not to deny the many catastrophic conflicts of the past but recent advances in technology, new discoveries about the human impact on the natural environment, social upheaval and increased mobility, and our increasingly globalized world of interdependence bring new and complex dimensions. We are no longer so far removed from each other. "*Domination, oppression and human barbarities undeniably persist and aggravate our planet. These are fundamental anthro-historical problems which have no* a priori *solution: but they are subject to improvement and can only be treated by the multidimensional process that will strive to civilize all of us, our societies, the earth.*"[3] Being human has become an ethical concept. This phenomenon cannot be without consequence for the upbringing and education of children. As Steve Biko pointed out, during his struggle against apartheid in South Africa, the route towards living together lies in the humanization of education. Martin Luther King likewise perceived that having brought ourselves closer through technological progress our next task is to create global social cohesion. "*We are challenged to rise above the narrow confines of our individualistic concerns to the broader concerns of humanity… Through our scientific genius we have made the world a neighbourhood*; *now through moral and spiritual genius we* must *make it a brotherhood*". We can connect rapidly and easily but have we the skills to connect well and wisely? Luther King also warned that "*our scientific power has outrun our spiritual power. We have guided missiles and misguided men.*" So where else should one start but in the early years of life and school?

There are international educational initiatives that seek to redress this imbalance. The United Nations and UNICEF have initiated a programme on human rights and citizenship education for primary and secondary schools, which is running from 2005 to 2009, and is being mon-

itored by the Council of Europe. Although in a recent conference report (November 2007) it was noted that teachers are inadequately and poorly prepared for the teaching citizenship and human rights education. Likewise the World Health Organisation (WHO) has been promoting psychosocial competence through life skills programmes to prepare individuals for adaptive and positive behaviour in order to deal with the demands and challenges of everyday life. As well as cognitive skills such as critical and creative thinking, this programme seeks to enhance coping with emotions, empathy and interpersonal relationship skills. The media also have a role in shaping our perceptions concerning education and the issues around childhood and can stimulate debate and activities. In some countries there is a constant reporting of such concerns and in others barely a mention. Nevertheless, across the world questions are being raised as to whether our systems and educational institutions actually do meet the needs of the child of today. This is, of course, not to underestimate the many great improvements in childhood well-being that have been accomplished in the 20th Century. Yet these advances are still not available to all children and there is much suffering in many parts of the globe that with effort and ingenuity could be markedly reduced.

However we are not only faced with new challenges in our social relationships with each other but also with our relationship to the planet itself. "*Among the most important learning that schooling provides of relevance to sustainability, are the attributes of critical thinking, self-reflection, media analysis, personal and group decision making and problem solving.*" *(Organisation for Economic Cooperation and Development OECD.1999)*.[4] We are witnessing an enormous growth of travel possibilities as well a great familiarity at one level with other cultures than our own. Multiculturalism and world citizenship has become an explicit goal for education and accordingly the learning of modern languages and a deep understanding of one's own culture and those of others becomes more critical. These tendencies are loosely termed globalisation, which some see as creating new opportunities and others as a threat to social coherence.

"*Globalisation , because of the risk it brings of soulless standardisation, can lead to fragmentation and a reduced sense of belonging to a wider community. The excess of unbridled markets… are being met with an excess of nationalism, regionalism and parochialism. These threaten peace and raise the spectre of resurgent racism and intolerance.*"[5] (OECD 2001). Our children face an age of hyper-complexity. This has implications for how we assist them now in developing the competencies that will be demanded of them in the future.

The Task of Schools

This sense of the need to change our contemporary educational culture has appeared repeatedly in recent publications produced by institutions like the OECD and UNESCO. "*Our way forward is to reinforce the socialisation functions of schools, and to recognize more explicitly their nature as communities in their own right. Such an emphasis does not necessarily conflict with a strong focus on cognitive development but it suggests an acknowledgment of a comprehensive set of educational outcomes going beyond measurable standards*"[6] (OECD 2001). More recently, in August 2007, UNESCO assembled a panel of experts in Berlin and together they issued the *Kronberg Declaration on the Future of Knowledge Acquisition and Sharing*[7] – a declaration that again highlights a radical change in perceptions. Among other things it promotes extensive, value-oriented education as a necessity, in addition to normal professional knowledge. The 18 international experts from 13 countries were in agreement that the education sector faces dramatic changes. "*The educational institutions of*

In western societies the drift to greater individualism raises the question of the future social coherence and sustainability. The increase in family fragmentation with a dramatic rise in the divorce figures places new emotional strains on a child, faced with feelings of insecurity and risk over which they are powerless

the future need to dedicate themselves much more intensively to emotional and social capabilities and convey a more extensive, value-oriented education concept. The importance of acquiring factual knowledge will decline significantly, in favour of the ability to orientate yourself within complex systems and find, assess and creatively utilize relevant information. The learner will take on a much more active and self-responsible role in the learning process, including the creation of content." Whereas in the past compulsion and regulation for the young was the norm, the last decades of the 20th Century has seen a change to negotiation and consensus seeking in many areas of family and educational life. Certain skills determine the success of this approach to childhood, from both generational sides. It has now been claimed that, over a dozen years, personal and social skills such as self-control and an ability to get on with others, became 33 times more important in determining children's futures than they had been before.[8] In western societies the drift to greater individualism raises the question of the future social coherence and sustainability. The increase in family fragmen-

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tation with a dramatic rise in the divorce figures places new emotional strains on a child, faced with feelings of insecurity and risk over which they are powerless.

We are clearly in a process of change and this report will survey how this change has already influenced the education of our children and how it will in all likelihood develop in future years. The teaching and bringing up of children has always been a deeply emotional and social experience. Working intensely with children challenges our humanity and our nature as beings of thinking, feeling and volition, with our intricate involvement in the lives of others through social engagement. This is not a new discovery. As Dewey wrote in 1897, "*In sum I believe that the individual who is to be educated is a social individual and that society is an organic union of individuals. If we eliminate the social factor from the child we are only left with an abstraction; if we eliminate the individual factor from society, we are left only with an inert and lifeless mass. Education, therefore, must begin with a psychological insight into the child's capacities, interests, and habits.*"[9] From a teacher's perspective, when we stand in front of a class or work with children as individuals or in groups, we guide, encourage, cajole, explain, dispense order, motivate, inspire, enthuse, caution or are just benignly present, and then all our capacities come into play to some measure.

Educational practice in schools has to a large extent been dominated by the acquisition of knowledge for centuries and, although this has often been questioned, and some instances rejected, as the major emphasis in the past, the sense that our children will require a different approach has grown consistently stronger in the 21st Century. Previously in conventional thinking aspects of deep human significance such as love, companionship, happiness and their contraries were regarded as pertaining to the private and family life of the children and, like disreputable or disorderly relatives, held at bay from the classroom. Now as a result of methodological research into human nature through disciplines such as psychology, sociology, and human biology alongside a greater understanding of learning skills, we can see that this was and is actually impossible. The children bring their culture, moods, attitudes and inner life with them, even though they have been expected to suppress these in a classroom situation.

The task of the contemporary teacher is to make learning relevant and engaging, and the following is a good, if incomplete, summary of what that entails:

- Connecting learning to student's lives
- Holding high expectations for all students, even those whom others have given up on
- Staying committed to students in spite of obstacles
- Placing a high value on students' identities (culture, race, language, gender, and experiences, among others) as a foundation for learning
- Viewing parents and other community members as partners in education
- Creating a safe haven for learning
- Daring to challenge the bureaucracy of the school and district
- Remaining resilient in the face of difficulties using active learning strategies
- Continuing to experiment and "think on their feet"
- Viewing themselves as life long learners
- Caring about respecting and loving their students[10]

The world of feelings can be explored and utilised to enhance how we work and influence our children's futures. Whoever is educating the child has to be aware that their feelings and relationships to what they are imparting are intrinsic to the process and have an effect. We cannot really divorce our personalities from the process of teaching. Our character as expressed for instance by our reactions, gestures, tone, underlying assumptions, expectations, creativity and patience is either implicitly or explicitly part of the process. The concept of social and emotional learning highlights the changing nature of being human for both the learner and the teacher. Pedagogical skill is the ability to use our attributes to serve the children. A lesson is a communal experience and as such can be judged by all the participants in a variety of ways, but whatever the outcome it has wrought change. A social and emotional education approach has the potential to help children learn to learn by giving them a sense of self-mastery and an improved climate of learning in the classroom. School can be a happy and satisfying experience that provides a training or further development in awareness about our interactions with others. This can and has to be learnt if we aim to create a more socially cohesive world and it is when we are young that we are provided, either in the family or at school, with the optimum opportunity for developing this in a secure and caring environment. The goal for social and emotional learning / skills for life programmes is to give children the tools and understanding in order to enhance their resilience and develop their ability to cope capably with the ups and downs of life.

So why have the concepts of emotional intelligence, literacy and learning found such resonance recently and why has that interest gathered strength over the last decades? Are we in any sig-

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nificant way different from all the many generations of teachers and educators that have preceded us? As parents are we looking for something different from a school than our forebears? As academics are we entering a more uncertain, ever-changeable and immeasurable terrain? As policy makers can we have enough long-term vision to deal successfully with what is, in some respects, intangible? Why has the fact that the study of emotions has become the focus of research for a number of different disciplines suddenly given it a higher profile and immense ramifications for our children's learning experiences? Are the traditional models of schooling still tenable? We stand on the brink of changes brought about by the vast amount of research conducted in the last few years regarding the neurobiology, child development, human emotional capacities and learning processes. Teaching has ceased to be a vocation that had clear and simple goals, measurable outcomes and straightforward methodology. Increasingly, it is a complex and multifaceted realm of endeavour that prepares children for a world beyond our imagination.

Such potential changes are grounded on a growing evidence based in the area of social and emotional well-being which in recent decades has provided much theory and debate and introduced a vocabulary through which to facilitate national and international discussion. Howard Gardner in his theory of multiple intelligences conceived of personal intelligences as based on an interpersonal and intrapersonal intelligence, thereby linking the social and emotional dimensions. The concept of 'emotional intelligence' itself was first introduced by Salovey and Mayer (1990) and was later popularised by Daniel Goleman[11] (1995) in his book entitled 'Emotional Intelligence' in which he highlighted the existence of the five domains of *emotional intelligence:*

- The skills of understanding our own emotions;
- Managing our feelings;

- Self-motivation;
- Recognising emotions in others;
- And forming positive relationships.

Goleman later went further and stated (2001) that emotional competencies are "*a learned capacity based on emotional intelligence that results in outstanding performance at work.*" According to this definition we are going beyond a potentiality to develop and control certain emotional abilities, to a level of performance and effectiveness. This makes it different from what we usually see as general intelligence because this suggests that emotional intelligence is a capacity that can be learned and developed. More recently Katherine Weare brings these definitions together by describing emotional literacy as '*the ability to understand ourselves and other people, in particular to be aware of, understand, and use information about the emotional states of ourselves and others with competence. It includes the ability to understand, ex-*

The concepts of emotional intelligence, literacy and learning found great resonance recently. We stand on the brink of changes brought about by the vast amount of research conducted in the last few years regarding the neurobiology, child development, human emotional capacities and learning processes

press and manage our own emotions, and respond to the emotions of others, in ways that are helpful to ourselves and others.' (2004).[12] As the field is comparatively new we are dealing with many interchangeable terms, like social and emotional **intelligence, competence**, or **literacy**, which can mean different things according to experience and context. Each culture and profession seems to have preference for particular terms according to their perspective but nevertheless a common understanding is possible and broadly speaking we are referring to the same aspect of a personality. Social and emotional learning has become the paradigm for these thoughts and consequent practices, yet it is also a comparatively recent term.

This goes hand in hand with recent neurological discoveries. Scientists, like Damasio, have shown that in our brains emotion and thinking are not separable activities but constantly play into one another. "*Emotion appears to be the support system without which the rational build-*

ing process cannot work… These results and their interpretation have questioned the idea of emotion as a luxury, as a disturbance or as a mere mark of previous biological evolution."[13] Human beings do not think against their emotions or even in relation with them, we all think through our feelings. And now that the scientific evidence of this is academically well grounded and accepted it is becoming obvious that it affects how we work in an educational setting. Le Doux contends in *The Emotional Brain* (1998) that, in evolutionary terms, there is a trend where cognitive-emotional biological connectivity is increasing in the brain. "*As things now stand, the amygdala has a greater influence on the cortex than the cortex has on the amygdala, allowing emotional arousal to dominate and control thinking…Yet there is another possibility… With increased connectivity between the cortex and the amyglada, cognition and emotion might begin to work together rather than separately*".[14] The human brain has astounding flexibility and over time the relationships between differing aspects can change and the interconnections become stronger or weaker. This seemingly simple statement is in fact a radical departure from the past in that early cognitive investigators divided the mind into a distinct area for thinking and reasoning and another for emotion, motivation and personality. Le Doux also points out that emotions are notoriously difficult to verbalize as they operate in an area not readily available to consciousness. These contentions provide an insight into how in a pedagogical sense everything that an educator, whether teacher or parent, does has an influence, especially as the brain of a child is undergoing rapid growth and transformation, although it may not be apparent either to the educator or the learners themselves.

This is not the place to give a comprehensive survey of recent neurological discoveries but, to summarize, they point in one direction: "*There is not an exclusive brain area that determines intelligence, nor is there one for emotions or social skills. Scientific knowledge on this issue is crystal clear – cognitive, emotional, and social competence evolve hand in hand. When a supportive environment is provided, the emerging structure is sound, and all parts work together*".[15] We know that decision making, problem solving, creativity, role play, repetition, rehearsal, the performing arts and social relationships are essential for strong connections between the limbic system (the seat of our emotions) and the cortex. A rich physical environment with movement and stimulation and a rich emotional environment are also necessary for the lobes in the cortex to develop well. Our decision-making circuit doesn't actually complete its development until we are well into our 20's. So social-emotional learning has a deep relationship to our growth over time and a certain age-appropriate awareness is required by adults who take on a responsibility for nurturing children. Other factors like humour also play an important part. For instance, adolescents need fun as it develops the dopamine hormone which helps them to be more empathetic by increasing frontal lobe activity (which is not yet fully functioning) and supports purposeful acts such as judgement, creativity, problem-solving and planning.

As educational systems move towards more competence-based assessments it is particularly necessary to recognize that competences do function together as constellations and in order to integrate and relate cognitive and noncognitive aspects of competence." *…it has been recognized for some time that … curriculum based and subject-related competencies and basic skills do not capture the full range of relevant educational outcomes for human and social development."[16]* Intelligence does not evolve independently of the social-emotional side of human development. Research into our emotional life has increased greatly in the last decades and generally accepted working definition of emotion would be " *a mental state lasting usually for minutes or hours that changes priorities of goals or concerns, that makes ready a particular repertoire of actions and that biases attention and memory."[17]* The word is often commonly used in a less precise fashion to cover moods and attitudes as well.

The Teaching of Social and Emotional Competencies

Emotions change both within the individual and in cultures. To give an example, not so long ago, from a common European perspective, mountains were considered barbarous places to be avoided at all costs. They were arid, dangerous hindrances that inspired horror. Up to the end of the 18th Century people saw no point in climbing a mountain to attain a view and travelers across the Alps often asked to be blindfolded so they would not be perturbed by what they saw. Then towards the end of that Century and the beginning of the 19th it became the fashion to clamber up hills and mountains just for a divine prospect that was considered beautiful, awe-inspiring and influenced the personality of the viewer. The same object called forth different emotional reactions that are then culturally and socially transmitted and become a norm. For a certain class of people not having mountains to climb became a form of deprivation. " *Although we might like to believe that our experience of altitude is utterly individual, each of us is in fact heir to a complex and invisible dynasty of feelings, we see through the eyes of innumerable and anonymous predecessors."[18]* When discussing social and emotional learning we are also touching on the realms of imagination, the context of cultural evolution and the world of values. If we wish to inculcate and develop positive competences we will also have to define what they are to be able to distinguish them from negative and destructive aspects of life. Or are the words competence, literacy and intelligence inherently positive and who decides?

All this is mirrored in our schools, whether consciously or unconsciously, and working with the concepts behind what we call social and emotional learning helps raise awareness of our practices and their implications. It is natural to want a better world for our children yet we also know that they will face a complexity and transformation that we can hardly imagine. Teachers and educators have passed from an era when the profession was one of tradition and

transmission to one where we have become the agents of change. The future is challenging and unsure, yet we have to assist the children in developing the skills and competencies they will need if any high ideals are to be striven for with any hope of success. "*The need for change from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism from autocracy to democracy in its various manifestations…, places enormous responsibilities on teachers…*".[19] Society expects much from its educators and those countries, such as Finland and Korea, who give their teachers the status the vocation deserves are those most successful in educational terms (McKinsey report 2006). Much is spoken about the knowledge economy by governments, business and in the media, but it is just as well to remember Rabelais's warning from the 16th Century that "*Knowledge without conscience is but the ruin of the soul.*" Our knowledge has responsibilities attached and the more accessible and wide-ranging it becomes, the more complex become our moral choices. Knowledge that works in a healthy conjunction with our emotions can become wisdom.

In this report we are assuming that:

- the ability to relate well to others,
- to cooperate,
- to manage and resolve conflict,
- to act autonomously,
- the ability to act within the larger context,
- to form and conduct life plans and personal projects,
- to defend and assert one's rights, interests, limits and needs,
- to use language, symbols and texts,
- the ability to use knowledge and information interactively and the ability to use technology interactively…

…are human rights that all children should have access to. Secondly, we are assuming that it is vital that this happens for the sake of the health of future societies.[20] These not only have relevance to active and interactive learning in school. Other institutions such as the family, the media, religious and cultural organizations are all responsible for the transmission and development of these competencies and have different impacts at different levels. Competencies are not synonymous with skills as competencies involve many interrelated skills, including cognitive skills, attitudes and other non-cognitive components. There are also transversal competencies like reflectivity- a critical stance and reflective practice- that is required to meet the demands of modern life in a responsible way. Skills, being the ability to perform complex motor and/or cognitive acts with precision, adaptability and ease in themselves, have no in-

trinsic set of values. The nine competencies listed above do however, and are important for individuals to meet future global and local challenges. All have a social and emotional aspect, as well as a cognitive one. The human being has to be seen as a whole, not as a fragmented object. In educational discourse the concept of working with the "*whole child*" is once again becoming a prominent feature.

Nell Noddings puts the challenge succinctly "*The traditional organization of schooling is intellectually and morally inadequate for contemporary society. We live in an age troubled by social problems that force us to reconsider what we do in schools.*"[21] She balances the common misperception that arises when assuming that social and emotional education is only about

"The traditional organization of schooling is intellectually and morally inadequate for contemporary society. We live in an age troubled by social problems that force us to reconsider what we do in schools."
Nell Noddings

happiness, in that we must educate for unhappiness as well. Children learn that sharing the unhappiness of others paradoxically brings with it a form of happiness. "*This is the major conclusion reached by care theorists, who argue that things we do to improve the relationships of which we are part will work for our benefit as well as others.*"[22] Social and emotional education is value based in that it is perceived that in a given cultural or social context some emotions are preferable to others. When dealing with other people, love is preferable to hatred. Aggressive self-assertion is not a passport to well-being for either the community or for oneself. Emotional literacy involves being able to work with and even transform emotions when relating to others. An attitude of understanding, tolerance, solidarity, empathy and ultimately compassion can be practiced and learnt. We can develop skills that enable us to reflect both in and on our actions and find new ways of being.

The debate about character or values education is probably as old as humankind when consciously faced with the complexities of educating the next generation. It was certainly an important aspect in the culture of ancient Greek culture. Some philosophers like Socrates, whose life was devoted to unceasing education with the aim of thinking clearly, doubted that virtues could be taught at all, although he also believed that people will care for what they love. Plato, on the other hand, held that education should be practiced to educate the "soul", which for him

was a harmonious amalgam of desire, reason and spirit (energy), and should lead to the acquisition of four virtues, courage, philosophical wisdom, prudence and righteousness. The philosophic or "*gentle*" element is manifested in the social values of sympathy, fellowship and cooperation. Thus good behaviour is produced because there is "*an internal order of the soul*" and through the achievements of self-mastery a person can integrate his personality to become "*the just man*". For Aristotle, "*education and habituation are required in order to perform elements of the task of any capacity or craft*". This holds also for the "*activities of virtue*". The correct form of education was one which respected the needs, abilities and limitations of human nature with the goal of producing a harmonious integrated person. In our times this would be called a "holistic" approach. He saw our emotions as modes of practical perception that embodied beliefs, desires and virtues. It is a matter of feeling the right things "*at the right time, about the right things, towards the right people, for the right end, and in the right way*" (Nicomachean Ethics 1106d21-23) that therefore had to be educated. Our era may use different terminology and concepts, having inherited the fruits of the Enlightenment and many scientific and medical advances, yet in this field the debate continues as vociferously as ever. There is no one approach with justified claims to permanence, but by being aware of the possibility of different ways we at least respect the individuality of each child and the social changes around them.

Creating Conditions for Social and Emotional Education

There are many approaches to the teaching and acquisition of social and emotional competences and we are highlighting only a few of them in this volume. There is much future work and research to be done. In the work with social and emotional learning one cannot be dogmatic as that is self-defeating, so nothing here is prescriptive but rather it is descriptive. However there are already some conclusions to be drawn from general experience. For instance, this cannot work in a school or classroom that is isolated from the family and parents, so new relationships have to be formed where expectations are clear and understandings are worked for. This entails a transparency of purpose, well formulated and accountable forms of decision making, taking the views of all stakeholders seriously and welcoming all who wish to be involved and carry responsibilities. In other words, turning the school itself into a learning community in which all who wish have the opportunity to participate, thus creating shared values and understandings that enable individuals and groups to trust each other and work together. There is, of course, risk involved, what worked in one place might not work in another and emotions have, by definition, the quality of constant movement and unpredictable volition. Nevertheless, *"Au fond de l'Inconnu pour trouver du nouveau"* (Baudelaire: In the depths of the unknown, we will find the new) is true of all creative processes. Teaching and living happily in a changing social community is a creative art. To work in this area of endeavour we

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have to look at and develop ourselves and not regard the children as objects to whom we just deliver knowledge and precepts.

This fresh territory brings with it the possibility of significantly changing the educational landscape as researchers consider how human beings interact with each other in a way that goes beyond purely cognitive theories of human nature. The concept of social and emotional learning should remain all-encompassing and not end up divided into anti-pathetical schools of thought or issues of personalized dogmatic contention and a label for only one particular approach. Just as Picasso loathed the term "Cubism" because, as he said "*When we invented cubism we had no intention whatever of inventing cubism. We simply wanted to express what was in us*".

 True leadership is service that involves personal emotional development too and that sometimes requires an element of selflessness or even sacrifice. The great Polish educator, Janusz Korczak, who perished voluntarily alongside the orphaned children in his care in Treblinka in 1942 wrote: "*Find your own way. Learn to know yourself before you know children. It is a mistake to believe that education is a science of children and not of man.*" In other words, to work with children positively and successfully we also have to know ourselves. Much depends on the personality of the educator, whether parent or teacher, and all professional trainings and development through experience have consequences for who we are as individuals and it is to this quality of developing personal integrity to which children are sensitive. This may sound radical to some but the narrative of social-emotional learning is radical and transformative. We are not only calling for the reflective teacher but one who will act according to the outcome of these reflections. Persuasion is the least effective mode of changing behaviour and attitude. Active attainment and modelling are far more powerful. Creating a caring environment in the school and being consistent are essential foundations, especially at a time when schools are being asked to play a greater parental role in society, and with values being demanded that are conducive to the children acquiring good citizenship skills and constructive values.

However, it might at this point be worth noting here, there are many experiential ways of accessing the faculty of social responsibility and engagement, including music, poetry, the visual arts and drama. Creativity is being increasingly recognized as a fundamental aspect of learning. We are all in the process of becoming, our brain is always learning and in this process we find our own individualized paths for life. Our stories differ. This is recognized in the new drive for personalized learning where the students participate and are actively engaged in finding their own targets, devising their own learning plans and choosing from among many different ways to learn with the appropriate assistance and support. None of this can be divorced from how we feel about things. This way of integrating the individual into the educational process has implications for our social bearing and democratic expectations as well. The traditional mass production model of schooling is being challenged through advances in understanding our own biology and minds.

Curricular and Contextual Approaches to Social and Emotional Education

Social and emotional learning can be taught as a subject in its own right within the curriculum, where lesson programmes are carefully constructed to enable children to consciously develop their social and emotional abilities, and contextually, where it underlies the curriculum and methodology and relates to the organization of the school as an institution, parental involvement and co-operation and the school's relationship to the wider community it serves. The balance relies very much on the context in which it is being developed and examined. Some alternative and progressive schools have worked for many years on an integrated approach, because the whole school attempts to incorporate a supportive ethos and child orientated approach. In this context the curriculum itself is a meaningful and interconnected narrative closely parallel to child development. Every aspect of school life, such as telling a story or recounting an experiment or historical episode, is seen as having a pedagogical aspect by exemplifying social, intellectual and emotional learning. The teachers engage the children in self-development by being prepared to engage in it themselves.

In more traditional school settings, there is case for direct teaching. However, because of the complexity of the task there is still much debate about the effects of curricula and contextual teaching and there are many varying perspectives, as will be shown in the country reports. However there is common ground in the view that the school leadership cannot stand aloof but must be fully engaged in and committed to the process. The whole school environment is instrumental in achieving successful outcomes. These steps though should not just be taken by the adult or official world. Children need to participate too, be taken seriously and their insights and personalities respected. Whole school means whole school. Children have a remarkable sense of values, and an acute feeling for justice and injustice, even babies have a
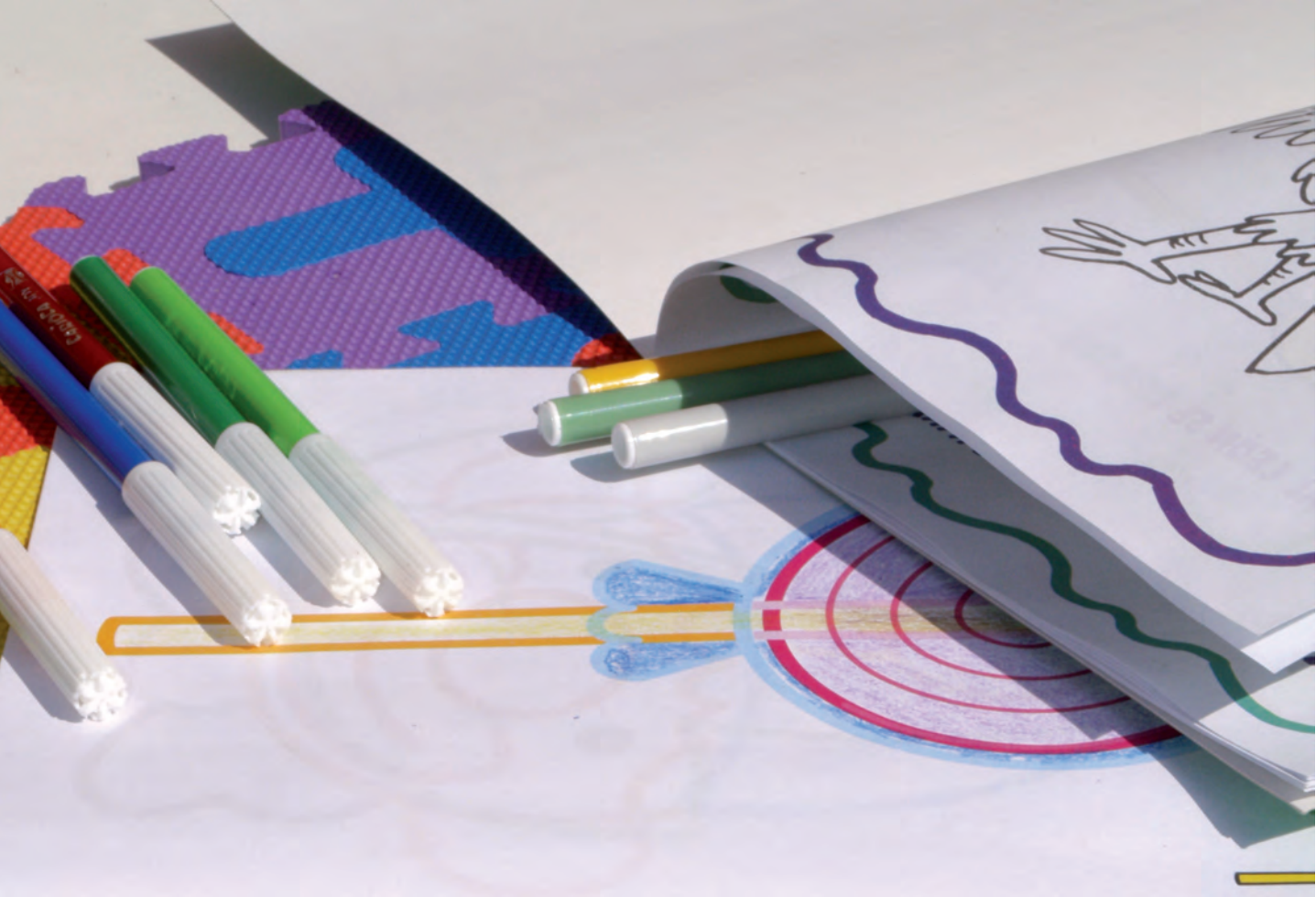
moral sense. Consequently, to strengthen this they need a say because developing emotionally also means taking responsibility and learning from mistakes. In addition, it means reflecting on emotions in oneself and in others and being able to contextualize emotions by being empowered to explore them. Children can also help each other in ways that are sometimes imperceptible to adults and need the trust and space to do so. Simple play is often an exercise in this ability, within an imaginative guise.

School as a Learning Community

In times past parents could be kept at arm's length behind school fences as though education was a secret garden tended by omniscient experts. Now, however teachers, embarking on a SEE strategy cannot do so in isolation from the immediate circumstances of the child and will need to call on greater resources to call from within the community. Teachers face greater expectations, seemingly limitless needs and enormous responsibilities and unless they are able to share this vocational challenge with the wider community and know they are supported by it the impression that we are asking too much of them is unavoidable. Similarly, parenting has become an increasingly complex task as traditional structures disappear, to be replaced by smaller and often more fluid family units, more mobile lifestyles, a tendency for both partners to be at work and the general pressures of modern life impinging on family relationships. Consequently, the welfare of the child in a rapidly changing society requires all agencies to cooperate in a meaningful and insightful manner. Families need to be to be appropriately involved in the schooling of their children by right, as they are the child's first and primary educators. Time and organizational energy needs to be invested in finding ways for their positive participation and schools following these routes have found it pays dividends in many unforeseen and supportive ways. If all adults caring and carrying responsibility for the education and upbringing of children could see themselves as "co-educators", then the barriers between those with professional skills and those within the family context can become more permeable, to the advantage of the child The community as a whole can become aware and decide where this new awareness can lead, thereby exercising lifelong learning through practice, listening, seeking to understand, cooperating, appreciating the richness of human diversity and finding common goals. Supportive families are critical in order for most children to do well at school, and in an age of many patchwork families the school community can end up needing greater sensitivity and skills compared to the previous times of comparative stability. Emotional literacy is called on from more people than just the immediate circle around the child and the healthy partnership between family and school can be decisive of a child's future. If social-emotional learning respects the education of the "*whole child*" which seeks to integrate all facets of being fully human, then the whole social, moral and natural environment plays a role.

Developing emotional competence – learning to regulate one's emotions, behaviours, and attention, and social competence – learning to relate well to other children and forming friendships- partly depends on two aspects of the child's upbringing. Success is influenced by a child's history of relationships with primary caregivers and other children as well as the child's own physical and mental health. Learning to take another's perspective is formed by interplay with others at home, kindergarten and school. "*They are important predictors of a child's ability to get along with peers and the adults in their lives, to learn effectively and ultimately to succeed in school.*"[23] This begins in babyhood when "*Wonder is the first of all the passions*" (Descartes 1645) and the more this sense of Wonder can be enlivened throughout schooling the more chance there is of remaining open to new emotional experiences and accordingly developing empathetic understanding. A child needs to understand her own feelings in order to recognize those in others. Some emotions are more appropriate in certain situations than others and a capacity for adjustment has to be learnt. Emotions are the inner equivalent of outer movements and handling them is likewise a skill.

Clearly introducing social and emotional education calls for rethinking of the whole of the child's educational experience and a weighing up of priorities. For social and emotional education to be effective however, evaluation procedures will have to be found that provide accountability but nevertheless are of such a nature that they encourage, rather than stifle, development and are also a tool for positive and appreciative relationships. Whatever we seek to measure in our developing children will be incomplete. This is what Mannheim called perspectivity, "*The false idea of a detached impersonal point of view must be replaced by the ideal of an essentially human point of view, which is within the limits of human perspective, constantly trying to enlarge itself.*"[24] We have to also take into account where we are looking from as well as what we are looking at. By accepting that all learning has an emotional component and that we live in an increasingly fragmented and tense world, where the ability to cooperate becomes essential for our survival as a species, we are setting a new challenge to schools and placing a redefined responsibility on educators.

Conclusion

Learning from each other at an international and culturally diverse level, both through our successes and failures, lies at the heart of this report. Regardless of our being adults, in order to produce this report we have had to become a community of learners too, thus mirroring the processes we are seeking to describe. This is a new field and as such has to be approached with a certain humility, yet it is also exciting and invigorating. Our contention is that we can all do better and by taking up the challenge of social and emotional education in schools, we can also provide an opportunity for our children to do so. We all have to look wider and deeper

as our times take on greater global challenges and our children will need even greater skills than we possess. As adults, we take on the responsibility for bringing up the next generations and how we work together determines our success. If we have one commonly agreed goal it would be to live together in harmony with our fellow human beings and the natural world around us. Where else can one learn this most effectively but when we are young in our families, with our peers and in early years' provision and schools?

The mosaic in the chapters that follow are a snapshot of the present practice and understanding from very different cultural and national perspectives, and as this is pioneering work the terms used to describe the ventures are occasionally fluid and even sometimes imprecise

The mosaic in the chapters that follow are a snapshot of the present practice and understanding from very different cultural and national perspectives, and as this is pioneering work the terms used to describe the ventures are occasionally fluid and even sometimes imprecise. We are neither attempting to produce a fully comprehensive picture nor a recipe book but by depicting and discussing what is happening in widely different environments we hope to give impetus and inspiration for future developments as a contribution to the well-being of children. Our science shows us that our heads and hearts are not as divided as we once thought and just as our emotional world is never definitive but constantly transformative, so too are our descriptions of it. Our cultures evolve and are never static and likewise our educational ideas and methods should be able to take on new forms if we seriously wish to serve the needs of every individual child.

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United Kingdom

Aspects of Social and Emotional Learning in the United Kingdom

Christopher Clouder, in collaboration with Belinda Heys

Abstract

In the UK, England, Scotland, Wales and Northern Ireland each have their own educational policies. This report focuses mainly on the education system in England where the care and education of children and adolescents is currently high on the government's agenda. The SEAL programme (Social and Emotional Aspects of Learning) is a government sponsored initiative which is offered to mainstream schools on a voluntary basis. At least 60% of primary schools and 15% of secondary schools are now using the programme.

Social and emotional learning forms part of the compulsory strands of the national curriculum such as personal, social and health education (known as PSHE), and citizenship education. In addition, the promotion of children's emotional well-being is a key aspect of the Health Promoting Schools movement, another national initiative that schools are free to take up on a voluntary basis.

The British media regularly focuses the public's attention on issues negatively affecting the mental health and behaviour of children and adolescents, such as commercial pressures, violent video games and films, permeable family structures, and the high number of school tests that children in England are required to take during the course of their school careers.

Three detailed case studies form part of this report: a primary school in a deprived area, one of the pilot secondary schools for the SEAL programme, and an independent school. Each school has taken differing approaches to supporting and promoting their pupils' social and emotional skills and wellbeing.

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Introduction

The UK has a regionalised educational policy which means that the nations of England, Scotland, Wales and Northern Ireland are, in this area, all independent of each other, although they keep a very close eye on one another's developments. This report will be mainly focused on England where education and childhood have been a major preoccupation for the last fifteen years and are increasingly paramount in the domestic political and cultural debate. Over these years there have been very many reforms and policy changes that have caused some confusion and tension in their wake but are nevertheless symptomatic of an evolving system which accepts that the greatest disservice to children would be complacency. After many efforts there is still a high rate of child poverty, a perceived decline in public behaviour and little social mobility. Much effort has been put into the development of infant education from 5 to 11 in order to give children the security and stimulation they need, and this process is being expanded to later age ranges.

Education in all parts of the UK is in a state of flux and has been for more than a decade. As well as having a national curriculum in England, which according to the Organisation for Economic Cooperation and Development (OECD) is the most prescriptive in Europe, there is a constant stream of initiatives coming from the government to do things better and differently. Presently, compulsory education runs from the age of 5 to 16, although the English government is considering raising this to 18 years of age. The early years play-based foundation stage, which the government insists is a framework rather than a curriculum, continues until the children are seven years of age. Education is compulsory but not schooling as such, so there is a strong and growing home school movement. It is estimated that between 40,000 and 55,000 (around 1%) of all school age children are educated at home and it is legal, as long as the parent ensures the child receives an education. Although they don't have to follow the national curriculum and they don't have to sit examinations, many do. They will usually be visited by an officer from their local authority around once a year to ensure that the children are progressing. Around half a million school age children, 7.5% of the total of the 8.2 million pupils in 25,200[1] maintained and independent schools in England, are in private education for which the parents pay the full costs. These schools too are free to follow their own curriculum but are subject to regular inspections. Private schools are often known as independent or public schools. State funded schools are known as maintained schools and are divided into primary and secondary schools with the transition from one to the other coming at the age of 11 in England and age 12 in Scotland. Under recent legislation new independent schools with state funding are being created and are known as academies. They have greater flexibility with regard to the curriculum, are allowed to specialize in subjects of their own choosing and in return are expected to benefit the community of the schools in general by serving areas of educational disadvantage.

Over the years more emphasis has been placed on testing as a way of improving standards and now it is reckoned that children in England take a high-profile test or exam virtually every year of their school career[2], the highest figure in the world. There is a strengthening reaction to the never-ending testing culture among teachers, their unions and educators in general, so both the prescriptions of the national curriculum and the amount of testing attached to them are gradually being eased. This practice of continuous summative assessment by testing is seen, in some quarters, as a source of stress and is known to its critics as "*education by numbers*". An independent inquiry, The Primary Review (2007)[3] into the English primary education system expressed deep concern about

the pressure on young children, teachers and families caused by national tests at ages 7 and 11. It was felt that they contributed to a view of the world and its contemporary problems which contributed to "… *a pervasive anxiety about current educational and social contexts … and a deeper pessimism about the world in which today's children are growing up.*" However the Welsh Assembly scrapped standard assessment tests (SATS) at 7 years of age in 2001 in order to "*focus more on social skills and play*" and has since also abolished SATS at 11 and 14, and school performance league tables too. The Educational Minister of Wales

with initiatives such as the NHSS – National Healthy School Standard. This builds on the Health Promoting School approach of twenty years or so, initiated by the World Health Organisation (WHO). Together with the emergence of new governmental departments, these signify how important children and education have become in national awareness in a relatively short time, and consequently how high in government budgetary terms these issues now lie. It is against this background that ideas of emotional and social learning have surfaced and are being steadily implemented.

Over the years more emphasis has been placed on testing as a way of improving standards. Children in England take a high-profile test virtually every year of their school career, the highest figure in the world. There is a strengthening reaction to the never-ending testing culture among educators in general

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insists that personal and social development will be key elements in the new curriculum that is to be introduced in 2008 and that all Welsh schools will receive guidance on emotional literacy before then.

In England the government department that was previously called the Department of Education and Skills has recently been divided into two, so at present there is a Department for Children, Schools and Families (DCSF) and another separate Department for Innovation, Universities and Skills, which is responsible for further and higher education. The rationale for this recent change being that the care and education of children needs the highest level of political representation in its own right and that everything that impacts on them should be considered as interrelated. In addition, the Department of Health still has its own agenda for children

Social and Emotional Education in England

The Changing Role of Schools
The Secretary of State for Children, School and Families, a high ranking ministerial post, announced officially (in August 2007) that all state schools in England will be given the opportunity to be supported to develop the social and emotional skills of all their pupils, using the Social and Emotional Aspects of Learning (SEAL) programme as the vehicle for this. SEAL is described as a comprehensive approach to promoting social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in schools. Alongside this initiative the Children's Plan was launched in December 2007 and takes this thinking a stage further. In view of the new challenges facing children and young

people in a fast changing world it envisages a "*new role for schools at the centre of communities*". It aims to improve all aspects of child health, build up a national play strategy by building more playgrounds, supervised play parks and youth centres, and extends childcare in disadvantaged communities. Testing will begin to focus on "*stage not age*" because it recognises that children do not all develop at the same rate, although it is not yet clear

bution and achieve economic well-being. Parallel to this is an increasing awareness of the impact of pupil behaviour and attendance on teaching and learning and the importance of developing emotional well-being amongst staff and pupils in schools, not only in raising attainment levels and improving behaviour but also in order to provide young people with the necessary skills to engage positively with society.

The Children's Plan, in view of the new challenges facing children and young people in a fast changing world, envisages a "new role for schools at the centre of communities". It aims to improve all aspects of child health and build up a national play strategy. Testing will begin to focus on "stage not age" because it recognises that children do not all develop at the same rate, and wants to ensure a new relationship between parents and schools

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how this change will be implemented. This approach is also designed to ensure a new relationship between parents and schools. In addition, there are proposals to give all pupils at least five hours of cultural activity every week. Recent government policy reflects a change in focus and approach towards the development and well-being of children and young people. The latest being the DCSF Secretary of State commissioning a review of the primary curriculum expressly focused on the "*development of the whole child as well as their level of attainment*", on the basis that "*personal, social and emotional capabilities are closely related to educational attainment, success in the labour market and children's wellbeing.*" Underlying all these plans are The Children's Act legislation and Every Child Matters agenda (2003) which recognise the need for every child to be healthy, stay safe, enjoy their childhood, make a positive contri-

In 2006, the Teaching and Learning 2020 Review Group reported on the vision of personalised learning across schools in 2020. The report drew attention to the need for schools to ensure that young people developed skills and attitudes which are valued by employers, such as knowing how to work in a team, being able to communicate effectively and being resilient in the face of difficulties. In addition, one of the key recommendations from a recent report by the Institute for Public Policy Research (IPPR)[4] on the '*state of youth*' was an increased focus on improving teaching and learning in the areas of personal and social skills development. This change in policy reflects an increasing awareness that pupils' personal, emotional and behavioural development both supports their '*subject based*' learning within the classroom and, independently, complements it. It is increasingly acknowledged that pupils

need to learn, and be taught, about the behaviours appropriate to particular situations just as they have to learn, and be taught, for example, the suitable arithmetic function for a problem.

Education for Citizenship

Resilience

In the following section the differing approaches to social and emotional education in England will be introduced. One approach that is being piloted in England is through the concept of resiliency where children are taught to think optimistically, empathise with others and develop coping strategies to deal with the setbacks of daily life. Resiliency lessons are being rolled out in 21 secondary schools across the country for a three-year trial period within the Personal, Social and Heath Education (PSHE) and citizenship syllabus (which is part of the National Curriculum). PSHE, which includes a range of subjects from economic well-being and financial capabilities to sex and relationships, is already an established element in schools and practitioners are now exploring how their practice relates to the new push for emotional literacy. From September 2002 every school has had to teach a subject called Citizenship. In the United Kingdom, the idea of citizens as 'persons coexisting in a society' is expressed in the consultation paper Education for Citizenship in Scotland, published by Learning and Teaching Scotland, as follows: "*Citizenship involves enjoying rights and exercising responsibilities in various types of community. This way of seeing citizenship encompasses the specific idea of political participation by members of a democratic state. It also includes the more general notion that citizenship embraces a range of participatory activities, not all overtly political, that affect the welfare of communities. (…) Citizenship is about making informed choices and decisions, and about taking action, individually and as part of collective processes.*"

The connection between Citizenship education and the PSHE programme is quite close, as seen in one secondary school's (Ivy Banks. Lancashire) PSHE curriculum, for instance, which reads:

- Year 7 Settling in School, Homework and Setting Targets, Puberty, Drugs/Choices, Bullying, Healthy Eating and Safety, Children's Rights and Responsibilities, Personal Safety and Sex Education

- Year 8 Decision Making (which includes truancy, alcohol and solvent misuse), Friendships, Families, Coping with loss

- Year 9 Prejudice (which includes racism, disability, stereotyping and sexuality), Sex and Relationships (which includes contraception, sexually transmitted diseases and teenage pregnancy), Careers and Option Choices, Money Management, Animal Rights and Planning for Years 10 and 11.

- Year 10 Drugs Education, Work Experience and Police and Crime

- Year 11 Careers and preparation for leaving school, work for the National Record of Achievement, Homes and Housing, Sex and Relationships

Health Promoting Schools

The national Healthy School Standard (NHSS) is a long-standing programme which includes the promotion of emotional well-being as part of the global network of Health Promoting Schools, theoretically devised by the World Heath Organisation (WHO). It is thought that 3.7 million children, nearly half the total number of school children and young people in England are attending a "healthy school". (Weare, 2004)

points out that this approach has 12 criteria for a health promoting school, 3 of which are directly connected to social and emotional well-being:

- Active promotion of self-esteem of all students by demonstrating that everyone can make a contribution to the life of the school

- The development of good relations between staff and students and the daily life of the school

- The clarification for staff and students of the social aims of the school

She adds that in her view five other criteria also have a direct bearing:

- The development of good links between school, home and the community

- The active promotion of the health and well-being of the school staff

- The consideration of the role of staff exemplars in health related issues

- The realisation of the potential of specialist services in the community for advice and support in health education

- The development of the educational potential of the school health services beyond routine screening towards the active support of the curriculum

In England schools are given a lot of independence in their approach, following any social and emotional education programme they think is suitable and many devise their own toolkits in cooperation with other agencies, which, of course, is part and parcel of being a socially and emotionally literate community. Three examples of this are:

West Kidlington Primary School has a curriculum framed around 22 values, from "*respect*" to "*simplicity*".

The charity Beatbullying claims that "*Teaching children emotional intelligence is central to the successful prevention of bullying behaviour all through our lives*" and that primary schools where the bullying prevention programme has been initiated have seen an average of a 40% reduction in instances. (BBC 3/5/2007).

The USA Pen Resiliency Project (PRP) has been particularly influential in the UK having trained hundreds of professionals over the last ten years. It uses a mixture of lectures, role-playing and games to show teachers how to apply conceptual ideas drawn from social and cognitive theory in their classrooms and in the world around them. In 11 evaluations of its impact so far it has been shown to cut teenage depression rates by half and bad behaviour by a third.

SEAL: Social and Emotional Aspects of Learning

Gradually, over the last six years, the ideas about emotional and social learning have been percolating through the system, although in financial terms it is unclear as to how much money the government will invest in it. The approach commissioned and designed by the Department for Children, Schools and Families (DCSF) and offered to mainstream schools is called SEAL (Social and Emotional Aspects of Learning) known for a short time in both the primary and secondary sectors as SEBS (Social, Emotional and Behavioural Skills). From the outset it was not intended that SEAL would be a centrally imposed programme but rather that it would provide a framework and guidance to support schools to develop pupils' social and emotional skills within each school's unique circumstances. Schools are being offered examples on a whole school basis with the sup-

port of publications, specialist advisors and professional development courses for practising teachers. SEAL (Social and Emotional Aspects of Learning) was begun in primary schools, and is now available to both primary and secondary schools. The domains it

versity of Southampton, whose two publications, *Developing the Emotionally Literate School* (2004)[7] and *What Works in Developing Children's Emotional and Social and Competence and Wellbeing?* (2003)[8] have become standard works for UK practice.

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covers are self-awareness, managing feelings, motivation, empathy and social skills.[5] Social mobility seems to be in a state of stagnation, according to a report on recent changes in intergenerational mobility in Britain, which came to the conclusion that without improvement this was accompanied by a greater incidence of educational inequality.[6] This lack of mobility has ramifications in that it prolongs the cycle of deprivation, reduces the opportunity for well-being for a sizable section of the community and reduces children's faith in their futures and their aspirations. The difference between how children in wealthy families experience socialisation and those from families with fewer resources has negative long-term effects on social cohesion.

One of the architects of this potentially dramatic change in educational practice has been Professor Katherine Weare of the Uni-

She has carried out a meta-analysis of the main systematic reviews in this area, and concluded that successful programmes have the following characteristics:

• They include explicit teaching and learning programmes that develop key skills, attitudes and behaviours, in pupils and staff

• They take a whole school approach and link with existing work in schools, including and especially on the promotion of good behaviour and sound learning

• They involve parents and the community

• They are supported by outside agencies, working together in a coordinated and coherent way

• They are coherent and well planned

• They last for many years, and do not expect instant results

• They start early, in the primary or even infant school

• They encourage appropriate climates –that foster warm relationships, encourage participation, develop pupil and teacher autonomy, and foster clarity about boundaries, rules and positive expectations

• They promote teachers' emotional and social competence and well-being, and provide appropriate staff development

Hence the policy that SEAL represents is not a prescriptive programme that can be manufactured, duplicated and then imitated across institutions or cultures, but an ongoing process of development.

The first feasibility study for the current SEAL programme (Weare & Gray 2003) was completed in 2003 and has been the foundation for implementation and research. Interestingly, it was undertaken by the Health Education Unit at the University of Southampton and covered both health and schooling issues. This report lists the benefits of social and emotional learning that were identified as desired outcomes in the research literature, through experience in the field and among five local authorities who were pioneering work in this area. These include:

• Greater educational success
• Improvements in behaviour
• Increased inclusion,
• Improved learning
• Greater social cohesion
• And improvements in mental health.

The first interim evaluation report was issued in 2006. In 2008 there will be an evaluation of the small group work aspect of the Primary SEAL programme and an evaluation of the Secondary SEAL programme will appear in 2010. The initial idea was to concentrate on primary education for 4 to 11 year olds. At the time of writing 60% of all primary schools, (of which there are about 17,500) have adopted the SEAL programme and 20% more are expected to do so within the 2007/8 academic year.

Partly in response to the success of Primary SEAL, a specially designed SEAL programme for secondary schools[9] was developed and successfully piloted in 60 varied secondary schools. The programme is now being rolled out to 15% to 20% of secondary schools, out of a total of 3,300, with the hope that every school which wishes to will be included by 2011. In educational terms this is an extraordinarily fast and dramatic change considering it is not compulsory but entirely voluntary for schools to take the SEAL programme up or not.

The SEAL Secondary Programme Guidance manual[10] for schools is built on the two-year experience of primary schools as well as the secondary pilot and it highlights implementation tasks derived from this experience:

• Creating a clear and shared vision of the importance, purpose and outcomes of implementing SEAL with all members of the school community;

• Identifying and celebrating what the school is already doing well to promote social and emotional skills, what they might enhance and what they might introduce;

• Reviewing the current curriculum on offer and identifying where social

and emotional skills are currently promoted, and considering how this learning might be enhanced;

• Considering what other schools are doing in this area and what can be learned from them;

• Working with members of the school community to create a shared vision of the role and importance of social and emotional skills within the school community;

• Identifying appropriate individuals and groups to take a lead on SEAL at both strategic and operational levels;

• Planning action and recording this in the school development plan;

• Raising awareness of the importance of social and emotional skills, emphasising the links to whole-school processes, for example school improvement, teaching and learning, raising standards, increasing equal opportunities, celebrating diversity and increasing inclusion;

• Identifying staff development needs, planning and delivering whole-staff professional development, using a range of strategies including whole school training, peer mentoring, individual or group study and coaching etc.;

• Adapting, modifying and developing the curriculum to ensure that it promotes social and emotional skills in a systematic, coherent and comprehensive way that matches the needs of all pupils;

• Considering the wider implications of introducing SEAL: reviewing, adapting and modifying policies in the light of this;

• Involving pupils, staff, parents and carers;

The Primary SEAL programme is focused particularly on a suggested curriculum, with supporting material on whole school implementation. In Secondary SEAL the emphasis is on creating the right environment to support the development of pupils' social and emotional skills. In addition to the materials made available, teachers and schools themselves develop further the curriculum and lesson plans. It is important that the programme is supported by a committed leadership and management group who are able to introduce and sustain the programme. These schools are supported by their local educational authorities and provide an example for others.

It is recognised that introducing SEAL into secondary education will be much more challenging than in primary because of the pressure to produce good examination results and the tradition of subject teaching and teacher specialism. There is a tendency for secondary teachers to focus on the subject they are teaching rather than the development of the whole child / young person. At the moment there is no intention to include SEAL competencies in any testing regime as it is there solely to support and strengthen the students. Both teachers and students are expected to participate in this formative process and the developments that come about through the SEAL programme will eventually profoundly affect the school's relationship with its parents too. What is essential is the whole school environment in which the SEAL programme can operate and that there is sufficient support for all concerned.[11] Teachers and students become learners together. Programme coordinators and implementers work alongside each other and existing staff are helped in acquiring new and creative skills. Each school decides what fits their particular situation the best. Learning materials are being provided already and being developed for successive

age ranges, conferences are being held up and down the country and the media is following the debate intensely.

The fast diffusion of the primary SEAL programme has come about through a form of fractal dissemination and clusters of schools are cooperating just as the teachers themselves are finding new levels of cooperation among themselves. Advisors are trained to work with teachers and leadership teams and the SEAL team in the Department are guided academically by an advisory board of about 25 specialists in the social and emotional learning field. The ground had also been partially prepared by non-governmental organisations, such as Antidote,[12] which has propagated the need to take emotional learning seriously for many years. Looking ahead, these innovative practices have implications for teacher education, both initial training and continuous professional development, which have not been taken up yet, and teachers will need good tools for reflective practice. (Reflective intelligence is the ability to become aware of your own mental habits and to transcend limited patterns in thinking and also involves reflecting on your emotions and behaviour.) It is a necessary competence for a practitioner to work with SEAL fruitfully. SEAL enables children to take responsibility for themselves and their own successful learning, become confident individuals and responsible citizens. Learning to teach a SEAL programme should, however, sensitise teachers to pick up mental health and emotional problems earlier and refer the children to the appropriate specialists.

It can be foreseen that the arts, such as drama and music, may play a more significant role in the school and cease to just be peripheral activities given in little discrete chunks within the structure of the National Curriculum, but seen as being central to healthy child development. The Quality and Curriculum Authority (QCA) has launched a new curriculum for secondary schools in the light of this change of vision. Cross curricular dimensions of this new curriculum include: identity and cultural diversity, community participation, creativity and critical thinking. The aim of SEAL is to proactively promote the broad emotional health of school pupils through the development of their social and emotional skills.

School inspectors (Ofsted) are becoming convinced of its value. They concluded in their latest report (Developing Social, Emotional and Behavioural Skills in Secondary Schools. July 2007)[13] based on a survey of a pilot project in 11 secondary schools, after it had been launched in 54 schools across six local authorities in 2005, that "*The programme was equally successful in the challenging contexts of lower attaining schools and in higher attaining schools located in more affluent areas, the quality of the leadership rather than the context of the school was the main factor in ensuring success … After five terms, the greatest impact in the pilot schools was on the teachers' attitudes towards the idea of the programme and their understanding of how to develop systematically the skills that pupils needed within subject lessons. As a result there were discernable improvements in some teachers' skills in developing pupils' social, emotional and behavioural competencies. Where the programme was most effective, teachers adjusted teaching methods to take account of the pupils' specific needs across the curriculum or in a number of subjects. As a result, pupils worked better in teams, were able to recognise and articulate their feelings more effectively, and showed greater respect for each other's differences and strengths. In particular their resilience – the ability to cope with challenge and change - improved.*" The aim of the programme was to help teachers develop pupils' skills in five areas:

- Self-awareness;
- The management of feelings;
- Motivation;
- Empathy;
- And forming positive relationships

Data from the participating schools was analysed by the University of Sussex and it presented a positive impression of students' emotional and social functioning. Having been experienced, the programme became quickly part of the way things were done in the schools, the greatest impact being on teachers' attitudes. It was less successful where teachers said they had not been given enough guidance or had not fully grasped the underlying philosophy.

In the OFSTED report they give a few examples of good practice such as:

During a mathematics lesson with a lower attaining set, the teacher continually focused on aspects of the pupils' feelings about their work, saying, for example: 'I could see from some of your faces that you were anxious about this part. Don't worry if it's confusing: if it is, I'll modify the main part of the lesson to make it less difficult.' This was very effective in creating an atmosphere in which pupils were encouraged to recognise and acknowledge their anxiety so that they could receive support. At the end, the teacher asked the pupils to review their feelings about each part of the lesson, giving them some written questions and some vocabulary which they could use, such as 'feeling more confident', 'brilliant' and 'worried'. Pupils took this activity seriously and were able to articulate how they had felt about the lesson at the start and the end; for example 'I was really worried about these equations at the start but my confidence has grown

during the lesson as I've realised that I can do it after all, although it's hard.'

In an outstanding history lesson, the teacher developed pupils' motivation and resilience very well. Through solving a 'murder mystery', he built up suspense and intrigue. Pupils became captivated and, consequently, their concentration was excellent and even pupils who sometimes found it difficult to concentrate applied themselves throughout the lesson to a task which involved careful observation and listening, as well as cooperation. Resilience was particularly well developed since the pupils were not given the desired outcome at the start of the lesson: the individual tasks were clear and carefully explained, but the 'big picture' did not become evident until the end of the lesson. Even the plenary became a 'cliffhanger', ready for the next lesson.

This change of perspective to develop that which works in the classroom and is age-appropriate, in spite of the lack of base-line data, is beginning to affect educational policy throughout the UK and examples from this report, like the following, are inspiring new ventures with the blessing of government. In another school, the head teacher believed strongly in developing pupils' social, emotional and behavioural skills and initially emphasised improving the school's ethos, using the social, emotional and behavioural skills materials for support. The school's own evaluation during the fifth term of the pilot listed some far-reaching improvements:

- an improved atmosphere
- fewer fights in school
- more courtesy and respect and improved relationships between staff and pupils
- a reduced number of exclusions for

Encouragement, inspiration and convincing are the techniques chosen for dissemination of the SEAL programmes. It could almost be called a revolution in the making. Whole new areas of school activity are being opened up with, as yet, unforeseen effects. Nevertheless there is a steadfast commitment behind SEAL and the sense that for the sake of the well-being of children there has to be radical change

rude and aggressive behaviour and reduced litter and graffiti.

Encouragement, inspiration and convincing are the techniques chosen for dissemination of the SEAL programmes. It could almost be called a revolution in the making. Whole new areas of school activity are being opened up with, as yet, unforeseen effects. Nevertheless there is a steadfast commitment behind SEAL and the sense that for the well-being of children there has to be radical change. The gesture to schools and practitioners is that "*this exists and you can be part of it.*" The emotional health and well-being of children is increasingly perceived as vital a part of schooling as academic and cognitive prowess. The art of teaching is not only about what we teach but also how we teach and within the SEAL programme it is intended that the programme empowers everybody in the school community. This is recognised for instance in the policy documents of local school authorities, such as Halton, an area of disadvantage on Merseyside,

School systems for promoting positive behaviour
Positive behaviour is consistently reinforced and the staff model appropriate behaviour in their interactions with each other and with the children. The school teaches the SEAL curriculum, where pupils learn the skills of self-

awareness, self-regulation, motivation and empathy as well as social skills. SEAL assemblies celebrate these skills each half term. Children are provided with consistent positive encouragement and specific recognition when they do demonstrate positive behaviour. The use of R Time (a structured programme for schools that develops positive relationships between children through a simple process called 'Random Pairing' in conjunction with interesting, non-threatening and easily achievable activities for children from Nursery to Year 7) in morning meetings four days a week in addition to time spent delivering SEAL, reinforces opportunities to practice skills needed to develop positive relationships. Through the PSHE curriculum the fundamental rights of all those in school are also reinforced. Playground buddies and play leaders support positive behaviour on the playground and at lunchtime. The same positive ethos is promoted at lunchtimes and the same behaviours rewarded. Teachers and other adults adopt a positive and empathetic manner when responding to children and to each other. Rewards are given consistently, with at least five times as many rewards given out each week when compared to sanctions.

The Big Red Bus
The creativity sector too is making a contribution with small theatre companies putting themselves at the disposal of schools

with positive effects. Here too there are already encouraging signs. An example would be The Big Red Bus, which is supported by the Government's Creative Partnerships programme. The bus visits school playgrounds with two actors on board, who have previously briefed themselves on the schools particular problem areas as highlighted by the teachers. They stimulate interactions with the pupils to look at these problems together and the teachers themselves can withdraw into the background. In one instance they enacted a scene on the top deck of a red London double-decker bus, which had trundled into the school playground, where a minor argument escalates into something far more serious, as the children seated in the bus looked on. The children then role-played similar episodes and were then asked to suggest alternate outcomes and evolve scripts to calm down the situation. All suggestions are given acting space and working time in the school such as in their artistic, writing and acting lessons which are directly related to their experience in the bus. The teachers' perception was that this much improved social behaviour in the playground and when tensions were rising among various children a reminder of "What happened in the big red bus?" was enough to deflate the situation. The improvements in behaviour may be read as unscientific or even the product of the teachers' wishful thinking, to which the profession is rightly and healthily prone, but nevertheless it is highly probable that the observed improvements in relationships in the school through such an artistic and collaborative approach did occur and made a deep impression on the children. Reaching for support and inspiration beyond the traditional school fence is a fruitful and vital approach. "*Going wider with purpose, integrity and emotional depth is an imperative for teachers in many parts of the world now – as their pupils become more culturally diverse, as technology becomes more complex, as market perspectives intrude more and more into the educational landscape….*" (Hargreaves & Fullan 1998)[14]

Characteristics of an Emotionally Healthy School

But how would such a socially and emotionally literate community be recognised? A characterisation of an emotionally healthy school according to a consortium of institutions in Bristol involving schools, healthcare and the city council, as part of the National Child and Adolescent Mental Heath Services (CAMHS), would be one with the following attributes:

- Distributive leadership
- Supportive relationships
- Good communication
- Openness, honesty and trust
- Regular celebrations of success
- Whole community participation in policies and practices
- Inclusive approaches
- A recognition of all achievements
- Independent and group approaches to learning
- Creativity and innovation
- No fear of failure
- Explicit morale raising activities
- Clarity of expectation
- Appropriate boundaries
- A willingness to examine feelings and values
- High levels of continuous professional development

As a government Minister of Health pointed out "*Young people today are growing up in a very different environment to that of their parents or grandparents. New problems mean that children and young people need the skills and resilience to deal with conflict in new and changing contexts.*", hence the idealism lying behind these initiatives and their intrinsic foundation on a set of values. With this plethora of initiatives and their assorted

acronyms it becomes like traversing a rather dense forest, but it signifies that perspectives have radically changed even if it all seems a little uncoordinated at times. As the Prime Minster's senior advisor on education recently said "Over *the last few years there has been a huge emphasis on exams, and a huge amount of money going into school buildings, but almost no emphasis on children's wellbeing"*[15]

Social and Emotional Education in Scotland

Scotland, having an independent educational policy, has the 5 to 14 guidelines for Scottish local authorities and schools which cover the structure, content and assessment of the curriculum in primary schools and in the first two years of secondary education. Schools are not legally required to follow these guidelines. Now they have embarked on "*A Curriculum for Excellence*"[16] programme for three to eighteen year olds. This is intended to be implemented by enthusiastic and committed teachers "*who have a sense of community with their colleagues and who share in responsibility for the success of the school and all that happens in it.*" It is acknowledged that to achieve this goal the teachers' professional development and initial teacher training will need to be developed in a way that sustains and nurtures them. They are expected to exemplify the four capacities that stand central to the whole programme:

- Developing successful learners
- Developing confident individuals
- Developing responsible citizens
- And developing effective contributors

These four strands run throughout the whole school curriculum and guidance is given as to how they can be implemented in all subject areas such as the expressive arts, health and well-being, languages, mathematics, religious and moral education, science, social studies and technologies. Emotional literacy is included in all the strands. Nurturing successful learners involves children and young people learning social and emotional skills which can help them embrace change and challenge with optimism, and develop emotional resilience in dealing with competitive and challenging situations. Confident individuals need to feel emotionally secure, have a sense of well-being and sustain satisfying personal relationships. Responsible citizens develop positive relationships, respect and value other people, understand how their actions affect others and promote fairness. While effective contributors engage in experiences that are fun, enjoyable and challenging and become involved in activities that help others. These are all expressed as national aspirations and ways of thinking that then have outcomes within and beyond school and influence colleges and even the workplace. This involves rethinking the design of school buildings to make them more conducive to learning, putting greater stress on experiential education and piloting new Skills for Work courses, where students develop a range of employability skills. The official documentation recognises that formal learning and teaching has become increasingly prevalent at an earlier age but states that "*research indicates that developmentally appropriate practice is most conducive to effective learning"* and that *"there is no long term advantage to children when there is an over-emphasis on systematic teaching before 6 or 7 years of age."* This is again a new departure and, as yet, too early to assess but nevertheless reflects a radical rethink of how a school could serve the children and its local community in the future that is contiguous with social and emotional educational developments elsewhere, and attempts to give it a widely applicable and cohesive foundation. It is striking how much of the vocabulary of social and emotional education percolates through the whole programme and is seen as a core element of a future school curriculum backed by the Scottish government. Typical of all these above considerations is a clearly identifiable unifying ele-

ment that seeks to bridge a perceived fragmentation between and within children's education in school, contemporary social trends and the home environment.

Criticism of social and emotional learning programmes in the UK

It could not be expected that such fundamental changes, for example the fast and wide roll-out of SEAL, would be universally welcome. Concerns have been expressed, for example, about the large-scale industrialised approach to introducing the teaching of social and emotional literacy in schools, when the field is still relatively new and much has still to be empirically proven (at least to the crit

can assist in pointing at the pitfalls as well as the opportunities. It will certainly be difficult to accommodate an ethos empowering the teacher as a creative and free practitioner with the demands of the present testing and examination system.

Why have social and emotional learning programmes been introduced into the educational systems in the UK?

For all this to be taken on so precipitously there had to be shift in the educational climate and this has proved to have happened in both positive and negative ways. Various reports on the state of childhood have underlined the urgent necessity for a new ap

Public attention in the UK has been directed to many childhood ailments of late that have negative social and emotional consequences. For instance, there is growing awareness that children are not challenged enough as their ability to play declines and experiences of nature become limited because of safety fears, urbanisation, media induced paranoia and the fascination with the "virtual world". Although some symptoms of changing childhood may be unique to an Anglo-Saxon culture there are other countries throughout Europe where similar concerns are also expressed

ics' satisfaction). The fear has been expressed that dwelling on emotions could lead to self-obsession and over-reliance on professionals to sort out people's emotions, rather than the stated goals of improving young people's confidence and resilience.[17] There is also a perception that the training received by teachers at this stage is too rudimentary. As with any new venture a balance has to be struck between enthusiasm, idealism, and facts on the ground. Critical observations, although as yet not based on sufficient empirical evidence,

proach to well-being in childhood and the question is now in how far schools and teachers should be playing a part in the social and cultural remedies. Of late there have been a great number of research-based concerns that have gripped the attention of the media, educators and the public such as *An Overview of Child Well-being in Rich Countries* (UNICEF 2007)[18] that placed the UK very low in its rankings in relationship to other comparative counties. This did attract a lot of attention and led to a government re

port on the issue "Children and Young People Today" (DCSF 2007)[19] which acknowledged there were severe problems with deprivation and mental health among children and teenagers and that disorderly behaviour has increased substantially in the last twenty years. Its conclusions were not as bleak as the UNICEF report but it also highlighted an increased level of anxiety among children, mentioning that younger children are worried about friendships and bullying and older ones about examinations and their future. Commercial pressures were also cited as of particular concern. Overall, parents identified that improvements in education were a means that could keep young people out of trouble and help them on the path to success. Schools were seen as providing the best local service and greater parental involvement in school life could bring more positive experiences of education for the children. It was also felt that schools could give more emphasis to "*life-skills*".

Public attention in the UK has been directed to many childhood ailments of late that have negative social and emotional consequences. For instance, there is growing awareness that children are not challenged enough as their ability to play declines and experiences of nature become limited because of safety fears, urbanisation, media induced paranoia and the fascination with the "*virtual world*". Although some symptoms of changing childhood may be unique to an Anglo-Saxon culture there are other countries throughout Europe where similar concerns are also expressed. The school testing regimes that are being increasingly practiced in schools are putting more pressure and stress on children and causing more anxiety, and even a worrying sense of unredeemable personal failure, at a vulnerable young age. The extensive use of video games and a taste for extremely violent video and films is leading to a tendency to an aggressive response when faced with a challenging situation and

younger and younger children are caught up in a culture of a bullying and violence.[20] Permeable family structures, which are becoming the norm, can, if not handled with care, create deep insecurity in children and undermine their sense of self-worth. Children are losing opportunities to play physically as some schools cut back on play time and parents are under the impression that unsupervised outside play is dangerous.[21] Instead children are offered the temptation of bedrooms equipped with all the devices needed to live in a virtual world.

Mental and Physical Health Concerns

As well as the above, a plethora of concerns has appeared in the media, for instance:

- An epidemic of childhood obesity with consequent effects on future health is clearly visible in the U.K.

- There are signs of similar increase of depressive states at a younger age than hitherto, although more difficult to measure[22]

- Children's mental health figures are causing great concern. The proportion of 15 year olds with behavioural problems has doubled in Britain in the last 25 years. (JCPP 2004)[23]

- The number of children disclosing self-harm has increased by 65% in the last two years[24]

- One in ten children between one and 10 suffer from psychological problems that are "*persistent, severe and affect functioning on a day-to-day basis*" (BMA 2006).[25] A study carried out by the children's charity NCH found a 100% increase in the prevalence of emotional problems and disorders since the 1930's.

• Consumption of alcohol among 11 to 15 year olds has doubled in 14 years

• According to the UNICEF report (UNICEF 2007) British children are among the unhappiest and unhealthiest in Europe. Although some of the findings of this report are contested, it cannot be easily dismissed and exposes a situation that is increasingly found to a greater or lesser extent in other countries too

It is not without good reason that the media-catching concept of a "*Toxic Childhood*"[26] has gained general currency as an expression of concern and is much debated.

Commercialisation of Childhood

We hear of an increased commercialisation of childhood that nurtures cynicism (Langer 2005).[27] The research report "*Watching, Wanting and Well-being: a study of 9 to 13 year olds*"[28] has shown significant associations between media exposure (watching) and materialism (wanting), and between materialism and self-esteem (well-being). "*We have shown that the relationship between materialism and self-esteem is bound up with family dynamics. This provides some support for the theory that materialism is associated with impaired social relationships, which in turn are associated with how children feel about themselves.*" Consumer culture has its price, one of which is an increase in child-parent conflict as children develop a lower opinion of their parents and argue with them more, leading consequently to a more divided society.[29] School is also affected in that TV and computers are omnipresent. Children sit in front of them before they go to school and when they come back from school, a third of families accompany mealtimes with TV programmes and even the computer. In addition, excessive computer gaming has been shown to impair sleep and memory.[30] Pre and post-computer cognitive tests show a decline in verbal memory "*…strong emotional experiences such as playing a computer game or watching a thrilling movie, could decisively impact the learning process… because recently acquired knowledge is very sensitive in the subsequent consolidation period.*" (Paediatrics November 2007).[31] A follow up investigation into commercial activity on children's favourite websites, "*Fair Game*",[32] found that although there were online rules for fair-trading and data protection these are, in certain instances, flouted, and advertisements and commercial messages become difficult for children to identify and are used dishonestly to manipulate children, potentially bringing additional emotional strain into the family context. All these influences naturally have an impact on children's values and their relationships with others, especially children from less affluent backgrounds.

The present and first ever Children's Commissioner for England, Professor Sir Albert Aynsley-Green, who is also an eminent paediatrician, sounds a warning note, "*There is a loss of time for children to be children, the incessant commercialisation of childhood by the advertising industry, and the relentless sexualisation of children at a very young age… the media demonises children*". The dramatically increasing use of behavioural control drugs such as the stimulants Ritalin and Concerta, at present prescribed to around 55,000 children for Attention Deficit Hyperactivity Disorder (ADHD),[33] is being questioned as they could stunt children's growth and tend to work no better than behavioural intervention therapy. It is fairly well accepted that 10% of all 5 to 15 year olds have a clinically diagnosed disorder, ranging from anxiety to depression and autism, although the figure is sometimes contested as being a result of modern diagnostic criteria. Nevertheless the decline in social behaviours and an increase in aggressive tendencies are not contested in the same way.

Robin Alexander, former professor of Education at Warwick and Leeds and now at Cambridge University who is heading The Primary Review 2007 and is travelling around the country speaking to people inside and outside education found "*unease about the present and pessimism about the future*" and also remarked that "*Every generation has its nightmares and problems to contend with*". The report, although only in its initial stages, does also point to a way forward "*where schools had started engaging children with global and local realities as aspects of their education they were noticeably more upbeat ..... the sense of "we can do something about it" seemed to make a difference.*" But there is a sense of urgency for change in the air, and that something that has the range of social and emotional education is needed, as summed up by the head of the children's charity National Children's Homes "*We know from our own research the increasing importance of emotional well-being in childhood in determining life chances and later social mobility*".

In April 2007 the European Commissioner for Freedom, Security and Justice, Franco Frattini announced that "*families and schools are in crisis*" in Europe, not just in the UK. Faced with all these symptoms is it any wonder that people turn to early childhood centres and schools to help find the solutions? It is hardly surprising then that schools and other educational institutions are having to rethink their purposes and practices. So what are they to do?

We will now look at three schools that have embarked on educational innovation within an English context. Hele's is a mainstream school in the south-west peninsula that has adopted the SEAL approach as outlined above. Gallions serves a deprived and constantly shifting urban population on a housing estate in the east of London and Wellington is an example of established private boarding school with traditional values and a well-heeled clientele. All three are very different and yet have in common a wish to work in a more rounded way with their pupils in order to foster their well-being through a social and emotional learning programme.

Case Study 1: Hele's School

Introduction

Hele's School is a state secondary school, in the South West of England. There are 1300 pupils, from 11 to 18 years of age. The majority of the pupils live within two to three miles of the school. The pupil body is made up of students of all abilities and socio-economic backgrounds. 75% of students stay on into the sixth form (i.e. to the last year of school). The community from which the pupils come is an established one and is not particularly culturally diverse. Most pupils are native English speakers with 40% of the pupils from single parent families. The incidence of mental illness among adults in the community in which Hele's is based is high for the area.

Hele's was one of the pilot schools for the secondary SEAL programme, and was thus involved both in trialling the various aspects of SEAL and also contributed to the development of SEAL. Hele's chose to be part of the secondary SEAL pilot "*because the senior leadership team believed that SEAL fitted in with what they already did, but brought coherence, clarity and explicitness to existing priorities.*"

The school has three specialisms: Languages, Maths and Information Technology, and Vocational Education. As part of being a specialist language school, Hele's actively cultivates its international links. An example of how the specialist language status impacts on the curriculum is that each year a group of students "*has a quarter of their lessons taught in French.*"[34]

Hele's has very much taken a whole school approach to embedding and developing SEAL (Social and Emotional Aspects of Learning). A key priority for the senior management team of the school is to maintain and further develop the culture of the school – creating the conditions for good relationships, for learning and development. Some of the ways in which it is possible to observe this is that developing social and emotional skills and awareness is not just a task for the pupils but is central to the school's approach to continuing professional development for all staff (senior management, teaching and support staff). For the students, SEAL is integrated within the curriculum and is also built into the time between lessons. For example, the school employs and trains 18 of the oldest pupils in the school to "patrol" the school at lunchtimes, to see what is needed and to provide support to pupils. The result of this is that pupils can eat their sandwiches in the classrooms at lunchtimes, which in most secondary schools is unheard of, as often the classrooms end up being trashed. SEAL is embedded in the curriculum, and in addition each year group has one personal development lesson per week, in which SEAL is taught directly, for example, working on improving communication skills.

The views and feedback of pupils and staff are regularly sought. Pupils were asked what they considered the top issues that needed to be addressed to make the school a better place. The first issue was the toilets – that they needed to be upgraded, and secondly that bullying needed to be stopped. The senior leadership team took this feedback seriously and have upgraded the student toilets and are working hand in hand with the Student Support Base staff to address any incidents of bullying as they come up, but also make clear to pupils entering the school that bullying is not tolerated, and how to go about reporting it should they witness any incidents of bullying, or experience bullying

themselves. "*Students –feel that they contribute to the way the school is run and, even when commenting on what they see as less favourable aspects, criticise constructively. Older students mentor younger ones –*"[35]

The school works hard at serving the needs of all pupils. The Student Support Base works with individual pupils and groups of pupils who are experiencing particular behavioural, social or emotional difficulties. Where necessary the support base staff can call on the assistance of a range of external agencies, for example, the local Child and Adolescent Mental Health Services. The Student Support Base is described in more detail below. One of the strengths of Hele's is that it pays attention to identifying those pupils at risk, and then to put in place strategies to reduce those risks. The headmaster and the deputy heads are constantly taking the view of "if I were a pupil here, what needs to be changed and improved?" A similar approach is taken to staff. The question "What needs to be put in place to make the work of the staff more effective, more enjoyable and of a higher quality?" is constantly being looked at.

Hele's staff put in a lot of hard work to help primary school pupils manage the transition from primary to secondary school. There are three main primary schools in the area that feed pupils to Hele's and the school has built up excellent collaborative working relationships with these schools. Staff work together, for example, to identify pupils who may find the transition from primary to secondary school difficult, and then Hele's puts structures and strategies in place to support these particular pupils. "*Many parents commented on the very smooth transition from primary school.*"[36] Children who have had difficulties at other schools (for example, children who are on the autistic spectrum, or those with physical disabilities) usually fit in well at Hele's. The school is supported in this by the "transition team" of the local education au-

thority, which helps to support the integration of pupils. The school has a culture in which diversity, in the widest meaning of the word, is positively (or at least neutrally) viewed.

Measurement

Since the beginning of the SEAL pilot in autumn of 2004 the school has been monitoring the incidence of absenteeism, lateness, and the number of detentions and exclusions. In addition, the school monitors the academic progress of pupils, and has clear pathways and strategies in place to identify pupils who are struggling (whether it be academically, socially or psychologically), to communicate the issues to whoever needs to be informed, be it parents, other teachers, the student support base or external agencies. The latest school inspection report, by OFSTED,[37] the national inspectorate body, concludes:

> *"Systems for monitoring and tracking students are exemplary. Thorough analysis of data contributes to detailed self-evaluation in departments as well as at whole school level."*

Since the introduction of the SEAL programme, pupil attendance has improved, punctuality has vastly improved, and the number of temporary and permanent exclusions has dropped from 795 in 2004/5 to 723 in 2006/7. The attendance of teachers, support staff and teaching assistants has also been monitored since 2004, and the number of days absent due to illness has dropped across the board.

The General Curriculum

Hele's has developed a number of codes of conduct to assist the pupils in managing their behaviour, and to make clear what kind of behaviour is expected in the school. For example, there is a school lateness code which is pinned to every classroom door. This provides guidelines as to what to do if you are late. For example, one of the codes is to calm yourself down before opening the classroom door, and come into the classroom quietly, making sure to cause as little disturbance as possible.

Social and emotional aspects of learning permeate the approach to teaching. For example, many lessons end with a plenary session and teachers use this time to promote reflection. The promotion of tolerance for diversity is addressed in the curriculum in the following ways: pupils have one lesson of religious education per week (with the emphasis being on understanding other religions and cultures). Pupils consider ethical issues in the Social Education GCSE (GCSE's are national examinations, usually taken at age 15/16). The 6th Form pupils have lessons in philosophy, ethics and critical thinking. The school works hard at encouraging the pupils to aim high and to have realistic rather than low expectations of themselves. An example of this is that pupils doing humanities subjects are encouraged to choose a "dream grade" for themselves, with the teachers in the department promoting the belief that the minimum that you can get is a C, if you do the work that you are set in lessons and for homework.

Student Support Services and the Student Support Base

The student support services are an essential aspect of the implementation and development of SEAL at Hele's School. Recently, the school has moved all the student services to the western side of the school building. The student support base is close to the first aid room, the office where absences are reported, and the student services reception area where students can go to ask for help, information or advice. This area is sensitively located near a door to the playground, in a quiet part of the school. Previously, students had to bring their concerns and questions to the main school reception area at the front door, in view and earshot of parents,

visitors, delivery personnel, and others, which was far from ideal.

The student support base is run by two counsellors, supported by others, such as the parent support advisor who is a retired police officer. Among other things, s/he can offer mediation, for example, between a pupil and their parent/s, when this is called for. The counsellors work closely with external agencies when needed, such as the local authority educational psychology department. The counsellors offer one-to-one support to pupils as well as ongoing groups for pupils with particular needs. The one-to-one work with pupils consists of an hour a day for up to 2 weeks, moving to once a week, then to once a fortnight and so on. External agencies are called upon for input, assistance and expertise as needed. For example, the student support base run a "Nurture Group" during the first term of the school year for those

order to meet the deadlines and demands for the different subject areas. In addition to the nurture group, Year 7 pupils (aged 11 to 12) (who are in the first year of secondary school) are mentored by pupils in Year 9 (aged 13 to 14).

Another group run by the student support counsellors over 18 months is called "Raising Aspirations". The school identified a group of boys in Year 8 (age 12 to 13) who were poorly motivated, and who did not see much of a future for themselves. This group of 14 pupils meets once a month, and in addition each group member receives regular mentoring. "*They are attempting to inspire these students with support, advice, examples of celebrities who did not start life as a success, one-to-one work and inspirational posters around the school about the value of having high expectations and dreams.*"[38]

Before the advent of the SEAL programme at Hele's the student support base took pupils with difficulties out of the classroom and provided them with 6 weeks of full-time education. Evaluation of this approach showed that it was not effective – it contained the problem for those 6 weeks but did not bring about any change

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pupils who were identified as needing extra support in moving from primary to secondary school. During the first term the counsellors work with the pupils in the nurture group to help boost their confidence, and to help them manage the emotions that come up as a result of the transition, and to find their place socially in the nurture group as well as in their year group, and in the school as a whole. The 2007/8 nurture group has continued on into the second term, with a focus on "organisation and homework" – how to organise yourself, your time, your work in

The student support base staff work hard to build a culture of connectedness around each child – co-working with a range of agencies to ensure the best for the needs and situation of each teenager, striving to keep the communication open and flowing with all who need to be involved. For example, the support base staff foster strong communication and links with parents, the head of the pupil's year, the pastoral support manager and all teachers who teach that pupil. The support plan for the student is shared with all their subject teachers. The counsellors try to

take the pupil out of a mixture of subject lessons during the course of a week so that they do not miss all their maths lessons that week, for example. Occasionally the counsellors will sit in on classes so as to observe one or more of the pupils whom teachers have raised concerns about, or pupils with whom the student support base is already working. In addition, "*The school reaches out beyond students to groups of parents who may need extra support.*"[39] This task is taken on by staff of the student support base.

Before the advent of the SEAL programme at Hele's the student support base took pupils with difficulties out of the classroom and provided them with 6 weeks of full-time education. Evaluation of this approach showed that it was not effective – it contained the problem for those 6 weeks but did not bring about any change. "*When pupils returned to mainstream lessons they tended to revert to their previous behaviour.*"[40] The student support base staff now "*work with many more pupils in a less intensive way, allowing them in mainstream classes, but holding weekly groups in which social and emotional skills are taught explicitly… They {also} offer an individualised intensive approach to those who have the most acute need, covering behaviour recovery skills, assertion and anger management.*"[41]

Staff

The senior leadership team places a high priority on the development, welfare and emotional health and well-being of staff. For example, an important chunk of the school budget is spent on staff training and development. The SEAL programme, the values upon which it is based, and the task of building a culture in which everyone in the school is working on developing their social and emotional awareness and competence, were all carefully introduced in a step by step manner, to enable staff to get used to the approach, and to begin to engage with it, and get excited about it. "*They have taken the oppor-*

tunity of the SEAL programme to deepen their work on staff well-being and add a new emphasis on skills, for and by staff. For example, paying for staff to self-refer for counselling with no school involvement; offering a support group for staff in their first few years of teaching, holding meetings at times the support staff can attend, etc."[42]

A culture of consultation and continuous improvement exists within the school, where staff suggestions are welcomed, as are the research, developing and piloting of new approaches to teaching and learning within the school. Teachers share best practice, both within and between departments. In addition, teachers work in pairs to give each other feedback on performance, and to assist one another in the development of new skills. "*Senior management team, teaching and associate staff work together as a very effective team to provide a cooperative, calm and happy atmosphere where the quality of care provided for every student is as important as the quality of their learning.*"[43]

Conclusion

The recent inspection of the government school inspectorate body (OFSTED) rated Hele's as an outstanding school. Visiting the school the impression that one gains is that fostering a climate in which staff and pupils can thrive is the current and long-term goal of the school. The school is open to innovation and puts considerable effort into building links with other schools, cultures and agencies. The school has integrated social and emotional aspects of learning into the whole school –into the culture of the school–, the continuing professional development of all staff, into the general curriculum and into its provision for students with particular behavioural, social and emotional needs. A parent, quoted in the recent OFSTED report, said that the school "*genuinely treats children and their parents as individuals, listens to their needs as well as observes*

them, and reacts appropriately with great skill and professionalism."

Case Study 2: Gallions Primary School, London

Gallions primary school is situated in the underprivileged neighbourhood of Newham in the east of London and has about 450 children aged between 3 and 11. An area that was once in close proximity to a thriving London docklands is now the domicile of a transient and low income population in social housing that makes up one of the most deprived areas in the country. Problem families from across London were moved into this 15 year old estate at the outset and there was no real infrastructure to support them. When the school first opened, many of the children were on the verge of being excluded from school and 68% were on the special needs register. Yet the school itself exudes hopefulness and happiness. The building is nine years old and placed in a large green area. Its dimensions are child-friendly, with internal courtyards with well-kept gardens, communal work spaces as well as light-filled classrooms. Its aim is to give the children a fresh start in an environment that conveys the feeling that they are important and cared for.

From the beginning the vision was that this would be a creative school where the arts would play a crucial role. However the first years were a struggle, as the children in the older classes had not experienced the schooling that would give them a basis to benefit from the good intentions and creative approaches to teaching. The younger children were fine but naturally influenced by the older ones. Many children in year 5 (9 & 10 year olds) could neither read nor write, had low sense of self-worth, avoided school work with the expectation that they could not do it anyway and were aggressive. The staff were quickly worn down and tired. An inspiring principal, who worked alongside

Antidote, a voluntary organisation dedicated to developing social and emotional skills, was appointed. She brought in an advisor from Antidote who started to help the teachers acknowledge that they could make a difference. The advisor worked with them individually and in groups. They were being listened to and their ideas appreciated and consequently their morale rose. Whereas before they would say "*We have a problem. We'll leave it to you*" the emotional climate changed and the principal began to hear "*We have a problem but we've thought of a couple of solutions that might work*".

The advisor also worked with the children by encouraging them to draw pictures of what made them happy and sad and also how to recognise other children's feelings. It was clear that the children needed some sort of forum in which they could express themselves and so the school experimented with circle time. The teachers began to trust these changes and were able to let go of the tension a little. The staff then completed questionnaires as to how they saw the school in terms of emotional literacy and a more positive picture emerged than either the principal or advisor had expected. The children also worked with questionnaires and conversation and what they felt about school was explored. What were they good at? And where were they weak? Why did they fight so much? Why did they come to school with certain attitudes?

Philosophy for Children (P4C)

It was then decided to introduce an approach called Philosophy for Children (P4C) to the school under the guidance of a Hungarian advisor. It was not easy to begin with but step by step there were breakthroughs. One boy who came from a very deprived and disturbed background read a book called "*Not Now Bernard*" and was able to recognise himself in the story, in that he was never listened to at home and could bring this insight

into the P4C session. This recognition helped the children to see the purpose in what they were doing. These sessions have now been running for 6 years and the impact, teachers claim, is huge. All staff, not only the teachers, undergo training to various levels in P4C. Previously all the children's behaviour was managed through the traffic light system. This system means that children receive warnings about their behaviour and move into the amber zone. If they do the right thing and follow the school rules, they move back into the 'safe' green zone. If a child continues to not follow the school rules whilst in the amber zone, they move into the red zone and then receive class sanctions. Through P4C the children have become more able to manage their own behaviour. The programme began with a difficult year 4 class and by year 6 the positive impact could be clearly observed. Now it is run from nursery upwards. Playground behaviour has improved and the children can play healthily and are able to solve things between them verbally rather than through physical aggression. One colleague is a qualified trainer and coordinator for P4C in the school and constantly champions the work.

Philosophy for Children (P4C) is an approach to learning developed by Professor Matthew Lipman and associates at the IAPC at Montclair State College, New Jersey, USA.

In the wake of student unrest in the late 1960's and early 1970's Lipman sought to find an educational approach to encourage children to be more "reasonable", in other words, to be able to reason and be reasoned with. The goal of the Philosophy for Children (P4C) curriculum for 6 – 16 year olds is to help children to develop the faculty of making good judgements. The model of learning developed by Lipman is called "communities of enquiry" in which the teacher and the children "collaborate with each other to grow in understanding, not only of the material world, but

also of the personal and ethical world around them." (http://sapere.org.uk/what-is-p4c/)

P4C is a questioning, social and democratic approach to learning, which enables children to develop their thinking and reasoning abilities, as well as their social awareness and social skills.

A list of the research that has been done into P4C can be found at http://cehs.montclair.edu/academic/iapc/research.shtml#aff

The children have one hour of P4C a week where they are listened to, encouraged to speak from direct experience, share what they believe in, experience that their opinions are valued and develop skills in listening and verbal communication. In these sessions a teacher uses a story, a picture, a news item, a piece of music or an artefact to stimulate thinking and imagination. The children are encouraged to express their thoughts and emotions, to challenge what is being said and to ask questions that intrigue them (Antidote 2004). They also celebrate their cultural identity and learn to understand the lifestyles of the other children. "*Now we have Philosophy every Monday, we kind of learn more and people change. I think philosophy is a really good thing for children because it helps us learn*" (Katy, Year 4). This is now being introduced into other schools by teachers who have experienced it first hand and are convinced of its merits.

These lessons, that are deliberately intended to deepen the children's thinking and emotional responses, always follow the same format. First there is a warm-up game, to develop children's basic skills, e.g. turn taking, how to ask a 'good' question, the importance of eye contact whilst speaking. An imaginative teacher can turn this into an effective participatory experience. For instance, each child is asked to think what number they would like to be and then to imagine them-

selves as that number. When they have chosen the number they then individually explain why they chose that particular number. If one child cannot give an explanation the rest of the group are encouraged to suggest one, which develops a friendly collaborative element. One child decided to be number 2 because its shape facilitated climbing trees by using its arms as hooks. Another thought being number 1 would give the opportunity to fly up to other planets and come back down again. Or another chose 0 because he had just got a newborn baby brother who did not have to go to school and was the centre of attention. They then review the previous session where the children are encouraged to remember what occurred, followed by an introductory stimulus which can be anything, either related to the school's study theme of the time or something the teacher feels the class would relate to. This is followed by development of questions usually first in pairs and then going round the circle so each child comes with an idea such as "why did they invent numbers? What would we do without numbers?" The teacher constantly expresses appreciation for each child's input and they are often praised, showing a positive emotional involvement in the process and an understanding and interest in each child's individuality. She sometimes gently helps them with their English formulation. Then the questions are grouped into discreet subgroups of interest by the children, facilitated by the teacher, followed by a vote on which question should be explored together, so all children are involved in this decision. This is followed by a discussion and further enquiry until the teacher concludes the session with a 'final word' from each child.

The school has a policy of the teacher clapping their hands in a rhythm when attention wanders or to start the lesson, instead of using a raised voice. The children then imitate the rhythm she uses and have to follow her as she changes it. It then becomes a game with the children working hard to keep up with the complicated rhythms and enjoying the concentration needed. This also has the advantage of occupying the children in movement during sessions such as P4C that might require quite a bit of attention while not disturbing the flow of the lessons. All in all one observes a deep and positive effect on the children and an intense but pleasurable age-appropriate learning experience, where they feel they are being taken seriously, where they can make a contribution and it is enjoyable. This obviously pervades the rest of their school work and experience, but much does rest on the personality of the teacher to bring it off. However, the general ethos of the school is very supportive and the children are well able to vocalise their thoughts and emotional responses, some at a very adult level.

The school has developed such an expertise in P4C that they have produced a training resource *Thinking Allowed* to help schools and other settings introduce this idea.[44]

The Arts at Gallions

Another unique aspect of Gallions Primary School is that every child plays a string instrument from year 2 onwards, the school having bought all the instruments from funds they raised in several different ways, including a charitable grant and donations from local businesses. The lessons take a considerable amount of financial support, but they find that the learning and discipline of playing an instrument helps develop the children's concentration and social skills and raises their self esteem, not only in the school but in their families and community too. The teachers learn to play these instruments alongside the children. The school work hard to subsidise this activity by arranging Art Conference days when teachers from other schools can learn about P4C and other unique aspects of Gallions' creative approaches to teaching, as well as a variety of other courses. The children practice at

lunchtime and the orchestra, which children are invited to join, practices on Friday mornings before school starts. There is also now a popular choir and they undertake performances in other parts of the country alongside other partner schools. These have been well received and in fact their infectious enthusiasm has had a marked effect on other pupils. At the same time their SATs scores are improving to above average.

ances and festivals of work. All children participate regardless of ability. On top of this there are 4 maths lessons a week and the Friday music sessions. There is a worry about what will happen when the children move into secondary education where the approach is so radically different, so they are hoping to become an all-through school (serving children up to 16 years of age) by building on their spare land. There are no longitudinal

From the beginning the vision was that this would be a creative school where the arts would play a crucial role. However the first years were a struggle, as the children in the older classes had not experienced the schooling that would give them a basis to benefit from the good intentions and creative approaches to teaching. Gallions' teachers use music, dance, drama and art to teach, for instance, science and geography

So far only two parents have removed their children because they disapproved of the schools approach of teaching through P4C and the Arts. Gallions' teachers use music, dance, drama and art to teach, for instance, science and geography. Pupils in the first year have a write-dance session where they move in straight lines and curves accompanied by music and singing. These movements are then transcribed onto a large roll of paper laid out onto the floor and they walk round to admire each other's work. So intellectual, linguistic, musical, kinetic, social and aesthetic skills are developed together. This approach has had to pervade the whole curriculum to be effective. The whole school works on research projects which last from 3 to 12 weeks and which take up 12 hours teaching time each week. At the end of each research project there are displays and presentations of the children's work and 70% to 80% of the parents attend these perform-

studies yet of how the children fare later but the school hears anecdotally that compared to others their children are more artistic and have a better attitude to learning when they go on to secondary school. Inspectors' reports confirm the school to be outstanding now even though there are many children with special needs. The school is very well equipped and staffed so that there is appropriate support for all children either with special needs teachers or with teaching assistants. Wandering around the school one is struck by the quality of the children's work displayed everywhere, from high quality almost professional photography, to deeply reflective poetry, skilled paintings and drawing and imaginative pottery.

Conclusion
A newspaper report on Gallions school[45] remarked that such an urban environment was the last place where one would expect

Latin to be sung with determination, at a school where 65% speak English as a second language. As the then principal said "*We want to give people the opportunity to change their lot in life. They should not be sentenced to poverty and a life of crime. It's not just a question of giving everyone a musical instrument. I want them to have the experience and knowledge that children from rich families have.*" Because of its success Gallions is now being consulted by the Qualifications and Curriculum Authority on their review of the Primary National Curriculum and is seen as flagship school from which others are learning. The commitment to the children's well-being and emotional and mental health is palpable in how the children bear themselves and the general ordered liveliness of the school. A statement that appears on the walls delineates the school ethos: "*In our class we respect others, listen to others, work hard, look after property, are always in the right place and follow instructions*". Its prescriptions seem to be well followed without any overt authoritarian discipline among children who are happy to be at school, and where innovative social emotional practices are well incorporated into the whole school environment.

Case Study 3: Wellington College

At the other end of the social scale, Wellington College, founded to celebrate the victor of Waterloo, is an exclusive private school set among very extensive grounds some 50 kilometres south-west of London. It is reached along a formidably long drive running between swathes of playing fields. The mid 19th Century building, with its cloister like character, looms large and imposingly among its many other buildings which are discretely interspersed within a lush tree-strewn English parkland. The architecture speaks of tradition, academic learning, classicism and order. Here, however, among the ideals of another age and a long-standing traditional approach, accessible only to the very affluent

in society and those who have had family connections with the school in the past, another unusual approach to education is being pioneered in what for many, would seem to be a conservative institution based on long-standing and well-tried practices. This unlikely approach to emotional and social learning is being driven by the headmaster, Anthony Seldon, who is a journalist, a psychologist and the biographer of two recent prime ministers. The school has introduced fortnightly lessons in well-being and happiness for years 10 and 11 (14 - 16 year olds) as a reaction to the traditional focus of schooling on just linguistic and logical mathematical intelligences, embracing the multiple intelligences as expounded by Howard Gardner. Seldon's view is that schools have been dictated to by the "three dragons": universities, employers and government and have replaced education with instruction. (Guardian 29/5/2007)[46]

The school has developed an eight aptitude model: personal, moral, spiritual, physical, cultural, logical, linguistic and social which is used to create an "aptitude file" for each student so that they can see their individual strengths and weaknesses.[47] These eight aptitudes are placed into pairs:

moral and spiritual, where spirituality is defined as being independent of faith and the task of a school is to help develop a child as a moral agent;

personal and social which not only includes a greater understanding of personal emotions but also how the mind and body work and the ability to work harmoniously with others;

cultural and sporting aptitudes, which he feels schools are increasingly neglecting and thereby detrimentally affecting a child's potential;

numerical/logical and linguistic which have had a dominant place in education heretofore because they readily lend themselves to assessment whereas the others don't.

This programme at Wellington College only commenced for older students in autumn 2006 and is already in the process of undergoing a thorough revision. However, it has caught national attention, presumably as so-called public schools, which are usually residential, are seen as bastions of tradition and good standards, and it is widely and proficiently publicised. The school's website says

tional intelligence, and is far more a reflective activity than traditional classes… So the essence is that pupils learn more about themselves, which will be information they will be able to use for the rest of their lives." (The Independent 19/4/06).[48]

The structured well-being programme is based on Positive Psychology and the Science of Well-being. The school developed the programme in co-operation with Dr Nick Baylis of the University of Cambridge. It is a direct approach to equipping pupils with social and emotional competencies and a range of life skills.

Wellington College claims that the aim is to equip the children "with an understanding of what makes lives thrive and flourish, and how they can improve their chances of experiencing happiness, good health, a sense of accomplishment and lasting companionship. These will not be lessons like history of physics, where it is primarily the intellect that is involved, and where the question of knowledge is all important. This is about emotional learning and emotional intelligence, and is far more a reflective activity than traditional classes… So the essence is that pupils learn more about themselves, which will be information they will be able to use for the rest of their lives"

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the aim is to equip the children "*with an understanding of what makes lives thrive and flourish, and how they can improve their chances of experiencing happiness, good health, a sense of accomplishment and lasting companionship*". Seldon writes "*These will not be lessons like history of physics, where it is primarily intellect that is involved, and where the question of knowledge is all important. This is about emotional learning and emo-*

A few of the themes covered in the extensive programme are as follows:

The Key Skills of Well-being for example, the practice of visualising ourselves succeeding in the tasks that we undertake, building up our self-confidence by aiming for bite-sized goals;

Our Relationship with our Emotions for example, managing anxiety and exploring ways to defuse the fears that hold us back.

Our Relationship with Others in this module, themes such as friendship, conflict resolution, and sexuality are considered, with a variety of appropriate skills and approaches to these issues being learned and practiced.

The topics are taught through a wide range of approaches including personal reflection, discussions, role play, movement, simulations and stress management techniques. Seldon's eclectic mix of influences includes the psychologist John Kabat-Zinn and his research into meditative practices which the programme recommends to its students as a form of imaginative practice, the Indian philosopher and poet Rabindranath Tagore, and Martin Seligman, considered the founder of Positive Psychology. Seligman concluded that psychology has overly concerned itself with abnormality and illness rather than factors that lead to fulfilment and happiness. Seldon's approach and his aim to educate his students to be "*fully rounded human beings*" have the potential to break the mould of a previously fairly traditional and privileged sector of educational practice.[49] He has vociferously and skilfully brought this into the public domain and ensured a national debate on educational purposes where like-minded educators and parents can make themselves heard.[50]

This both echoes and takes into account the recent work of Richard Layard who also approached the subject from the angle of positive thinking and utilitarianism. He is director of the Economic Performance Centre at the London School of Economics and his best selling book Happiness (2005), based on a utilitarian philosophical approach, has had a wide impact. Layard contends that there is no simple correlation between increased financial income and happiness. A sense of personal well-being is not just a matter of increased wealth. Layard has since shifted his attention to schooling where he is expounding an "*educational revolution*". He insists that an excessive culture of individualism in the Anglo-Saxon world prevents children from achieving happiness. "*I am talking about something bigger than a programme: I am talking about a reversal of a major cultural trend towards increased consumerism, interpersonal competition and interest in celebrity and money.*"[51] His booklet Happiness and the Teaching of Values (2007) calls for schools to teach the children the secrets of happiness which he lists: if you care about other people relative to yourself, you are more likely to be happy (Lyubomirsky et al. 2005),[52] if you constantly compare yourself with other people, you are less likely to be happy (Schwartz et al. 2002),[53] choose goals that stretch you, but are attainable with high probability (Nesse, 2000),[54] and challenge your negative thoughts, and focus on the positive aspects of your character and situation (Seligman, 2002).[55] He equates this to social capital which is closely related to our perception of trust in each other and which many perceive as being at threat within UK society and look to schools to rectify. Layard's call to strive for a new concept of the common good and his contention that the principle of seeking the greatest happiness by developing compassion towards oneself and others has struck a chord which has fundamental educational implications. It has been instrumental in bringing about the Resiliency pilot scheme mentioned above, leading to comments from high placed commentators such as "*Well-being will be the major focus of government in the 21st Century, in the way that economic prowess was in the 20th Century and military prowess in the 19th Century*".[56]

Future Perspectives
At the policy level throughout the country there is a commitment to engaging in social

and emotional learning in the classroom and school communities. How that works out in practice is still to be seen, although the examples above give some indications. How that fits in comfortably with the many other such initiatives of a similar nature and the continuing of the present rigorous assessment regime is also open to question. The present accountability culture and data led decision-making is unlikely to be able to be compatible with such programmes as SEAL and could undermine its potential benefits. The emphasis on measurable results obviously deters risk taking and creativity in the

properly pursued. Teachers will need to feel supported as well as inspired and further bureaucratic burdens should at all costs be avoided. Parents will also need to be brought in more consciously so that what the school does achieve can be taken up into home life.

The latest evaluation report *Secondary Social, Emotional and Behavioural Skills (SEBS) Pilot Evaluation (2007)[57]* came up with interesting and encouraging conclusions. It highlighted that the implementation of such a programme was a "dynamic process", whereby schools gradually expanded their work in

The latest evaluation report Secondary Social, Emotional and Behavioural Skills (SEBS) Pilot Evaluation (2007) came up with interesting and encouraging conclusions. It highlighted that the implementation of such a programme was a "dynamic process", whereby schools gradually expanded their work in social and emotional education and it was viewed by staff as a long-term project, not a quick fix. When interviewed, the practitioners listed a number of factors they felt to be important "maintaining a whole school approach, changing cultures and attitudes, involving the right people, commissioning resources and linking with the bigger picture"

classroom. What seems to be missing is any clear policy regarding initial teacher training for any of these programmes and instead there is reliance on continuing professional development. This hardly seems satisfactory given the enormity of the task. The government's bid to allow schools a greater freedom in setting their own curricula and specialisms, within a strong framework of accountability, could at least give possibilities for greater innovation and imaginative approaches, if

social and emotional education and it was viewed by staff as a long-term project, not a quick fix. Networking between schools was an important aspect where good practice and the exchange of ideas could take place. When interviewed, the practitioners listed a number of factors they felt to be important "*maintaining a whole school approach, changing cultures and attitudes, involving the right people, commissioning resources and linking with the bigger picture.*" From their experience they also

felt the impact of the SEBS pilot and the future secondary SEAL programme would raise standards of achievement, create a more positive school environment, improve pupil behaviour, improve interaction between pupils and staff and improve attendance. Optimism, like pessimism, is infectious and in itself a valuable pedagogical tool. The ground work however has to be done in the schools themselves through building a greater sense of collegial trust, good relationships, common understanding, transparent decision-making and a shared perspective of child development and children's needs. Official policy can only provide a conducive framework and support for change. There is also a clear dichotomy between saying on to one hand that schools are free to follow this path, but also on the other that all schools will have embarked on such a programme within the next five years. The danger is that SEAL, and other such endeavours too, will fall victim to the prevalent target-setting measures, as has been already mooted for creativity in schools. Much remains to be done and advocates of this approach have a formidable task ahead of them. The "delivery" model of education is deeply entrenched and in spite of its well-documented shortcomings will take much effort to be transformed into a more child-orientated approach. Every child's potential is important and, at least in the UK, that recognition together with the will to develop new, creative and more humanised practices in schools gives some grounds for hoping for a positive seachange. Time will tell.

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Sweden

Social and Emotional Education in Sweden: Two Examples of Good Practice

Bo Dahlin

Abstract

This chapter starts with a description of the Swedish school system and the situation of social and emotional education in Swedish schools. In Sweden, special programs for social and emotional learning are often associated with interventions in or prevention of bullying. No particular social and emocional program has been implemented on a national level, but several are in use in various schools around the country. However, no systematic scientific evaluations of these programs, as employed within the Swedish context, have yet been completed. The chapter goes on to describe two examples of social and emotional education. The first recounts a success story of one particular school which changed "from the worst to the first" through several creative and imaginative pedagogical innovations focused on the social and emotional aspects of schooling. The story illustrates among other things the benefits of gathering external resources and institutions around the school, turning it into a cultural centre for the neighbourhood. The second example summarises some results of an evaluation study of Swedish Steiner Waldorf schools. The evaluation provides suggestive evidence that these schools cultivate a successful form of social and emotional education. The two examples illustrate indirect forms of social and emotional education, focused on values and the cultivation of positive feelings.

Bo Dahlin is professor of education at Karlstad university, Sweden. He graduated from Stockholm university in 1974 with a BA in philosophy and mathematics. He subsequently turned to education and did his PhD on religious education in Swedish comprehensive schools. His present research is focused on the social and spiritual aspects of education.

The Swedish school system

In the early 1960's the Social Democratic government in Sweden established a 9 year general comprehensive school system. The idea was based on social justice (equality), and the argument that "a common school for all children" would contribute to future social cohesion by reducing actual and potential conflicts between social classes. School started at the age of 7 and finished at the age of 16. In those days, far from everyone was expected to continue into the upper secondary school (for students 17–19 years of age).

By public schools we mean either comprehensive (state or municipal) or independent schools, the latter having curricula which are under the general governance of the state, but which have been allowed specific exceptions to the national curriculum plan or school regulations.

Grades were given from the third class (ages 9/10). However, from the 1980's onwards, grades were abolished until class 8 (ages 14/15). In order to keep parents informed of the progress of their child, they meet with the teacher, or teachers, once a year. Grades have recently become more relevant since now every student is expected to go on to the 3 years of upper secondary school (finishing at age 19). The structure of the upper secondary level has been reformed many times during the last decades, in order to accommodate the increase and the changes in the student population. At present it consists of a number of eligible programs with very different "profiles", the most common being Natural Science, Social Science, Child Care, Nursing, Industrial Technology, Art and Media. Since all programs award a qualification necessary for those entering higher (tertiary) education, they contain a "kernel" of the core subjects: Swedish, English and Mathematics.

In the 1990's, there was a debate concerning the need for an earlier school start. As a result, parents and children were given the option of beginning school one year earlier. Consequently, at the age of 6 children can enter a so-called *preschool class,* and almost all children are doing so. The preschool (Kindergarten) is governed by the Ministry of Education. There is a separate national curriculum for kindergartens for children up to the age of 5, but the preschool class is part of the comprehensive school curriculum. The idea is that the preschool class should have a *preparatory* character; it should be based less on teaching and instruction and more on play and practical activities. The realization of this idea has proven somewhat difficult. In an evaluation of what was going on in the preschool classes, carried out by the National Agency for Education (2001), it was pointed out that they had become too much like ordinary school, i.e., there was too much teaching and instruction going on.

Social and emotional education in Swedish schools: a general overview

The Swedish national curriculum plan of 1994 and the policy documents preceding and following it started to put more emphasis on the school's fostering and upbringing functions. These aspects of schooling had not been as strongly focused upon for several decades. Schools, it was decided, should not only transmit knowledge but also actively uphold the basic values of democracy. Later on, at the end of the 1990's, the notion of a "basic foundation of values" common to all schools became a recurrent theme within Swedish educational discourse. The present national curriculum plan states the following objectives in relation to norms and values (The National Agency for Education, 2006; section 2.1):

Schools shall strive that each student

• Respects the equal value of all people

• Refuses to accept people being repressed and offensively treated, and contributes to the support of other people

• Feels empathy and understands other people's situations, and develops a will to act also with their best interests in mind

Everybody that works in a school shall:

• Contribute to the development of the students' feelings of community, solidarity and responsibility for people who are also outside their own group

• Contribute through their activities to an atmosphere of solidarity in the school

• Actively work against the harassment and oppression of individuals or groups

• Show respect for the individual person and base everyday work on a democratic attitude

that if it did not exist, who would have the right to define such a foundation of values? A third question was how the idea could be locally implemented in the different schools. Concerning the first two questions, although there is a core set of values mentioned in the national curriculum plan (see the above quote) there is not a strong consensus as to the actual meaning and significance of these values as they affect school work. As for the third question, for those schools that have actively tried to implement the notion of "basic values", this has mostly meant a way of establishing and maintaining locally formulated guidelines for behaviour that students (and teachers) have to follow when they are at school. There are also projects which aim to foster intercultural communication, celebrate the diversity of cultures and promote intercultural understanding and appreciation.

No general, nationwide strategy for social and emotional education has so far been adopted by the Swedish schools. School leaders are responsible for implementing the values stated in the national curriculum, but the way that they do this is up to them. A variety of programs have been adopted at the local levels, mostly by both independent and mu-

No general, nationwide strategy for social and emotional education has so far been adopted by the Swedish schools. School leaders are responsible for implementing the values stated in the national curriculum, but the way that they do this is up to them

Research projects and practical implementations of the notion of a "basic foundation of values" were started. One major question was of course whether such a foundation of values existed in reality and not just on paper. A second, more philosophical one, was

nicipal schools, and sometimes by a whole municipality (in Sweden, the national curriculum is decided by the government, but the municipality is the head of all schools within its jurisdiction). Lately, some students who have been bullied have taken legal action against

It seems that lasting effects can only be achieved by systematic and "holistic" approaches. Occasional projects or activities isolated from the core work of the school have little or no effect. Approaches focused only on eliminating risks of various kinds also tend to have short-term effects. It is important, in addition, to stimulate companionship, constructive dialogue and interpersonal relationships

their schools and have won. This may be one reason why local headmasters are now taking the work against bullying more seriously.

Some years ago, the Swedish National Agency for School Improvement mapped out which anti-bullying programs, or programs aimed at students' social and emotional development, were in use in Swedish schools. They related this to national and international research on such programs (The Swedish National Agency for School Improvement, 2003). They found that neither the municipalities nor the schools did any rigorous assessments of the programs and there was almost no research on their effects in Swedish schools. However, some of the practices identified were in agreement with what research has found to be effective. These practices were the following:

• That the leadership set clear goals and establishes clear limits for tolerable behaviour

• That time is given for regular talks about basic values

• That good relationships are developed between the school and the local politicians and that the school feels supported by the local authorities

• That there are supportive adults available during breaks and also after school (e.g. "leisure pedagogues")

• That there is active cooperation between the school and other institutions and organisations in the community

• That the adults have a holistic view of children's needs and development and a common approach to their work, based on warmth and enthusiasm, as well as swift sanctions against rule breaking and/or behaviour that is not tolerated

The report also notes that lasting effects can only be achieved by systematic and "holistic" approaches. Occasional projects or activities isolated from the core work of the school have little or no effect. Approaches focused only on eliminating risks of various kinds also tend to have short-term effects. It is important, in addition, to stimulate friendship and companionship, constructive and respectful dialogue and interpersonal relationships.

The survey of methods and programs in use in Swedish schools showed a number of such programs. Some were of a Swedish origin; others were "imported" from other coun-

tries and subsequently more or less adapted to the Swedish profile. The methods were categorised into four general types (see Table 1). However, please note that the categories are not mutually exclusive and contain many overlapping elements.

As can be seen from the table, the report classifies most methods as "strengthening the basic foundation of values". Five out of these nine methods were imported and adapted from abroad, mostly from USA:

5 | *The Lions Quest*, an international organisation based in USA (see www.lions-quest.org/story/index.php).

Among the methods of prevention and intervention was included the so-called *Olweus-method*, developed by the Norwegian psychologist Dan Olweus. This method has been systematically assessed and shown to be effective. According to Olweus, the responsibility for prevention and intervention must

Type of method	National	Imported/Adapted
Methods for strengthening the basic foundation of values	4	5
Methods for conflict resolution	3	3
Methods of prevention and intervention	2	1
Methods of peer support	3	–

Table 1. *Categories of pedagogical methods used in the work against bullying in Swedish schools, and a number of methods of a national or foreign origin* (based on The Swedish National Agency for School Improvement,

1 | *Second step*, developed by the organisation Committee for Children (USA) (see www.cfchildren.org; www.gislasonlowenborg.com, and www.cesel.dk);

2 | *Project Charlie*, developed in Minneapolis (USA), mainly as a program against drug abuse (see www.jacksonmo.com/orgs/projectcharlie.html);

3 | *The EQ-stair*, an adapted model (see Wennberg, 2000) based on the concepts of emotional intelligence proposed by Peter Salovey and Daniel Goleman (USA);

4 | *International Child Development Programmes (ICDP) - Guiding interaction*, developed by ICDP, an international Non-Governmental Organisation registered in Norway (see www.icdp.info/May%202006.htm);

rest with all school personnel in order to create a safe and secure learning environment for the students. The social climate of the school must be warm and caring, but there must also be clear rules and sanctions against behaviour that is not tolerated. The rules and the sanctions must be well known to the students and the parents. In a bullying situation, an individual intervention plan should be established in cooperation with the students involved and all their parents.

The international methods used for conflict prevention were as follows:

1 | *Non-violent Communication (NVC)*, developed by Marshall B Rosenberg (USA), a method for developing contact, communication and open dialogue between people (see www.nonviolentcommunication.com/index.htm);

2 | *Forum play*, developed by the Brazilian Augusto Boal, based on role

playing conflict situations (see http://en.wikipedia.org/wiki/Forum_Theatre_(Augusto_Boal);

3 | *The Icelandic model,* developed in Iceland by professor Sigurd Abaljarnasdottir in cooperation with researchers at Harvard University (USA) and based on learning to communicate feelings and to imagine non-violent solutions to conflicts (Frånberg, 2003, p. 22ff).

In February 2007, the Swedish government decided to invest 10 million SEK (approx. 1 053 000 EURO) per year until 2010 to pinpoint and roll out effective anti-bullying programs in schools. The Swedish National Agency for School Improvement was given the following tasks: 1) to compile and describe effective and evidence based methods against bullying; 2) to carry out systematic assessments of methods that had not yet been assessed; and 3) to offer and provide courses for teachers in quality-proven methods on a nationwide scale. At present, there is no general and systematic training of teachers in this matter. Concerning the first task, a report was published in November 2007 (The Swedish National Agency for School Improvement, 2007), which concluded that of all the different programs employed, only the Olweus program has been assessed on a scientific basis, although not in Sweden. However, a number of systematic evaluations of different programs are now (as of March 2008) being carried out in Swedish schools, and the preliminary results of one such project were recently published (Kimber, Sandell, & Bremberg, 2008).

Unlike in the UK, for example, there have not been any intense or widespread public discussions about the conditions of childhood in Sweden. The National Agency for Education (2000) has registered an increase dur-

ing recent decades of diagnoses of attention deficit disorders and related problems, but this has not led to any serious public discussions. There are also occasional media features on, for example, the early sexualization of girls through clothing, but to date there have not been any continuous, long term public discussions about the conditions of childhood in general.

As stated above, there are no specific social and emotional programs widely implemented in Sweden. Therefore the two studies of the Swedish school system presented below are not about particular SEL-programs of the *direct* or instructional kind – to choose one such program rather than another would, under the circumstances, be somewhat arbitrary.

The first study is a narrative about a particular school in Rinkeby, located in the suburbs of Stockholm. The reason for choosing the Rinkeby school is that it is a particularly illustrative example of how an extremely negative situation, particularly in terms of the students' social and emotional development, can be turned into a very positive one. Another reason is that the case of the Rinkeby school makes an interesting *story*: a good story speaks to our heart and our imagination, therefore it can often inspire more action than conventional research reports. The so-called evidence-based research or practice now on the move among some educational researchers and policy makers is, after all, not without its shadows; see Biesta (2007) for a particularly well formulated critique of this trend within present educational research (see also Flyvbjerg, 2001, who argues that the most suitable form of social research is the close study of one particular *case*, not the search for general laws or correlations of a causal character).

The second study is an evaluative comparison of Swedish Steiner Waldorf schools with comprehensive schools regarding the

students' development of civic and moral competencies and democratic attitudes. (The term "municipal" is a bit misleading since all schools in Sweden are under the rule of the municipality. Waldorf schools and other so-called "independent schools" function, however, under somewhat more liberal conditions.) The Steiner Waldorf schools are part of the Swedish public school system in the sense that they have to follow the same national syllabus, they are under the jurisdiction of the municipalities, and they are part of the municipal school budget (schools are not allowed to ask parents to pay school fees in order to avoid contributing to social injustice). One reason for including the study of Steiner Waldorf schools is that they have a long standing pedagogical tradition (since 1919) which places an explicit emphasis on the development of all sides of the human being, which of course includes children's social, emotional and moral development.

Study 1. "From the worst to the first" - The story of the Rinkeby school

Introduction

The Rinkeby school is located in one of the poorest areas of Stockholm's southern suburbs and is home to a melting pot of cultures.[1] 98% of the student population at Rinkeby comes from immigrant families, representing about 70 nationalities. The school was built at the beginning of the 1970's for the lower secondary classes (class 7-9, age 13-16). Throughout the 1980's, the state of the school gradually deteriorated. In 1989, it was in complete chaos. One classroom was nearly burnt out and there was graffiti on all possible surfaces. Many parents tried their best to move from the area and 30% of the students opted for another lower secondary school. At the end of 1989, the school's leadership and most of the staff resigned from their jobs, feeling that the situation was hopeless and

beyond repair. Politicians seriously considered closing down the school.

Seventeen years later, in 2007, the Rinkeby school has been entirely rebuilt at the cost of 30 million SEK (approx. 3 158 000 EURO). It is the pride of local politicians across the political spectrum. People are moving into the area and parents vie for a place for their children at the school. The number of students is increasing; about 25% of the students do not live in Rinkeby but actively choose to come to this school. The national competition in mathematics has been won by students from the Rinkeby school two years in a row, and for four years several students have had 100% correct solutions in the international Maths competition *Känguru*. As early as 1995, a survey indicated that the students at the Rinkeby school were the ones most satisfied with their school in the whole of Stockholm. In 2006, the headmaster of the school was given a Knowledge Award, not only for the good results in Maths and Science, but also for turning the school into an integrated part of the neighbouring community. The Rinkeby school has been visited by international news media (the BBC and others) and it has received a European award for the prevention of youth crime. How did this miraculous transformation happen?

The new Headmaster

When the school leadership resigned, one of the teachers, Börje Ehrstrand, was called by the Director of the Municipality School Board and was asked if he would take on the job as Headmaster. He agreed to do so under certain conditions. One was that all the municipal resources for child care, social services, and leisure activities were co-ordinated and integrated with the resources of the school. Another was that 1 million SEK (approx. 105 300 EURO) be transferred from the social service budget to the school budget, so that two more special needs teachers and two more leisure pedagogues (adults leading after

school, extra curricular activities) could be employed. A third was that he himself was given a free hand as to who was employed, especially in leading positions (at that time all positions were centrally appointed). He especially wanted to create a new position –a "school manager"– responsible for budgeting and for personnel administration in order to free the Headmaster from an excess of bureaucratic tasks (this is a serious drawback for many Headmasters in Sweden today). After some discussions, the Director agreed to these conditions and managed to persuade the Director of Social Services to reallocate the 1 million SEK. (Ehrstrand's approach to negotiations is that a "No" is always the beginning of a "Yes"). Therewith Ehrstrand had begun cooperation between the school and other social institutions (incidentally, this is one of factors that research has found to be significant for effective work on social and emotional learning).

Börje Ehrstrand is himself an immigrant from Finland, from a region called Österbotten, where many people still have Swedish as their native tongue. He grew up in a small village in which all adults knew where the key to the school building hung, so that the school could be used for any common activity. In the days when he started Primary School, the dialect of Swedish that was his mother tongue was not allowed in the school; only "high Swedish" was to be spoken. This was probably an important background experience when later he trained as a special needs teacher with foreign languages as his main subject.

The first restorative actions
When Ehrstrand took over, the school had no Parents Association. In order to actively involve the parents, a letter of invitation was sent out, signed by the Headmaster and the Director of Social Services. A meeting was proposed to discuss the question: "What do you as parents think we can do together so

that you can gladly send your children to the Rinkeby school?" Some of the older teachers were pessimistic about this initiative. "Parents lose interest in their kids' school work after class 6", they said. However, Ehrstrand had met many parents who were interested in their children's school work and could not believe that they would suddenly stop being interested at class 7.

Over 200 parents came to the meeting. Many of them had met both Ehrstrand and the Director of Social Services before and had developed trust in them. They knew that they would be listened to and that their opinions would be seriously considered. The meeting resulted in the following action plan, with the following priorities:

1 | Clean up the school and restore all damage

2 | Create order and safety in the classrooms

3 | Increase the students' motivation to learn and their trust in the future

Meetings were also held with the relevant teachers' union representatives and the newly founded Student Council. All agreed on the same list of priorities.

Cleaning up the school was first on the list. The calculated cost of removing all the graffiti was 3 million SEK (315 800 EURO). However, the Building Council of Stockholm refused to give this money since at the time they were subject to budget restrictions. Then some parents calculated that if they did the work themselves in their free time, the costs would be a tenth or less of the calculated sum. This time Ehrstrand went to the Real Estate Office and the money was granted. Parents, teachers *and students* went to work after school time, removing graffiti and restoring damaged interiors. Students were

also allowed to create imaginary pictures on some of the walls. Sometime later a new activity was introduced, called the Golden Painting Brush: each afternoon from 4 – 7 pm two students are assigned the task of keeping watch and removing all the graffiti produced during the day. The students work together with the cleaner and the caretaker and the task is obligatory for all 7th-graders for at least two days. As a consequence of these actions the restoration costs decreased from

this has the advantage that the students have access to such class activities in which they can take part with fewer problems, for instance the practical subjects. The reason is that one wants to make the reintegration of these students as easy as possible. If each student is relocated somewhere else, the reintegration becomes much more difficult. However, it is still a question whether this practice will continue or change in the future. The drawback is that the needs and the problems

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Cleaning up the school was first on the list. The second priority was to create order and safety in the classrooms and in the school in general. When the students realised that the teachers and the parents stood united concerning the establishment of order and peace - violence, bullying and other such behaviours gradually decreased

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700 000 to 15 000 SEK per year already the first year (from 73 700 to 1600 EURO). As a consequence the money available to hire two new teachers.

The second priority was to create order and safety in the classrooms and in the school in general. A principle and practice of "immediate action" was established. It meant that when, for instance, a student was seen to be acting violently there was an immediate students' care conference which came to a judgment and a decision as to what the consequences should be. The student's parents were informed the same day and the very next day the student was either redeployed in the school's day care centre for a time, or suspended from school for a period. However, today the day care centre has been replaced with "Co-instruction Groups", gathering "problematic" students into smaller groups for special instruction. It takes place within the locality of the school and as long as the group is not too large (4 – 9 students),

of each student are so different that it is difficult to have them in the same group.

To be suspended from school for a period means having to stay at home, watched by the parent(s) – a tough penalty for a teenager. Here the school can be seen as acting in accordance with "clear limits for tolerable behaviour" and "immediate sanctions against rule breaking", two of the factors found to be significant for effective work against bullying and violent behaviour (see above, p. 6).

The two new learning support teachers were especially qualified in communication skills, as well as in teaching reading and writing. They were in charge of the day care centre and the lessons for students with special educational needs. The morning lessons, until lunch, were spent in reading exercises, aloud or silently, and communications about what was read. In the afternoons, the two new leisure pedagogues were given the task of ensuring that those students who ex-

pressed violent or aggressive behavioural patterns triggered by frustration or disappointment, and directed towards anyone nearby expended all their physical energy. Football and other physically demanding sports were played all afternoon, so that when the school day was over these students (almost all of them boys) no longer had any great urge to spend time fighting or making trouble in the city centre. According to Ehrstrand, such disorderly students are often both intelligent and perceptive. They need honest and intense interactions with teachers who are able to respond with their heart.

When the students realised that the teachers and the parents stood united and really "meant business" concerning the establishment of order and peace - violence, bullying and other such behaviours gradually decreased. The classrooms became calmer, the teachers felt more relaxed and consequently they taught better. Teachers began to like their work and students began to learn.

Thus, the first two steps in the priority list were successfully carried out. Of course, this does not mean that *all* problems disappeared, but the frequency of violence, bullying, and even crime has been radically reduced in the school and in its neighbourhood. The average grades of the students have increased and in the spring of 2006 seven students from the Rinkeby school (5 boys and 2 girls) scored 100% in a national Mathematics contest and were the best in Sweden. This last fact may be taken as an indication that also the third priority, to increase the motivation to learn, has been realised. How this was done is the subject of the following sections.

The holistic view of education and the bringing together of resources

The holistic view of education that describes the work of the Rinkeby school has three basic principles. The first is that the school has to be seen in relation to the community, as well as in the context of society at large, and even in an international context. The second is a holistic view of learning and children's development from preschool onwards. The third is a holistic view of the individual child, including not only knowledge acquisition but also the development of social competence, and physical as well as mental health.

A school open to the world

The first principle implies that the school must be more open to the world and seek communication and cooperation with external institutions and organisations more effectively than is generally the case. This implies gathering together many different kinds of resources (the Rinkeby school has created strong links of cooperation with many different institutions- see Figure 1 below.) In the state/municipal field, there is close cooperation between the Leisure centres, Social services, the Health service, the Police, the Church and the Mosque, and the so-called Culture School (see Figure 1).

One of the first resources included in the school was the local Leisure Centre, open from 4 to 11 pm every weekday, and until midnight on Fridays and Saturdays. This was made possible by scheduling the staff in a non-traditional way. But there are also some sports and special teachers, who deal with free time activities, not necessarily connected to the school buildings, and who work there during school hours and keep the students active during the breaks. The Leisure staff can easily get to know all the students, and their presence seems to have a positive and calming effect on the school as a whole. This coincides with the existing evidence in SEL practice that supportive adults, available during breaks and also after school, have a positive effect on the social and emotional climate.

Other partner organisations are cultural institutions, business firms and institutions of higher education (for example, a business
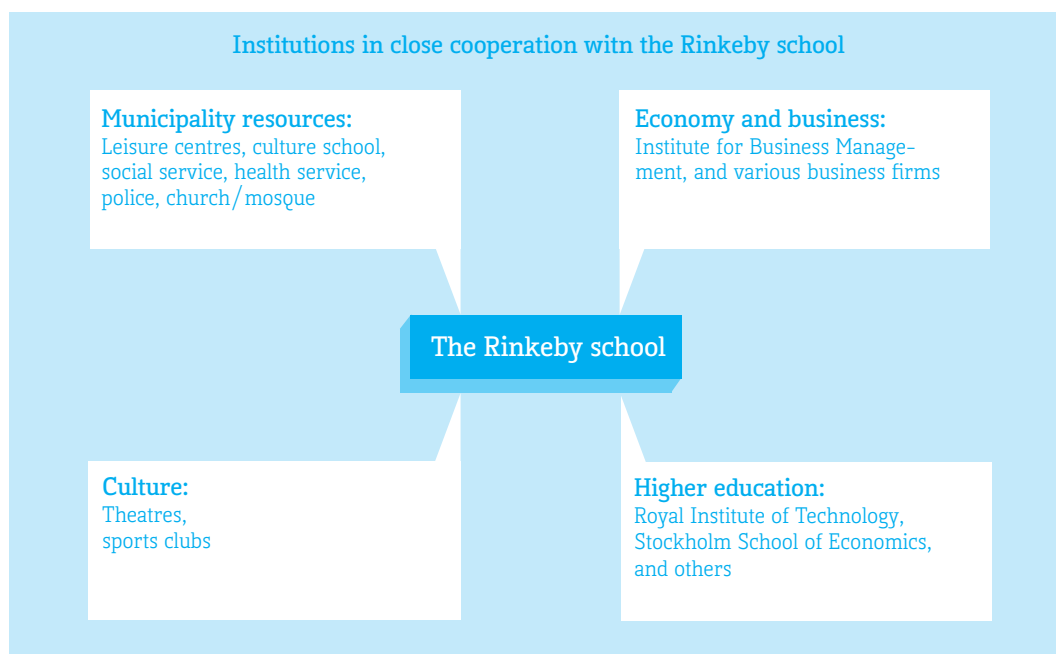
Figure 1. Institutions in close cooperation with the Rinkeby school.

manager in Kista, a neighbouring suburb with a prospering commercial centre, actually became the successful mentor of a student deemed "beyond all hope".) At present, there are about 300 different business firms connected to the school, as well as 16 institutions of higher education, such as The Royal Institute of Technology (KTH), that taps into the "talent reserve" of immigrant girls (perceived by research in Science Education as often gifted, but lacking the motivation to proceed with Science and Technology studies). This cooperation has been fruitful; Rinkeby girls with non-Swedish backgrounds are increasingly taking technology programmes at the KTH. Another example of external support and networking is the way in which mentors from the Stockholm School of Economics helped a group of 18 girls in class 8 (age 14/15) to establish a simple delivery firm, which continued to operate through class 9. The firm operated under special clauses regarding taxes and other areas, but allowed the students hands-on learning about working life, being an employer and setting up your own business. This experience also meant a lot for the self-confidence of these girls, who were not necessarily academically motivated. (The business generated a profit of about 70 000 SEK, (7400 EUROS), which the group spent on a holiday in the Canary Islands in Spain.) Ehrstrand's methods for building up this community cooperation were varied and flexible: for example, he thought that the local police took little notice of the school, so he announced on the police radio that a free lunch was offered to all police personnel in the area,[2] and gradually police officers arrived and mingled with students in the dining hall.

In these varied ways, the Rinkeby school has implemented *a holistic view of school organisation* by incorporating many external resources and establishing cooperative interactions with external organisations and institutions. This can be seen as one basic factor in a holistic and systematic approach to students' social and emotional development.

A holistic view of children's development
The holistic view of children's development

has also been found to be a significant factor for effective social and emotional learning. In the Rinkeby school, this implies giving support to the children from preschool onwards, every step up the educational ladder, with special emphasis on the transition from class 6 (age 12/13) to 7 (in the Swedish school system, this transition implies admission from the "primary" to the "lower secondary" level, even though formally such levels do not really exist.)

In order to strengthen the cooperation between preschool and school, two study pathways have been developed, called the *Europe unit* and the *Science unit.* Already in preschool it is possible to start following one or the other of these study programs.[3] The *Europe unit* focuses on foreign language learn-

Swedish, in order to emphasise the global aspect of scientific and technological development. Teachers and students at The Royal Institute of Technology offer half-day classes in scientific experiments, and laboratory work on Saturdays. Although these fall outside the obligatory school timetable, many students take part, and not only those from the *Science unit.* It is not seen as boring "school work", but as an interesting activity that can be shared with friends.

There is also a third study pathway called the *Sports unit.* This is not chosen until class 7 (age 13/14) - students pick either basketball or soccer as their speciality. This path is often popular with those students who are less devoted to academic study, although motivation for academia can also increase as

When they join the school, students and their parents sign an agreement to follow the rules of the school. Each student also belongs to a mentoring group, which meets on a regular basis. The mentors monitor the acquisition of knowledge, but also the social development and the health of each student in their group

ing, Information Technology and Communication, and economics. In preschool, children start in playful ways to learn English from the age of 3 to 4. However, care is taken that the child really has the ability to take part in such activities and that it does not undermine the development of their mother tongue or Swedish. The cooperation with the parents is of course essential in this area, as well as in many others. As a matter of fact, the parents represent the majority of the Rinkeby School Board, with one representative for each class and one for each study pathway.

The *Science unit* focuses on Science and Technology. It is called "Science" even in

some of the teachers teach both basketball and, for instance, maths and physics. The penalty for not following the rules in the classroom may be the exclusion from a sports training session, which no students wants to miss! One year, the school's soccer team put together from students in this unit became Swedish Masters - an intense experience in learning how to create a positive team spirit despite big differences in social and cultural backgrounds.

Social competence and health
When they join the school, students and their parents sign an agreement to follow the rules of the school. Each student also belongs to a

mentoring group, which meets on a regular basis. The mentors monitor the acquisition of knowledge, but also the social development and the health of each student in their group. The mentoring group includes discussions of social and moral questions in general and, more specifically, in relation to the rules of the school. In cases of poor behaviour, the mentor immediately contacts the student who has misbehaved and perhaps also his or her parents (usually within a quarter of an hour). In serious cases, an emergency group is set up. The leader of this group is in close contact with the leader of the Leisure Centre and the Social Services, so that different remedial actions might be considered and carried out without delay.

In surveys which indicate whether students like their school, the Rinkeby school usually scores higher than other schools in the Stockholm area. 94% of the Rinkeby students say they are "quite satisfied" or "very satisfied" with their school. The corresponding average for Stockholm is 81%. According to the school's Student Council, the reason seems to be that Rinkeby students experience no bullying in their school. They feel that the school climate is positive and that teachers and students can easily communicate with each other. On the negative side, they sometimes complain about some of the rules, such as "no chewing gum", "no mobiles" and "no hats indoors".

The school is working in a systematic way to deter bullying episodes. When preparing for the transition to class 7 (age 13/14), students at the Rinkeby school are visited by one of the school's two school counsellors in the spring of class 6. Around that time, students and parents also meet with the teachers to discuss the choice of a study profile. The school counsellor talks individually with each student and asks, among other things, whether s/he has been bullied or if s/he knows of any bullying taking place in the

class. About three weeks after the start of the autumn semester, the school counsellors visit the new classes: that is when the students sign an agreement to follow the rules of the school and to abstain from all violence, bullying and sexual harassment. The class is told that in October or November the school counsellors will come again to talk to each student individually.

If a student in these individual talks says that he/she has been bullied, the school counsellor asks whether he should intervene immediately, or if the student wants to wait to see if things improve. If action is taken, the bullies are summoned to a meeting with the school counsellor and the leader of their study programme. They are confronted with what they have done and told to stop immediately. According to the school counsellors, this simple action works in 99% of the cases. Systematic and preventative work on student wellbeing is time-consuming, and consequently the staff working in this area is larger than that at most schools: two school counsellors, one nurse, one full-time study counsellor and one part-time psychologist, looking after five hundred students.

The school also views the cultural activities of the Culture School (see below) - such as music, singing and dancing - as making a positive contribution towards the mental health of students. As for physical health, free breakfast (see Footnote 1 above) to students who might request it is another example of a simple but effective measure to improve their health and their ability to study. In primary school, teachers run with the children 800 metres every day, regardless of the weather. Each day the distance is multiplied by the number of participants and each week the sum is calculated in the maths lesson and drawn on a map of Europe - sometimes inspiring even the geography lesson. Similarly, the preschool *Science unit* is often out in Nature looking at plants and animals.

The Culture School and the school as a cultural centre

Each municipality in Sweden has a so-called Culture School, which is an association of artists who offer art classes and other forms of cooperation with ordinary schools to promote artistic and creative activities among young people.

After school, students can choose to go to the Culture School to learn to play an instrument, individually or in a group; or they can participate in drama lessons and prepare and put on a play or a show. In Rinkeby, the administration and activities of the local Culture School has moved under the same roof as the

Since the Rinkeby school has students from so many different ethnic backgrounds, the Culture School offers classes not only in traditional Swedish or Northern European musical instruments, but also in instruments from the Middle East.

Reading, writing, and communicating: the basis of learning

The plurality of languages spoken by students from over seventy nations would generally be considered to give rise to a pedagogically complex situation, but Ehrstrand dwells on the positive potential, as he considers *all* mother tongues as valuable re-

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Each municipality in Sweden has a so-called Culture School, which is an association of artists who offer art classes and other forms of cooperation with ordinary schools to promote artistic and creative activities among young people

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school, thus increasing the possibilities of active cooperation. The Director of the Culture School has his office in the school and whoever wants to can knock on his door for a talk at any time- this is especially important in an area where many parents do not speak Swedish well enough to feel comfortable making a phone call.

On the website of the Stockholm Culture School (www.kulturskolan.stockholm.se) one can read that their mission is as follows:

All children and young people, regardless of their circumstances, abilities and living conditions, are offered a real chance to influence and participate democratically in cultural life, which includes artistic experience, knowledge acquisition and artistic creation. All children are entitled to discover their preferred means of artistic expression.

sources for the future labour market, when intercultural cooperation will be increasingly common, and thus all language abilities will be useful. Hence, at the Rinkeby school, language and communication abilities are viewed as the foundation for learning and the future progress of the students. Language and literature are seen as key to success in life, and all children have a right to these keys. This implies that reading, writing and engaging in dialogue is a major part of all teaching, in all subjects. Twice in each semester, students take an easily accessible reading and writing test which closely monitors their language development.[4]

Early on the Rinkeby school library became an area in which new investments were made. A second professional librarian was hired, so that now there are two librarians. Even though the library takes up a big part of

the budget (more than is common in schools), Ehrstrand considers that the investment is worthwhile. Students learn not only from reading textbooks, but also from novels and stories. These also give an insight into other cultures and other peoples' lives. The teachers of Swedish language and literature have frequent "book talks", in which students share their reading experiences. Such talks have the potential to widen and deepen the interpretive horizons around emotions, thus contributing to the ability to handle them. In this way, additional time is created for discussions about basic values (again, one of the practices that has been found to be significant for successful work with social and emotional learning).

The school library is open every day from 8 am to 4 pm and it is perceived as an activity rather than a physical place. The librarians at the school are professional children and youth librarians. They take part in the planning of projects and have regular "book talks" with groups of students, especially in class 7 and with those students whose language ability is weaker. The librarians at Rinkeby have invested more resources in textbooks and encyclopaedias than in computers, because they claim that students find what they need much faster in books than on the internet: the search on the web is complex and time-consuming, and therefore often degenerates into mere play. Every time students want to use the computer, they need permission from their teacher. At the library, students may also get help with their homework; either from the librarians or, at especially scheduled times, from two pensioners who volunteer for this work. Special days, and even whole weeks, are set aside and devoted solely to reading literature (this happens on a regular basis.) It is reported that Rinkeby students read a greater number of books than other Swedish students of the same age.

The meetings with the Nobel laureates in Literature

In accordance with the idea that young people need positive, living models they can look up to, the school has established the tradition that each year the students meet the Nobel laureate in Literature. The preparation for this meeting is usually the task of students from class 8 (age 14/15). They first study the life of Alfred Nobel and the work of the Nobel foundation. When the prize winner is announced, they research the facts about her/his life and start to read some of her/his work. But they also read books of previous laureates, especially from the various home countries of the students. Then they compose a small book about the Nobel foundation, about what they have read and about themselves, consisting of personal stories, poems or pictures, which they want to share with the author. This is translated into the mother tongue of the laureate and sometimes sent to her/him with the letter of invitation to the meeting (also written by the students). The meeting is often held at the Rinkeby school library, but sometimes it takes place in a public library in Stockholm.

When V S Naipaul was awarded the Nobel Prize in 2001, the students preparing the meeting with him developed a rather critical attitude towards him, on the basis of what they found out about his writings. Among other things, his negative opinions about religion in general and about Islam in particular offended some students. Naipaul, however, was very friendly at the meeting and was visibly touched when the children read aloud their poems and personal stories from the book given to him. It was evident that he appreciated the meeting and afterwards he said it was the most important thing that had happened to him during his visit to Sweden. The positive turn of the whole event made the students reflect on how they had been influenced by the image of Naipaul presented in the media, and how such an image could differ from reality.

Imre Kertész, who received the prize in 2002, openly cried when he saw and heard what the students – many of them coming from Muslim families – had experienced through reading his book *Fateless*. In the meeting with J M Coetzee who was awarded the prize in 2003, the author told the students that his book *Boyhood* now no longer belonged to him but to the children of Rinkeby.

"The Children of Abraham" - an intercultural approach to religious studies

The Rinkeby school, with its student population from nearly 70 different nations, is a meeting space and a potential melting pot for many different cultures. Most traditional cultures contain a strong religious element. Since the Swedish national curriculum includes a non-confessional study of the main world religions, the situation of the Rinkeby school creates special conditions for the field of religious studies (RS). Muslim students, however, seemed unhappy with the manner in which religious studies was approached.

On the initiative of one of the religious studies teachers, Dorothea Rosenblad, a team was set up with the task of putting together a new curriculum for religious education. The idea was to promote tolerance and mutual understanding between different religions. The team consisted of a rabbi, an imam, a priest and the teacher herself. They worked together for one year, trying to find the common elements of Judaism, Islam, and Christianity. They found three common elements: all three have a holy book, rules and norms for good behaviour, and prophets. In the new curriculum of Religious Studies, these elements were therefore emphasized; the holy books have parts which are very similar (for instance, parts of the Quran uses or refers to stories in the Bible, and the Old Testament is part of the Hebrew tradition); and the rules and norms are sometimes the same (for instance that one should make no image of God). They

even had one common prophet, Abraham. Abraham was told by God to leave his homeland: he became an immigrant, just like most of the students and their parents, who had left their homes to come to Sweden. This made the theme of "breaking up" a suitable subject for biographical writing, in which Religious Studies was integrated within the framework of Swedish language (Swedish Language and Literature is connected with Religious Studies in other ways too, as well as with other subjects, as seen in the previous section.)

The curriculum development of Religious Studies led to the establishment of a Foundation for Religious Studies called The Children of Abraham. Their basic method of teaching is based on the IE-method, meaning "Identification leads to Empathy". On the foundation's website (www.abrahams-barn.org/info.asp/id/70) the method is described as follows:

> The students take roles and act out parts from the Bible stories, from Jewish and Islamic legends and from other literature. The IE-Method opens up the common cultural heritage to students from different cultural backgrounds. They acquire knowledge about themselves and about others. This helps to enhance mutual respect. At the same time, the students develop their linguistic skills and their ability to find words for subtle feelings.

The work of building bridges between cultures and religions is not only done in RS, however, as it is also an important aspect in the teaching of Swedish and Literature. The students write about books they have read, connected to a certain theme, for instance love. They then talk about what they have written and in the process different moral values are discussed.

Recently a group of journalists from Amman (Jordan) visited the Rinkeby school. They were interested in the way Religious Studies was taught, since in Jordan too Moslems, Jews and Christians live together. They have done so for hundreds of years but the present tensions between the Islamic East and the Christian West has made it more difficult to teach tolerance and mutual understanding. The visit resulted in the establishment of a library in Amman, with the purpose of promoting literature on interfaith dialogue and a general resource centre for different schools.

Are there no problems?

The story told so far has been almost totally positive- are there really no problems at all in the Rinkeby school? Obviously, there are. The public image of Rinkeby as an area with social and economic problems has not disappeared, although it has been greatly modified. The school has a structure and a spirit of cooperation in order to deal with the problems that arise, as far as possible- even though some problems may be too much to handle, even in this school. For instance, about 20% to 30% of the students leave the school in class 9 (age 15/16), without having passed the Swedish language tests. On the other hand, around 70% of the students usually obtain grades above the Pass level. Again, one must take the specific circumstances into account: many students are refugees and start learning Swedish as a second language at a late age (10 years old or more).

There are many issues which are continuously discussed among the staff. One is whether the separation of clever and ambitious students from those less talented and/or less ambitious is advisable (this actually happens because of the possibility of choosing a study pathway, like Languages or Science). Within these subjects, the less talented students - those who do not choose a

particular pathway - are left without the example and the inspiration of their more proficient peers. Another debate revolves around how to best take care of students with learning difficulties and social problems, i.e., whether the "co-instruction group" (mentioned above) is the right way of approaching this problem, or not. It is part of the approach of Ehrstrand and his staff that no problem is solved once and for all: working in schools, they believe, means being prepared to accept frequent changes.

What can be learnt from the Rinkeby school?

Looking at the list of "success factors" from The Swedish National Agency for School Improvement (2003) report described above, one notes that the Rinkeby school has worked on virtually all of these factors. This illustrates the general fact that social and emotional learning *always* takes place *in one form or another* and that it is *always* (positively or negatively) influenced by the way the school is organised, as well as by what takes place in the classroom.

The perspective and the actions taken by Ehrstrand and his staff can be seen as *one* example of what it means to invest in students' social and emotional education. In terms of our classification of approaches to social and emotional education, it is to a large extent of the *indirect* type. Although the school has not employed any particular SEL-program, its pedagogical methods are often at least partially in agreement with many such programs. Here it may also be noted that the concept of emotional intelligence, although central to many SEL-programmes, is also somewhat contested (see Waterhouse, 2006). It does not seem to play, in a rigidly conceptual way, any prominent role in the ideas of Ehrstrand and his staff, even though they would probably not avoid referring to it in talks and discussions. However, the absence of consensus around a scientific definition of

the concept does not of course exclude the more pragmatic use of the term, pointing to very similar educational aims.

The Rinkeby school explicitly teaches *values* rather than social and emotional *skills*. This is in agreement with studies in social psychology, which have made it clear that individuals readily adapt to the group's general norms and values. According to Thomas Scheff (1997), the reason for this is our need to feel "pride" and to avoid "shame" in our relationships with other people. Hence it is of basic importance to establish the right kind of norms and values in the classroom and in the school as a whole. Among the values communicated to the students are non-violence and non-aggression; making efforts in one's studies; and being generally well behaved.

Put *very* simply, the message of the Rinkeby school to other schools is twofold: to the politicians and the school leaders it is: "*Gather all resources under one roof*"; and to the teachers it is that "*language and commu-*

a common principle of SEL-programmes, that a "culture of connectedness" must be created around the children. Links must be built between the parents, the school, the community and the world. Schools must establish communications with business firms, Health and Social Services institutions of higher education, and cultural institutions. Schools must become cultural centres for the community.

As for the school's internal work, by setting up clear and strict rules of behaviour and by dealing immediately and coherently with any serious breaking of rules, the Rinkeby school establishes a firm principle of *non-negotiability*. Some social researchers, e.g. Tomas Ziehe (1982, 1984), have pointed to the tendency that today moral norms and values become more and more *negotiable*. This entails a relativization of norms and values and produces a general uncertainty as to the need to uphold and apply particular rules or norms of behaviour. It is a prevalent trait in the present cultural life of adults, and children "download" this trait from the adult culture (see Corsaro, 2005), using it to deal with rules and regulations in their interactions with

> The relativization of norms and values produces a general uncertainty as to the need to uphold and apply particular rules or norms of behaviour. It is a prevalent trait in the present cultural life of adults, and children "download" this trait from the adult culture. This is becoming a stress factor for adults working with children

nication form the foundation for learning in all subjects". In terms of the gathering of resources under one roof, this gives us some strong indications with regard to the possible "social architecture" of education in the future: schools must not work in isolation from the neighbouring community; and the resources of the community must flow into the school in active cooperation. This is in agreement with

adults/teachers. Teachers can no longer expect that a rule once established is to remain so; they have to be prepared to re-negotiate its validity again and again. This is becoming a stress factor for adults working with children (naturally, these conditions are more or less acute in different countries and cultures; Ziehe writes in a German context).

Another thing which Tomas Ziehe points out is that teachers today have to actively *earn* the respect of their pupils. In the past, the school and the teacher possessed an "aura of authority" which was more or less taken for granted. It made teachers' work simpler, because this aura gave them a certain cultural support which legitimized more or less anything they did. Today, this is no longer the case. As a teacher or as an adult, you have to prove that you deserve the respect that you expect from the students. Naturally, the ability to achieve this is not common to every teacher, and constitutes another stress factor for the adults working with children today.

However, by cooperating with the Culture School and turning the school into a cultural centre for the whole neighbourhood, the Rinkeby school has gained an *aura of meaning* for both adults and children. The visits of Nobel laureates in Literature, students winning national and international Maths competitions, and the school being internationally

sense of belonging to the school, as well as fostering a feeling of trust and hope ("I too can make something of my life" and "There is a place for me in the world").

In these ways, the Rinkeby school *counteracts* at least three of the negative features of modern societies that undermine positive motivations towards studying and social engagement among young people:

1 | The negotiability of norms and values

2 | The schools' and the teachers' loss of aura

3 | Social alienation and pessimism regarding the future

Although in agreement with many of the research findings of "what works" in school development, the development strategies employed by Ehrstrand and his staff seem to be

The Rinkeby school's strategy is not "evidence-based" in the research sense and thus no energy is invested in theoretical speculation about the possible causes and effects of what has been put into practice. A possible drawback is that the actions taken are linked to a few key personalities

recognised and positively reported in the international media have of course greatly contributed to creating and establishing this aura. Further significant elements are the regular meetings between students and those adults who have succeeded in one area or another; as well as the cooperation with business corporations and institutions of higher education, which take an active interest in the students' futures. This most certainly contributes to the students' positive

based, not on any particular research or theoretical model, but on pedagogical intuition, imagination and hard work. On the one hand, the school is very strict in upholding its rules against bullying, violence, sexual harassment and racism, as well as on lesser forms of unacceptable behaviour. A clear message is delivered concerning the standards for good behaviour. However, it is very important to note that this would not be so effective if the school did not also offer many interesting

choices and possibilities for the young people. All in all, the students perceive that their teachers and their parents really care about them and believe in their future.

The Rinkeby school's strategy for development is not "evidence based" in the research sense, but all the awards given to the school over the years should be evidence enough that the strategy works. Teachers applying for a job at Rinkeby have to be prepared for continuous change, and they have to have the ability to see how things can be connected to create synergistic effects. However, Ehrstrand also appreciates the resisters and the conservatives, because "…even a Cadillac needs brakes".

The advantage of this approach is that no energy is lost in theoretical speculation about the possible causes and effects of what has been put into practice. A possible drawback is that the actions taken and the energy expended are linked to a few key personalities. If these people withdrew from the work, things might start to fall apart. On the other hand, the organisation, the practices and the routines worked out by the staff are so well entrenched by now, that they are likely to go on functioning even when the present leadership retires. Furthermore, the example set by the Rinkeby school is so positive and inspiring that it may serve as an ideal model to inspire others to do similar things. Perhaps what we can learn above all from the Rinkeby example is to trust our own vision of what is possible, and not to take "no" for an answer in our efforts to put our visions into practice.

Study 2. Steiner Waldorf schools and civic-moral competence

Introduction
This case study is part of a more extensive evaluation of eleven Swedish Steiner Waldorf schools, carried out between 2002 – 2005

and reported in Dahlin (2007). The aim of this part of the study was to investigate how far Steiner Waldorf students develop the values and social competencies necessary to become active members of a democratic and multicultural society. Since this is a far-reaching and complex question, only certain aspects of the problem were selected for study within the framework of the project. The chosen aspects have, to a large extent, been decided upon by the material for comparison and instruments of measurement available from earlier empirical studies on similar questions.

Basic principles of the Steiner Waldorf school curriculum
Since many readers may not be familiar with the basic ideas and ways of working in Steiner Waldorf schools, a short account of this "alternative" educational movement is given here. The first Steiner Waldorf school was started in 1919 in Stuttgart, Germany. It was a "whole child" educational impulse based on the ideas of the Austrian philosopher and educator Rudolf Steiner. Following the First World War, the social and political situation was one of chaos and confusion. It was Emil Molt, director of the Waldorf Astoria cigarette factory, who asked Rudolf Steiner to help with the creation of a school for the children of his employees. Steiner agreed and the first seminars for the school's teacher trainees were actually held on the factory floor. This was the beginning of the worldwide Steiner Waldorf school movement, at present consisting of about a thousand schools in all parts of the world. Even though Steiner Waldorf schools are sometimes assumed to be Euro-centric because of their European origin, the curriculum seems to have a universal appeal. It appears to be able to adapt to cultures as diverse as the *favelas* of Brazil; the black townships of South Africa; Egypt and Israel; India; China; Japan and the Philippines.

Steiner Waldorf education is based on a wide and deep understanding of human nature and of human development from infancy to adulthood. The different developmental stages, seen as 7-year cycles, are based on the three levels of the human being: "body, soul and spirit" (Rawson & Richter, 2000). More specifically, attention is given to the physical body and the physiological life processes; the life of feeling, willing, thinking and perception; and the formation of identity or individuality. The characterisation of the cognitive psychological development of the child has certain parallels with that of Piaget (Ginsburg, 1982). Each stage and each level is seen as equally important and must be met with the appropriate educational methods and environments. Each stage contributes

teacher and a stable group of classmates gives the opportunity for intimate relations to grow between the children themselves, and between each child and the teacher. A well established practice in Steiner Waldorf schools is for the teacher to greet each child with a handshake in the morning when they enter the classroom. This gives the teacher the possibility to make contact with each child, perhaps dealing with any personal matters or noting anything unusual about the child's emotional state. Another common recommendation among Steiner Waldorf teachers is to reflect each day on each child in their class, trying to understand his/her character and particular needs. However, the particular needs of an individual child are, as far as possible, not addressed through directly turning

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In the early ages Waldorf teaching is focused on feeling, will and imagination. The purely mental, cognitive or intellectual aspects of learning are not particularly stressed. All instruction is therefore presented artistically through storytelling, play and imaginative pictures. Teaching is addressed to the "head, heart and hands"

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something essential to the development of the individuality and unless treated according to its age-appropriate needs, the child's development will end up being somewhat lopsided. Integral to this education is the encouragement of a balanced development towards "physical, behavioural, emotional, cognitive, social and spiritual maturation" (Rawson & Richter, 2000).

Children are considered to be ready for primary school at the age of 7. In the early ages, there is often one class teacher that teaches all subjects and accompanies the children from class 1 (age 6/7) through class 8 (age 14/15), i.e. from childhood into early adolescence. These years spent with one

to him or her alone, but indirectly, working with the whole class (this is a major difference from, for instance, the Montessori approach.) This is part of the striving for a balance between "the individual and the collective": a feeling of community and solidarity should permeate the whole class; while at the same time each and every child should be appreciated for his/her particular gifts and abilities.

In the early ages all teaching is focused on feeling, will and imagination. The purely mental, cognitive or intellectual aspects of learning are not particularly stressed. All instruction is therefore presented artistically through storytelling, play and imaginative

pictures. The children are also encouraged to express their knowledge in artistic ways, as a complement to their written work. Teaching is addressed to the "head, heart and hands" (Easton, 1997). That is, there is not only cognitive learning but also emotional, moral, aesthetic and practical learning (through the arts and crafts). The emphasis in the early grades on the use and development of imagination is, among other things, considered to contribute to the capacity to empathise with other people. Waldorf teachers believe that imagination is easily unleashed by listening to the teacher reading or, best of all, storytelling. Using audio-visual media, it is thought, robs the children of the opportunity to create their own inner pictures and hence counteracts the development of imaginative life.

In class 8 (age 14/15), the intellectual aspects of knowledge come more to the fore. Children are not considered ready for independent thinking and judgment until this age. There is no longer a class teacher - classes are taught by different specialist teachers. Abilities of exact observation, comparison, reflection, analysis and synthesis are cultivated. All children are taught mathematics, science, social studies and humanities, but the arts and crafts activities also continue. The Steiner Waldorf curriculum is based on 12 years of schooling and children are discouraged from focusing too much on one limited field of study, even in the upper classes. Connections between the sciences and the humanities are consistently stressed, for instance by going deeply into the biographies of famous scientists and inventors.

Steiner Waldorf education deals with children's social and emotional education mostly in an indirect way. The teachers are trained in perceiving "the whole child", i.e. its life of willing, feeling, and thinking, as well as the individuality behind its actions and behaviour. The comprehensive view of the development of the child from age 7 to age 19, and the fact

that each class is in principle kept together all these years provides the possibility to work with the social and interpersonal aspects, and establish a positive feeling of togetherness and belonging, where every child is appreciated for his or her unique personal qualities.

Investigating how far Steiner education is successful in what it aims to achieve is not an easy task, as pointed out by Woods, Ashley, and Woods (2005) in their national evaluation of Steiner Waldorf schools in the UK. Aims such as encouraging a balanced growth towards physical, behavioural, emotional, cognitive, social and spiritual maturation and to contribute to the process whereby the person is able to express his or her "spiritual core" may take many years to unfold in a person's life. Some of the research reviewed in the study of Woods *et. al.* point, however, to some distinctive educational benefits of Steiner Waldorf schools. One study by Rivers and Soutter (1996) provided evidence supportive of the view that Steiner Waldorf education encourages ethical and social development. The results highlighted the integration of moral learning into most of the subjects, the real life contextualisation of learning and the effectiveness of the school ethos and teacher/pupil relationships. Another study by Payne, River-Bento, and Skillings (2002), although focusing on ways of working with children with attention deficit orders and not based on ordinary school activity, nevertheless, indicated that Steiner Waldorf education is beneficial both for academic development and social abilities (Woods, Ashley, and Woods, 2005, p. 31). In the following section, the results of a recent evaluation study of Swedish Steiner Waldorf schools, related to the issue of social and emotional education, will be presented.

The first comparative study: civic-moral competence
In order to compare the Steiner Waldorf students' ability to take a standpoint on complex

social and moral questions with that of students in municipal schools, a questionnaire was used that had been devised for a sub-project in The Swedish National Agency for Education's national survey in 1998. The sub-project dealt with "the civic-moral aspect" of teaching in Social Studies, and aimed to examine the students' ability to:

1 | *Identify* and *explain* current social and moral problems

2 | *Propose solutions* for these problems

3 | *Give reasons* for their proposals.

In order to investigate these abilities as essential aspects of "civic-moral competence", a response-based evaluation model was used that focused on the students' solutions to a number of real social and moral dilemmas presented to them. The evaluation instrument was formed as a questionnaire and consisted of two tasks that dealt with current social and moral problems. There was a picture with each task that related to the specific problem. The pictures were deliberately ambiguous, so that the students were able to make their own interpretations of the real problem and to build their own questions around them (the idea is similar to the way one works with Philosophy for Children, except that the "stories" presented for reflection are not fictional but real). The first task dealt with the problem of hostility towards immigrants and the rise of neo-Nazism. The second raised the problem of prenatal genetic research on human embryos.

In addition to these two problem-solving tasks, the questionnaires contained a number of complementary questions with answers on a graded scale. The purpose of these was, among others, to gather data on how the students reacted to the evaluation tasks, how much effort they spent working on the tasks

and to what extent school teaching had dealt with the problems presented in the tasks. There were also a number of questions about the students' thoughts around ethics and morals, as well as a test to measure the degree of self-esteem (Rosenberg, 1989).

The questionnaire was delivered to students in class 9 (age 15/16) and 12 (age 18/19) at the 11 Steiner Waldorf schools participating in the study. The Social Studies teachers were asked to administer, hand out and collect completed questionnaires. The frequency of response was 77%, which corresponds to 325 students. The comparison group from The Swedish National Agency for Education's evaluation in 1998 comprised 407 students in class 9 (age 15/16) and upper secondary class III (age 18/19) from a total of 19 municipal schools. With respect to gender distribution there were no great differences between the two groups. However, there were differences in the students' social backgrounds, which as far as possible have been taken into consideration when comparing the groups.

The results of this evaluation were manifold and complex. Only those results which are of particular interest for this report are presented here, in a simplified form.

The two tasks that the students were asked to deal with in the evaluation questionnaire had a rather complex character. Furthermore, they did not have only one definitely right answer. Hence, they differed a lot from the kind of tasks students are commonly given in schools. It is therefore of some interest to see how the students reacted to the tasks, since these reactions in themselves indicate their attitudes towards social and moral problems. For this reason, some questions about the tasks themselves were included in the questionnaire.

Results showed that most of the students in both age groups thought that the tasks were

Question	W9	W12	Δ%	M9	M12	Δ%
1. Thought the tasks were easy to understand	15	26	+11	13	13	0
2. Thought the tasks were important	34	58	+24	25	22	−3
3. Thought the tasks were interesting	23	41	+18	12	16	+4
4. Considered themselves good at Social Studies	31	39	+8	35	19	−16
5. Thought Social Studies was interesting	45	66	+21	44	36	−8
6. Thought the school's teaching of Social Studies was good	27	50	+23	46	22	−24
7. Would feel responsible as an adult for the problems illustrated in the tasks	22	33	+11	15	16	+1
8. Felt responsible for the moral development of society	24	35	+11	17	17	0
9. Discussed moral issues at home	14	20	+6	15	10	−5

Table 2. Comparison of the frequency of positive answers to a number of questions from The Swedish National Agency for Education's national evaluation in 1998. Percentage of each age group and type of school. (W9 = Steiner Waldorf class 9 etc; M9 =municipal school class 9 etc; Δ% = per cent difference).

generally rather difficult to *respond* to. However, comparing the two age groups, the Steiner Waldorf students to a greater extent thought that the tasks were *important*, *interesting* and *easy to understand* compared to the municipal students (for exact numbers, see Table 2 , questions 1, 2 and 3).

Steiner Waldorf students felt a greater responsibility for social and moral issues

Steiner Waldorf students felt to a greater extent responsible for social and moral issues, compared to the students in municipal schools. In both age groups, more Steiner Waldorf students felt a responsibility for the future moral development of society, and that they would be responsible as adults to do something about the circumstances described in the two evaluation tasks (for exact numbers, again see Table 2, questions 7 and 8).

Steiner Waldorf students' involvement in social and moral issues increased with their age

When comparing the two age groups, it was evident that the number of Steiner Waldorf students who thought the tasks were important, interesting and easy to understand increased considerably between class 9 and class 12. Among the students in the municipal schools however, the difference between

the age groups was only marginal (see Table 2). The opinions about Social Studies were also more positive amongst the Steiner Waldorf students, while it actually became increasingly negative among the students in municipal schools (questions 5 and 6 in Table 2). Besides, involvement in moral issues seemed to increase with age among Steiner Waldorf students, but was rather constant among the students in municipal schools. In all these respects the proportion of "positive" Steiner Waldorf students tended to be greater even in class 9 (age 14/15).

Since this was not a longitudinal study, we cannot definitely say that Steiner Waldorf students generally develop in this way between class 9 (age 14/15) and class 12 (age 18/19). The results, however, indicate that such a development may take place. This would mean that Steiner Waldorf students experience to a greater extent a positive development regarding interest and engagement in social and moral issues.

Steiner Waldorf students seemed more inclined to refer to love, fellow feeling and civil courage

When comparing the students' answers to the two evaluation tasks, the Steiner Waldorf

students, to a somewhat greater extent than the municipal students, were inclined to refer to moral qualities like love, fellow feeling, solidarity and the "civil courage" to stand up for what you think is right. The greatest contrast concerned civil courage (in the context of fighting neo-Nazism and hostility towards immigrants): in total 16 % of the Steiner Waldorf students referred to this moral quality, compared to 7 % among the municipal students (p < .001).

The answers of the Steiner Waldorf students seemed also to be characterised by greater thoughtfulness, more confidence in inherent human goodness, and less trust in the view that recruiting more policemen or establishing stricter laws could solve moral problems at a social level. For instance, concerning the problem of neo-Nazism, 36 % of the municipal students thought that "stricter laws and more policemen" would solve the problem, compared to 24 % of the Steiner Waldorf group (p < .001).

Steiner Waldorf students suggested to a greater extent solutions based on stopping or limiting Nazi and racist ideologies

Since Nazism and racism are topical social phenomena, the study analysed to what extent the students disassociated themselves from these ideologies. The majority of students in both types of school disassociated themselves from Nazism and racism. The number of students that suggested anti-Nazi and anti-racist solutions, i.e. solutions aimed at counteracting or stopping Nazism or racism, was however even larger among Steiner Waldorf students: 93 % of the Steiner Waldorf group suggested such solutions, compared to 72 % of the municipal students (p < .001).

Steiner Waldorf students had a higher self esteem on average

Research into moral development has indicated that persistent and committed moral

conduct is often connected with positive self esteem. In order to investigate whether there was a connection between positive self esteem and civic-moral competence (as defined in this study), Rosenberg's self-evaluation test was included in the questionnaire. The results showed that the Steiner Waldorf students had a somewhat higher average score (30.0 as compared to 27.2). On the other hand, the Steiner Waldorf group was considerably more heterogeneous in this respect (s = 5.6 as compared to 2.9). The difference between the two groups was statistically significant (p < .001). However, strong and unambiguous correlations between self-esteem and civic-moral competence could not be observed in this study.

The second comparative study: attitudes towards, and opinions about, the school, teachers and parents

In this study, parts of The Swedish National Agency for Education's evaluation survey from 2003 were used in order to gain further evidence on the extent to which Steiner Waldorf schools develop moral and social values. This study focused only on students in class 9 (age 15/16). The evaluation, in the form of a questionnaire with fixed response alternatives, focused chiefly on the *attitudes* of the students. Therefore, it cannot be said to measure the students' *ability* to take a stand on social and moral issues, to the same extent as the questionnaire from 1998. From The Swedish National Agency for Education's questionnaire a selection of questions concerning the students' social and moral experience and attitudes was made. Also included were questions on the students' attitudes to and opinion of the school, the teachers and the parents.

196 Steiner Waldorf students responded to this survey. The number of responding students from municipal schools was 5941. The disproportion between the samples reflects the different sizes of the two populations (even if *all* Swedish Steiner Waldorf students

Similar to the Rinkeby school presented above, the Steiner Waldorf approach to social and emotional education would be classified as mainly indirect, emphasising values rather than particular skills

in class 9 would have been included, the number would not be above 400.) However, there were differences in the social background of the two student groups and this has been taken into consideration in the comparisons.

Steiner Waldorf teachers are seen to attach greater importance in their teaching to human dignity, equality and the environment
The comparison showed that Steiner Waldorf students, to a greater extent than those in municipal schools, thought that their teachers attached importance to the human dignity of all people, equality between the sexes, care of the environment and disassociation from bullying in their teaching. They also found, to a greater extent, that the teachers attached importance to cooperation and that the students with the greatest learning difficulties received the most help. In all of these areas, the number of Steiner Waldorf students who answered favourably about all or most of their teachers was around 10 % higher (p < .05).

Steiner Waldorf students experienced bullying or unfair treatment to a lesser extent, compared to the municipal students. As for bullying, 0.5 % of Steiner Waldorf students said they were bullied every day in school, compared to 3 % of the municipal students (p < .05). They also experienced to a greater extent that a teacher or another grown-up immediately intervened if a student was being bullied (48 % versus 24 %; p < .01).

Steiner Waldorf students had more tolerant attitudes towards deviant social groups
Steiner Waldorf students had generally more

open and tolerant attitudes to students with learning difficulties, compared to the students in municipal schools. They also had more open and tolerant attitudes both towards immigrants and extremist religious groups. In all these areas, the differences between the two groups were about 20 % (p mostly < .01).

Only with regard to criminals and Nazis/racists/skinheads was the relation between the two groups the opposite, i.e. Steiner Waldorf students showed a *less* tolerant attitude, compared to the students in municipal schools.

Less variation between girls' and boys' attitudes in Steiner Waldorf schools
Although the girls in general had more open and tolerant attitudes than the boys in both respondent groups, the differences between the sexes in these respects was considerably less among the Steiner Waldorf students. Among the students in municipal schools all differences between girls and boys were statistically significant: among Steiner Waldorf students, most of the differences were statistically non-significant.

What can be learned from the Steiner Waldorf schools?
The results presented above suggest that Steiner Waldorf schools are quite successful in educating active, responsible and democratic citizens. However, the Steiner Waldorf students' specific social and cultural background in the form of parents' values and social involvement (these were investigated in

another part of the project) may also play a significant role in the observed results. It is hard to say which is the most important, the Steiner Waldorf pedagogical methods or the social background of the students. But the schools' teaching methods certainly have some significance. This is indicated by Solhaug (2007), who reports a Norwegian study comparing Steiner Waldorf and municipal schools at the upper secondary level. Similar to the results reported here, Solhaug found that Steiner Waldorf students scored significantly higher on tolerance and social engagement, as well as on interest in social issues. The municipal students, on the other hand, scored higher on factual knowledge and on the intention to participate in future parliamentary elections. A statistical analysis showed that the home background of the students accounted for most of the statistical variance. However, the analysis also showed that the schools themselves *had* a significant influence on the results, albeit small.

If we ask about the specific pedagogical methods that contribute to the observed results, one can only hazard a guess. Similar to the Rinkeby school presented above, the Steiner Waldorf approach to social and emotional education would be classified as mainly *indirect*, emphasising *values* rather than particular skills.

The intentional emphasis on feelings and imagination in the lower classes (age 6–9), as well as the emphasis on human and moral values in all subjects, even in science and maths, might be relevant factors. In addition, complex *cognitive* questions and discussions in the moral and social spheres are not taken up until well after puberty. In contrast, in the municipal schools, such questions are dealt with much earlier. For instance, in the first study described above only 12 % of the Steiner Waldorf students said they had worked with the problem of hostility towards immigrants in or before class 9 (age 15/16),

whereas 56 % had worked with it in class 12 (age 18/19). In comparison, 48 % of the municipal school students had worked with this question already in (or before) class 9 (usually including the holocaust and neo-Nazism). Thus the Steiner Waldorf schools seem to defer complex cognitive moral and social issues until the students have reached a certain level of maturity. This may actually be the reason why interest in social and moral questions among Steiner Waldorf students increased with age (see Table 2 above). In parallel, the comparatively and continuously lower interest among municipal students may have to do with a premature start in cognitive moral reflection and discussion. If this were true, it would point to the importance of considering *what* pedagogical actions regarding social and emotional education are appropriate at which *age level*.

Notes:

[1]	Data for the Rinkeby study has been gathered from a book about the Rinkeby school (Busk, 2003), from a two hour lecture by the Headmaster Börje Ehrstrand given in Karlstad (Sweden) at the 19th of March 2007, and from about one hour's informal talk with him after the lecture. In addition, information from websites and reports in daily papers has been used. Börje Ehrstrand has also reviewed and corrected some minor facts of the first draft of this report.

[2]	In Sweden all students are offered free school lunches. However, at the Rinkeby school they are also offered breakfast, as many students, according to research, eat too little at home in the mornings. This was an initiative of the Student's Council.

[3]	In Sweden, many attempts have been made to strengthen the cooperation between preschool and school. They often fail due to the very different professional traditions of preschool teachers and school teachers. However, the two study programs strengthen the cooperation between the preschool and school.

[4]	 Research has found language ability to be an important factor of social and emotional learning (Waterhouse, 2006). Some thinkers even maintain that literacy is essential not only for learning in general, but also for the sense of our selves and our identity as modern human beings (Sanders, 1994). If this is true it raises serious questions concerning the flight from books and reading that we see among many young people today. Libraries, both public and at the schools, are important resources for counteracting these tendencies.

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The Netherlands

Social and Emotional Education, or Skills for Life, in the Netherlands: a Review of History, Policies and Practices

René F.W. Diekstra

Abstract

This chapter provides an overview of the history, policies and present situation with regard to social and emotional education programmes in primary and secondary public schools in the Netherlands. In the Netherlands these programmes tend to be known as Social Skills or Social Competencies Training, or Skills for Life or Life Skills Programme.

There is no national curriculum in the Netherlands, as there is, for example, in the United Kingdom. However, primary schools, all work towards the same central goals and as a result the core curricula tend to be quite similar to one another. In spite of this fact, there is a great heterogeneity across public schools in Holland with regard to the social emotional learning programmes that are adopted, and the take up of such learning programmes tends to be both varied and patchy.

A particular focus of this report is the role that schools can and ought to be playing in the promotion of mental health and in taking a preventative approach to reducing the incidence of social, emotional and mental problems in the general population of children and adolescents.

In 1989 the Dutch Government's Scientific Advisory Council commissioned a study on Youth and Development with a specific emphasis on preventive youth policies and programmes. The City of Rotterdam was the first to take up the recommendations of the report and launched a programme consisting of a number of different strands called "Growing up in the City". The Skills for Life programme for 14 to 17 year olds was one of these strands. The overall aim of this programme is: "*Acquiring and / or increasing skills that enable young people to effectively deal with the social, emotional and moral demands and challenges of everyday life.*" This successful programme that has since been further developed and is now disseminated throughout the Netherlands is described in some detail.

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Introduction

The purpose of this paper is to present a concise, 'state of the art' overview of the history, policies, and research on the effectiveness of Social Emotional or Skills for Life education programmes in the public school system in the Netherlands, both on the primary and secondary levels. It also provides a detailed and illustrative example of the content and practice of such programmes.

As will become clear from what follows, such an overview meets with a number of obstacles and uncertainties.

First of all there is the issue of terminology. Within the Dutch school system, the term social emotional education, or learning, is quite uncommon. Consequently policies, programs and activities that in purpose, content and method are similar or even identical to what are labeled as Social Emotional Education or Learning (SEL) policies and programmes elsewhere, particularly in the United States, are difficult to identify, and therewith obtaining a representative overview of what takes place in the Dutch school system in these respects is practically impossible at present. As a matter of fact, only recently (2007), supported by a national governmental subsidy, a website called Sociaal Emotionele Ontwikkeling[1] (Social Emotional Development) has been launched that is meant to be instrumental both in introducing such terminology into the educational system as well as assembling examples of good practice, to provide information and support and to stimulate schools to embrace social and emotional education.

More commonly in use are the terms Social Skills Training or Social Competencies Training (e.g. Bijstra et al., 1994, van Overveld en Louwe, 2005[2]). Also in use are Skills for Life ('Levensvaardigheden' in Dutch) and Life Skills ('Leefstijl' in Dutch). This is probably due to the fact that two of the best known school programmes devoted to promoting social and emotional skills carry these labels (Skills for Life, see Gravesteijn & Diekstra, 1998, 2004, 2008, Life Skills, see www.leefstijl.nl).

Although no valid information is available on how many schools in the country, at one time or another, have implemented, and/or still implement, social skills or social competencies programmes, it seems reasonable to assume that a substantial percentage and possibly even a majority have done so at one time or another. The latter estimate is presumably more realistic for primary than for secondary schools. As to the number of schools that have implemented, and/or are still implementing, the 'Levensvaardigheden' or 'Leefstijl' programme, it seems valid to assume that it runs into many hundreds (see www.leefstijl.nl, personal communication Gravesteijn). But both for these programmes as well as for (other) social skills or social competencies programs, no information is available as to how many schools, having launched the programme, have successfully maintained their implementation over consecutive cohorts of students.

There is also no data available at this point on the criteria or considerations used by schools to opt for a particular programme and, with the exception of the Levensvaardigheden and Leefstijl programs, whether teachers are specifically trained to deliver such programmes to their students.[3] It therefore seems reasonable to assume that there is a huge variety in the type, length, conditions and maintenance of implementation of social emotional education programmes throughout the country. Consequently, the specific set of social, emotional and possibly moral skills taught to students also shows a wide variety both in terms of type and number of skills.

The picture that has been sketched thus far suggests that in actual fact it is the policies

The picture sketched thus far suggests that it is the policies and convictions of school boards, school directors and possibly teachers, and not so much the developmental needs of children and youngsters, that determine whether, in what ways, their social and emotional development will be attended to within the school context

and convictions of school boards, school directors and possibly teachers, and not so much the developmental needs of children and youngsters, that determine whether and in what ways their social and emotional development will be attended to within the school context. It also suggests that if schools explicitly pay attention to social emotional education, the choice of the methods and approaches is often not evidence-based. If true, this state of affairs cannot simply be attributed to a lack of empirical data on the effectiveness of programmes since, as will be presented further on in this chapter, there are a number of programmes developed within the Dutch language area that have been evaluated more or less satisfactorily in terms of desired outcomes, or which at least look promising. Also, a system has been adopted and made accessible to schools by one of the national organizations for youth development and care,[4] in order to classify available programmes in terms of evidence of effectiveness. In addition to this, there is also an extensive international body of knowledge on effective programmes (see, for example, www.casel.org). The latter, however, up to now, may be less known or accessible to schools and is only relevant to them once the programmes have been translated into Dutch and adapted to the Dutch school system.

In summary, the national picture of social and emotional education, or skills for life education, in primary and secondary schools in The Netherlands, is at best mixed and patchy, and at worst gives cause for concern. More and more data is becoming available on the importance of social and emotional education in schools, both for the social and emotional development of children and youngsters as well as for their cognitive development and scholastic achievements (see, for example, Weissberg et al., 2007, Diekstra, 2008).

However, there is also reason for optimism given two recent developments. First, since 1st January 2006 all primary and secondary schools are required to include education for active citizenship or civic engagement in their curriculum goals and activities. It is to be expected that education for active citizenship will contain important and substantial components of social and emotional, or skills for life, education. However, no formal regulations or demands regarding content and didactic forms have been formulated or specified as yet. In actual fact, it is left to schools themselves to decide upon how citizenship education will be implemented. But it is to be expected that in the relatively short term, some official guidelines will be provided as to how to implement education for citizenship. The National School Inspectorates have been charged, from 2008 onwards, with the task of assessing whether schools adequately address active citizenship in terms of the time devoted to the theme and the relevance of the activities. At least the following three criteria will be applied to guide this assessment. One is the knowledge of children and adolescents regarding basic values and

In the light of the developments described above, civic education and social emotional education might become one side of the coin of education completing the other side, that of cognitive-scholastic education, therewith enhancing the overall development of children and youngsters

norms for living and participating in a democratic society. Another is the ability to effectively and respectfully deal with cultural diversity. And a third is the acquisition of knowledge and skills to actively contribute to the community, such as the neighbourhood, town, or social organizations. Related to this is the requirement for all secondary school students to complete what is labeled as 'social internship'. This implies that they have to engage in volunteer work or other types of community service for a period of (summative) six weeks during secondary education.

The second promising development is a directive by the Ministeries of Education and Health to subsidize schools only for those civic education and related programmes that have been assessed as evidence-based or as 'promising', implying that at least some empirical evidence is available with regard to their effects. Although schools can still decide to financially support their own 'favourite' programs or activities, such a directive presumably will have a formative effect, both in the short and the longer term.

In the light of the developments described above it may well be that civic education and social emotional education will become one side of the coin of education completing the other side, that of cognitive-scholastic education, therewith enhancing the overall development of children and youngsters.

In the following, the history and present state of knowledge and practice in the Netherlands regarding social emotional education, skills for life education, social skills education or social competencies education will be concisely summarized. Given the confusion created by this multitude of terms usually considered to be synonyms, in the following section/s the generic terms Social Emotional or Skills for Life education will be used. In the opinion of the author this term expresses most appropriately the vision that lies at the heart of the movement striving towards a balance between the prevailing emphasis in the educational system on cognitive-scholastic competencies and a symmetrical emphasis on social, emotional and moral skills. It is the convergent and mutually reinforcing acquisition of these four types of skills that provides children with the skills for life needed at the time they arrive at the threshold of adulthood.

A short history of Social Emotional or Skills for Life Education in the Netherlands

To be a citizen of the world, marked by a due consciouness of obligation to the Community in which we are placed, is the highest aim (of education)."

Desiderius Erasmus[5]

The field of schooling and education has always been an arena of conflicting value

systems, approaches and practices. Conflicting values in the educational system are market values versus character formation values and obedience/authority values versus autonomy/democratic values.[6]

This certainly also holds true for the Netherlands. Some of the greatest minds in the history of the country, such as Desiderius Erasmus (1466?-1536) and Baruch de Spinoza (1632-1677) have devoted important parts of their works to the question of what education and schooling is for and how it should be implemented.

Erasmus wrote, among a number of other educational works, a book especially meant for adolescents, their parents and teachers, on good manners and civilized behavior in everyday human interactions. In it, he pointed to the importance of schools in promoting such qualities.[7] In another book, his main work on the education of youth, 'De Pueris' (1529), he stated that education (from the latin 'e-ducare' = to draw out) is the effort to turn 'uncivilized' human nature into peaceful and social dispositions and to discourage vices and disrespectful tendencies or drives. According to Erasmus, schooling should start as early as possible, preferably not later than at the age of four, and teachers have a role in the overall development of children which is at least as important as that of parents. In Erasmus' words: "They deserve as much respect as parents,…. they are so to speak the mental parents..".[8] Such is the emphasis that Erasmus puts on the overall development of children and youngsters through schools that he summarizes his own position on education as follows: "Men are not born, but educated".[9]

Although Spinoza's educational theory has not been widely discussed in the centuries after his death, it had and still has great significance (see Rabenort, 1911, see also Puolimatka, 2001).[10] For Spinoza,[11] the cen-

tral tenet and objective of education is to raise children to become ethically responsible, critical, independently thinking and compassionate human beings. Knowledge, such as technical skills are important to learn as far as they make material survival and economic independence possible, but only to the extent that they provide the time and opportunity for rational and ethical development. Spinoza sees these two concepts, rational and ethical, as being closely related, because it is through the development of his rationality that man becomes an ethical being. Development of rationality means first of all to develop one's capacity to accurately perceive and understand one's own nature. This implies self knowledge and therefore, growth in self knowledge, including knowledge about one's relationship to the rest of nature, is an essential part of the process of education and a precondition to the development of virtue and character (Puolimatka, 2001, p.401). In Spinoza's own words: "..he who is ignorant of himself is ignorant of the foundations of all the virtues, and consequently, of all the virtues..".[12] But self knowledge is only virtuous if it leads to the development of the capacity to steer, to have control over one's emotions. Learning to think or to becoming rational is the precondition for learning to control emotions. In his own words: "*As for the terms good and bad, they indicate no positive quality in things regarded in themselves, but are merely modes of thinking, or notions which we form from the comparison of things with one another. Thus one and the same thing can be at the same time good, bad, and indifferent. For instance, music is good for him that is melancholy, bad for him that mourns; for him that is deaf it is neither good nor bad*".[13]

However, for Spinoza, to become rational and to acquire self-knowledge, is not worthwhile in itself, but only as far as it leads to the control over emotions for the best interests of all. Being well-educated, that is, being a vir-

tuous or moral person, for Spinoza meant first and foremost to be of use to others. Hence Spinoza's famous saying: "A moral person wants nothing for himself that he does not want for others". In summary, for Spinoza, being educated is, formulated in present-day terms, first and foremost, a matter of the acquisition of emotional, social and moral literacy.

The positions of Erasmus and Spinoza pervasively influenced many later generations, and their influence is still clearly visible today (as, for example, witnessed by the dozens of schools, organisations and honours that are named after each of them). However, their po-

as such existed as yet. The law forbade faith-based schools. In 1806 The Netherlands became a monarchy and its first king was Louis Napoleon, the brother of the emperor of France. In 1814, after the abdication of the emperor, the monarchy went over to the House of Orange, which still rules today, and William the First became the first king of that lineage. From the very beginning of his reign, heavy emphasis was put on education, clearly because the demand for appropriately educated and trained employees within industry was rapidly increasing. In the following years, the prohibition of faith-based schooling, an off-shoot of the French Revolution and Napoleonic ideology, was

Of the total number of over 7000 primary schools in the Netherlands today, about two thirds are faith-based schools and less than one-third are public schools. There are about 160 Montessori schools, 30 Free schools and 313 Dalton schools

sition that schools had to foster both emotional, moral and civic development, besides practical/technical development has waxed and waned in the centuries following their deaths.

The Dutch school system

In the centuries that Erasmus and Spinoza lived in and up until 1806, the Netherlands was a Republic composed of a number of more or less autonomous provinces and cities. Education was either private, home-based or organised in schools and seminaries that were essentially self-governing. Under the influence of the Napoleonic domination of Europe and therewith also of the Netherlands, the first Education laws were passed (in 1801, 1803 and 1806). The law of 1806 stated that every child had the right to attend school, but no obligation

heavily attacked from several sides, both by Protestants and Roman Catholics. The Constitution of 1848 settled the issue and ruled that in principle 'everyone has the right to provide education'. Consequently, all over the country Roman Catholic and Protestant schools were founded alongside public schools. In 1901 education became obligatory for all children aged 6 to 12 years. But the State only subsidized public, non-faith-based schools. This led to a new crisis that was solved by the Constitution of 1917 which ruled that both public and faith-based schools would be subsidized by the State. This is still the situation today, implying, for example, that also Islamic schools, a consequence of the growing percentage of the population that adhere to Islam as religion, are being subsidized (see table 1).

Table 1

2005–2006 School Year. Students and type of primary schools (public, faith-based) in the Netherlands

Type	Students		Schools		
	N	%	N	%	Size*
Public Schools	477.500	30,8%	2.393	33,5%	200
Non-public schools, out of which the following are:	1.071.900	69,2%	4.741	66,5%	226
Roman-Catholic	522.800	33,7%	2.098	29,4%	249
Protestant (different types)	416.800	27,6%	2109	28,6%	203
Islamic	9.200	0,6%	47	0,7%	195
Hindu	1.500	0,1%	5	0,1%	309
Jewish	400	0,0%	2	0,0%	187
TOTAL	1.549.500	100,0%	7.134	100,0%	217

Source: adapted from Yearbook Education in numbers 2007, Central Bureau of Statistics, the Netherlands
* Average number of students per school

Apart from 'regular' public schools and faith-based schools, there are also Montessori schools in the country both for primary and secondary education as well as so-called 'Vrije scholen" ('Free schools'), often also designated as Rudolf Steiner or Anthroposophical schools, similar to what is elsewhere designated as Waldorf schools, and there are also Dalton schools. Of the total number of over 7000 primary schools in the country today, about two thirds are faith-based schools and less than one-third are public schools. There are about 160 Montessori schools, 30 Free schools and 313 Dalton schools.

Compared to the beginning of obligatory education in 1901 the number of years of compulsory education has more than doubled. School attendance today is obligatory from age 5 onwards up to age 18. Generally speaking, although there is no national curriculum in The Netherlands as there is, for example, in Great Britain, primary schools are uniform in terms of their central goals and therefore to a large extent also in terms of their core curriculum, But there are substantial differences in school culture, the values and norms that are emphasized, didactic methods or strategies, parent-school links and relationships with the surrounding Community.

As to social and emotional development, a number of basic goals have been formulated, in particular the following:

• Students learn to take care of their own physical and mental health as well as those of others

• Students acquire self-efficacy, both in social exchanges with others, in road traffic participation and as consumer

• Students learn the key characteristics of the Dutch and European State institutions and of their role as citizen

• The students learn to respect generally accepted values and norms, and to behave accordingly.[14]

However, schools are autonomous in the way they educate pupils in these aspects. Generally speaking, faith-based schools have a long tradition of paying attention to these aspects through the prism of their religious values, customs and practices. They also place a strong emphasis on teachers as moral and behavioural models for the students. But focused class teaching of social, emotional and moral skills, e.g. through structured pro-

The obligation of both primary and secondary schools since 2006 to invest in "education for citizenship" of children and youngsters, as well as the proposed formulation of stricter guidelines for its implementation, might also lead to greater emphasis on, and increased use of, systematic social, emotional and moral education programmes. But it remains to be seen whether this will indeed be the case

grammes, has not been part of that tradition. In public schools, the situation was and still is even more equivocal or diverse. Therefore, in summary, it remains unclear to what extent primary schools succeed in educating their students in the four aspects mentioned above.

As to secondary education the situation is even more ambiguous. Here also a substantial number of central goals have been formulated, divided into a number of categories, of which 'individual and society' is the one that appears to be most akin to social, emotional and moral education.[15] However, only two of the twelve goals within this category can be considered to pertain, be it in a rather indirect manner, to social, emotional or moral education. One of these refers to 'respectfully dealing with criticisms by others' and the remaining one with 'the ability to respect diversity in beliefs and life styles'. However, in documents provided to secondary schools with suggestions for how to implement these goals no reference is made to the use of systematic social, emotional or moral educational programmes.[16]

As was stated in the introduction, the obligation of both primary and secondary schools since 2006 to invest in "education for citizenship" of children and youngsters, as well as the proposed formulation of stricter

guidelines for its implementation, might, as a side-effect, also lead to greater emphasis on an increased use of systematic social, emotional and moral education programmes. But it remains to be seen whether this will indeed be the case.

For several reasons the 'status quo' as described above with regard to social, emotional and moral education in primary and secondary schools in the country, characterized by both an enormous heterogenity as well as a lack of leadership, is surprising. For one, the potential of schools to foster the overall development of children and youngsters, in particular with regard to their mental health and social wellbeing, has been recognized for centuries, first as explained through the advocacy of eminent scholars like Erasmus and Spinoza, but also at the beginning of the twentieth century by prominent scientists like Sigmund Freud (1856-1939) and Bertrand Russell (1872-1970), whose works were well-known and widely read in the Netherlands. Secondly, with the increase in the number of years of obligatory schooling, the realization that schools, and therefore teachers, in and of themselves, have pervasive parental influence, became commonplace (cfr. Erasmus' position that teachers are mental parents). Common to these two reasons is the stance that teaching is first

On the one hand, the potential of schools to foster the overall development of children and youngsters has been recognized for centuries; on the other, with obligatory schooling the realization that schools, and therefore teachers, have pervasive parental influence, has become commonplace. The educational system, however, has been slow to embrace it

and foremost a pedagogical and social-psychological process, and therewith the influx of pedagogical and psychological knowledge and methods into the school system is of paramount importance. Although this position has been advocated for over more than a century, as will be shown in the following section, the educational system has been slow to embrace it.

Schools, development and health

"The conception which I should substitute as the purpose of education is civilization, a term which, as I mean it, has a definition which is partly individual, partly social. It consists, in the individual, of both intellectual and moral qualities: intellectually, a certain minimum of general knowledge, technical skill in one's own profession, and a habit of forming opinions on evidence; morally, of impartiality, kindliness, and a modicum of self-control. I should add a quality which is neither moral nor intellectual, but perhaps physiological: zest and joy of life. In communities, civilization demands respect for law, justice as between man and man, purposes not involving permanent injury to any section of the human race, and intelligent adaptation of means to ends. If

these are to be the purpose of education, it is a question for the science of psychology to consider what can be done towards realizing them, and, in particular, what degree of freedom is likely to prove most effective."

Bertrand Russell, 1932[17]

Around 1900, when obligatory schooling for all children up to age 12 was adopted in the country as well as in a number of other European countries, the emphasis was put first and foremost on the role of the school in preparing children for the labour market. This consequence of the (first) industrial revolution was to become criticized from a number of different angles as far as it was the main or sole purpose of education. One was the observation that schools did not or hardly affect social stratification or social class membership. In other words, schooling just reproduced and therewith perpetuated social inequality and injustice (Russell, 1926).[18] Another criticism, voiced by many social scientists, was that the dominant school system disciplined and rewarded passive behavior, thereby having profoundly unfavourable influences on the emotional and psychological development of children and adolescents (Adler, 1929).[19] Quite a number of critics from all over Europe went as far as accusing the school system of caus-

ing pervasive emotional and behavioural problems in a considerable percentage of children and youngsters. A telling illustration of this are the events that led up to the first scientific symposion ever on the mental health of youth.

In 1910, Freud and a number of his associates such as Alfred Adler and Wilhelm Stekel organized in Vienna what was in all likelihood to become the first scientific symposion ever on mental health among secondary school students. The catalyst for this meeting was the fact that the recently established 'middle' schools (the first grades of which are today known as secondary education) were reportedly witnessing an alarming number of suicides and suicide attempts by students. Both the media and the parents pointed to the school system as the presumed culprit of these dramas. Being the most famous psychologist of his time and readily at hand, Freud was asked to speak out about this accusation. Instead, he and his colleagues decided to take an in-depth look at the issue and among other things organized a symposium. The theme of the meeting was formulated as: "On Suicide. In particular Suicide among secondary school students".[20] For three days, psychologists, psychiatrists, journalists and teachers presented papers and discussed the issue. Freud did not present but chaired the meeting and commented upon presentations. Most notable is the following commentary, in which Freud both criticized the hypothesis that schools propel students towards self destructive behaviours, and criticized schools for refraining from doing what they could to promote the mental health of their pupils:

"Do not let us be carried too far, however, by our sympathy with the party which has been unjustly treated in this instance(...) A secondary school should achieve more than not driving its pupils to suicide. It should give them a desire to live and it should of-

fer them support and backing at a time of life at which the conditions for their development compel them to relax their ties with their parental home and their family. It seems to me indisputable that schools fail in this, and in many respects fall short of their duty of providing a substitute for the family and of arousing interest in life in the world outside(...) The school must never forget that it has to deal with immature individuals who cannot be denied a right to linger at certain stages of development and even at certain disagreeable ones" (see Friedman, 1967).[21]

In other words, schools are not the cause of suicide among their students, but they do not sufficiently realize their preventive potential.

Despite the fact that the echo of the ideas about the potential and necessary role of schools in students' emotional and social development voiced by Freud and his co-workers, Alfred Adler in particular, hovered over the school systems of a number of European countries, the Netherlands included (Freud regularly visited this country and spent his holidays here), hardly any attention was devoted to them in the following decades. The public school system did not take on the social, mental and emotional development and wellbeing of their pupils as a focal task. This might have been due to the economic and political events that took place in first quarter of the century, in particular World War I.

In the wake of the horrors of this war, a number of educational reformists expressed and promulgated the position that if schools could make an essential contribution to the future of mankind and the survival of the human species it was through education for peace and democracy. (see Korzybski, 1921).[22] Psychoanalysts like Alfred Adler[23] also took an increasing interest in enhancing

For a number of years after World War II, attention to social and emotional aspects of development was judged to be a luxury that Society could not afford. Consequently, education was characterized for decades by schooling in the traditional and rigid sense of the word- authoritarian, uniform, with an emphasis on passivity and obedience and driven by market values

the development and mental health of children and youth through the school system. According to Adler, the responsibility for optimal development has to be shared equally between parents and teachers. Therefore, teachers have to be trained in parent education, with the aim of fostering democratic attitudes and competencies in children. Schools have also a crucial role in the promotion of mental health and the prevention of mental problems in children and therefore child guidance bureaux should be attached to schools. In Vienna, Adler succeeded in setting up a network of such bureaux within the school system. There were 28 of these facilities in operation in 1934 when they were dismantled by the Nazis who took over Austria in that year. Adler's ideas were disseminated in the Netherlands by Alexander Müller, among others, who was one of his closest associates, and lived and worked in Amsterdam from 1927 until the beginning of World War II.[24] Müller particularly stressed Adler's point of view that schools should educate children for health and community orientation and emphasized the close relationship between these two qualities. He eloquently expressed this as follows in a lecture given in Rotterdam on the 10th January 1934: "*Community feeling should be compared to health. A state of health is considered normal, and a state of illness is considered abnormal. In this same sense, the possession of community feeling is normal, and its absence is abnormal, according to the opinion of Individual Psychology.*".[25]

Although such ideas were generally accepted and often even welcomed by educational policy makers, school boards, teachers and the general public, hardly any provision was made within the school system or curriculum to systematically attend to these. Apparently the assumption was made that schools by their mere existence and teachers by their vocational calling already contributed substantially to the social, emotional and moral education of children.

Then came World War II. It was the destruction caused by this war, particularly in terms of physical infrastructure, material goods and standard of living, that made it necessary in the eyes of many to school new generations in the technical and practical knowledge and skills needed to rebuild society. For a number of years, attention to social and emotional aspects of development was judged to be a luxury that society could not afford. Consequently, the first two decades after WWII were characterized by schooling in the traditional, rigid sense of the word, i.e. authoritarian, with an emphasis on passivity and obedience, uniform and driven by market values.

An important contribution to rethinking education also came from a number of international organizations, such as UNICEF, the United Nations Children's Fund, and the World Health Organisation. The latter, with its definition of health as 'a complete state of physical, mental and social well-being and not merely the absence of disease', did not only become increasingly influential in the health care arena but also in the educational system

Then something happened that took the generation in power and certainly most politicians and educational policy makers by surprise. The so-called 'baby boomer's' revolution of 1968-1969 completely overthrew the prevailing educational culture. First university students, then younger adolescents and finally even children demanded the right to co-construct and co-decide school structure, curriculum content and even grading methods. As one of the student leaders[26] at the time put it: 'If you want us to become responsible, democratic members of society, you should gives us responsible, democratic schools and schooling'. It became the archimedic starting point for rethinking education, but also for rethinking development.

An important contribution and impetus to this came also from a number of international organizations that were founded after and as a result of WWII. While their influence was small in the late forties and fifties, they were increasingly heard and listened to in the sixties. The most influential organisations in this respect were UNICEF, the United Nations Children's Fund, with its emphasis on education, and WHO, the World Health Organisation, with its emphasis on the overall health of children. The latter, with its definition of health as 'a complete state of physical, mental and social well-being and not merely the absence of disease' did not only become increasingly influ-

ential in the health care arena in sensu strictu, but also in the educational system.

Since the introduction of compulsory schooling at the beginning of the 20th century schools were required to pay attention to hygiene in their buildings and to the health of children, since they often brought diseases into the schools that infected other children as well. Therefore, as early as 1902 in some Dutch towns, school doctors were appointed – usually family practitioners who attended to schools as a 'side-job'. In addition, around this time so-called Municipal Health Centres were established, which were especially set up to address school health care issues. While in the first half of the century, school doctors were mostly engaged with the prevention of and intervention in physical conditions and disorders, in the decades that followed the vast majority of children who were seen were physically healthy, but nevertheless school doctors and nurses observed that quite a few of them were exhibiting emotional or behavioural problems, quite often of more than moderate severity. Once this awareness arose and data about overall health, in the sense of the WHO's definition of Health, were collected in more systematic ways, a worrisome phenomenon emerged.

If parameters of health were used that included mental and psychosocial conditions

and behaviours that had relatively long term implications for health such as dropping out of school, sexual activity, substance abuse, inclination to violence, depression and suicidality, the data did not provide support for the view of improving health and social well being among children and adolescents (Diekstra, 1989,[27] Rutter and Smith, 1995).[28] In addition, it appeared that what usually were considered to be adult problems and disorders, such as serious criminal

among them the waning role of religious institutions as normative influences on behaviour, the increasing fragility of the family as a social institution as expressed in an exponential increase in the frequency of divorce, and the enormous increase in developed countries of the use and abuse of and dependency on mind-changing chemical substances such as alcohol, soft- and hard drugs (Diekstra, 1989b).[29] Given these developments as well as the extension of the number

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In the early eighties, it was no longer a rarity for parents, teachers and health care workers to be confronted with children as young as 12 or 13 years old who committed acts of lethal aggression, suffered from severe clinical depression or took their own lives- all previously considered to belong to the adult period of life

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acts, sexual aggression, substance dependence and abuse, depressive disorders and serious and even fatal self destructive behaviours, were on the rise in early and mid-adolescence. In the early eighties, it was no longer a rarity for parents, teachers and health care workers to be confronted with children as young as 12 or 13 years old, who committed acts of lethal aggression, suffered from severe clinical depression or took their own lives.

One of the clear-cut explanations for this development was the fact of the rapidly lowering age of the onset of puberty since the beginning of the century. It has also been firmly established that with the earlier onset of puberty, adult diseases, disorders and behavioural practices begin to appear at an earlier age (Rutter and Smith, 1995).

But other factors played a role as well, such as certain socio-cultural developments,

of years of obligatory schooling plus extracurricular activities with the consequence that children and youngsters spent more time at school, behavioural and mental problems became more conspicuous and consequential within schools.

"If development is a task, skills are required"
It was also in the late seventies and early eighties that a paradigm shift took place through the disciplines of developmental psychology and related sciences. A central tenet of this shift was to conceptualize development as a set or series of tasks, appropriately called developmental tasks, that children and youngsters had to master in order to become well-functioning adults (Diekstra et al, 1992).[30] An early and important proponent of this approach was the Swiss psychologist Jean Piaget who identified what has since been recognized as basic social-cognitive developmental tasks. Other important developmentalists who contributed to the emergence

of the developmental task approach were John Bowlby and Michael Rutter in Great Britain and Jerome Kagan in the United States. Tasks require the availability of competencies for their completion and therewith the developmental tasks approach became an important impetus to the social and emotional competencies movement, later also often designated as the Social Emotional or Skills for Life education movement.

As one of the major proponents of this movement described this relationship (Sprunger,1989):[31] "If development is a task, skills are required".

The Competencies or Skills for Life approach is basically a preventative approach. It capitalizes on what can be done at a particular time and stage with, for or unto children and youngsters in order to increase their probability of successfully completing developmental tasks at a later point in time and therewith preventing mal-development or developmental arrest. This shift towards prevention of problems instead of waiting for them to occur and then treating or curing them, coincided with a paradigm shift in the realm of psychotherapy and counselling (see Knaus, 1974,[32] Corsini, 1995)[33]. The 70's and the 80's have often been labeled as the decades of the 'therapeutic movement', a euphemism for a heavy and often exclusive emphasis on personal problems and personal or individual development as opposed to social engagement. In particular, the behavioural and cognitive behavioural therapies that became so successful and widespread in the 70's and 80's acquired influence and popularity far beyond the clinical realm. A question that was more and more often raised was whether what was taught to people who suffered from disorders could also be taught to people in order to prevent them from developing disorders in the first place. As a result, an ever growing number of therapeutic methods for patients were converted

into training programmes for people who were not (yet) patients. Conspicuous and highly popular examples of this movement were so-called Assertiveness training programmes. It is not by coincidence that many of the competencies and themes of assertiveness training of that time have become part and parcel of social and emotional competencies programmes in schools today. A telling and impressive example of this were the efforts of a group of psychologists in New York who in the late 70's and early 80's decided to translate the basic ideas and methods of cognitive-behavioural and rational-emotive therapy into a social-emotional curriculum for primary schools. This approach was called Rational-Emotive Education or REE (Knaus, 1974). This programme was translated into Dutch and piloted at a few primary schools in the country (Diekstra, Knaus and Ruys, 1982).[34] However, as is often the case with 'early birds', political, policy and public support lagged behind and the initiative was shelved for a number of years.

From social-emotional to civic education

In the same period in which the therapeutic movement reached its zenith and spread into the educational system, albeit not in a systematic way, the accompanying increasing emphasis on personal development was met with an increasing negligence of the importance of community orientation and community life. The term Self-actualization (as coined by Abraham Maslow)[35] indicating the highest stage of personal development, was considered to be enhanced by social affiliations or relations but should under no condition be constrained by it. Community life was a condition for self fulfillment not a goal in and of itself. Consequently, the promotion of 'civic engagement', 'civic education' or 'community service orientation' was not considered to be a central goal of the educational system.

However, as Leigh and Putnam formulated in a pivotal paper entitled 'Reviving

Community' (Leigh and Putnam, 2002),[36] the wave of individualism and enhancing personal potential that flooded large majorities in the developed countries in the final decades of the 20th century led to a counter-reaction. An increasing awareness of the fact that many contemporary societal ills were a consequence of community bonds and community orientation and commitment that were too fragile or no longer existed, particularly in the ever expanding urban areas with a highly diverse and ever-changing populations, made it unavoidable that the issue of civic engagement and citizenship education sooner or later had to become a high priority on the political and public agenda. At the centre of this development stood the question: "What kind of citizens do we want our children to become and what should be the role of schools in

A | Fostering adjustment and the capacity for self-regulation or the self control of emotions and impulses;

B | Enhancing the ability to think independently and in a way that allows for constructive participation in democratic processes of discussion and decision-making;

C | Promoting social involvement and community orientation and service, in particular with those in need (see Veugelers, 2003).[40] Defined as such, to many in the Netherlands as well as in other European countries, the issue of social-emotional and civic education in and by schools have recently become two sides of the same coin. In The Social Agenda

In the same period in which the therapeutic movement reached its zenith and spread into the educational system, the accompanying increasing emphasis on personal development was met with an increasing negligence of the importance of community orientation and community life

their civic education?".[37] A number of international organizations, in particular the Council of Europe,[38] and many educational policy makers as well as social scientists started to study the definitions and operationalizations of civic education. In the Netherlands, a number of national organisations[39] and authors promoted the importance of construing civic education as an integral part of the mission of the educational system, both at primary and secondary levels. Civic education became commonly defined as comprising three components:

for The Netherlands[41] (2006), it is explicitly stated that education towards good citizenship should become a core task of the educational system, both at the primary, secondary and higher levels and that at least 5% of the curricula should be devoted, in a systematic and controllable manner, to this task. Although, as stated in the introduction, this state of educational affairs certainly has not been attained yet and development towards it is slow, the mere fact that civic education has, since

2006, become a formal requirement for primary and secondary schools, has given it a major boost. For many schools, the obligation to engage in civic education has sparked or renewed their interest in social emotional or Skills for Life education programmes. Frequently, schools are discovering for the first time that there is a substantial and empirically substantiated knowledge based in these respects, not only internationally but also nationally.

In the following section, we will briefly describe how that national knowledge base came about followed by an overview of the programmes developed and evaluated within the Dutch language area.

Social emotional or skills for life programmes in the Netherlands: how did they come about and how effective are they?
The story of the emergence of Social Emotional or Skills for Life education programmes in the Dutch public school system, both at a primary and secondary level, has its Archimedal point in or around the year 1989. Of course, there were scattered earlier initiatives by particular schools and by professionals and scientists outside of the public school system. (The example of the Rational Emotive Education programme for primary schools referred to above is one of them). However, as is often the case with 'early birds', political, policy and public support lagged behind and these early initiatives mostly became shelved after a longer or shorter period of time.

A major impetus to social emotional education in the Netherlands was given by the fact that in 1989 the World Health Assembly chose as its focal theme for that year The Health of Youth, with particular emphasis on mental and social health and wellbeing. Under the editorship of the manager of WHO's programme on Psychosocial and Behavioral Aspects of Health and Development (a programme that was co-financed by the Carnegie Corporation of New York), a special volume on Preventive Interventions in Adolescence was produced (for dissemination among member states and their representatives).[42] This volume consisted of a description of a number of social emotional or skills for life programmes, such as the Lions Quest Life Skills programmes. An offshoot of these activities was that in 1993 the WHO at its Mental Health Division in Geneva established a special unit on Skills for Life in education, that became instrumental in disseminating information and assisting countries and school systems in developing and implementing such programmes. This unit produced a number of policy and working documents in which, among other things, terminology, the composition of programmes and programme material was provided. It also organized a number of global and regional meetings of educational policy makers, school directors and teachers to promote Skills for Life programmes.

With regard to the Netherlands, WHO activities in this area, among other stimuli, led the the Cabinet's Scientific Advisory Council of the Netherlands to decide, in 1989, to commission a study on Youth and Development with special emphasis on preventive youth policies and programmes. The production of the report, included, among other things, a chapter on the 'State of Youth' and a national youth strategy was published in 1992 (Diekstra et al. 1992).[43] Essential components of that strategy, among others, were:

A | The development of a National Monitor on mental and social wellbeing of children and youth;

B | A national programme on educating the educators (parents, teachers, other caregivers);

C | The development of a balanced set of preventive, corrective, population-oriented and individual-oriented interventions that were both evidence-based and client-tailored. A crucial role with regard to fostering social and emotional development, be it in collaboration with parents and social (youth) organizations, was assigned to the school system.

It took, however, almost three years before the recommendations of the report were actually embraced by politicians and policy makers at the regional and local level. The first to do so was the municipal government of the greater City of Rotterdam. For a number of years, the city had had the highest prevalence of problem youth, school dropouts and youth-at-risk in the country. In 1995 the city's government decided to embark on a city-wide preventive youth policy and invited outside advisors to develop and pilot such a policy. In that same year, the proposed policy and action document entitled Turning Points[44] was approved by the government and the programme called 'Growing up in the City' began.

In the framework of this chapter, the following components of that programme are relevant:

One is the Youth Monitor. Every other year, the state of all children and youth (0–18 years) in the city is monitored, with regard to their mental, behavioural and social wellbeing and development. The data collected are fed back to the municipality, social organizations, police and schools (in the form of a tailored report for each individual school). Based on the emerging state of youth in neighbourhoods and schools within a particular time period, programmes, projects and other activities are proposed, put in place, evaluated, redirected (and sometimes terminated).

A second component is Preventive Parenting, which is in essence a programme for monitoring the mental and social wellbeing of parents of (newborn) children and providing them with social, psychological and material assistance, support or treatment where indicated. The programme is based on the fact that the single most powerful predictor of developmental problems in (very) young children is the presence of psychological disorders in one or both parents.

A third is the translation, implementation and evaluation of the Good Behaviour Game,[45] an intervention programme for primary school children, aimed at reducing and preventing disruptive behavior in the short and the longer term.

And the fourth is the construction, implementation and evaluation of a Skills for Life programme for secondary schools.[46]

The Skills for Life programme
The programme is intended for young people from 14 to 17 years of age, the so-called mid-adolescents, and for all types of schools. The overall aim of the programme is:

'Acquiring and/or increasing skills that enable young people to effectively deal with the social, emotional and moral demands and challenges of everyday life.'

An important and basic principle of Skills for Life is that the target groups are involved as much as possible and have a say in the content and construction of the programme. For this purpose, before the teaching programme is actually developed, an inventory was made of conflict ridden everyday situations that frequently happen to adolescents and are difficult for them. A number of panel meetings were organized, during which adolescents, their parents / guardians and their teachers were interviewed regarding critical incidents and

events and about the ways they should be approached or tackled within the school setting. It was remarkable to see how often the answers of parents and adolescents were different. Parents mostly view adolescents from their own frame of reference and experiences, which do not always match with the reality of their children. These children belong to a new generation with new ideas, views and feelings. For the acquisition of skills, it is therefore important to use both the vision and experience of the adults as well as the innovative ideas and experiences of adolescents.

A few examples of the situations mentioned were:

"I find it difficult to say No if a classmate offers me a joint or a cigarette. I often say Yes, because I'm afraid that if I would say no, I would no longer be part of the gang."
A student

"What I find remarkable is that there are a lot of quarrels among students because of all the gossiping."
A teacher

"Sometimes I feel bad inside and I don't know how to deal with that."
A student

On the basis of available literature, an inventory was made of the skills that adolescents need to be able to handle conflict-filled everyday situations. In the first classes, the focus is on general skills. These skills are related to the thoughts, feelings and behaviour of adolescents. In the following classes, more problem-oriented skills are provided, through the presentation of common conflict situations. In the Skills for Life programme, these problem-oriented skills are put on top of basic skills, as if they were building blocks. Various research projects show that acquiring skills in this way, as part of a broadly im-

plemented skills programme, is an effective method for preventive interventions.

An example of how skills are built up through the programme is as follows:

Effective communication

• Adequate verbal and non-verbal communication skills. (General)

• Assertive communication in the case of group pressure, for instance in a case of collective bullying. (Problem-Oriented)

The Theoretical Background of Skills for Life

The programme is based on two psychological theories: Bandura's social learning theory (Bandura, 1986) and the rational-emotive therapy (RET) developed by Ellis (footnote (1962, 1994). The basic principle of social-learning theory is that an important part of behavioural change may be brought about by the influencing of mental processes. There are various techniques for achieving this:

• Learning through practicing
• Learning through observation
• Learning through internal control (such as first counting to ten before acting)
• And Learning through persuasion

Expectations are that the influencing of learning and mental processing by means of these four techniques has a positive effect on the belief in self-efficacy. This belief in self-efficacy is an important determinant of behaviour and behavioural change. In particular, the generalisation or transfer of newly learned behaviour. Accordingly, the aim of the Skills for Life programme is to "address" both behaviour and related mental processes for the purpose of acquiring social and emotional skills.

RET is a form of social-cognitive modification. The primary focus of this is that changes in thinking, operationalized as 'self-'talk, will lead to, facilitate or support changes in behaviour, thereby alleviating or improving emotional and social problematics or ineffective feelings and behaviours. The method emphasizes changing self-defeating or ineffective thinking patterns that cause emotional and social distress and behavioural problems into thoughts or 'self-instructions' that are more effective, rewarding and reasonable. RET has proven to be widely effective, both with adults in clinical settings as well as with children and youngsters in educational settings (see Engels, Garnefski, Diekstra, 1993).

Programme Set-Up

Skills for Life is a programme that consists of a number of standard classes, plus three optional modules. The modules were developed based on the results of the Rotterdam Youth Monitor. Several common psycho-social problems that were found were added as modules to the standard programme (one of the modules focuses, for example, on dealing with aggressive behaviour). In total, Skills for Life consists of 23 classes. A class may be as long as a standard lesson (45 minutes) or be spread out across several lessons.

A few examples of the standard class themes are:

- *Learning to recognize what you are doing (in conflict situations)*
- *Leaning to recognize what you are saying to yourself (in conflict situations)*
- *Stimulants and Gambling*
- *Being Bullied – how do you deal with it?*
- *Sexuality*
- *Conflicts between student and parents*

The classes are taught by teachers who are interested in the subject. The teachers are offered a 3-day training course, during which, by means of the student's materials and a teacher's manual (footnote 22) they are familiarized with the basic principles and are trained to teach the programme. Shortly before the teachers start the programme, there is a refresher course of half a day. Finally, halfway through the programme there are a number of booster sessions, during which the various techniques (for example, facilitating role plays, giving feedback) are practiced again and a preparatory talk is given about the remaining classes.

From 1996 to 2005, an estimated 20,000 students followed the Skills for Life classes. Eight hundred teachers took the teacher training course. The evaluation on the programme shows that Skills for Life is successful in a large number of areas, both in the short and the long term. Some of the variables that were measured were:

- Belief in self-efficacy
- Effectively expressing negative emotions
- Relationships between students and peers, and between students and teachers
- Suicidal thoughts and attempted suicide

In addition, teachers indicated in the evaluation interviews that they themselves have changed as a result of teaching the Skills for Life programme:

"Skills for Life teaches the teacher to be attentive to the problems of students. You react more quickly to the signals you pick up."

"Skills for Life has an emotional impact on you. The programme can influence your personal development."

"I see myself differently."

There is a dire need for long term, collaborative research programmes of concerted action between universities, research institutions and the school system, because although much is not yet known, it is clear that social emotional or skills for life education has unique contributions to make to the development of children and youngsters and that schools can and have to play a pivotal role

"I have gained more confidence."

Epilogue

The science of social emotional and skills for life education is still in its early stages in the Netherlands, as is also the case in other countries around the globe. There is a dire need for long term, collaborative research programmes of concerted action between universities, research institutions and the school system, because although much is not yet known or 'proven', it is clear that social emotional or skills for life education has unique contributions to make to the development of children and youngsters and that schools can and have to play a pivotal role.

The fact that for at least two programmes, Life Skills and Skills for Life,[47] recently multiple-year research grants have been given, with particular emphasis on improving the quality of designs and behavioural outcomes, justifies the expectation that in the coming years the relevance and meaningfulness of social emotional or skills for life education will become an established scientific fact.

The history, policies and practices regarding social emotional or skills for life education as they have been discussed in this chapter,

leave behind several puzzling questions. For one, how is it possible that while the great minds in the intellectual history of the Netherlands and many professionals within the public educational system as well as outside of it, have always been aware, if not promotors, of the vital importance of social emotional or skills for life education, it still is not part-and-parcel of the Dutch school curriculum and culture? And also, how is it possible that while research clearly suggests its feasibility, manageability and meaningfulness within the educational system, social emotional education has still to be accepted as 'serious' business, as a core task and mission of the system?

Is it because of the fact that education is still approached, organized or governed from or within an economic perspective? Or is it because of the fact that we still suffer from 'compartmentalized' thinking, as far as development is concerned? Is social and emotional education seen as first and foremost the task of the family, of parents, while cognitive-scholastic or academic development is seen as the primary task of the school system? Or is the explanation for the present state of affairs even more worrisome? Are the ways in which we train teachers, in pri-

The integration of social and emotional or skills for life education in our school system demands a change of culture, encompassing changes in attitudes, skills and training and implementation of scientifically substantiated teaching methods and content, as well as public information about the importance of skills for life education. The development of our children and youngsters depends on such a change

mary, secondary and higher education, such that they usually do not acquire the attitudes, knowledge and skills necessary for (also) functioning as 'models and masters' of social, emotional and even moral skills.

Scholars like Erasmus, Spinoza and Bertrand Russell took the stance that teaching is the most important profession in society. But does the organisation and curriculum of our schools, the training and status of our teachers and the cooperation between parents and teachers reflect that great importance?

Clearly, the integration of Social and Emotional or Skills for Life education in our school system demands a change of culture, encompassing changes in attitudes, skills and training and implementation of scientifically substantiated teaching methods and content, as well as public information about the importance of skills for life education. The development of our children and youngsters depends on such a change. For healthy development, to take an analogy from the WHO's definition of health, is not merely the absence of disorder, dropping out of school or academic failure but a complete state of physical, mental and social development and well-being both in childhood and adolescence. Schools, by providing physical, mental and

social emotional education have a primary role to play in healthy development. But up until today, they too often do not live up to that potential, to quote Sigmund Freud one last time.

And this is a luxury we ourselves can no longer afford, let alone our children.

Notes

1   See www.sociaalemotioneel.nl

2   Van Overveld, C.W., Louwe, J.J (2005) Effecten van programma's ter bevordering van sociale competentie in het Nederlandse primair onderwijs. Pedagogische Studien, (82), 137-159. See also the site: www.socialecompetenties.nl

3   For both the Levensvaardigheden program and Leefstijl program completing a tailored teacher training is a formal requirement (see Gravesteijn & Diekstra, 2004).

4   Formerly the NIZW, presently the NJI, the Netherlands Youth Institute presents on its site a star classification of available Dutch programmes based on published effectiveness studies

5   See Woodward, W.H (1964), *Desiderius Erasmus concerning the aim and method of education*, with a foreword by Thompson. C.R. New York: 72-77:

6   See also the quote from Aristotle's Politika on p. 17

7   Erasmus, D. (1530) De civilitate morum puerilium (On the education of habits of youth).

8   Erasmus, D. (1529) De pueris *statim ac liberaliter instituendis*, (On the immediate and liberal education of youth)

9   Ibid.

10   Rabenort, W.L. (1911) Spinoza as educator. Columbia University Contributions to Education. New York:Columbia University.
     Puolimatka, T (2001) Spinoza's Theory of Teaching and Indoctrination. Educational Philosophy and Teaching, 33, 3&4, 397-410

11   B. De Spinoza. Ethica de more geometrico (Ethics)

12   See Spinoza, Ethics, book 4, proposition 56

13   See Spinoza, Ethics, Book4, preface

14   Stichting Leerplan Ontwikkeling (2006) Herziene kerndoelen primair onderwijs. SLO, p. 13 (translation by author)

15   Stichting Leerplan Ontwikkeling (2007) Concretisering van de kerndoelen Mens en Maatschappij. Kernoelen voor de onderbouw VO. Enschede: SLO (see nr. 36 and 43)

16   ibid

17   Russell, B. (1932). Education and Discipline.

18   Russell, B. (1926) On Education

19   Adler, A. (1929) Individual Psychology in the Schools

20   Ber den Selbstmord. Insbesondere selbstmord unter Schülern.

21   Friedman, P. (1967) Discussions of the Vienna Psychoanalytic Society. On suicide. With particular reference to suicide among young students. New York: International Universities Press. p.25-26

22   Korzybski, A.H.S. (1921) The manhood of humanity.

23   Adler, A. (1929) Individual Psychology in the Schools

24   Müller, A (2003, English translation) You shall be a blessing. Main traits of a religious Humanism. Stein Publishers

25   From a translation of a lecture on Individual Psychology by Dr. Müller in Rotterdam. January 10th, 1934, in the AAINW/ATP Archives.

26   David Bendit-Cohen

27   Diekstra, R.F.W. (Ed, 1989.). Preventive Interventions in Adolescence. Special edition Crisis. Toronto: G ttingen/Hogrefe Huber Publishers (ISBN: 0-920887-68-6)

28   Rutter, M., & Smith, D. (1995) (Eds.). *Psychosocial Disorders in Young People*. Chichester, John Wiley & Sons.

29   Diekstra, R.F.W. (1989b) Suicidal Behavior in adolescents and young adults, *Crisis*, 10, 1, 1989, 16-34.

30   Diekstra, R.F.W. (ed.) (1992). Jeugd in Ontwikkeling. (Youth in Development) Report of the Scientific Advisory Council to the Cabinet. (Een studie van de Wetenschappelijke Raad voor Regeringsbeleid). Den Haag : SDU.

31   See in Diekstra, R.F.W. (ed., 1989). Preventive Interventions in Adolescence. Special edition Crisis. Toronto: G ttingen/Hogrefe Huber Publishers (ISBN: 0-920887-68-6)

32   Knaus, W.J. (1974). Rational-emotive education: A manual for primary school teachers. New York: Institute for Rational-Emotive Therapy.

33   Corsini, R. J.J. (1995/2007) Current Psychotherapies. Wadsworth Publishers

34   Diekstra, R.F.W., Knaus, W., Ruys, A. (1982) Rationeel-emotieve educatie: een trainingsprogramma voor kinderen en volwassenen. Lisse : Swets & Zeitlinger, 1982. – 147 p.

35   Maslow, A. (1954, 1970) Motivation and Personality. New York: Harper

36   Leigh, A.K. & Putnam, R.D. (2002). Reviving community: What policy-makers can do to build social capital in Britain and America, *Renewal, 10*(2), 15-20.

37   See van Beek, K., Zonderop, Y. (eds, 2006). 30 plannen voor een beter Nederland. De sociale agenda (30 proposals for a better Netherlands. The social agenda). Amsterdam: Meulenhoff

38   See among others Council of Europe Publications: Audigier, F. (1998) Teaching about society, passing on values. Strassbourg: Council of Europe Publications. 978-92-871-2300-8

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[46] See Gravesteijn, J. C., Diekstra R. F. W., De Wilde, E. J., & Koren, E. (2004). Effecten van Levensvaardigheden. Een vaardigheidsprogramma voor adolescenten (Effects of the Skills For Life programme for Adolescents; SFL-A). *Kind en Adolescent, 25,* 277-291.

[47] Research grant from ZonMw, for project number: 50-50110-98-384, i.e. the project *Evaluation of the Life Skills Curriculum Intended for Dutch Secondary School Students.* This grant has been obtained by Prof. Diekstra in cooperation with TNO (*Nederlandse Organisatie voor Toegepast Natuurwetenschappelijk Onderzoek Kwaliteit van Leven. Preventie en Zorg; Jeugd, Preventie en Bewegen*) and NIGZ (*Nationaal Instituut voor Gezondheidsbevordering en Ziektepreventie Cluster Jeugd*). The grant has been given for further research into the Life Skills curriculum for secondary school students, that was developed by Prof. Diekstra and J.C. Gravesteijn, M.Sc. The ZonMw research grant project commenced on 1st January 2007, and will be continued for 4 years. It will encompass 33 experimental schools and 33 control schools throughout the Netherlands.

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Spain

Social and Emotional Education in Spain

Pablo Fernández Berrocal

Abstract

Over the last 50 years Spanish society has seen a spectacular economical and social growth that has radically affected every single aspect of the daily lives of its citizens in both positive and negative ways. The complexity of present day Spanish society has also made an impact on schools, whose traditional methods that centre upon intellectual issues and fail to face the new challenges of the 21st century have been questioned. In this respect, Spanish educators, like their American and European counterparts, are concerned about the need to change schools in order to respond to pupils' increased requirements and needs, as well as in order to include social and emotional aspects in the school curriculum.

By way of explaining the current state of the Social and Emotional Education (SEE) movement in Spain, this report analyses its origins in Spain in the 80's and onwards up to the newest developments related to Emotional Intelligence and Positive Psychology.

The report that follows describes school management's educational commitment towards providing the training requirements for teachers in the field of Social and Emotional Education. In addition to this, it introduces the various variants of SEE that presently coexist in Spain and their repercussion in the school environment.

Subsequently, four examples of various Social and Emotional Education projects being carried out in Spain have been selected for closer examination. These initiatives employ serious rigorous approaches to prove the efficiency of emotional education. The initiatives described herein are specifically: in Cantabria: *Fundación* Marcelino Botín; in Guipúzcoa: *A Programme Emotional and Social Learning*; in Cataluña: the GROP movement and in Andalucía: the INTEMO Project.

Lastly, this report concludes by looking at some of the implications of Social and Emotional Education and by making some recommendations about its present and future in the Spanish education system.

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"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to heaven, we were all going direct the other way".

Charles Dickens, *A Tale of Two Cities.*

1 | Introduction

Our society is now at its best of times. This is the "age of intelligence"; Homo Sapiens has turned into a digital and global being, and we have achieved most of our economic and technological dreams. All-knowing as the gods, we appear to have reached, to paraphrase the words of Dickens, the age of Light and Knowledge.

1.1 | It was the best of times

Spain has developed spectacularly in terms of economic growth since the mid 1950s. The macroeconomic figures show that the Spanish economy has seen substantial growth in real gross domestic product (GDP), which increased by a multiple of six between 1955 and 2000. From 2002, the increase in GDP has accelerated by almost 4% in Spain, 1.2% more than the average increase in the European Union (EU). In 2007, GDP per capita in Spain was over 5 points higher that the average in the EU, ahead of Italy. This supports forecasts that place Spain ahead of France and Germany by 2010 (source: Eurostat, 2007).

Spain's wildly rapid macroeconomic growth is reflected in its socio-demographic trends. Spaniards in the 21st century live longer, and are taller and more intelligent than their grandparents.

In the space of 100 years, life-expectancy in Spain has increased by fifty years, and is now put at almost 80 years. In 1870, life-expectancy was barely 30 years, 10 less than in most other countries in Europe. Currently, life-expectancy is put at 79.7 years, above the European average (83 for women and 76 for men). In 1875, overall average height was 162.6 cm. This has now increased by over 12 centimetres, and in 2007 overall average height in Spain was over 175 cm. (Nicolau, 2005).

In respect of intelligence, we are looking at a phenomenon similar to that described in scientific journals as the "Flynn Effect". The Flynn Effect is the continuous increase in people's Intelligence Quotient (IQ) throughout the 20th century. The same effect has been identified in several countries throughout the world, although the figures vary from country to country. The Flynn Effect is named after the New Zealand researcher, James R. Flynn, who was the principal investigator of this phenomenon in the 1980s and provided supporting evidence in many differing cultures (Flynn, 1987). Average IQ in the developed countries increases by approximately 3 points every 10 years. That is to say, an increase of almost 25 points over the last 90 years (see Figure 1). This phenomenon can be explained, first and foremost, by better nutrition during the first year of life and babyhood; a tendency in parents to have fewer children; improvements in the education system and early schooling; and a more complex environment in addition to more vigorous and hybrid genes (Flynn, 2007).

Professor Roberto Colom and his team, at the Universidad Autónoma de Madrid, have documented the repercussions of the Flynn Effect in Spain (Colom, Lluis-Fontb and Andrés-Pueyo, 2005). Specifically, they have made a comparative study of the IQs of Spanish children today with those of Spanish children in 1970. The results demonstrate that the average IQ of Spanish children has in-

Flynn Effect
3-points IQ Average gain every 10 years
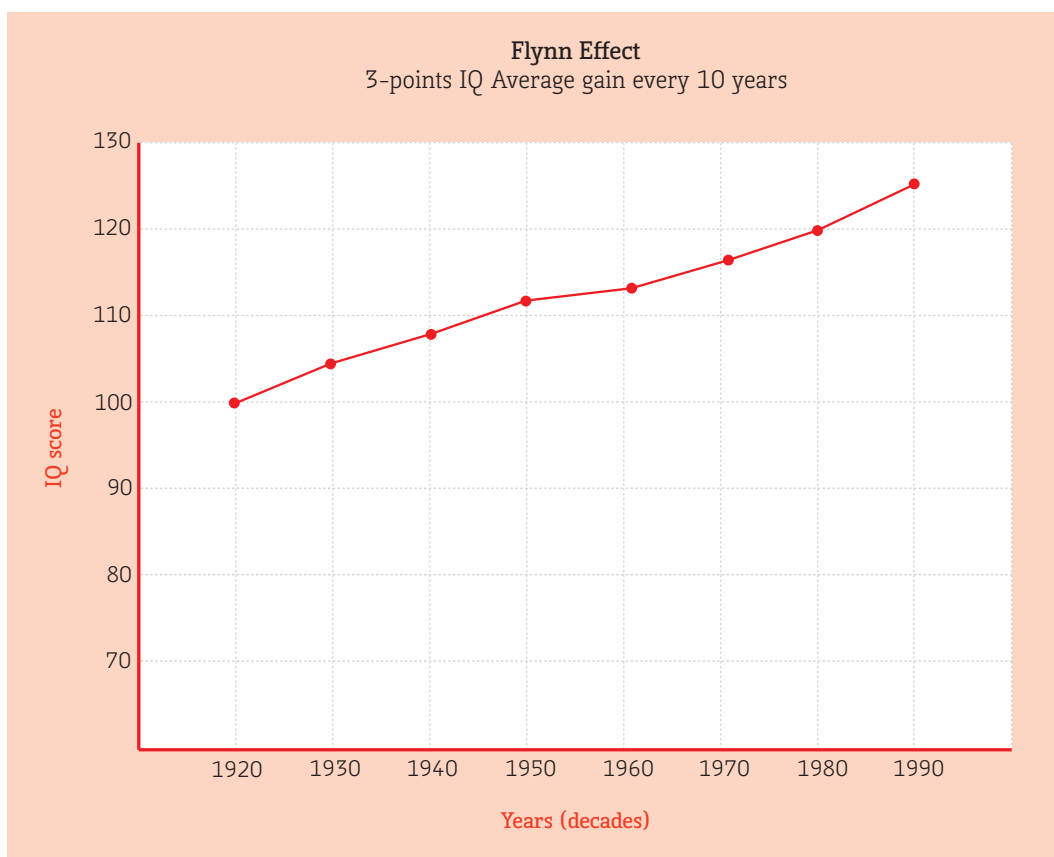
Figure 1

creased by 10 points, which confirms the predictions of the Flynn Effect.

But is this really the best of times?

1.2 | It was the worst of times

In the EU, 27.4% of people between 18 and 65 years old have been affected by some kind of psychological disorder in the last 12 months (Wittchen and Jacobi, 2005). Psychological problems, in general, are the most frequent cause of illness, coming above heart problems and cancer. Analysts calculate that one in four families have at least one person with psychological disorders. Psychological problems affect quality of life to a greater extent than chronic illnesses such as arthritis, diabetes or heart and lung problems. Depression is third on the list of principal causes of illness, after cardiac ischaemia and strokes,

and it is estimated that depression will be the principal cause of illness in Europe by 2020. Currently, there are 58,000 suicides per annum in the EU as a whole. This figure is higher than the official figures registered for road accidents, AIDS and murders in the EU per annum. The effects and social repercussions of psychological problems are many and varied, starting with an inferior quality of life, and including social ostracism, and other negative social repercussions, such as falling standard of living, and other social and educational disadvantages. Psychological disorders even have serious consequences for the legal and penal system (Green Paper on Mental Health, October 2005; Appendix 2).

These figures have forced the EU to consider it a matter of urgency to investigate both how to approach mental illness and how

It is estimated that depression will be the principal cause of illness in Europe by 2020. Currently, there are 58,000 suicides per annum in the EU as a whole. This figure is higher than the official figures registered for road accidents, AIDS and murders in the EU per annum. The effects and social repercussions of psychological problems include an inferior quality of life or even social ostracism

to promote the psychological well-being of the population (Green Paper on Mental Health, October 2005). With this aim in mind, the Directorate-General of Health and Consumer Protection carried out a survey on mental health in the EU (Special Euro-barometer n° 248. Mental Well-being, 2006). The results demonstrate that during the four weeks before their interviews the majority of the people included in the EU survey had felt more positive than negative emotions (e.g. feelings of depression). Specifically, most Europeans felt happy (65%), full of life (64%) and full of energy (55%).

In Spain, perceived levels of mental well-being are comparable to the average levels registered for the rest of the EU. The figures are in fact even more positive, for us in Spain, in that we have one of the lowest suicide rates in the EU. However, the picture is different for Spain when we look at the population not included in the 65% of people who often have positive emotions. It has been calculated that, excluding disorders caused by drug abuse, 9% of the Spanish population is currently suffering from some kind of psychological disorder and that slightly over 15% of the population will suffer from some kind of psychological disorder during the course of their lives. These figures are likely to increase in the future. Psychological disorders affect more women than men, and increase with age (Ministry of Health, 2007a).

2 | And what about children and teenagers?

Without wanting to cause alarm, it is however clear that the picture we are getting of adult well-being, both physical and mental, in Spain, doesn't give grounds for complacency. Is the situation similar, in the case of children and teenagers? An interesting comparative study is made in the Innocenti Report "Perspectives on Infantile Poverty: the panorama of well-being in the rich countries of the world", which was prepared by the United Nations Fund for Children (Unicef), in a study of 21 industrialized countries. Of the 21 countries selected, Holland holds first position on the list for the well-being of its minors, followed by Sweden, Denmark and Finland. However, both the United Kingdom and the United States of America are at the bottom of Unicef's classification, below poorer countries like Poland and the Czech Republic. These statistics demonstrate that there is not a direct relationship between children's well-being in any given country and that country's GDP.

Spain is well-placed in the Unicef classification. Specifically, Spanish children and teenagers rate their well-being very highly, in terms of their own perception of their health and their degree of satisfaction with their lives. These variables, taken together with others that have also been analysed, put Spain in fifth place in the general classification of children's well-being.

In respect of education, by which we understand level of academic success and the extent to which children remain in the education system, Greece, Italy, Spain and Portugal occupy the last four positions in the Unicef classification. The position of Spain here is due to the low level of academic achievement in this country, also reflected in the last PISA Report (2006).

We could thus be tempted to conclude that Spain is a country where children and young people are happy, but not stimulated or motivated by academic studies.

This positive picture, at least in respect of well-being in Spain, should, however, be seen in contrast with other recent statistics which demonstrate that very negative realities, de-

that they have driven a vehicle (car, motorbike) at some point during the last 12 months under the effects of alcohol. This figure rises to 14.9% in students of 18 years old. As for taking illegal drugs, 20.1% of teenagers have smoked cannabis and 2.3% have consumed cocaine in the last 30 days (Ministry of Health, 2007b).

3 | What should we do?

Spanish society in the 21st century is submerged in a complexity that has been transmitted automatically to the school environment. This has shown everyone with a share of responsibility in the field of education (parents, teachers, politicians/administrators) that to provide education in our "knowledge society" is an impossible mission if other factors apparently "less intellectual" and aca-

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structive for young people, also exist simultaneously in our country. Two everyday examples show this. The first example is the number of adolescent girls in Spain between 15 and 19 years of age who had undesired pregnancies during 2005: the total figure recorded is 25,965 (INE, 2007), of whom approximately 49.6% decided to have abortions. The second example is the worrying panorama of drug abuse by adolescents in Spain. For example, 58% of teenagers consumed alcohol last month and 44.1% got drunk at least once in the same period. 9.8% of students aged between 14 and 18 declare

demic (and that, in principle, seem to be rather distant from the main objectives of a school education) are not also taken into account. On one hand, parents want to protect their children from the kinds of problem that have been described earlier: drugs, violence and depression. On the other hand, teachers want their schools to be orderly places, with a sense of civic responsibility and a minimum of respect, which helps to make it easier for them to give their classes. And then our society itself in general aspires towards our young people being moral, upright citizens, respectful and responsible in addition to pro-

ductive. All the hopes and aims of our society require that our schools provide a "holistic education" for each individual, beyond what schools traditionally expect to provide, namely: knowledge and academic skills (Fernández-Berrocal y Ramos, 2002; 2004). These are not new aspirations, because their sources can be traced back to Socrates, Plato and Aristotle. What is new, though, is that contemporary society does not perceive the holistic education of the individual as a luxury or a goal to be achieved. Instead, it is seen as an urgent necessity, to solve the serious problems that the educational system is now having to confront.

In Great Britain the appalling results of the Unicef report on the well-being of its young people have generated a wide debate on the

• Enjoyment of their childhood

• The possibility to contribute positively to the future of society, and

• A life full of opportunities and free of the ill-effects of poverty and marginalization

One of the strategies of this new Department of State has been described as being the active support of a nation-wide movement called "Social and Emotional Aspects of Learning" (SEAL: Social and Emotional Aspects of Learning – see http://www.bandapilot.org.uk/) for primary and secondary levels of education. The SEAL movement is directly inspired by the integrating policies that were originally described as "Social and

> In Spain too there exists an educational movement that is conscious of the limitations of the current educational system, and that is asking urgent questions about "what to do". This movement is also trying to look at the "how"; that is, investigating procedures and resources that will include social and emotional development in the school curriculum

shortcomings of the educational system and the possible ways to solve them. One of the first reactions was the creation of a Secretary of State for "Children, Schools and Families" in June 2007 (http://www.dfes.gov.uk/), and proposals to guarantee children and young people are assured:

• Health and safety

• An excellent education, and the best possible chance of academic success

Emotional Learning" (SEL: Social and Emotional Learning; for further information see www.CASEL.org and chapter 1 of this book, in addition to the chapter by Lantieri).

In Spain, too, there exists an educational movement that is conscious of the limitations of the current educational system, and that is asking urgent questions about "what to do". This movement is also trying to look at the "how"; that is, investigating procedures and resources that will include social and emotional development in the school cur-

riculum. Although it has been in this current decade that interest in social and emotional education has grown exponentially in Spanish schools, examples of interesting experiments could already be found in the mid 1980s. In the following sections of this report we will describe succinctly the origins of SEE in Spain. We will also describe the response provided by the authorities in respect of the additional training requirements for the teachers in this area of development.

4 | The origins of SEE in Spain

Interest in Spain in the social and emotional aspects of education started early, in the mid 1980s, encouraged by the influence of various different educational writers who took a more global view of the individual. This view included areas that went beyond the purely intellectual and cognitive, such as the emotional and social dimensions of an individual. The work of John Bowlby on affection (Bowlby, 1976a, 1976b, 1986) and the research carried out by Abraham Maslow and Carl Rogers, among others, on humanist psychology, inspired more global educational experiences (e.g. Maslow, 1968, 1973; Rogers, 1961, 1966, 1972).

We should draw particular attention to the innovative programmes for interaction between equals and the influence that they had on helping children to adapt to school; and also the programmes designed to develop social skills initiated by María José Díaz-Aguado in the 1980s, which are currently being applied successfully to inter-cultural questions, violence in schools and gender violence (Díaz-Aguado, 1986, 2006). We should also mention the programmes designed to develop empathy and socially beneficial conduct in the classroom, coordinated by Félix López (López, Etxebarría, Fuentes, and Ortiz, 1999; see also Trianes and Muñoz, 1994).

These movements coexisted with programmes to encourage behaviour orienta-tion and modification, in the teaching of social skills in schools (Caballo, 1987; Monjas, 1999; Pelechano, 1984, 1996).

However, among the closest precursors of the concept of Emotional Intelligence (EI) we have Howard Gardner's book, in which, in 1983, he developed his theory of Multiple Intelligences. He was one of the earliest writers to propose a multi-factor concept of intelligence, in which people's intelligence would not be reduced exclusively to linguistic and logical-mathematical aspects. Initially, Howard Gardner proposed seven types of intelligence: verbal, logical-mathematical, spatial, kinetic-aesthetic, musical, and, lastly, interpersonal and intrapersonal intelligence. Interpersonal and intrapersonal intelligence are one of his most original contributions, and were controversial ideas at the time he published them because of the resistance of some to entertain the idea that these skills could be considered as aspects of intelligence. Intrapersonal intelligence was, in Gardner's view (1993), "the knowledge of the internal aspects of a person: access to one's own emotional life, to one's own range of feelings, a capacity to discriminate between different emotions and finally to name them and have recourse to them, as a way to interpret and orientate one's own behaviour". And interpersonal intelligence was, in his view "an internal capacity for feeling differences between others: in particular, contrasts between their different states of mind, temperaments, motivations and intentions". Gardner's theory of Multiple Intelligences has had considerable influence in the educational field in our country. Gardner's first book, "Mind structures. The theory of multiple intelligences" was published in Spanish in 1987, and from then on his books have been translated assiduously into Spanish, and are bestsellers among members of the teaching profession.

Something similar occurred with the publication of Robert J. Sternberg's book "Beyond

the IQ: a Triarchic Theory of Human Intelligence" (Sternberg, 1985), which was translated into Spanish in 1990. This writer fiercely criticizes the classical concept of psychometric intelligence and proposes three types of intelligence: analytical, creative and practical. A balance in these three areas of intelligence ensures a successful intelligence, that is to say: a capacity to achieve the most relevant objectives for our lives (Sternberg, 1997). The numerous books published by Sternberg have also had a considerable influence on how educators in Spain conceive of intelligence, what they feel about its potential and how to educate it. Practical intelligence would appear to be the area of intelligence most closely related to Emotional Intelligence, because it involves making an analysis of the emotions and social relationships in everyday life, and how to control these in real life situations.

The concept of Emotional Intelligence was first developed by Professors Peter Salovey and John Mayer, in a scientific article in 1990 (Salovey and Mayer, 1990), but its publication passed unnoticed by educators, at least in Spain, and it was only in 1996 when Daniel Goleman's bestseller, "Emotional Intelligence" was published in Spanish (the original had been published in 1995) that educators and teachers began to put words and arguments to their feelings about the need for change.

The latest influence for change came from Positive Psychology, in the work of Martin Seligman (2002), and the professors of the Universidad Complutense de Madrid, María Dolores Avia and Carmelo Vázquez (Avia and Vázquez, 1998), who attempted to develop and put greater emphasis on positive emotions, personal strengths and happiness, in the school environment and in everyday life.

5 | Involvement of the educational authorities

The involvement and response of the educational authorities to the training requirements of teachers in the social/emotional field has been channelled principally through two institutions: the Institutes of Education Sciences (Instituto de Ciencias de la Educación – ICE) and the Teacher Centres.

The Institutes of Education Sciences came into existence as a result of the General Education Law published in 1970, which stated: "The Institutes of Education Sciences will be integrated directly into every University, and will be responsible for training the university professors as and when they take up the teaching profession, at every level, and for further training of teachers who are already working, and of teachers who have management responsibilities and carry out and encourage educational research or lend their services and technical know-how to the Universities they belong to and to other centres in the educational system." In practice, the various different Institutes of Education Sciences have contributed since their creation to the improvement of the quality of education throughout the teaching profession within the Spanish education system, including secondary education and also including educational management bodies.

The Teacher Centres operate under the authority of the various different autonomous communities, which are legally the competent authorities in respect of education. The different administrative centres in Spain have created Teacher Centres which operate as stable bases for all training, innovation and exchange of teaching information, and for providing training for study and working teams. The Teacher Centres are officially and legally authorised to operate as centres for meetings and debate, which has made it possible to arrange for appropriate training to be given to meet the requirements of the new education system and to develop different types of training, generated by the different teaching institutes for use in their own centres.

Both the Institutes for Education Sciences and the Teacher Centres have gradually been including in their training programmes, particularly in the last decade, social/emotional aspects of education, and currently almost every educational centre includes specific courses that address Emotional Education in general and also, in particular, Emotional Intelligence.

In addition, Central Government, or to be exact the Ministry of Education and Science, has taken certain initiatives such as to create, in March 2007, the State Observatory of Living and Working Together in Schools ("Observatorio Estatal de la Convivencia Escolar", in Spanish), which contributes its efforts to the work already being done at a local and regional level in this area (for more information, see www.convivencia.mec.es/). The State Observatory for Living and Working Together in Schools aims to encourage certain basic principles in schools so as to ensure "well-ordered living and working together, learning to live with others, respect for others and acceptance that people are equal, whatever their race or their ideology, their sex or their religion." The Ministry of Education and Science also has an ambitious State Plan to improve living and working together in schools which has been put into action by organizing training courses for teacher trainers in areas relating to living and working together, and is expected to provide training for 15,000 teachers during 2008.

6 | Perspectives on SEE in Spain

In March 2007, the Ministry of Education and Science organized the Third State Congress for living and working together under the title "From social and emotional education to education in moral values". The Ministry advertised 400 openings for the Congress and received 3,800 applications. This figure gives an idea of the enormous interest that exists, in the area of Education as a whole in Spain, in social and emotional skills, bearing in mind that attendance tends to be scarce at this type of event.

Prizes for "coexistence", awarded annually by the Ministry of Education and Science to educational experiments that are being carried out in specific educational centres, demonstrate that the theoretical framework within which the teachers operate, when they want to introduce new ideas and take part in social and emotional areas of education, is fairly open, and very similar to the SEL movement in the United States, or to SEAL in England.

We would like to draw the reader's attention to the fact that the components of SEE are being put forward as an integrating framework, to coordinate all the specific educational programmes that are being put into effect in schools with the same basic premise in mind, namely that the problems that affect children and young people are caused by the same risk factors, at a social and emotional level (for further information see the chapter by Lantieri). The best way to prevent these specific problems appears to be to develop children's "resilience" by educating, in a practical manner, the emotional and social skills of children in a positive and stimulating atmosphere (Fernández-Berrocal and Extremera, 2005; Greenberg et al, 2003; Weissberg and O'Brien, 2004). The SEE programmes are inspired by, framed by and based on the concept of Emotional Intelligence (EI) developed by Peter Salovey and John Mayer in 1990 (Salovey and Mayer, 1990) and popularized by Daniel Goleman (Goleman, 1995). However, under the label "SEL programmes" there are many very different programmes: programmes to train basic abilities related directly to EI, such as emotional perception, emotional comprehension, and emotional adjustment; and also wider programmes related to personality, addressing self-respect, self-assertion and optimism; and also programmes on moral val-

ues (see for an overview Zins, Weissberg, Wang and Walberg, 2004).

In scientific publications we find that a similar distinction is made in respect of Emotional Intelligence. On one hand, there are the EI models that focus on mental abilities that make it possible to use the information that our emotions communicate to us so as to improve the cognitive process (these are called "ability models"); and on the other hand, the models that combine or mix mental abilities with different traits of personality, such as persistence, enthusiasm, optimism, etc. (called "mixed models"; see Mayer, Salovey and Caruso, 2000).

Taking the theoretical model of Salovey and Mayer, Emotional Intelligence is conceived of as "genuine intelligence"; intelligence based on the use of the emotions for the purpose of adjustment, to enable the individual to solve problems and adapt efficiently to his/her surroundings. The ability model of Mayer and Salovey argues that EI can be conceptualized through the following four basic abilities:

> *"Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth."*

(Mayer and Salovey, 1997, p. 10).

However, the view of mixed models is more general and rather less defined, as its models are based on stable characteristics of behaviour, and on variables of personality and emotional adjustment (empathy, self-assertion, impulsiveness, etc.). In Spain, in the educational field, the mixed model has been the model that has been used most extensively, as a result of the publishing success that Goleman's bestseller has proven to be, and also because the work of Salovey and Mayer has not been widely published. In Spain, the term most frequently employed is "emotional education" or "social and emotional education" and in some cases this is related, in a very broad sense, to education for health, life skills, education in moral values, or education for coexistence and peace.

Fortunately, the situation has become more balanced in the last 5 years or so, and the skills model is becoming increasingly well-known in the Spanish educational field. This has been achieved partly by the publication of Spanish translations of the most important work of Salovey and Mayer, and the spreading of their ideas in important national forums (Caruso and Salovey, 2005; Fernández-Berrocal and Extremera, 2006; Mestre and Fernández-Berrocal, 2007).

What is happening in Spain is similar to what is happening in other countries, and Spanish educators, like their American and European colleagues, are anxious to change schools to include emotional and social aspects of education in the school curriculum. One extra problem is that they don't know how to go about doing it. In this admirable desire for change, teachers have approached the problem from the point of view of Goleman's popularizing books, and, hoping above all for action, they have avoided attending boring discussions and academic debates about the real effects of the programmes for emotional education and their proven efficacy.

In other words, teachers simply assume that it is necessary to intervene in social and emotional matters and that the activities and programmes included in popularizing books are adequate and effective. Accordingly, for the majority of emotional education trials that have been held in Spain there is no

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proof as to whether they have been effective or not. Mainly because they have never been properly evaluated. The majority of these programmes are lacking in scientific standards and a methodology that includes a pre-test and post-test evaluation system together with a control group that would allow their results to be compared with that of other similar initiatives.

The following section aims to show four specific examples of SEE initiatives being carried out in Spain that employ a systematic approach and attempt to reliably prove the effectiveness of emotional education and EI; not only as local education trials, but with the medium and long-term objective of attempting to change some schools, and even society as a whole. These initiatives are:

- Cantabria: Fundación Marcelino Botín
- Guipúzcoa: A program for Emotional and Social Learning
- Cataluña: the GROP movement
- Andalucia: the INTEMO Project

1 | Cantabria: Fundación Marcelino Botín

Responsible Education:
An applied teaching experience in Cantabria
The Fundación Marcelino Botín was created in 1964, with the objective of providing social assistance, and educational, cultural and scientific funding. The intention was to develop and lead initiatives in the national and international spheres, with a view to encouraging a fairer, freer, more efficient, and more responsible society, in Spain and worldwide.

From the beginning, the Foundation's principal interest was training, as a priority strategy in all of the areas in which it was working: art, music, science, national heritage projects…. It was in 2004, however, that the Foundation began to work specifically in the educational field. There can be no doubt that the best way to contribute to well-being, development and progress in our society is to support and promote a well-rounded education and healthy growth, from infancy upwards, in what is our most valuable asset, human capital - and throughout the entire lifespan of an individual.

The Foundation is an educational agent that is rooted in the community. It is conscious of the need to act in conjunction with others, and in a coordinated manner, to deal with the educational challenge that we are faced with. From the outset, we have worked closely with the Educational Council of the Regional Government of Cantabria, and with other official bodies with experience in this context, and we have made proposals that answer to the expectations and educational needs of young children, within the framework of school, family and society in the 21st century, where rapid and constant change is the order of the day, and so many open contradictions are apparent.

Accordingly, for the majority of emotional education trials that have been held in Spain there is no proof as to whether they have been effective or not, mainly because they have never been properly evaluated

Our objective in education is to research, create, implement support and evaluate the resources and teaching techniques that could help children and young people nowadays to become self-motivating, responsible, mutually supportive and competent (both academically, emotionally and socially) – and also to involve, in this Project, the adults who are their frame of reference.

In order to get a proper focus on this objective we prepared, initially, a real situation in which to obtain practical experience in Cantabria – where the central offices of the Foundation are located. Our intention was to contribute new proposals and initiatives to the educational system with a view to facilitating and promoting emotional-affective, cognitive and social development in people from early childhood onwards, using a model of procedure in which family, school, and community, would all be involved.

It is the objective of Responsible Education, as we have called this Applied Educational Project, to promote in children and young people a well-rounded and healthy growth, by taking into account the physical, psychological and social aspects of each individual, in order to ensure balance and well-being, positive academic achievement – and, in addition, to develop protective elements that will serve as a preventive strategy against the type of risks that are likely to present themselves nowadays at an increasingly early stage in life (risks such as: violence, intolerance, failure, drugs, etc.)

The geographical location of this initial Project gives it a considerable and unique value, because the particular characteristics of the province of Cantabria – in terms of its territory, its population, and its administrative and educational set-up – make it an ideal centre for an experiment in which the aim is to develop the type of model that can be properly evaluated, and that can also be transferred to other places.

To date, 80 schools are involved in our Project (37% of the total number of infant and primary education centres). These include 853 teachers and 16,552 pupils and their families. We currently work with children from 3 to 12 years old – and in the next few years we will gradually incorporate secondary schools (12-18 years).

It is our declared objective – following on from the educational experience described above, in which we have achieved the active involvement of teachers, families, pupils and a considerable number of professional experts, in a coordinated manner - to initiate a process of social and educational change which, by ensuring a Social and Emotional Education to children and young people, will promote their well-being and balance. It is the intention of the Foundation to support this Project over the long-term, study the results obtained, and promote the Project in all educational centres in Cantabria, and possibly also in other places.

What follows is an explanation of exactly what Responsible Education consists of – its particular characteristics, and how it can be implemented. The model of procedure is also described, as well as the different lines of ap-

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proach that we are developing in these 80 schools in Cantabria.

1 | What is the work of Responsible Education? The content of the Project.

In 2004, we initiated our Project by working together with the FAD ("Fundación de Ayuda contra la Drogadicción" - Help Against Drug Addiction Foundation), using its programme "Prevent to live" in 41 schools in Cantabria. This programme, which is based on a biosocial, psychological, ecological and competency model, activates in children from 3 to 12 years old a series of protective mechanisms which reinforce their positive development,

and make them less vulnerable to various possible areas of risk. Taking this model as our base, we employed and created other resources and educational aids to foster the well-rounded development of children, not only with the aim of foreseeing and preventing risks, but also with particular emphasis on children's positive growth and their social and personal well-being.

You will see on Figure 2 the various components that we work on through different activities, games and concepts. It is of fundamental importance that we clarify here that the different variables are listed sepa-

Well-rounded Development

Emotional-Affective Development	Cognitive Development	Social Development
• Self-esteem • Empathy • Emotional expressivity	• Self-control • Pro-social values • Decision-making • Positive attitudes towards health	• Initial interaction • Self-affirmation • Assertive opposition

Greater well-being | More Protective mechanisms | Greater academic achievement
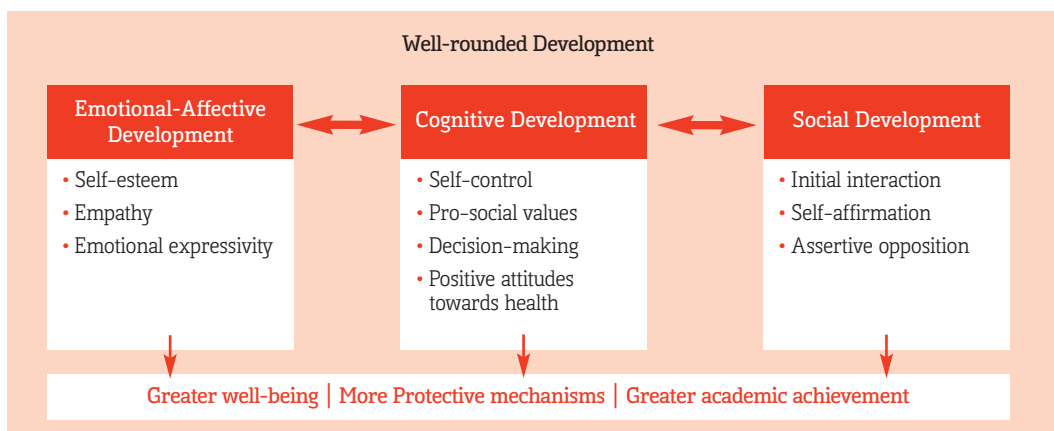
Figure 2

rately and in three different columns to make the table easier to understand – but that each of these variables is an inseparable part of the individual, and so they are all worked on simultaneously.

The aim of the programme is to help children, step by step, to know themselves, acquire self-esteem, and trust themselves; understand others, and respect them, by imagining themselves in their place; identify and express their emotions; develop self-control; take decisions in a responsible manner; value and protect their own health; relate sufficiently well to other people and defend their own ideas, avoid creating situations of conflict and being capable of resolving the difficulties they meet.

2 | How do we work in *Responsible Education?* Project Characteristics.

In order to develop a solid model of procedure that can be integrated into education centres, families and the community, it is necessary to reflect clearly, from the very outset and then at regular intervals, about the needs that should be met and the basic elements that must be in place to ensure that the Project has stability, and is fully integrated into the context in which it is to operate - and that it can evolve and adapt if necessary in order to achieve the defined objectives.

Some of the specific characteristics – or *ingredients for success* – of the Project of the Marcelino Botín Foundation are as follows:

A | We have enjoyed an excellent and close relationship with the Council for Education of the Regional Government of Cantabria – which has included both the active encouragement, and the direct participation of the Council at every stage of the Project.

B | Voluntary participation and commitment of all those involved in the

Project. This ensures the Project's stability, and is also clear proof of the interest aroused by the Project.

C | Global and joint initiative involving schools, families and the community. The Foundation is considered to belong to the community, and to all the people to whom the Project's educational programmes are being directed.

D | Support and close supervision. We offer constant support, and it is our concern to take responsibility for meeting the needs that arise in the educational community. A climate of trust has therefore been created, which has enabled all those involved in the project to progress, in a united fashion, towards meeting the declared objectives of the Foundation, and overcome any difficulties encountered.

E | We have an excellent relationship with the University of Cantabria, and various different working teams from the University are directly involved in our Project – both in terms of development and evaluation.

F | All our initiatives are analysed in terms of their viability and their transferability, are implemented in a very clear and organized manner, and are evaluated.

G | The independence of the Foundation and the fact that it is self-funding mean that the Project can be planned for the long term.

3 | What strategies do we use in *Responsible Education?*

A | We use educational resources, materials and programmes that al-

Extended Initiatives:

80 centres
853 teachers
16.552 pupils and their families

Intensive Initiatives:

3 centres
68 teachers
952 pupils and their families

Responsible
Education

Audiovisual media:

Research/Creation
Training/Diffusion

Research and Study:

Social and Emotional Education
International analysis
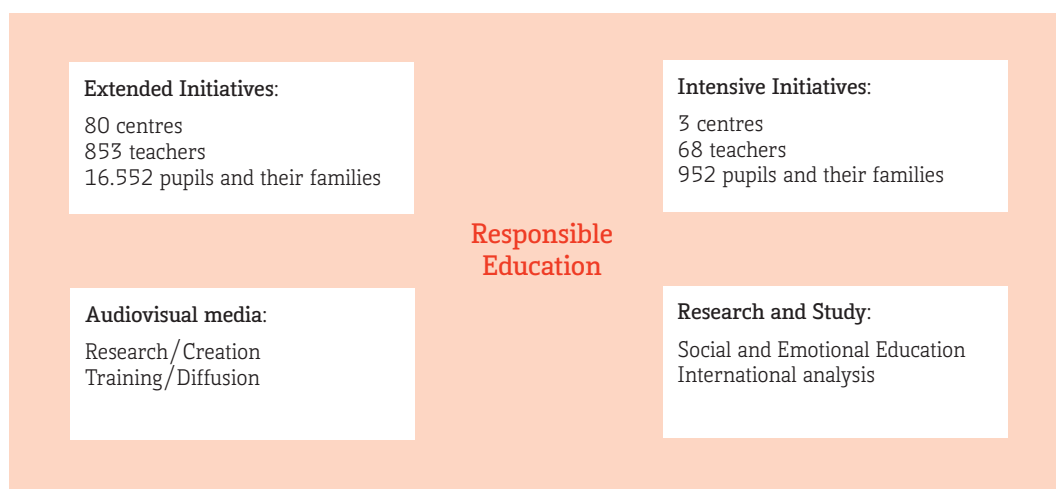
Figure 3

ready exist, readapting them to the requirements of the different groups of people concerned, and to the specific objectives being met. If necessary, however, we adapt materials, or create new ones, in order to meet any special requirements that may arise.

B | Training of adults – and of future trainers. In this way we can ensure that the activities and initiatives with children that we have begun to introduce, will be properly developed in the future, and that progress will continue and have a lasting effect. We offer training at different levels and in different formats to university graduates, teachers, families and other professionals.

C | Planning. The Standard Rules and Regulations for procedure and follow-up of the Project are planned in advance in order to make it simpler for us to make our contribution, and thus interfere as little as possible in the daily educational tasks of adults and children.

D | Evaluation. We develop the means and processes necessary to

measure the results obtained: an internal evaluation is carried out – both within the Foundation, and within the Council for Education; and an external evaluation is also made, by the University of Cantabria. Both quantitative and qualitative measurements are taken into account – in respect of the process itself, and also in respect of the psychological impact observed in the children concerned.

4 | What is the work of *Responsible Education*? Lines of approach.

Since our Educational Project was launched, in 2004, the number of participants has grown, and the various different initiatives within the Project have also developed and expanded.

The 4 lines of approach described (Figure 3) are related, and pursue the same educational objective. Different resources, programmes and levels of intensity have been employed in developing them, however.

4.1 | Extended Initiatives, involving a very considerable number of participants, but carried out with less intensity. (see Figure 4)

4.1.1 | Pupils:
• From 3-12 years (80 centres/853

Extended Initiatives			
	Centres	Teachers	Pupils
3-12 years	80	853	16.552
12-16 years*	5	10	150

*Data collected only for the second year of "obligatory secondary education" (children of 14 years of age)

Figure 4

teachers/16.552 pupils): from 2004 to date, we have used the programme *Prevent to Live,* created by the FAD Foundation. With this programme we work to develop the emotional, cognitive and social capacities of children, using up to 7 different activities, each requiring 1 or 2 sessions. As from the beginning of the school year 2008/2009, we intend to use a new audiovisual resource entitled "Audiovisual Toolkit for use in encouraging personal and social skills" (*"Banco de Herramientas audiovisuales para la promoción de competencias personales y sociales"*, created specially for this Project as a result of the suggestions made by teachers, carefully adapted to the ways in which children develop. This *Toolkit* will soon come to include activities intended for children who have reached the stage of secondary school (up to 16 years old).

• From 12-16 years (5 Secondary Schools). We will use the *United Nations' Model* as a means to offer pupils the chance to open themselves up to a wider world, encouraging them to get involved and to form their own criteria in questions of international significance, while developing their personal and social skills and improving their English language skills too. So as to implement this programme, the Foundation is recruiting and training Fulbright scholars to work as teachers in the schools. In ad-

dition, other agents working within the local communities are being invited to participate in the Project.

4.1.2 | Teachers:

We believe in continuous training programmes that ensure the quality of the teachers involved in the Project. We offer teachers' training seminars that are properly tailored to their needs, and which take place in the schools they teach in. The training programmes are run by experts - and supported, as well as participated in, and accredited by, the CIEFP ("Centros de Innovación Educativa y Formación del Profesorado" – Centres for Educational Innovation and Training), which is attached to the Council for Education of the Regional Government of Cantabria.

• The practical training programme helps teachers to understand and organize their particular contributions to the Project, and also helps them to apply and develop the specific educational resources and programmes (in sessions of between 1 and 2 hours).

• Teachers can also participate in training seminars at three different levels, providing 10 hours of tuition at each level. These seminars are intended for teachers who are currently working in schools – and also for future teachers who are still studying at University. The content of the seminars is both theoretical and practical, and is designed to encourage emotional-affective, cognitive and social development in two directions: both professional and personal. To date, 545 teachers have received this training.

4.1.3 | Families:

We have prepared an uncomplicated *Home User's Guide* ("*Guía de andar por casa*") on Responsible Education, in which some basic

concepts and ideas that are particularly relevant to family life are explored: the importance of rules, of affective relationships, of communication, of pleasure time and of free time. The aim of the guide is to inform, educate and support families, and to complement and reinforce all the work carried out in schools. It is hoped that in this way, the teaching in schools can be transferred to the pupils' families, and beyond the frontiers of school life. The guide is discussed and distributed to the families of all the children involved in the Project (15,000 copies have been distributed to date). In addition, families are offered the chance to participate in the Project from home, to provide continuity to some of the activities initiated in the classroom.

4.1.4 | Courses within the local community:

Open courses are offered within the local community, targeted at different types of professionals (psychologists, pedagogical experts, educational psychologists, social workers, etc.). Various different techniques and educational strategies are explored in these courses (social and emotional development, audiovisual literacy, cooperative learning), which are run in association with the Summer Courses of the University of Cantabria.

4.1.5 | Evaluation:

To date, for the purposes of evaluation, we have been using a questionnaire prepared specifically with a view to evaluating the activities employed by the teachers and the coordinator of the programme in each teaching centre.

	Evaluation 2007 Some statistics
Level of satisfaction of the teachers participating in the programme	91.8% of teachers were *satisfied* or *very satisfied*
Interest shown by pupils	93.5% of teachers believe that their pupils showed *considerable* interest or *great* interest
Perception of the degree of difficulty involved in applying the programme	89.3% of teachers consider it to be *simple* or *very simple* to apply
Integration of the programme into the general class timetable	79.3% integrated the activities into the timetable
Perception by the teaching centres of behavioural changes in pupils	78.4% of teaching centres noted *slight* changes and 18.3% *considerable* changes
Perception by the evaluation centres of the extent to which families value the programme	92.1% of the evaluation centres perceive families to value the programme *highly* or *very highly*

Figure 5

% Perception by teachers of the impact of the activities of the Project on pupils (2007).											
	Year 04/05 541 teachers				Year 05/06 539 teachers				Year 06/07 590 teachers			
	N	SL	C	VC	N	SL	C	VC	N	SL	C	VC
Pupil more sure of him/herself	1,3	43	50	5,8	2,1	34,5	58,7	4,7	0,2	32,3	**61,7**	5,7
Expression of opinions & feelings		24	60,4	15,6	0,9	21,2	62,7	15,2	0,8	18	**67,8**	13,4
Decision-making	3,6	51,8	40,1	4,6	1,6	48,7	42,8	6,8	2,8	44,6	**48,8**	3,8
Positive attitudes towards health	1,8	23,4	59,4	15,4	1,2	25,1	58,9	14,6	3	20,3	**62,8**	13,9
Pupil relates more & better	0,3	28,6	58,5	12,7	0,9	24,9	59,9	14,7	0,8	24,2	**59,9**	15,1

Indicators: None, Slight, Considerable, Very considerable

Figure 6

The evaluation process carried out in 2007 included the participation of 73 teaching centres, 590 teachers and 12,128 pupils. Some of the most interesting statistics are shown in Figure 5 and Figure 6.

4.2 | **Intensive initiatives**, held in few centres, and applied intensively. Taking the previous initiative as a starting-point, our intention was to reinforce, improve and complete it. In 2006, we initiated a Pilot Project in educational innovation to promote, in an intensive manner and by developing personal and social skills, in children from 3 to 18 years in three educational centres in Cantabria: the *Colegio Sagrados Corazones* in Sierrapando-Torrelavega, (a school with a religious foundation but operating within the State education system), with a semi-urban and urban mix, including children and young people at all levels of education; the *Colegio Marcial Solana* in La Concha de Villaescusa, a rural State school, offering education at infant and primary levels; and the *Instituto de Educación Secundaria Nuestra Señora de los Remedios* in Guarnizo, where we continue to offer support and close supervision to State school pupils who attend this secondary school. These educational centres are part of two (Santander and Torrelavega), of the total of three, Centres of Educational Innovation and Training of Teachers, of the Council for Education of the Regional Government of Cantabria. Our work in all matters related to questions of teacher training is carried out in tandem with the Council for Education.

In this experimental Project, which we have named "*VyVE*" (*Vida y Valores en la Educación* – "LiVE", Life and Values in Education), specific activities and programmes are designed and put to use in order to work on the well-rounded development of pupils from three years old and upwards. This work is carried out in an ordered and coordinated way, making use of different areas of expertise and diverses education agents. If the results obtained prove to be positive, we will consider transferring our Project to the educational centres in Cantabria which are already participating in the extended initiative (80 schools).

Experimental Project - 2008		
Centres	Teachers	Pupils
3	68	952

Figure 7

4.2.1 | Objectives:

• To encourage the well-rounded and maturing development of children and young people through the different areas of their personalities

• To increase educational quality, by ensuring that our Project has a favourable effect on the climate of each educational centre

• To promote positive communication between educators, pupils and families

4.2.2 | Our contribution to schools:

Teacher training:
From the outset, teacher training has been of key importance for setting up all our initiatives in each of the education centres. This training is carried out at three different levels:

A| **Training for the Project.** Both the managerial team in the education centre and the entire teaching staff at the school have received training in the general concepts and philosophy of the Project. It is of fundamental importance that all the professionals working at the Education Centre are aware of the Project and fully understand it: its different elements, why it is being implemented at the school, with what objectives, how it is being developed and who is devel-

oping it. It is necessary that everyone knows and understands the Project, so that they can identify with it personally and involve themselves in its development.

B | **Training for each of the programmes and teaching aids.** "Exhaustive presentation sessions" is the name we have given to the seminars of 1 or 2 hours' duration (which enable teachers to familiarize themselves with a programme, resource or activity). These sessions help teachers to think about how to set up the programmes and use the teaching aids in their own classrooms.

C | **In-depth training.** This is carried out in seminars which occupy a total of 10 or 20 hours, and examine techniques and new educational strategies that could help in developing the Project and thus achieve its declared objectives: cooperative learning, social and emotional development, resolving of situations of conflict, communication skills, techniques to modify pupils' conduct, etc.).

Pupil training:
Figure 8 shows the initiatives that are being carried out in schools – in an integrated and tailor-made fashion - in the different subject areas. In some areas we have benefitted from

Pupil training			
Subject areas of work	**Infant School** 3-5 Years	**Primary School** 6-12 Years	**Secondary School** 13-16 Years
Environmental Awareness Universidad de Cantabria	· Self-esteem · Emotional expressivity · Empathy · Self-control · Healthy attitudes · Social interaction	· Positive attitudes to health	What has been learnt at the primary school stage is furthered and adapted to suit the way in which pupils are developing
Physical Education Universidad de Cantabria		· Relaxation	
School Tutorials FAD		· Self -esteem · Empathy · Self-control · Social interaction	
Language Fundación Germán Sánchez Ruipérez FAD	**The Book Wizard:** stories about seeing, feeling, touching, listening, singing… · Lively encouragement to read · Emotional expressivity · Healthy values & attitudes	*The value of a story* (1 book per year) · Social, emotional and intellectual development · Values that support and contribute to society · Reading ability	
Film FAD	It is our intention to extend the programmes and initiatives in these areas to children of this age	*Film & education in values* (1 film per year) · Values that support and contribute to society · Positive attitudes to health.	
Art Fundación Marcelino Botín		*Reflect on yourself* (1 exhibition per year) · Self-esteem · Emotional identification and expression. Creativity.	
Music Fundación Marcelino Botín Universidad de Cantabria		*Music, Values, TIC and Portfolio* (1 concert per year) · Responsibility · Generosity · Honesty and righteousness · Respect and tolerance · Equality · Liberty · Solidarity · Loyalty	

Figure 8

the advice and collaboration of official bodies such as the Fundación FAD, and the Fundación Germán Sánchez Ruipérez, which have both allowed us to adapt their educational programmes to our requirements. In other subject areas, such as Art, for example, we have adapted the programmes of our own Fundación Marcelino Botín, and developed programmes specifically designed for schools. Finally, in subject areas such as Music, we have created a specific programme for schools, working in conjunction with the Universidad de Cantabria. Each of these areas of activity has its particular methodology, and requires a specific training course for teachers in addition to requiring planning in order to involve families actively and to work effectively within the community. Each area of activity also has to be timetabled, and teaching materials organized.

Infant school education, from 3 to 5 years old:

A | **Different activities** and games are used to work directly on self-esteem, emotional expressivity, empathy, self-control, healthy attitudes and social skills. (5 activities, each spread over 2 sessions, at each level. Two of the activities are continued at home).

B | **A lively programme to encourage reading,** set up in conjunction with the Fundación Germán Sánchez Ruipérez . It includes stories about seeing, feeling, touching, listening, singing… Healthy values and attitudes are encouraged, and children are visited by a magician in three different sessions, which serve to stage the development of the programme. The stories are lent out to the children to take home with them.

Primary school education, from 6 to 12 years:

A | **School tutorials.**- Specific activities are used to develop self-esteem, empathy, self-control and social skills. There are 4 activities, each lasting over 2 sessions, at each educational level. Two of these activities are continued at home.

B| **Awareness of the environment and physical education.**- Positive attitudes to health and relaxation are worked on. There are 2 activities per educational level, each lasting over 2 sessions. These activities are then added to during the school year.

C | **Language.**- One book from the FAD's programme – The Value of a Story – is read at each educational level both by each child individually and also together in class. Specific activities are developed before, during and after the reading, to work on social, emotional and intellectual development, and also to encourage values such as respect and tolerance, friendship, cooperation and mutual support.

D | **Film.**- Integrated with school tutorials or in the history class. A film chosen from the FAD film season is viewed at each level spread over two sessions, one prior to watching the film and another afterwards, exploring more deeply the values and positive attitudes conveyed by the film's characters.

E | **Art.**- The Reflejarte Programme, specifically designed for this Project, employs art in order to foster the development of pupils' self-esteem, self-awareness and emotional expressivity, and creativity. The pro-

gramme is held over three sessions for each level, two of them in art class before and after the session at the Foundation's exhibition venue. The resulting creative works produced by pupils are exhibited to the public in one of the Foundation's exhibition venues.

F | **Music.**- A programme that links musical content learned in the classroom with the development of universal values, has been devised in collaboration with the Universidad de Cantabria. The programme employs TIC and portfolio as innovative tools to produce excellent results: the methodology of the work involves cooperative learning. It consists of 8 sessions for each level: 3 music sessions, two of which are continued with the family, 1 web quest session and 1 portfolio one. The Foundation complements this work with three additional sessions which revolve around an educative concert, one of these is set aside for rehearsing at school, another is held at the Foundation's concert hall with the performers and conducted by an expert, focussing on working with emotional expression through music, and a last session back in the classroom again, which serves to assess and personalize the work of the previous sessions. The values worked on here progressively by 6 to 12 year-olds are: responsibility, generosity, honesty and righteousness, respect and tolerance, equality and liberty.

Secondary Education, 13 to 16 year olds:

All the work carried out in Primary Education is continued progressively at this level, adapted to student development.

4.2.3 | Family involvement:

It is essential that families participate and commit to the development of the Project. A variety of initiatives are implemented to facilitate the information, participation and development of the proposed activities, to support the educative role of the family and to foster the positive growth of children and young people:

A | **Initial Training.** Families are presented and informed about the Project at the beginning of each school year, and its objectives, progress, timetable, and the activities in which families may take part, are fully explained to them. Families' support and backing of work undertaken in the education centre means that school learning filters through into all areas of the lives of children and young people.

B | **Family Space.** This is a place at schools specifically set aside for family use where they can share their educational experiences and learn together about children and young people's physical, psychological-emotional and social development. The aim here is to work with families on what the pupils are learning in the classroom. The family space is used for 5 two-hour long sessions, each of which is supervised by a trained monitor. In the school year of 2007/2008 some 77 families took part.

C | **Active Participation.** Some activities carried out in the classroom in a number of subjects may be continued with the family:

• 3-5 year-olds: several carefully chosen stories catering to this age group in particular are lent out to be

read with the family. Two activities at each level, which foster emotional development and positive attitudes towards health, are carried out.

• 6-14 year-olds: two annual activities at each level dealing with emotional development and positive attitudes towards health and social relationships. Two annual activities involving music and linked to the various values explored by the programme.

D | **Active Communication.** Communication between families, pupils and teaching staff is encouraged. To achieve this several different educational, artistic and cultural activities are held in the school-community environment.

4.2.4 | Reaching out to the Community:

Another of the objectives of this Project is to involve the community and increase its awareness of the development of *Responsible Education*. To this end, a number of the activities at these centres reach out to the community with the aim of helping to promote the aims of the Project:

A | **Sundays at the cinema and family games.** On Sunday evenings a film is screened in sessions open to the general public. These sessions end in a game, played by both adults and children, that explores the positive aspects and attitudes to be found in the projected film.

B | **We are creative.** An initiative that came out of the art and music programmes carried out at these centres. The Foundation exhibits graphic works created by these 6 to 13 year-old artists at one of its venues open to the public. In this manner, the children express their emo-

tions and thoughts after participating in artistic activities.

C | **Literary Encounters.** These encounters are held at the La Concha de Villaescusa cultural centre, which is located in the same neighbourhood as one of the schools. Pupils, teachers and the authors of the books read in class attend the encounters. The books are chosen for the positive values and attitudes they convey.

D | **Book loans, emotion guaranteed.** The stories that are used at the schools during the school year are made available by loan from the Foundation's library to the general public. These include stories about seeing, touching, singing, feeling, listening, playing… for up to 5 year-olds.

4.2.5 | Monitoring and evaluation:

The Fundación Marcelino Botín, together with the Educational Council of the Regional Government, carries out ongoing monitoring and evaluation of all these activities, programmes and initiatives, with regular monitoring and assessment meetings to evaluate and coordinate the use of teaching equipment, guidelines and Project coordinators at the centres.

Furthermore, we have a close working relationship with the Universidad de Cantabria, which is the institution responsible for performing an external evaluation of this experience. Two teams of experts at the University's Education Department evaluate the experience in two ways:

A | **Evaluation of the psychological effects:** A pre-test has been carried out on 8 to 10 year-old pupils, on the teachers and families in the two trial schools, and a control is performed at all four centres in order to compare
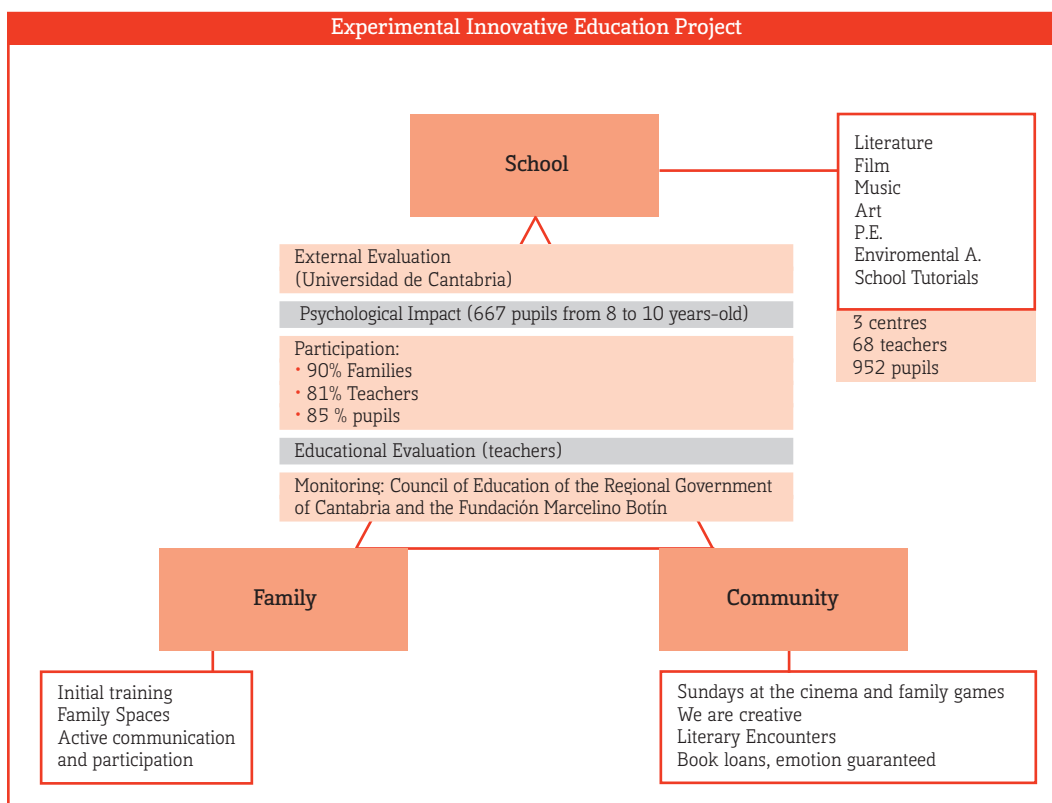
Figure 9

and contrast pupils' progress. When the Project has been in operation for three years, in May 2009, a post-test will be carried out on the same pupils to see whether significant changes are observable.

B | **Evaluation of the process and teaching**: A team of 4 professional experts periodically interview the teaching staff involved in the programme, attend a variety of the activities, training sessions, etc, in order to study and ascertain whether the process is going according to plan, to highlight its strengths and weaknesses and to make any necessary modifications.

4.3 | Audiovisual media, a social fact that we cannot neglect is that we spend more and more of our time in front of screens (television, internet, video games, cell phones, etc.)

and yet, we are still a long way from being truly literate in audiovisual language. We need to learn, both adults and children, to refine our ability to decode and understand the messages that reach us via our screens in order to be able to subsequently take a clear, personal stance with regard to them. If we neglect working with children to improve their audiovisual literacy from a young age, we will be leaving them alone and defenceless against the enormous amounts of not always positive information they receive continually through their screens.

Our goal in this line of work is to research, devise, create and disseminate enjoyable, fun to use, audiovisual tools for children and young people that are, at the same time, intelligent, beneficial and educative

4.4 | Research and study, the need to continue growing, innovating and advancing meant

that in 2007 the Fundación Marcelino Botín directed its sights on the situation in both Spain and the rest of the world, seeking to find other real projects and trials, similar or not to Cantabria's one, examine how they were carried out and learn from their experience.

We set up an international work group, consisting of experts from a variety of European countries (Germany, Spain, Holland, United Kingdom, Sweden) and the United States, which met together periodically at the Head Office of the Foundation to work jointly together researching, reviewing and collecting a variety of international educational trials related to the needs and all-round development of children and young people. The result of this work is the report you have in your hands.

The Foundation is ready to carry out the undertaking of collecting and publicizing the knowledge gathered, of improving our own experience, and with the objective over the next few years of encouraging a *Joint International Platform* accessible on the website http://educacion.fundacionmbotin.org in an effort to pool our knowledge about *Emotional and Social Education* and the progress being made in this field. New experiences and projects will be added to the website as they occur, and information is already available about already existing ones in other parts of the world.

5 | Conclusions:

After nearly 5 years spent on the development of this educational experience, we have to admit that our work is just beginning. Education is a slow, daily job, with long-term goals. For this reason we wish to progress step by step, adding our grain of sand, little by little, and setting down solid foundations to facilitate the growth, consolidation and extension of this experience over the years to come.

What have we achieved so far? A working model and a series of activities, explained above, which are particularly worthwhile because of their open and all-encompassing nature. Activities that have reached schools and the community and have been supported and well-received by them, since they treat Emotional Education as a fundamental and inseparable part of children and young people's educational process and well-being.

There is, furthermore, something else we regard as truly important: the trust, partnership, and work we have been able to achieve jointly with the management, teaching staff, families and the numerous professional experts from around the world involved in this innovative experience; and to whom we are sincerely grateful for their efforts and their contributions.

In May 2009 we will have the first results of the evaluation carried out amongst the pupils in three experimental centres in Cantabria. They will help us to review and readapt our programmes and processes in order to continue with the educative task ahead.

For the next few years we will work steadfastly on some particularly relevant aspects of *Responsible Education*:

• **Trained Personnel.**– Foster and provide training for teaching staff, at educational centres, and for future teachers, at university, providing the necessary theoretical and practical skills, at a personal and a professional level, to facilitate the development of this type of initiative and also providing training in the use of educational resources and techniques that promote pupils' emotional, cognitive and social growth.

• **Families.**– Offer guidelines, advice and information to families that find it useful for understanding and helping

their children to grow up as responsible and competent individuals both in their lessons, on a personal level and in their relationships with others. It is vital to engage families in school life, encourage school–family communication and vice versa so as to present children and young people with a coherent model. We will continue to develop the Family Spaces inside schools and the community, where adults can begin their own personal adaptation and learning to help them know how to work with the children.

· **Programmes and resources.**– We would like to offer our experience, support, guidance for the development of educational, worthwhile and useful programmes and resources that can and are adapted and integrated, taking into account the distinguishing features of the different social, cultural and scholastic contexts, and that serve to set in motion

cial and Emotional Education. We need to evaluate our experience in an ongoing and exhaustive fashion –despite the difficulties and the fact that at present, the concepts we are talking about are still subjective– so that little by little we can obtain objective results showing the impact of the activities being implemented. In addition, we will devise evaluation mechanisms adapted to each community to reliably measure the various variables at work.

· Exchange of experiences.– Another of the fundamental tasks facing us is to continue the work begun by this report. As we regard it as most necessary, we will support the pooling of knowledge, contacts, reviews and exchange of ideas and significant educational experiences developed in the field of Social and Emotional Education by means of an interactive online *Joint International Platform,* ac-

The Fundación Marcelino Botín wishes to support, develop and stimulate educational experiences that encourage in society as a whole the social and emotional development of children and young people, helping them to be independent, skilled and committed, improving their academic performance and attaining higher levels of well-being, balance and happiness. In short, we wish to contribute to the progress of society

processes of educational transformation both at school, in the family and in the community.

· **Evaluation.**– This is one of the greatest challenges in the field of So-

cessible on the website educacion.fundacionmbotin.org, where one may contribute and consult similar experiences in this field, thus helping to publicize and share them.

The Fundación Marcelino Botín wishes to support, develop and stimulate educational experiences that encourage in society as a whole the social and emotional development of children and young people, helping them to be independent, skilled and committed, improving their academic performance and attaining higher levels of well-being, balance and happiness. In short, we wish to contribute to the progress of society.

2 | Guipúzcoa: A programme for Emotional and Social Learning

In 2004, the Diputación Foral de Guipúzcoa (Regional Government) launched a programme for Emotional and Social Learning in an endeavour to build a society based on knowledge, innovation and people as part of its "Innovative Guipúzcoa" Plan. This Plan is being implemented in several contexts (educational centres, families, community groups and organizations) with the ultimate aim of building an "emotionally intelligent society" (Guridi and Amondarain, 2007). The programme covers two distinct areas:

· EI awareness and training scheme and
· The evaluation of EI educational requirements

the total of non-university education centres in Guipúzcoa. In respect of the total number of educators who took part in the programme, the available data indicates that some 1,173 people were involved: 1,111 teachers (in other words, 12.19% of the total teaching staff of Guipúzcoa) and 62 principals of Education Centres.

Programme description: The programme that is the subject of this evaluation was mainly aimed at teaching staff that cater to a variety of different age groups and the management teams of Education Centres. It began to be implemented in January 2005 and is structured in 6 training courses consisting of 4 levels each. A) The first level takes it for granted that this is the teacher's first experience in the subject. It provides basic training in 20 hours. B) The second level involves pro-active and operative training in the development of personal and professional emotional skills. It lasts 30 hours. C) The third level is aimed at learning the methodology of the Programme and the available resources that can help pupils to develop their EI. For school management teams this level focuses mostly on improving emotional leadership skills; whereas for teaching staff this level focuses more on tutorials. It lasts 15 hours. D) The Expert Level in Emotional Education aims

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The Guipúzcoa Project is a very ambicious undertaking which aims at transforming not only schools, but the surrounding community, through the improvement of people's emotional intelligence and building of social abilities

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2.1 | EI awareness and training scheme.

2.1.1 | In Education: Schools.
From January 2005 to April 2007, 106 education centres located in 39 towns took part in the Programme. In other words, 26.43% of

at training those people in the teaching staff who want to focus chiefly on Emotional Education. It lasts 50 hours.

The effect of the training in schools on teachers and their pupils has been assessed

by devising a pre-test and post-test questionnaire the results of which will be published later this year, in 2008.

2.1.2 | In Education: Families.
From January 2005 to April 2007, 8 Centres and 477 people, of which 392 (82.2%) were mothers and 85 (17.8%) were fathers, took part in the Programme.

Programme description: The Programme for families is 18 hours long, arranged into 6 sessions lasting 3 hours each. The first session provides a general introduction and aims at helping families understand the meaning and importance of emotions in life. Each one of the remaining sessions is directed at practicing one of the following skills: Emotional Awareness, Emotional Management, Emotional Independence, Social/Emotional Skills, Life Skills and Well-being.

2.2 | Evaluation of the need for EI training.

2.2.1 | In Organizations.
In 2007, a thorough analysis was made of the need for training social/emotional skills at 5 companies in Guipúzcoa. A total of 5 managers and 91 staff participated in a programme combining qualitative methodology (e.g., focus group, interviews) and quantitative (filling out questionnaires). The results will be published in 2008.

2.2.2 | In Social-Communities.
In 2007, 12 groups (136 people consisting of 92 women, 67.7%, and 44 men, 32,3%) took part in the evaluation of social/emotional needs associated with their professions. These groups, in turn, were organized into 3 subgroups according to the nature of their work or occupation, and to the type of people they cater for:

A | Social-community groups whose work is related to caring for people at risk or suffering from social ostracism:

• Social Services monitors and community education officers
• Social workers
• Work Advice and Mediation officers
• Teaching staff at work training centres
• Teaching staff for occupational training at private centres

B | Social-community groups whose work is related to caring for young girls or boys and children in general:

• Monitors for nursery schools and young pupils
• Sports trainers and playtime monitors
• Teaching staff, 0 to 3 years
• Related Mothers and Fathers

C | Professional and non-professional social-community groups whose work is related to caring for dependent elderly or sick people:

• Professional carers from Domestic Care Services and Day Care Centres
• Non-professional careers

2.3 | Conclusion
The Guipúzcoa Project is a very ambicious undertaking which aims at transforming not only schools, but the surrounding community, through the improvement of people´s emotional intelligence and social abilities. However, up to now, it has been mainly applied to the educative realm. This year, the evaluation of Emotional Intelligence teacher and student training, will be published and this will afford very interesting indications as to the true impact and limitations of this sort of educational experiences, and will help improve or design future SEL projects in the light of this experience.

3 | Cataluña: psycho-pedagogic orientation research group (GROP).
Since 1997, GROP (Grup de Recerca en Ori-

entació Psicopedagògica), a multidisciplinary research group based in Cataluña coordinated by professor Rafael Bisquerra, has been researching psycho-pedagogic orientation. At the present time, GROP's activities are focussed on both research and training in Emotional Education. There are numerous publications about Emotional Education intervention programmes and some of which have been implemented outside Cataluña (Bisquerra, 2000; Muñoz and Bisquerra, 2006; Soldevila, 2007; Soldevila, Filella and Agulló, 2007).

To observe the activities of GROP we will describe the teacher-training scheme carried out in Emotional Education in the province of Lleida by the teachers Anna Soldevila, Gemma Filella, María Jesús Agulló and Ramona Ribes (see Soldevila, Filella and Agulló, 2007).

3.1 | Emotional education teacher-training scheme

3.1.1 | Project description

The general objective of the Project was to strengthen the personal and professional development of the teaching staff as individuals undergoing a process of growth and as educators of the emotions of their pupils.

This emotional education teaching training Project was accompanied by an advisory procedure led by a team of psychologists and psycho-pedagogues. A collaborative consultation model was elected from among all the possible evaluation methods. The hallmark of this model is that it considers it indispensable to establish a working collaboration between the teaching staff and the advisory team, and thus the emotional education programme to be implemented is designed jointly.

	Advisory stages	Tasks
1	*Initial contact or entry stage*	Commitment to joint work Lay the foundations to develop a trusting relationship with the working group
2	*Identifying and expressing the problem*	Initial evaluation Planning content Setting objectives Application and monitoring of emotional education activities of the centre's pupils by each teacher-tutor
3	*Posing solutions and work plan (counsellor –teachers)*	Theoretical and practical training in each section of the emotional education programme and its evaluation Work in small groups (teachers) with different ages (from infants to primary school) to plan the introduction of the programme
4	*Implementation of the work plan*	It is developed in three phases: A | Theory and practical training sessions with advisors B |Application of the Emotional Education Programme in the group class during the weekly hour session set aside for group tutorials. C |Group work sessions for teachers, according to pupils' age groups or levels, to prepare the methodological approach necessary for the application of the programme.
5	*Design of the advisory process evaluation*	Three devices (custom designed): A | Pre-test and post-test questionnaires about emotional education content. B | Observation record during sessions C | Questionnaire about the expectations of advisory process

Figure 10

Contents	Duration
1. Emotion and education: concept of emotion, concept of emotional education, types of emotions, individual well-being, health, motivation	5 hours
2. Emotional education: antecedents, theories, objectives and implementation plans.	5 hours
3. Emotional education contents: emotional consciousness, emotional management, self-esteem, social skills and life skills.	10 hours
4. Emotional education in primary education.	30 hours
5. The advisory process in emotional education	10 hours

Figure 11

The following stages were implemented in order to fulfil the objectives of the Project (see Figure 10):

The advisory process has been carried out a total of 18 times, over eight years, at a variety of different centres: infant schools and primary schools, Rural Area Schools, Secondary Schools and Institutes, Priority Action Centres and Centres of Occupational Training Centres. The number of teachers who took part in the final sample of the Project was 469.

The contents developed during the advisory process are shown in Figure 11.

3.1.2 | Results obtained

In order to analyse the effects of teachers' Emotional Education training they were given a questionnaire about their knowledge in the field of Emotional Education as a pre-test and post-test appraisal. The questionnaire consisted of 9 questions that were basic indicators of Emotional Education training: concept of emotion, emotional education, emotional consciousness, emotional management, social skills and life skills.

Figure 12 shows the percentiles of improvement in the previous knowledge of teachers concerning emotional education. The results show that teachers improve their understanding of emotional education in all realms between 16 and 19%.

In addition, the teachers were assessed with two devices:

A | An observation record of each of the counselling sessions to monitor the group atmosphere and the general evaluation during the process. The indicators chosen were: attendance, level of participation (number of doubts and contributions) and fulfilment of the task imposed.

B | An anonymous questionnaire about whether the advisory process met with expectations and about where there is room for improvement. The questionnaire was given after half of the counselling sessions had been held.

The results of these tests are not yet available.

Items	Improvement percentile
Concept of emotional perception	15,80%
Emotional management	18,30%
Emotional management strategies	18,57%
Appropriate self-control strategies	17,86%
Assertive response before a given situation	18,95%

Figure 12

3.1.3 | Conclusion

From the perspective of this Project, the advisory process is considered complete when the approved work plan has been carried
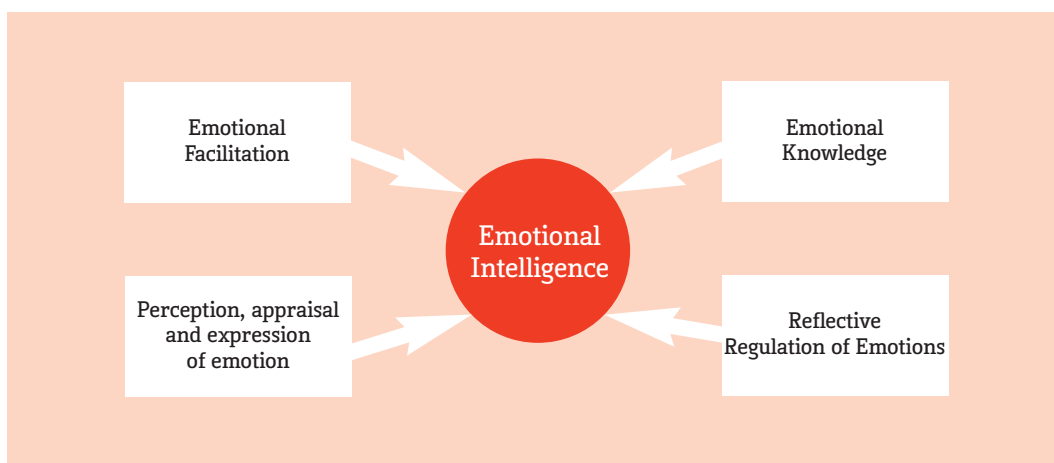
Figure 13

out. On the one hand, the teaching staff have trained in emotional education in order to apply a practical programme and, on the other, the counsellor benefits from the results obtained based on daily school work and gathering teachers impressions about ways to improve the practical Emotional Education programme initially proposed. In this sense, the advisory process is deemed complete thanks to good collaboration: linking the process of educational research and innovation with the end result of the professional development of the entire group involved. In other words, work is executed according to an action-research methodology, whereby teaching staff participates in the innovation, and the research comes into contact with the practical realities of education.

4 | Intemo Project

The "Intemo Programme" is based on Mayer and Salovey's Emotional Intelligence model (Mayer and Salovey, 1997). EI involves a set of abilities that can be learnt and improved by means of education. The "Intemo Programme", an emotional education scheme funded by the Government Office for the National Drugs Plan (Plan Nacional sobre Drogas), is aimed at 12 to 18 year olds who attend a variety of secondary schools in the province of Málaga, Spain. The main objective of this intervention is to provide pupils with

emotional abilities and to analyze their influence on the initiation and progressive consumption of addictive substances, as well as on psychosocial factors such as self-esteem, personal adaptation, school adaptation or emotional maladjustment. According to Salovey and Mayer's theoretical model, EI is viewed as the part of intelligence focussed on the adequate use of emotions to help the individual solve problems and adapt effectively to his or her surroundings. The ability model proposed by Mayer and Salovey considers that EI is conceptualized by means of four basic abilities (Mayer and Salovey, 1997) (See Figure 13).

These emotional abilities are, moreover, interrelated and allow the individual to comprehensively process emotional information. Most importantly, these abilities may be developed thanks to training and experience, and they may be taught (Maurer and Brackett, 2004). The teaching of these abilities depends primarily on training, practice and improvement.

The "Intemo Programme" has been effectuated in 10 hour-long weekly sessions, aimed at outside workers (psychologists), at a variety of different secondary schools in the province of Malaga over a period of three years. Nearly 2,000 pupils took part in it (Ruiz-Aranda, Cabello, Fernández-Berrocal,

Salguero and Extremera, 2007). We will present some of the programme's activities following the layout previously used in Figure 13.

Emotional Perception

The first step to develop EI abilities is to broaden our awareness of our own feelings. This entails learning to understand our emotions. To recognize our emotional states is the first step in predicting our acts and thoughts. One of the ways of practicing this ability in the classroom is to keep an emotional diary. To achieve this, pupils in each class should work in pairs. Each couple should observe each other mutually throughout a whole week in a variety of places (playtime, in class, leaving school…). Each pupil has a sheet to record his or her observations. They must make a note of how their companions, and they themselves, feel each day and why. Another task is to show pupils photographs of people interacting. Pupils must guess the emotion being felt by each of the characters in the photograph. Real life situations may also be used, as may scenes from films (see Figure 14).

What are they feeling?		
	Character A	Character B
Photograph 1		

Figure 14. A still from a film showing emotions.

Use of emotions

This ability refers to emotional events that encourage intellectual processes, in other words,

to the ways that emotions act on our thoughts and our way of processing information.

We may set pupils the following exercise to practice this ability. At first, to gauge each individual pupil's emotional state, the class will place themselves on an "emotional thermometer" according to the level of their emotions at that time. Afterwards they will carry out a creative task. Subsequently, we will try to make the pupils, by sharing their experiences with the rest of their classmates, think about the daily influence their emotions have on their thoughts. It is important to understand that different emotional states will favour carrying out different tasks. In this activity it is important to point out to pupils how, for instance, a joyful mood will help us to execute tasks that require creativity, innovative solutions and a more flexible approach to thinking. Whereas fear or anxiety are going to focus our field of attention, for example, on the stimulus or the person threatening us.

Understanding emotions

This skill refers to the ability to understand emotions and use emotional knowledge.

We may employ "emotional dominos" to practice this skill. Two names of different emotional states appear on each piece of domino. Each player must gather together all the pieces that refer to the same emotion. In this fashion, pupils will learn new emotional terms as well as seeing the relationship between different emotions (see Figure 15).

If our aim is to understand the feelings of others, then we need to begin by understanding ourselves. We need to know our needs and desires, the people or situations that provoke certain feelings in us, the thoughts that generate those emotions, how they affect us and the reactions they arouse. By means of role-playing in the classroom we can act out different everyday situations (e.g.

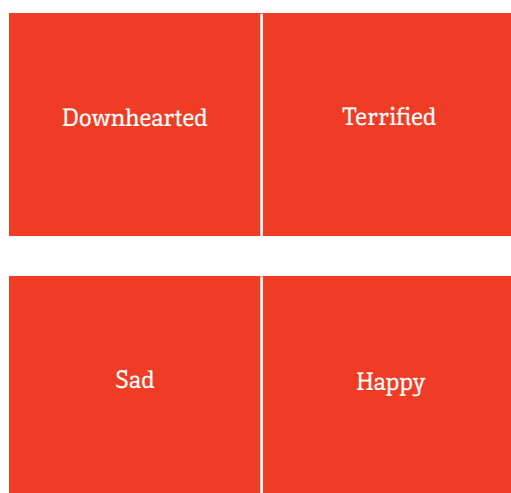|	
Downhearted	Terrified
Sad	Happy

Figure 15. Emotional dominos.

conflicts within the family or in a group of friends). After acting out these situations we begin a discussion by posing questions like, how do you think the people being depicted feel? How do you know? What are they doing? Why do you think they feel that way?

Managing emotions

This last part of the model refers to a more complex emotional process. It involves the ability to handle our own emotional reactions to extreme situations, of a positive or a negative kind, and to use the information supplied to us by emotions according to their usefulness without repressing or exaggerating the information conveyed.

In the classroom, many situations arise in which we can practice our ability to manage or regulate emotions (e.g., nerves before an exam, or fear of speaking in public). Accordingly, we may set the following activity. In the classroom, we divide the pupils into various work groups. We will set them a task, for example, writing a poem, on which they will all have to work. In each group there will be a person who will have to generate particular emotions in his or her group while working on the task. In this manner, this pupil will need to put all of his or her emotional abilities to work in order to manage the

emotions of his or her companions and to bear in mind the effect those different emotions will have upon them while undertaking the task in question.

4.1.1 | The effects of EI on drug abuse

The first results of this study have shown that teenagers with more EI consume fewer legal or illegal drugs. To be more specific, 13 to 16 year old students with more EI consumed considerably less tobacco, alcohol, painkillers and cannabis.

Results regarding the medium and long-term effects of the INTEMO programme will be available at the end of 2008.

5 | Conclusion

21st century society has discovered the importance and relevance of emotions in all spheres of daily life, individual and collective, personal and professional. Spain has tapped into this global concern and has successfully turned its attention towards the education of emotions in the classroom.

The majority of educators consider emotional education an indispensable part of the growth and social development of their children and pupils. Just as we would not expect our children to speak Chinese, unless they learn it, neither can we expect them, for example, to know how to manage their behaviour unless they are taught. There are, however, many ways of achieving this and, in our opinion, it is very important to educate children and teenagers with explicit Emotional Education programmes that have a proven track record in a variety of educational situations, and essential for researchers, families and teachers to work together.

Another important point is that emotional education cannot be just theoretical, which is a constant temptation of our school system. Learning to be an individual with EI directly depends on training, practicing and improv-

Learning to be an individual with emotional intelligence directly depends on training and practicing emotional and social skills in a variety of daily situations. A rigorous and sustained effort is needed from both public and private organizations to fully implement this, as is the case in other countries

ing emotional and social skills in a variety of daily situations.

In Spain, there is increasing interest in the education of emotions and a notable level of social awareness about the subject. Nevertheless, a rigorous and sustained effort is needed from both public and private organizations to fully implement it, as is the case in other countries, and to ensure that it does not become a short-lived and passing fashion.

To achieve this, the emotional education programmes put into practice at schools must have a scientific framework that allows educators to respond to such elementary questions as: What skills am I educating and why? How can I tell that my students are improving and how far can they go?

In this sense, the educational experiences brought about in Spain that have been described in this chapter are primarily centered on teachers, and on the direct and indirect impact of their training on their students. A detailed analysis of these projects could help us better understand if this approach is enough by itself to cause substantial changes in the students and in the school, or whether we will need instead a more holistic approach that also takes into account the parents and the community as a whole.

An awareness and concern for emotions is, thankfully, part of the spirit of our age. To learn

to recognize them and educate our hearts intelligently is a challenge for us all, a test that will mark the difference as to whether we live in the best or the worst of times.

The text of Cantabria Project has been written by the Fundación Marcelino Botín. For further information, please contact Fátima Sánchez Santiago, the Educational Division Director of the Fundación Marcelino Botín (fsanchez@fundacionmbotin.org).

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United States
of America

Social and Emotional Learning as a Basis of a New Vision of Education in the United States

Linda Lantieri

Abstract

This report outlines the journey taking place in the United States over the past few decades to implement high-quality social and emotional learning (SEL) programming as a regular part of kindergarten to grade 12 education. It will describe the challenges and barriers to learning for children growing up in the US today compared to the past and why social and emotional learning is taking hold, and will look at which trends in American education have shaped policy over the past decades and laid the groundwork for the social and emotional learning movement and the founding of the Collaborative for Social, Emotional, and Academic Learning (CASEL). Finally, it will consider what it looks like to further the vision of SEL when an entire state, school district and individual school commit to moving this agenda forward.

In addition, it will examine closely three areas: the state of Illinois, which was the first state to adopt a policy for incorporating social and emotional learning into its educational program; the Anchorage School District in Alaska which has been actualizing a vision of SEL as a basic part of their district's mission for close to two decades; and Public School 24 in New York City- one of many schools in the US that have incorporated SEL into every aspect of their school's curriculum and culture.

The report will conclude with some thoughts about steps we still need to take in the United States to make SEL a household term and the accepted way we educate American children.

Linda Lantieri, M.A. is a Fulbright Scholar, keynote speaker, author and internationally known expert in social and emotional learning. She is a former classroom teacher, middle school administrator and cofounder of Resolving Conflict Creatively Program (RCCP), which has been implemented at 400 schools in 15 school districts in the United States, with pilot sites in Brazil and Puerto Rico. Linda is also one of the founding board members of the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL's mission is to establish social and emotional learning as an essential part of education from preschool through high school worldwide.

People know all too well what smarts (intelligence) without social skills looks like in kids. It can look like individuals who are obsessed with their own success and status, but are indifferent to the plight of others. It can look like youth who are unable to sustain employment because they cannot get along with their coworkers. It can look like the many young people who resort to an array of self-destructive behaviors because they are unable to communicate their pain and grief and confusion to anyone else.

Education Commission of the States Issue Paper

I. Introduction

Children and young people throughout the world are being educated in an extraordinary time in human history. Society and life experiences of children have dramatically changed during the last century. Today, news from around the globe is available in an instant. Through various media and technology, the average student in the United Michigan. And increasingly, the global market requires an ability to navigate differences, work effectively in teams, and get along with others across language and cultural barriers. As our planet shrinks, the problems of the environment, health, economic disparity, nuclear weapons, war, and terrorism have further reaching and interconnected efforts. Essentially, children growing up in the US will not only inherit the world's problems; they are now touched by them as they unfold.

It is against this backdrop that the field of education in the US and elsewhere has still continued to deem academic competence, particularly in reading and math as measured by prescribed standards and test scores, as being of utmost importance. At exactly the point in human history when our young people need to acquire a broader set of skills and competencies in order to cope effectively with their daily lives and lead us into a complex and uncertain future, a narrow, inadequate vision of education is still being offered to so many of the world's children. Fortunately, there is evidence that a sea of change is upon us - a new way of thinking about what it

Children and young people throughout the world are being educated in an extraordinary time in human history. Society and life experiences of children have dramatically changed during the last century. And increasingly, the global market requires an ability to navigate differences, work effectively in teams, and get along with others across language and cultural barriers

States has immediate access to ideas and people from all over the world. The US economy is as dependent on what happens in China as on what happens in the state of means to be an educated person. This new vision of education recognizes that it is essential that we nurture young people's hearts and spirits along with their minds.

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A strong public demand is arising in the US for schools to implement effective educational approaches that promote not only academic success but also enhance health, and prevent problem behaviors. A US poll of registered voters released by the Partnership for 21st Century Skills in 2007 reported than 66% felt that students needed a broader range of skills than just the basics of reading, writing and math. 80% said that the skills that students need today to be prepared for the jobs of the 21st century are very different from what was needed 20 years ago.[1]

Today there are more and more examples in the US of schools that are paying attention to children's social and emotional learning (SEL) as a basic part of their school's culture, structure, pedagogy and curriculum frameworks. Imagine a school where:

• The uniqueness, diversity and inherent value of every individual is honored, and education of the whole child is a basis for a lifelong process.

• Students recognize and manage their emotions, solve their own conflicts on the playground and feel safe enough to discuss concerns with their teachers and classmates by taking an active role in school improvement and governance.

• The school staff pays more attention to equipping students with the skills they need to approach the "tests of life" rather than having their students' school experience be composed of "a life of tests".

• The school leader shifts from a centralized concept of power to approaches that help individuals and groups in the school to self-organize and cooperatively problem solve.

• School spirit comes as much from collaboration, connection and engaging classroom practices as it does from winning a football game.

• A coordinated, well-planned and evidence-based social and emotional learning program is seen as not an either/or choice in terms of a student's potential for academic success but rather as one enhancing the other.

The dream school described above is not out of our reach. This kind of school is becoming more and more of the norm, not the exception, in American education. Thousands of schools in the US- according to the latest data, 59% of schools in the US have some form of social and emotional learning curricula at various stages of implementation-[2] are adopting researched based social and emotional learning programs in the con-

text of safe and supportive school, family, and community learning environments in which children feel valued, respected, connected and engaged in their learning. Why are more and more US school systems embracing this expanded vision of education? What are the challenges we face and what do we need to do to move this vision of education forward?

This report outlines the journey taking place in the US over the past few decades to implement high-quality social and emotional learning (SEL) programming as a regular part of kindergarten to grade 12 education. It will describe the following:

• The challenges and barriers to learning for children growing up in the US today compared to the past and why social and emotional learning is taking hold.

• The trends in American education that have shaped policy over the past decades and laid the groundwork for the social and emotional learning movement and the founding of the Collaborative for Social, Emotional, and Academic Learning (CASEL).

• What it looks like to further the vision of SEL when an entire state, school district and individual school commit to moving this agenda forward. We will take a closer look at:

A | The state of Illinois, which was the first state to adopt a policy for incorporating social and emotional learning into its educational program.

B | The Anchorage School District in Alaska which has been actualizing a vision of SEL as a basic part of their district's mission for close to two decades.

C | Public School 24 in New York City- one of many schools in the US that have incorporated SEL into every aspect of their school's curriculum and culture.

The report will conclude with some thoughts about steps we still need to take in the US to make SEL a household term and the accepted way we educate American children.

II. An Overview of Trends in American Education and Why SEL is Crucial

A | Description of the Educational System in the United States

The US system of education is complex, multi-dimensional and one of the largest systems of education in the world. Since the population of the US is increasing, so is enrollment at all levels of education both public and private. The country is divided into over 15,000 independently operated school districts headed by superintendents and more than 80,000 individual schools headed up by principals.[3]

The governing structure of the US educational system consists of each school district having a local school board. Each of the 50 states has a chief state school officer, a governor, and a state legislature. There are six regional accrediting agencies and one US Department of Education, which is in charge of national initiatives that include funding and other compliance issues.[4] There are vast differences in race/ethnicity, wealth, religion, age, and density between the various states. Although the National government contributes only 10% of each state's total education funding, they issue about 90% of the commands.[5]

Children are expected to attend free compulsory education from first grade (about six years old) to 12th grade (about 17-18 years old).[6] There are 54,000 elemen-

tary schools, which usually cover grades pre-kindergarten – grade 5 and 18,000 secondary schools, which are sometimes composed of middle schools (grades 6-8) and high schools (grades 9-12). There are different variations in the way the 12 years of schooling are divided up depending on the amount of children in any given neighborhood. Pre-kindergarten and kindergarten are not universal yet.

There are about 49 million students attending public schools and another 6.1 million who are in private/independent schools where families need to pay tuition fees. Currently there are about 1 million children being home-schooled.[7] The number of chil-

In 1900 in the US, only about 7% of Americans had a high school diploma and about 75% lived on farms. Today, it's 3% living on farms and about 75% with high school diplomas.[10] The average public school in 1900 enrolled 40 students, and the size of the average school district was 120 students. Today, an average elementary school enrolls more than 400 pupils, and a typical high school enrolls more than 2,000 pupils. In 1900, schools were more economically, racially, and ethnically homogeneous.[11]

Today's schools face unprecedented challenges to educate an increasingly multicultural and multilingual student body and to address the widening social and economic

Today's schools face unprecedented challenges to educate an increasingly multicultural and multilingual student body and to address the widening social and economic disparities in US society. Kindergarten teachers say that about 20% of children entering kindergarten do not yet have the necessary social and emotional skills to be "ready" for kindergarten

dren ages 5-17 who spoke a language other than English in the home more than doubled between 1979 and 2005 with 1 out of 5 school age children speaking a language other than English in the home today.[8] Thirty-eight percent of public school students are minority or children of color. However there are only 10% secondary school teachers, 14% elementary teachers, 16% principals and 4% superintendents who are of a minority background. The pedagogical staff is composed of 2.8 million public school teachers and about 70,000 principals who are the heads of the schools.[9]

disparities in US society. Of the 301,139,947 people living in the US,[12] there are over 40 million Americans who move each year with about 7 million school age children. However, we have no tracking system yet that follows a student who moves from state-to-state.[13]

Kindergarten teachers say that about 20% of children entering kindergarten do not yet have the necessary social and emotional skills to be "ready" for kindergarten. Of very low income children, as many as 30% may not have the necessary skills.[14] About a third of today's students do not graduate from high school after four years. In 2003, 88% of

There are a host of unprecedented challenges to safe and healthy development faced by children growing up in America today. National statistics hint at the scope of these challenges: 15% to 22% of the nation's youth experience social, emotional, and mental health problems requiring treatment; 25% to 30% of American children experience school adjustment problems; and 14% of students 12-18 years of age report having been bullied at school in the past 6 months

Asians ,85% of whites, 80% of blacks, and 57% of Hispanics had a high school diploma. The US now ranks 10th in percentage of youth who graduate from high school. We were first about 30 years ago.[15]

After high school there is the option of work or postsecondary education if one has a high school diploma. Some students may enter a technical or vocational institution. There is the community college option, which is usually for two years or a four-year college or university option. The average four-year college-student – whether they go to a public or private college – will graduate with a minimum debt of 11,860.58 EUR ($18,000 USD).[16]

B | Challenges American Young People Face. SEL as a Solution

Our experience as children was vastly different from the world our children face. Today's world includes all kinds of stressors that didn't even exist when we were growing up. As an elementary teacher during the 1970s and later as an administrator in New York City schools, I started to notice that young people's social and emotional development seemed to be on a serious decline. I was seeing children coming to school more aggressive, more disobedient, more impulsive, more sad, more lonely. In fact, psychologist Thomas Achen-

bach, from the University of Vermont, confirmed my observations. His groundbreaking study of thousands of American children, first in the mid-1970s and then again in the late 1980s, proved this to be true. America's children – from the poorest to the most affluent – displayed a decline across the board in their scores on over forty measures designed to reflect a variety of emotional and social capacities.[17]

There are a host of unprecedented challenges to safe and healthy development faced by children growing up in America today. National statistics hint at the scope of these challenges: 15% to 22% of the nation's youth experience social, emotional, and mental health problems requiring treatment; 25% to 30% of American children experience school adjustment problems; and 14% of students 12-18 years of age report having been bullied at school in the past 6 months.[18]

The 2005 Youth Risk Behavior Survey (YRBS), the most current year available, revealed a large percentage of American high school students are involved with substance abuse, risky sexual behavior, violence, and mental health difficulties. For example, 16.9% of high school students seriously considered attempting suicide; over 40% used alcohol;

close to 30% had ridden in a car with some-one who had been drinking within 30 days of the survey; and almost 20% carried a weapon some time during the past month.[19]

Threats to learning can be found on the home front as well. Young people today have virtually uncensored media access through the Internet, cable television, and music out-lets; they are bombarded as never before by commercial messages that tout unceasing consumption and glamour as the route to happiness. Young people today are far less

In the past, the dominant paradigm in re-sponse to this decline in American children's social and emotional capacities focused on trying to identify the risk factors that caused this antisocial behavior. There were almost two decades of school-based "prevention wars," like the "war on drugs". In the last two decades we have witnessed a healthy para-digm shift. Researchers and practitioners are studying the concept of resilience - the innate ability we all have to self-correct and thrive in the face of life's challenges. Bonnie Bernard, a pioneer in the field of strength-

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Top-quality research studies have shown that students in schools that use an evidence-based SEL curriculum significantly improve in their attitudes toward school, their behaviors, and their academic performance. Almost 30 studies have shown that SEL programs result in student improvements in achievement test scores—an average of 14% over students who do not get SEL skills. Furthermore, the impact of SEL programs seem to be long-lasting

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likely than previous generations to have adults around them in their non-school hours, as mothers' labor-force participation has grown from 10% in the 1950s to more than 78% in 1999.[20] As of 2004, more than half of all children will grow up in a home without a biological father present.[21]

According to the 2006 Indicators of School Crime and Safety report from the Na-tional Center for Education Statistics, 27% of schools report daily or weekly bullying inci-dents. In 2005, more than a quarter of stu-dents ages 12-18 reported being bullied within the past six months, with 58% of these students bullied once or twice during that period, 25% bullied once or twice a month, 11% bullied once or twice a week, and 8% of students bullied almost every day.[22]

based approaches, has helped us take a look at how young people's strengths and capabil-ities can be developed in order to protect them from the potential harm that these cir-cumstances represent.[23]

Despite, and perhaps because of, the chal-lenges young people face, growing evidence suggests that a key component in meeting ed-ucational goals for children, academic as well as social, is social and emotional learning (Greenberg et al., 2003).[24] Top-quality re-search studies have shown that students in schools that use an evidence-based SEL cur-riculum significantly improve in their atti-tudes toward school, their behaviors, and their academic performance. Almost 30 stud-ies have shown that SEL programs result in student improvements in achievement test

 If children learn to express emotions constructively and engage in caring and respectful relationships before and while they are in lower elementary grades, they are more likely to avoid depression, violence, and other serious mental health problems as they grow older

scores—an average of 14% over students who do not get SEL skills. Furthermore, the impact of SEL programs seem to be long-lasting.[25]

One major multi-year study found that by the time they were adults, students who received SEL in grades 1-6 (6 to 11 years of age) had an 11% higher Grade Point Average, significantly greater levels of school commitment and attachment to school at age 18, and greater school success. The retention (holdback) rate of students who received SEL was 14%, versus 23% of control students required to repeat a grade; they showed a 30% lower incidence of school behavior problems at age 18, a 20% lower rate of violent delinquency at age 18, and a 40% lower rate of heavy alcohol use at age 18.[26]

C | Why Social and Emotional Learning is Essential

A growing body of research suggests that helping children develop good social and emotional skills early in life makes a big difference in their long-term health and wellbeing. Studies have shown that children's social and emotional functioning and behavior begin to stabilize around the age of eight, and can predict the state of their behavior and mental health later in life.[27] In other words, if children learn to express emotions constructively and engage in caring and respectful relationships before and while they are in lower elementary grades, they are more likely to avoid depression, violence, and other serious mental health problems as they grow older.

School systems throughout the United States are starting to realize that SEL more than pays for itself in benefits to individual children and society. Providing children with comprehensive social and emotional learning programs characterized by safe, caring, and well-managed learning environments and instruction in social and emotional skills addresses many of these learning barriers. School attachment (a sense of connectedness and belonging) is enhanced, risky behaviors reduced, and academic achievement is positively influenced.

Many schools in the US have begun to see the value in creating (1) *school conditions* and (2) *student capacities* that support learning and interpersonal effectiveness that SEL provides. For many educators today, it is about changing and managing school environments or climates—in the classrooms, in the hallways, on the playing fields, and in clubs. And it is about developing skills and knowledge in students that maximize their potential for optimal performance, human connection, and relationship effectiveness. These are skills like recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively. These skills, for example, allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices.

Skills like recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively, allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices

Students who are given clear behavioral standards and social skills, allowing them to feel safe, valued, confident and challenged, will exhibit better school behavior and learn more. This statement is of monumental importance as we attempt to improve the outcomes of public education in the US. In fact, SEL skills and the supportive environments in which they are taught seem to contribute to the resiliency of all children—those without identified risks and those at-risk of or already exhibiting emotional or behavioral problems and in need of additional supports.

Daniel Goleman has contributed much to our thinking about the need to nurture the social and emotional lives of children. In his groundbreaking book *Emotional Intelligence* (published in 1995), Goleman summarized the research from the fields of neuroscience and cognitive psychology that identified EQ – emotional intelligence – as being as important as IQ in terms of children's healthy development and future life success. He wrote:

> One of psychology's open secrets is the relative inability of grades, IQ, or SAT scores, despite their popular mystiques, to predict unerringly who will succeed in life. . . There are widespread exceptions to the rule that IQ predicts success – many (or more) exceptions than cases that fit the rule. At best, IQ contributes about 20 per-cent to the factors that determine life success, which leaves 80 percent to other forces.[28]

Goleman's work helped educators, including myself, understand the importance of emotional intelligence as a basic requirement for the effective use of one's IQ – that is, one's cognitive skills and knowledge. He made the connection between our feelings and our thinking more explicit by pointing out how the brain's emotional and executive areas are interconnected physiologically, especially as these areas relate to teaching and learning. The prefrontal lobes of the brain, which control emotional impulses, are also where working memory resides and where all learning takes place.

Educators and parents alike are now much more aware that when chronic anxiety, anger, or upset feelings intrude on children's thoughts, less capacity is available in working memory to process what they are trying to learn. This implies that, at least in part, academic success depends on a student's ability to maintain positive social interactions. Schools across the US today are beginning to systematically help children strengthen their EQs by equipping them with concrete skills for identifying and managing their emotions, communicating effectively, and resolving conflicts nonviolently. These skills help children to make good decisions,

to be more empathetic, and to be optimistic in the face of setbacks.

The hopeful news is that schools and parents, working together, can play pivotal roles in supporting children's healthy development in dealing with their emotions and their relationships. In the US, this is referred to as *social and emotional learning* because these are skills that can be learned and mastered,

risk behaviors such as: teens' use of drugs and alcohol, dropping out of school, unwanted teen pregnancies, and other pitfalls of adolescence. These effects are related to children's social and emotional development by focusing on a single problem or issue such as preventing substance abuse. However, SEL provides educators with a common language and framework to organize their activities. SEL is an inclusive approach

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The hopeful news is that schools and parents, working together, can play pivotal roles in supporting children's healthy development in dealing with their emotions and their relationships. In the US, this is referred to as social and emotional learning because these are skills that can be learned and mastered, every bit as much as language or mathematics or reading can be

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every bit as much as language or mathematics or reading can be. Furthermore, teaching academic skills and social and emotional skills is not an either/or proposition. In fact, there is a great deal of research evidence to indicate that students perform better when academics are combined with SEL.[29] When social and emotional skills are taught and mastered, they help children succeed not just in school, but in all avenues of life.

The SEL movement in the US is related to other national youth development and prevention initiatives, such as character education and school-based health promotion programs. But it is significantly different because it systematically addresses the numerous social and emotional variables that place youth at risk for school failure, such as a lack of attachment to a significant adult or the inability to manage emotions. Many of the early social and emotional learning efforts in schools were developed to combat

that covers the entire spectrum of social and emotional competencies that help children to be resilient and successful learners. In fact, when the W. T. Grant Foundation commissioned a study of all such programs to see what actually made some of them work (while others did not), the teaching of social and emotional skills emerged among the crucial active ingredients.

D | The Founding of the Collaborative for Academic, Social, and Emotional Learning (CASEL)[30]

CASEL has been at the forefront of moving the social and emotional learning agenda in education forward in the United States. Therefore it will be described in some detail here. Started in the US, CASEL has been providing national and international leadership for educators, researchers, and policy makers to advance the science and practice of social and emotional learning since 1994.

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Peacemakers Welcome

Their organizational vision and mission guide all that they do:

> VISION: *We envision a world where families, schools, and communities work together to promote children's success in school and life and to support the healthy development of all children. In this vision, children and adults are engaged, life-long learners who are self-aware, caring and connected to others, and responsible in their decision-making. Children and adults achieve to their fullest potential and participate constructively in a democratic society.*
>
> MISSION: *To establish social and emotional learning as an essential part of education.*

CASEL investigates the best ways to advance children's social and emotional learning and provides training to educational leaders and school staff in how to make SEL the foundation for academic success, disseminating research findings on the most effective practices and programs to educators, researchers, and policy makers. Working in collaboration with other organizations, CASEL promotes the principle that safe, supportive learning communities are an essential component of effective school reform.

CASEL was inspired by the vision of its co-founders, educator-philanthropist Eileen Rockefeller Growald and former *New York Times* science writer Daniel Goleman, best known for his numerous books on emotional intelligence. In 1994, Growald, Goleman, and collaborators convened leading educators and researchers to discuss effective whole-school change practices that incorporate rigorous scientific research. Out of this meeting came both the term "social and emotional learning" and an organization – CASEL – to gather and disseminate reliable information about evidence-based SEL strategies and to translate scientific knowledge into high-quality educational approaches for all students.

During its first decade, CASEL defined the field of SEL in the text, *Social and Emotional Learning: Guidelines for Educators*, published in 1996 by the Association for Supervision and Curriculum Development (ASCD) and sent as a member benefit to over 100,000 educational leaders. CASEL established the research base for the field of SEL, publishing the essential characteristics and documented benefits of high-quality, evidence-based SEL programs for children. The US Department of Education funded CASEL to review and create an objective guide to SEL programs. The resulting document, *Safe and Sound* (2003), sold out 15,000 copies and has been downloaded from CASEL's website over 150,000 times.

CASEL research syntheses established the link between these programs and greater attachment to school, less risky behavior, and more student assets, leading to better academic performance and success in school and life. The CASEL text summarizing much of this work is *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* published in 2004 by Teachers College Press. Most recently, in partnership with urban, suburban, and rural schools in different parts of the country, CASEL has developed strategies for using SEL as an organizing framework for coordinating all of a school's academic, prevention, health promotion, and youth development activities. Knowledge and products developed from this work are combined with applications of the latest research in systems change, leadership development, and program implementation in the 400-page CASEL document, *Sustainable Schoolwide SEL: Implementation Guide and Toolkit* (2006), which sold out its first printing of 2,000 copies and serves as the core element of CASEL's national training program.

CASEL also advises districts, states, and countries, providing technical assistance and training on policy approaches to support SEL and systems for expanding practice on a broad scale.

In the past two years CASEL has conducted 23 sell-out two-day school and district trainings with 300 school teams (representing several hundred thousand students) from across the US as well as Australia, Spain, and Canada. In 2007, noting the research base for SEL and CASEL's role in the field, UNICEF contracted with CASEL to lead an evaluation of their Child Friendly Schools model, to assure better attention to student social and emotional development.

CASEL is having widespread influence on school practices, policies, and professional development throughout the world. Their website (www.casel.org), where papers and reports from CASEL's and others' projects are posted, attracts visitors from throughout the world. In addition, periodic reports are shared with the more than 10,000 subscribers to CASEL's electronic newsletter, *CASEL Connections.* CASEL is unique in education today. It is an organization devoted to improving education by bridging theory, research, and practice—and to pursuing the goals of school improvement and student success through continuing dialogue and collaboration with educators.

III. Case Studies of Implementing SEL in a State, a School District, and an Individual School

A | The Implementation of SEL in the State of Illinois[31]

The state of Illinois in the US, with a population of 12,831,970[32] is making history. It has taken the lead in defining social and emotional learning, determining what works to support SEL in their 4,533 schools,[33] and setting standards for SEL for an entire state and the 2,097,503 school

children it serves. In December 2004, the Illinois State Board of Education was the first US state to publish Standards for Social Emotional Learning. The ten standards, with benchmarks for different age levels, present Illinois educators with a challenge - and an opportunity. Illinois' SEL goals and standards address content and outcomes essential for the school and life success of all students. The state of Illinois is now at the forefront of tackling some of the big questions in SEL implementation:

- How do we implement the Illinois SEL standards in a high-quality way?

- How do we sustain the process?

- How do we know if we are being effective in reaching our goals for students?

In asking these questions of themselves as a state and working to answer them, Illinois is becoming a model of what can happen in other US states and other countries around the world.

Their SEL journey began in 2003, when the Illinois Children's Mental Health Task Force, comprising over 100 state agencies and organizations, released a report documenting that current mental health services for children fall far short of addressing the needs of Illinois children. The report stated the following:[34]

- 70%-80% of children in need don't receive appropriate mental health services.

- 25%-30% of American children experience school adjustment problems.

- 32% of children (including toddlers) at 10 Chicago childcare centers are deemed to have behavioral problems.

70%-80% of children in need don't receive appropriate mental health services; 25%-30% of American children experience school adjustment problems; 14% of students 12-18 years of age report having been bullied at school in the six months prior to being interviewed; and at least 1 child in 10 suffers from a mental illness that severely disrupts daily functioning at home, in school, or in the community

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The report further stated that services were fragmented and the state lacked any short and long-term plans to address these issues. It called for reform to the existing mental health system to ensure that the full range of children's social and emotional needs are addressed across the continuum of prevention/promotion, early identification/intervention, and treatment (Illinois Children's Mental Health Task Force, 2003). Following this report, the state of Illinois passed the Illinois Children's Mental Health Act to provide comprehensive, coordinated mental health promotion and prevention, early intervention, and treatment services for children from birth through age 18. This act stated the following.[35]

Every Illinois school district shall develop a policy for incorporating social and emotional development into the district's educational program. The policy shall address teaching and assessing social and emotional skills and protocols for responding to children with social, emotional, or mental health problems, or a combination of such problems, that impact learning ability. Each district must submit this policy to the Illinois State Board of Education by August 31, 2004.

Section 15 (b) of the Illinois Children's Mental Health Act of 2003 (PA 93-0495).

The intent of Section 15(b) was to ensure that school districts and schools incorporated the social and emotional development of all children as an integral component to the mission of schools and view it as critical to the development of the whole child, and necessary to academic readiness and school success. This would have to involve the development and strengthening of evidence-based prevention, early intervention, and treatment policies, programs, and services for all children in regular and special education.

To address mental health promotion and prevention, Section 15 of the Act required the Illinois State Board of Education (ISBE) to develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards (then consisting of English Language Arts, Mathematics, Science, Social Science, Physical Development and Health, Fine Arts, and Foreign Languages).

The purpose of the directive was described as for "enhancing and measuring children's school readiness and ability to achieve academic success." Standards on student social and emotional development were then developed with the technical guidance of CASEL. A broadly representative group of educators and parents with expertise in instruction, curriculum design, and child development and learning contributed to these standards and they were put into effect in December 2004.

The standards described the targeted competencies for students in grades K–12 in the area of social and emotional learning. They were based on the following SEL components as outlined by CASEL: to recognize and manage emotions; care about others; develop positive relationships and handle conflict; to make good decisions; and behave ethically and responsibly.

The following is a summary of the Illinois SEL Standards.[36]

Goal 1: Develop self-awareness and self-management skills to achieve school and life success

A | Identify and manage one's emotions and behavior

B | Recognize personal qualities and external supports

C | Demonstrate skills related to achieving personal and academic goals

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships

A | Recognize the feelings and perspectives of others

B | Recognize individual and group similarities and differences

C | Use communication and social skills to interact effectively with others

D | Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

A | Consider ethical, safety, and societal factors in making decisions

B | Apply decision-making skills to deal responsibly with daily academic and social situations

C | Contribute to the well-being of one's school and community

CASEL assisted school districts throughout the state of Illinois as they began to consider how to implement the standards at their individual schools. Since CASEL had already reviewed 80 SEL programs that met basic criteria and identified 22 that are especially strong and effective, school districts already had a "consumer report" to use. They were able to use CASEL's guide *Safe and Sound* to find descriptions and ratings of these programs on the strength of the scientific evidence of their positive impact on student behavior, their instructional design, and other qualities that made SEL the foundation for effective learning.

Through the Illinois Governor's office, CASEL was actually funded to support the implementation of SEL-based prevention programs in collaborating school sites across the state. Currently, CASEL provides SEL training and technical assistance to the Illinois State Board of Education and Regional Offices of Education and 86 state-funded schools in their efforts to implement SEL broadly in schools across the state. These 86 schools

represent the diversity of the state: inner-city schools with a high African American or Latino population of students, suburban schools with varying degrees of racial and economic diversity, and some rural schools as well. They are all committed to developing a strong, evidence-based practice of school-wide social and emotional learning and prevention and to serving as "model sites" of SEL in the state.

Schools collaborating with CASEL under this initiative received direct consultation, professional development, data collection and analysis support, so that they are able to eventually develop their own effective practice of evidence-based, integrated programming for students' social and emotional development. This cooperative effort not only has been benefiting current students at these schools but also has built a foundation for SEL practice throughout Illinois. Drawing upon the Illinois experiences as a model, CASEL now collaborates and consults with other states and countries to implement evidence-based SEL programming on a wide scale.

The groundbreaking legislation that mandated SEL standards in Illinois went a long way towards making clear to schools and teachers what they should focus upon to promote children's social and emotional development. Adoption of SEL goals and standards signaled the commitment of the State of Illinois to highlight social and emotional learning as an essential part of preschool through high school education in all schools, providing a solid foundation for children's success in school and life. Full scale implementation of these standards will call for bold leadership in their schools and communities. With the help of CASEL, the state is playing an active role in providing information about the latest evidence-based SEL practice, effective guidance, and support to administrators, teachers, and student support personnel as they establish local programming to address the educational needs of all students.

Whatever program a school chooses, successful implementation of SEL requires certain basic, cross-cutting factors that school districts in Illinois are becoming more and more aware of. They are the following:

- *Strong Leadership:* Active and public support from the school principal and other educational leaders has a significant impact on the quality of program implementation.

- *Integration of core SEL concepts with all school activities:* Bringing an SEL lens to all school-related activities helps students to see the relevance of SEL lessons to many aspects of their lives.

- *Professional development:* To be truly effective, professional development needs to be ongoing, collaborative, reflective, and based on knowledge about adult learning.

- *Assessment and evaluation:* Ongoing evaluation enables schools to improve SEL instructional practices and determine if they are actually making a difference in children's lives.

- *Infrastructure:* High-quality SEL programs are supported by ongoing social marketing of the effort to stakeholders, a strong financial or resource base, and school-family-community connections.

Implementation of the Illinois SEL Standards will not happen overnight. It is a complex, iterative process, a journey where the path may look muddy even when the vision of the end is clear. For most schools, it takes three to five years to choose and implement a program to build SEL skills, integrate SEL with academic programming, and forge supportive school-family community partnerships. Es-

tablishing social and emotional polices and standards makes Illinois a national leader in providing a foundation to guide and support educators as they enhance the social, emo-

Upon entering Russian Jack, I notice a sign on the entrance doorway. It reads, "Our mission at Russian Jack, a school of cultural diversity, is to en-

For most schools, it takes three to five years to choose and implement a program to build SEL skills, integrate SEL with academic programming, and forge supportive school-family community partnerships

tional, and academic growth of students. The success of the policies and standards, however, rests on educators who have the challenging task of integrating positive youth development programming that addresses the social and emotional needs of students into their already ambitious academic programs. This is a pivotal moment for educational leaders throughout the state of Illinois. Their success will be instrumental in the success of many other places in both the US and the wider world.

B | The Implementation of Social and Emotional Learning in the Anchorage School District in Alaska[37]
Russian Jack Elementary School, Anchorage, Alaska, May 1993
(Linda Lantieri's journal entry)[38]

It is springtime in Anchorage, Alaska. This is my first trip to Russian Jack Elementary School but my eighth trip to the Anchorage School District (ASD) since 1988 when I first started to assist this school district in paying attention to children's hearts along with their minds. Russian Jack has been part of the Resolving Conflict Creatively Program (RCCP) for four years now. The sun is bright and warm; the flowers are blooming in contrast to the not-so-distant mountain peaks that peer over the city with a winter-wonderland splendor.

sure that each student is actively involved in their learning, while developing a sense of self and becoming a productive citizen who will contribute to society in a meaningful way."

Already I have a sense of this school. I continue down the hallway, taking in my new surroundings. To the right there's a large glass display case. Inside are a myriad of art projects, bright colorful masks, and drums. A sign above reads, "These masks and drums are representative of the culture of the Inuit people of Alaska. They were made by our Young Ambassadors, students dedicated to promoting a deeper understanding of the rich cultural diversity of the children at the Russian Jack Elementary School."

Donna, the school's principal of six years, welcomes me. I had met Donna once before, at an RCCP advanced training for administrators a few years before. Donna offers to take time out of her busy schedule to take me around the school. She talks about her school and how they've implemented RCCP. Heading up the stairs towards the second floor, I see a huge banner with the letters P-E-A-C-E - large, multicolored letters sewn over a pastel backdrop. It is magnificent.

Young people must read this several times a day as they go back and forth to the library and their classrooms; adults read it too.

Teachers and children alike greet us as we visit classrooms and observe them at work. They are working in groups, talking and sharing ideas. Classroom walls display several indicators that Resolving Conflict Creatively Program is in place at this school. "Put-up" charts (giving examples of the opposite to put downs) line walls. Words such as "I-Messages" and "Active Listening" are listed as tools to be used for communication in the classroom. There is calmness in the air, not the frenzy one can sometimes feel in schools.

Recess begins. Donna is called to the office. I head out to the playground. It is a warm and clear day. The sun is up and shining almost all day at this time of the year. The children are playful and carefree. Mediators stand by in the lunchroom and outdoors. Several times a conflict begins to erupt, but mediators intervene immediately. I am told that the library mediation room is available in case it gets too cold to mediate outside.

Throughout the day, children and teachers share their experiences with me. They talk about Russian Jack proudly and openly. They talk about the benefits they see since RCCP has been at their school. They support their mediators, who they feel are helping to create a culture of nonviolence at this school. Young people talk highly about their teachers, principal, and mediation program. They feel safe at this school. "It's a good school," says Nikita. "Not like my other

school where kids used to fight all the time."

These images from Anchorage offer hints of what can happen when the kind of educational vision we have been talking about is put into practice. Little did I know then what I know now – that the Anchorage School District (ASD) would lead the way for school districts across the US to commit to implementing social and emotional learning standards and benchmarks for incorporation into a school district's academic program. How did the ASD arrive at this place? What can we learn from them that can inform other school systems throughout the US and the world to make SEL a core part of the mission and vision of an entire school district?

Anchorage's SEL journey began in December 1987, when Tom Roderick, Executive Director of a nongovernmental organization Morningside Center for Teaching Social Responsibility, was asked to write an article on the topic of children and violence for the contemporary issues section of *Educational Leadership*, a well-known and respected educational journal in the US. Tom wrote a wonderful article tracing the history of conflict resolution in schools and highlighting our work in New York City with the researched based SEL program he and I co-founded – the Resolving Conflict Creatively Program (RCCP). He titled his article "Johnny Can Learn to Negotiate." Since *Educational Leadership* is a journal that almost every principal in America subscribes to, we became national news and began to receive many inquiries. One of them was from the Anchorage School District in Alaska, saying that they were ready to sponsor a course in "peace education" in three weeks! My first thought was "Are you kidding? How could something that was developed in urban New York City be of any use to a school system in Anchorage, Alaska?" However, I also had a sense that what we were doing in NYC was

In an era in the US where the No Child Left Behind (NCLB) Act is forcing schools to concentrate on increasing students' test scores rather than engaging them in a world in which they will succeed, the Anchorage School District was able to foster an overall learning environment in which social and emotional learning is central to its mission

going to catch on around the country and that we needed to humbly share what we had been learning. By the end of the day I called them back to say yes.

Flying into Anchorage airport, the earth blanketed in white, the imposing mountains at a distance, I wondered whether this was a crazy idea - a big mistake - or whether our grass roots origins in New York City, teaching young people how to manage their emotions and resolve conflict nonviolently, had a certain universality regardless of the distance and differences that separated these two places.

In retrospect I understand how important it was to go to a place like Anchorage. Had I not expanded to the Anchorage School District next with our SEL program, I suspect it would have taken me a long time to realize that this kind of work could take hold in any school environment that was concerned about these issues - urban, suburban, or rural. Today, the ASD is the nation's 88th largest school district, with about 50,000 students – nearly 40% of Alaska's school children. Over 30% of ASD students live in poverty. Increasingly diverse, ASD now has a 50% minority population; 84 languages are spoken in their schools. The ASD has the largest population of Alaska natives in the state. While they are proud of their ethnic diversity, they are also experiencing the pains of a large achievement gap and a huge dropout rate.

Anchorage became the only other school district in the country besides the New York City Schools where I would become a part of their team for many years. I feel privileged to be at the cutting edge of their educational efforts as they make such a deep impact in the field of SEL. In the summer of 2007 I made my 28th trip to the ASD over the past two decades. It has been such a joy to work with such an amazing group of people who are changing the vision of education for the whole country. Here is their story.

The Anchorage School District's SEL Journey of Success

In an era in the US where the No Child Left Behind (NCLB) Act is forcing schools to concentrate on increasing students' test scores rather than engaging them in a world in which they will succeed, the Anchorage School District was able to foster an overall learning environment in which social and emotional learning is central to its mission. How did they get their families, community, and school board not to dismiss this kind of curriculum as "soft and touchy-feely" and help them recognize that social and emotional learning can be part of a rigorous and achievement-oriented education? We have much to learn from their example.

In August 2006, the Anchorage School Board in Alaska became the first school district in the US to unanimously approve the implementation of SEL standards and

benchmarks for incorporation into the district's academic program. How was this diverse urban school district with a teaching staff of 3,500 able to make this significant commitment to such a holistic vision of education for the 50,000 students it serves? Their story involves the courageous leadership of their dynamic superintendent Carol Comeau, forward-minded thinking on the part of the wider leadership of the district, and a long term democratic decision-making process committed to building staff and community understanding and support for these efforts.

The ASD has had an expansive view of what skills a graduate needs to be ready for the 21st century for almost two decades now. During 1988-1998, they became committed to implementing a few different research-based SEL programs, including RCCP, in many of its schools well before most school systems were even thinking in terms of prevention. During this same period of time, the district was also introduced to the work of the Search Institute in Minnesota who had identified 40 "developmental assets" young people need to be successful. The more of these assets young people had in their life, the Search Institute research found, the more likely they were able to grow up healthy, productive and caring.

School board members and superintendents statewide started to be trained in the Developmental Assets Framework. Michael Kerosky, Supervisor of Anchorage's Safe and Drug-Free Schools Program remembered how important this was: "It was a radical shift for us. Instead of focusing on stopping negative risk behavior, we were focusing on building young people's strengths. Exposure to this training also convinced the top that this kind of approach made sense. We also each knew intuitively from working with young people that this approach would work."

The ASD engaged teachers, staff, principals and the wider community in many meetings to begin to identify which of the external developmental assets the family, school, and community were already providing their young people and which of the internal assets they were strengthening through implementing researched-based SEL programs. The Developmental Assets Framework became common language at the ASD. Every new teacher was exposed to this training along with bus drivers, security guards, and school secretaries. The entire community was involved in reflecting on the social, emotional, and ethical state of the children they served. As Michael Kerosky reflected back he said that "adopting SEL benchmarks was based on the resiliency work that had been done before. That created the fertile ground for this work to not be seen as 'social engineering', as it had been looked upon by many a decade earlier."

In 2004, another important milestone happened in Anchorage's SEL journey. Their Superintendent Carol Comeau, in an effort to consistently infuse the Search Institute's Developmental Assets framework district-wide, convened a team of people to design an action plan. The team conceived of the Social and Emotional Learning Six Year Plan. The plan had as its main premise the goal of having SEL as an integral part of the curriculum frameworks of the entire district. To ensure that this plan would move forward, the school district committed itself to creating a new position at the district level entitled *The Social and Emotional Learning Curriculum Coordinator*. Victoria Blakeney, a veteran high school teacher who had been actively incorporating SEL in her high school English curriculum was selected for the position. In 2007, in a show of support, the school board voted to absorb the SEL Curriculum Coordinator's salary, previously grant funded, into the general fund.

Under Vickie's direction, a district-wide steering committee was created to help drive the SEL initiative forward. The academic curriculum frameworks of the ASD was and still is primarily standards-based, which means that for each subject that is taught, there are specific grade level appropriate competencies that students are expected to become proficient in. These are known as "benchmarks" - competencies that are easily measurable and observable in students. Therefore the first task of the SEL Steering Committee was to write SEL standards and benchmarks to bring before the school board. The purpose of this strategy was to ensure that the teaching of social and emotional learning skills would be considered as important as any of the other curriculum area students in the Anchorage School District were expected to learn.

At this stage of their planning, the ASD Steering Committee reached out to the Collaborative for Academic, Social and Emotional Learning (CASEL). At that point CASEL was experienced and committed to advancing the science and expanding the practice of SEL in schools, school districts and at state level policy. In fact, the benchmarks and standards Anchorage created were inspired by CASEL's work in the state of Illinois. The ASD Steering Committee also spent two years looking at what other districts were doing and engaged each other in reflective conversations about what they really wanted for their students in the social and emotional learning domain. They got input from staff and the community and finally drafted their own version of the benchmarks and standards. In fact the Steering Committee creatively devised an approach to organize and communicate what they were trying to do by using the four components of SEL as outlined by CASEL which are: self-awareness, social awareness, self-management and social management. Vickie describes the process:

I remember a great moment in our group when one of the steering committee members realized that the four quadrants that make up the goals for SEL could correspond with certain headings: Self-Awareness = "I am..." Self-Management = "I can..." Social Awareness = "I care..." Social Management = "I will..." This resounded with all of us, and from then on, the task seemed easier. We could use as our pneumonic the phrase, "I am, I can, I care, I will."

Once the committee drafted the standards, they aligned them with their corresponding Developmental Asset, to honor the framework that had already been established in the district. From there began a year's worth of listening sessions; editing, informing, and trying to make the standards approachable to all of their stakeholders. On August 14, 2006, after an hour-long question and answer session, and with much excitement, the Anchorage School Board adopted the implementation of the SEL standards.

During the following year, Vickie continued to work to align the standards with many of the other existing programs and curricula that were being used so that teachers could see which of the standards were being taught, and which needed more focus. For example, the Resolving Conflict Creatively Program (RCCP) was being implemented in quite a few of their elementary schools, so Vickie brought together a team of RCCP teachers and they evaluated the RCCP curriculum through the lens of which SEL standards were being directly taught, and in which lessons they were being taught. A similar alignment was done for the district-adopted health curriculum, their middle school Aggressors, Victims, and Bystanders (AVB) Program, and 12 other programs or curricula currently being implemented in the district including the elementary reading curriculum.

The long term goal for the school district is to figure out how many of the SEL standards teachers have the potential of teaching by using their existing curricula and which ones they need to find more ways to support. More and more of the schools in Anchorage are self-selecting to add a research-based SEL program to their school day. The next task ASD is working on is figuring out how they will assess whether students have mastered the SEL skills. The ASD sees their work as "putting the assets into action." However the adoption of these standards does also seem to be empowering the various individual schools to address SEL more intentionally and pro-

at their practices, showing them how culturally responsive they currently are, and how they can move further down the continuum. Both tools (the continuum and the SEL standards) are being used at various professional development offerings at conferences and trainings around the district.

At least one team from every school in the district has now been trained in the use of both. Vickie is also an active member of various initiatives in the wider Anchorage community. For example, she serves on committees around Anchorage aimed at closing the achievement gap and ending racism as it ex-

It became apparent to the school district that they weren't going to really help students thrive in their SEL skills if they didn't focus on providing them with a culturally responsive environment in which to learn, given how culturally diverse their student body was

grammatically. In order to support the deepening of the work around the SEL standards, the school district decided to select two elementary, two middle, and two high schools to be SEL pilot schools. These pilot schools are helping the SEL Coordinator to determine what resources or support schools need, and then Vickie works to provide that for the pilot schools as well as all of the other schools in the district.

It also became apparent to the school district that they weren't going to really help students thrive in their SEL skills if they didn't focus on providing them with a culturally responsive environment in which to learn, given how culturally diverse their student body was. Therefore Vickie worked with the district's Culturally Responsive Education Action Committee, spear-heading the design of a Culturally Responsive Teaching Continuum. This continuum provides teachers with a look

ists in their community. ASD is currently working on developing a district-wide plan to roll out diversity training to all of their school personnel. They have found that SEL and cultural responsiveness work can be a perfect match in both building a strong sense of self-awareness and a willingness to deal with a formerly taboo subject matter-racism.

Since the Anchorage School District is so at the cutting edge of SEL implementation in a systemic way, they are also realizing that it is important for them to objectively know what efforts are working and what the impact is. As a result, they have designed some assessment tools to gather data and gauge their successes. For example, ASD staff helped to write survey questions that the American Institutes for Research adapted for inclusion in an Alaska School Climate and Connectedness Survey (SCCS; Kendziora, Osher, & Spier, 2005). The student version measures

three school climate scales: High Expectations, School Safety, and School Leadership; as well as four connectedness scales: Respectful Climate, Peer Climate, Caring Adults, and Community Involvement. The staff version of the survey supplies an overall climate factor that is the mean of six scales: School Leadership, Respectful Climate, Staff Attitudes, Parent and Community Involvement, Student Involvement, and School Safety, plus reverse-coded Student Delinquency and Drug and Alcohol Use scores.

ASD's School Climate and Connectedness Survey (SCCS) has become a key resource to help the district continue to get a sense of how successful they are with their SEL commitment. This survey is given yearly to all students grades 5-12, as well as to teachers and parents. It provides a baseline for each school, showing how students and staff rated the above constructs prior to any SEL intervention, how staff is affecting the climate and culture of the school, and whether students are self-reporting improvement on their social and emotional skills.

ASD also designed a Culturally Responsive Survey, which was administered to all of their bilingual students K-12. The students were asked to rate their experiences in their schools in terms of diversity issues. Principals and teachers are using the results of these two surveys to design school action plans that will help address the most prevalent needs in their school communities. They are also in the process of designing a third assessment tool to be used specifically for teachers. The goal of this assessment tool is for teachers to take an in depth look into their current practice and rate themselves in terms of how well they are modeling social and emotional skills for their students and providing them with the best possible environment in which to learn these skills. ASD would like to use this tool to get pre- and post data from this assessment and be able

to rate the effectiveness of the professional development opportunities being offered by how much change teachers are making in their practice.

Finally, ASD is also developing a Standards Based Report Card for social and emotional learning. Currently their traditional report card has a place to score things like citizenship, responsibility, etc. However, the scoring is arbitrary and nearly meaningless to teachers and parents. Therefore, a new report card is being designed with rubrics that will rate the 15 SEL standards individually, giving teachers clear indicators by grade level (K-6) to help them to determine whether the student is learning and applying that standard to their life.

The ASD staff is aware that in order for the SEL Report Cards to be beneficial to students, teachers, and parents, the design of the rubrics and professional development that will accompany them has to be very carefully done. They expect to use the report cards as a communication tool to better a student's chance of receiving the practice and skills they need. The Standards Based Report cards are also an effort to provide students with a more consistent experience from school to school. Finally, if teachers are required to assess specific skills in their students, they are more apt to teach those skills in the classroom. As the SEL Coordinator, Vickie's job is to provide them with the resources, training, and tools necessary to do just that.

ASD continues to be a national leader in pioneering school climate implementation and research, incorporation of Developmental Assets (Search Institute, 2000), and development of SEL standards and benchmarks for integration into curriculum, instruction and assessment. The implementation of intentional SEL is a priority of the School Board and superintendent, and has been carried out at the grassroots level with development

and buy-in from schools, teachers, parents, and site administrators. Over the past decade the school district has accomplished great things and inspired many school districts across the US to make SEL a priority.

ASD's leadership and personnel are firmly in support of implementing sustainable district-wide SEL for their students. The district has long been on the cutting edge of this type of reform effort. Superintendent Carol Comeau is recognized as a national leader in SEL reform and serves on CASEL's Advisory Board. ASD's Assistant Superintendent,

C | The Implementation of Social and Emotional Learning at P.S. 24

The Dual-Language School for International Studies in New York City[39]

Public School 24, also called the Dual-Language School for International Studies (Spanish and English), is an exemplary example of a school in which academic instruction, social and emotional learning, and mental health services are fully integrated for the benefit of students, their families and teachers. This elementary school for children four to 12 years of age is located in the heart of a largely

"Attending to social and emotional needs is critical. Students need to feel good about themselves to learn. If we want them to be risk-takers intellectually, we need to help them feel safe in school and at home. The more we address emotional needs, the fewer discipline problems we'll have. This is not only right to do morally; it's a strategy to get kids to achieve academically"
Christina Fuentes, Principal PS24

Rhonda Gardner, volunteered on the original SEL steering committee, serving a pivotal role in the writing of the ASD SEL Standards and Benchmarks. Because of the level of their investment, the ASD has drawn national attention to the field of SEL. In 2007, the George Lucas Education Foundation filmed an onsite documentary of ASD's SEL initiative for the online magazine *Edutopia*. Superintendent Comeau presented their work on SEL at the Council of Great City Schools and the CASEL Forum in 2007. Many nationally known SEL leaders and practitioners support and collaborate with the ASD on the work they are doing. This national support has helped to ensure that their implementation of SEL is high quality.

Latino (Hispanic), working class neighborhood called Sunset Park in the borough of Brooklyn in New York City. Nearly half of the school's 839 students are learning English. Most emigrated from Mexico, the Dominican Republic, Ecuador and other countries in Spanish-speaking Central and South America. There are some children of Chinese background as well. About 90% of the students are eligible for free or reduced-price lunches, which is a clear indicator that they are from low-income families. New York City has more than a million public school students and 1,400 public schools. The student population of the entire school system is diverse: 32.5% Black, 39% Latino or Hispanic, 14% Asian, and 14.5% white.

Upon entering the school building, signs of a child-centered approach to teaching and learning are evident. PS 24's walls are covered with colorful children's artwork. Teachers aren't screaming in hallways or classrooms, and the lunchroom has lots of noise, but the children are engaged and mannerly. "Visitors to our school often comment about the warmth and respect students and adults show for each other here," says Christina Fuentes, the principal.

PS 24 has been implementing research-based social and emotional learning programs since the school opened its doors in 1997. Explains, Fuentes: "Attending to social and emotional needs is critical. Students need to feel good about themselves to learn. If we want them to be risk-takers intellectually, we need to help them feel safe in school and at home. The more we address emotional needs, the fewer discipline problems we'll have. This is not only right to do morally; it's a strategy to get kids to achieve academically."

PS 24 has partnered with a nongovernmental organization, Morningside Center for Teaching Social Responsibility, to carefully implement their SEL curriculum. Morningside Center was founded in 1982 by educators concerned about the dangers of nuclear war. Their mission is to help students and teachers learn creative, nonviolent ways of dealing with conflict and cultural differences.

Virtually all of the teachers have received professional development in SEL through the Resolving Conflict Creatively Program (RCCP), one of the longest running research-based kindergarten – grade 8 SEL programs in the US. Some of the teachers have also been trained in a newer SEL program called the 4Rs (Reading, Writing, Respect, and Resolution) Program, which integrates conflict resolution into reading, writing, and speaking skills for grades K-5. Each unit of the 4R's curriculum begins with a teacher reading a

book aloud to the students. Students practice SEL skills in the context of understanding the story and its context to their lives. Currently this program is undergoing an extensive three-year scientific evaluation and initial results are very promising. Through both of these efforts, the teachers at PS 24 are able to provide regular instruction for their students in SEL skills (for example: active listening, dealing with feelings, assertiveness, negotiation, mediation, dealing well with diversity, and making a difference).

In addition, the school has approximately 40 trained peer mediators (4th and 5th graders) to help their classmates talk out problems and arrive at solutions. Mediators receive a three-day training and learn a specific 17-step mediation process. Once trained, they work in teams of two, usually during lunch or recess. They wear peer mediator T-shirts when they are "on duty". The mediators always have an adult coach, usually a parent, who has also been trained in the process. The coach is nearby in case a problem should arise that they need help with.

Some of the mediators also become "Peace Helpers" who go into kindergarten through third grade classrooms to set up "peace corners" to help the younger students address problems that arise by resolving conflict nonviolently in the peace corner. A peace corner is a place where a student can go for a few minutes if he or she is upset or having a conflict with someone. Peace helpers are available on request to sit with the upset students to help them feel better or work things out. At PS 24, every kindergarten through grade three classroom now has a peace corner and peace helpers. The school also operates an after-school program, PAZ ("Peace from A to Z") every school day of the year for some 360 students.

In the spring of 2007, some upper grade students got specialized training to become

part of a "diversity panel" that shared their cultural stories and experiences with various classrooms in the school as part of the school's first ever "Diversity Week". Teachers were asked to discuss diversity in their classrooms every day during that week and the student diversity panel helped by making classroom presentations.

When Heather shared her story in one classroom, she explained to her fellow students:

> *It was hard for me in my old school. People made fun of me because I have only one hand. So I started playing sports – basketball, football. And when I got better at it, they started to leave me alone.*

Jason described his experience being African American with the following remarks:

> *I was in the park one day with my mom and her boyfriend. And I was bored, because only younger kids were there. And then three white kids came into the park that were my age. I asked if I could play with them. And they said, "No, we won't play with you." And I asked them why. And they said, "Because you're black". I went away and I thought about it. And I thought that they were wrong, that it shouldn't make any difference what color my skin was. So I went back over to them and told them that.*

Many other aspects of PS 24's curriculum promote SEL. For example, the school's dual language program helps the many new immigrants make an easier adjustment to their new country. Students read books of their own choosing, write from their life experience, and practice their communication skills in group discussions which fosters SEL skills as well.

Of course, there are some children at PS 24 who need extra help in SEL (as there are children who need extra help in reading or math). For 2nd and 3rd graders who are continually getting into trouble during lunch and recess, a staff developer from Morningside Center and the school's guidance counselor provide "lunch clubs," in which three or four of these challenging younger students are paired with older peer mediators to form a group that meets once a week for six weeks or more to check in with each other and get extra practice in SEL skills. For example, in these sessions they might role-play how to be strong without being mean in specific situations. The lunch clubs have resulted in significant improvements in the behavior of many participating students. To address the needs of youngsters and their families who need even more support, the school has a relationship with Lutheran Medical Center – a local mental health agency, which provides trained therapists and counselors to work with families.

A few years ago, PS 24 chose to become an "empowerment school". Empowerment schools, in the new structure and governance of the New York City Department of Education (NYC-DOE), get more autonomy in exchange for greater accountability. The DOE piloted a fairer and more nuanced accountability system in the empowerment schools in 2007. In this new process, called "value added", cohorts of students are tracked and their progress measured from year to year, schools are compared with other schools that have similar student populations, and schools receive a letter grade (A through F).

In the 2006-2007 school year, evidence came flooding in that all of PS 24's efforts in terms of how they were teaching their children was having a major impact, not only on the school climate at their school, but on students' academic performance. The NYC – DOE rated PS 24 "exemplary" in closing the

achievement gap. It accomplished this by Latino students in the lowest third in English Language Arts rising to higher levels of achievement in English Language Arts and by all English language learners rising to higher

out their school day as they do at PS 24, they learn concepts and skills in a deep and genuine way that truly belongs to them. As David Elkind wrote, "once growth by integration has been accomplished, it is difficult

When children actively engage in meaningful, relevant learning experiences throughout their school day as they do at PS 24, they learn concepts and skills in a deep and genuine way that truly belongs to them

levels of achievement in mathematics. They received a B+, one of the highest grades among schools rated. The school also received outstanding scores on the NYC-DOE's Learning Environment Survey. PS 24's survey responses were above average in every category (academic expectations, communication, engagement, safety and respect).

In its most recent Quality Review Report, the NYC-DOE gave PS 24 its highest rating, calling it a "well-developed school" in all five areas evaluated. The report noted that:

The school has developed excellent partnerships with organizations dedicated to conflict resolution and peace mediation. Students as young as kindergarten age are trained as peacemakers and mediators. There have been no suspensions this current school year and only one last year (…) Children are happy, feel safe, and take an active role in their daily learning. Students who were questioned felt respected by all teachers and were able to name not one but several individual staff members who they trusted.

When children actively engage in meaningful, relevant learning experiences through-

– if not impossible – to break it down" (Elkind, 1998).[40] Creating an effective school-based SEL program that teaches young people how to intervene mindfully and respectfully in conflict situations and to make ethical choices in their own personal and social behavior requires the kind of instruction that goes beyond just telling students what they ought to know and how they ought to behave. It requires a pedagogy of active learning that enables students to recognize and practice the skills and ideas they have learned in the classroom in real life situations.

The children at PS 24 are fortunate to participate in a school program with such an approach, one that is infused throughout the school, where children learn a variety of SEL skills for managing their emotions and resolving conflicts creatively and nonviolently. The SEL skills at PS 24 are taught differently at different developmental levels, but the curriculum begins in kindergarten and continues throughout. Here is one powerful example of this kind of learning in action.

Classes were in session and the halls almost empty. A teacher first noticed the little boy – small but chunky, maybe a second grader, then two other boys, a bit older, walking near him. One of the two called out: "Hey,

Effective SEL programming includes instruction in and opportunities to practice and apply an integrated set of skills, learning environments characterized by trust, implementation that is coordinated classroom, school-wide, out-of-school, and at-home learning activities, systematic and sequential programming through every grade level, developmentally, and on-going evaluation for continuous improvement

Fatty! You stink up the soccer field! You suck at soccer!"

The object of the taunt took a deep breath and squared his shoulders, then turned to face his attackers.

"You're right," he said. "I'm not good at soccer. And you are really good – one of the best in the school. But you know what? I'm really good at art. I can draw almost anything."

The air seemed to go out of the boy who had hurled the insult, and he said: "You're not so bad. Want me to show you some moves after school?" Then the pair walked off in another direction, the little guy still standing near the teacher. "Gimme five!" she said to him, acknowledging how he had handled the situation. This teacher also found the second grader's teacher and let her know what he had done.

The boys in the above situation had SEL instruction for at least a couple of years at their school. The boy who was insulted practiced some important and standard techniques for managing his emotions and handling the conflict. First, he paused and took a slow, deep breath. This is a technique taught to children to help them control their emotions when they realize they are about to be "high-jacked" by strong feelings. Then he gave a "put-up" (the opposite of a put-down) to his attacker and himself, reminding them both of something positive about each, thus leveling and elevating the encounter. The put-ups also cued the children to the SEL teachings they were a familiar with as well, further invoking past learning about handling conflict. As a result, what might have been the start of days, months, or even years of conflict between the younger boy and two older oppressors, was quickly diffused and turned into a positive encounter.

SEL is being used as a framework for school improvement at PS 24. The school focuses both on teaching social and emotional learning skills and creating and maintaining a safe, caring learning environment. PS 24's students are being provided with sequential and developmentally appropriate instruction in SEL skills, and structured opportunities for them to practice, apply, and be recognized for using these skills throughout the day. Their SEL efforts have all of the essential components of successful evidence-based school-wide SEL programming.

Effective SEL programming includes:

• Instruction in and opportunities to practice and apply an integrated set of cognitive, affective, and behavioral skills.

• Learning environments characterized by trust and respectful relationships.

• Implementation that is coordinated and reinforces classroom, school-wide, out-of-school, and at-home learning activities.

• Systematic and sequential programming from preschool through every grade level.

• Developmentally and culturally appropriate behavioral supports.

• On-going monitoring and evaluation of implementation for continuous improvement.

Currently, PS 24 is one of thousands of schools in the US proving that a school does not have to choose between promoting academic achievement and fostering good citizenship in the context of a caring learning community. A new vision of education that values young people's hearts, spirits as well as their minds is beginning to take hold. Adults and children at PS 24 are partners in creating a positive school environment. The children are developing their leadership skills, and have skills in social and emotional learning that they will use for the rest of their lives – at home, at school, on the street, at work, and as citizens.

As we prepare our children to meet the challenges of living and working in the 21st century, all children deserve the kind of education practiced and modeled at PS 24. Our future depends on it.

IV. Conclusion

The United States has been the first home of the social and emotional learning movement in education in the world. At least some component of this approach is used in more than half of the thousands of schools in the US. Over the last decade, this humanizing wave in American education has inspired many other parts of the world to follow. As this report outlines, many other countries are using SEL curriculum. Today SEL is being incorporated in some form in schools under diverse titles such as "emotional literacy", "social and emotional education", "life skills", "citizenship education", and "character education".

In Singapore, the Ministry of Education launched a nationwide SEL program in 2006 and UNESCO formulated ten basic SEL principles[41] in a statement issued in 2002 to ministries in 140 countries.[42] The ten basic principles are summarized in the table below:

1	Learning requires caring
2	Teach everyday life-skills
3	Link social-emotional instruction to other school services
4	Use goal-setting to focus instruction
5	Use varied instructional procedures
6	Promote community service to build empathy
7	Involve parents
8	Build social-emotional skills gradually and systematically
9	Prepare and support staff well
10	Evaluate what you do

The SEL movement is one of the most promising trends in the field of education that we have witnessed in a long time. It seems to be the "missing piece" in bolstering academic success and preparing young people for the challenges they face in the 21st century. The challenges the movement faces now are to tackle the barriers that may obstruct more widespread adoption.

Educational leaders in our country are still largely uninformed about the research findings concerning the value of social and emotional learning and how best to integrate and sustain it as a central component of their curriculum, policies and practice

What will it take for social and emotional learning to be fully incorporated into the American education system as a norm not an exception? Firstly, we need to get the word out. Educational leaders in our country are still largely uninformed about the research findings concerning the value of social and emotional learning and how best to integrate and sustain it as a central component of their curriculum, policies and practice. Although scientific evidence and know-how is available, this information is not effectively utilized in most American schools. A strategic communications plan is needed at every level of American society to inform school administrators, teachers, parents, and the public about the positive short and long-term impacts of SEL. CASEL needs to take a lead in publishing and broadly disseminating reports summarizing SEL programming impacts and continue to update their "consumer's guide" of evidenced-based SEL programming.

Secondly, in order to broadly adopt an SEL vision of education, there needs to be a model established to train large numbers of people to train others in these approaches. Again CASEL's role here is essential in making SEL more widespread in the US. It would be helpful for example for CASEL to experimentally evaluate their resource *Sustainable School-wide SEL: Implementation Guide and Tool Kit* and continue to provide technical assistance to other states toward school-side SEL implementation. Currently school personnel struggle with choosing, implementing and sustaining effective SEL programs and need help to move forward.

Thirdly, there is insufficient science and knowledge on how to best assess SEL outcomes. CASEL needs to play a role in further refining and field-testing rubrics for guiding and measuring SEL practices and program implementation. SEL report cards for parent-teacher-student conferences need to be designed and evaluated.

Finally, in order for SEL implementation to be widespread within states and countries, the actions of educators alone are not sufficient. Policy work is required to guide states and countries to systematically and broadly implement and sustain evidence-based SEL programming.

Amidst the challenges the US faces in educating its children, we are also in a time of great hope and possibility. The SEL framework – if broadly adopted – would do much to improve the educational system in the US. We owe it to our children to help them be fully prepared for the challenges and opportunities that they will experience. I end with the words of Pablo Casals:

> *Each second we live is a new and unique moment of the universe, a moment that never was before and will never be again. And what do we teach our children in school? We teach them that two and two makes*

four, and that Paris is the capital of France. When will we also teach them what they are? We should say to each of them: Do you know what you are? You are a marvel. You are unique. . . And when you grow up can you then harm another who is, like you, a marvel? You must cherish one another. You must work – we all must work – to make this world worthy of its children.

Pablo Casals

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http://www.asd.k12.ak.us/ and written in collaboration with Michael Kerosky, Director of The Safe and Drug Free School Program of the Anchorage School District and Victoria Blakeney, Curriculum Coordinator of Social and Emotional Learning of the Anchorage School District

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Germany

Perspectives on Social and Emotional Education in Germany

Harm Paschen

Abstract

Social and emotional education spread out only recently to most German schools, but with different approaches and different types of schools. There are a series of reasons for explaining violence in schools, which include integration of immigrants; acceptance of plurality; cultivation of feelings, emotions, and empathy; need for real life experiences, being active, and health. As 'working models', six schools with different approaches and pedagogical cultures were selected and described. The approaches are based on national and international resources, and the strategies adopted in every case are always a decision of the single school. They are effective in the sense that they contribute noticeable changes observed by teachers, authorities, the public, and experts, but offer at present very little evidence-based evaluation.

The different pedagogical social and emotional programmes with their approaches, activities and evaluation are presented and discussed here. It must also be noted that there is still no academic teacher training in social and emotional education.

Harm Paschen. *Prof. Dr. Harm Paschen received his first chair in 1971, at the Teacher Training College in Kiel. In 1980 he joined the Faculty of Pedagogy at the University of Bielefeld (Chair: The Systematics and Philosophy of Education), still lectures, publishes and promotes dissertations. He has been a long-time member of the advisory board of the 'Laborschule' at the university, and is still a member of the advisory board of the ZiF (international centre for interdisciplinary research). He joined the EU (Tempus) programmes and lectured widely, particularly in Eastern Europe (Russia, Hungary, Georgia, Czech Republic), as well as in India, Israel and Egypt.*

Preface

On my first evening in Santander I strolled at sunset along the edge of the outer bay. A group of young people were surfing, intently looking at the waves which washed along the quay, eager to ride and master the crests of the larger ones. They had great fun, helped each other and enjoyed their mutual successes. Nobody was teaching them, no one had to motivate them: they were caught mind and heart by the excitement of the moment. I reflected then on how these young people were a living example of the way in which social and emotional education can be woven into life in a natural manner, relying simply

2; as well as factual information about the general framework to which these case studies belong, including the current state of social and emotional education in Germany.

Understanding Social and Emotional Education in Germany

My overview of the state of social and emotional education in Germany is based on three assumptions:

1 | When I use the term social and emotional education in the German context, what I am referring to are examples that are relevant to the

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If you want to be moved and to move others deeply, you must look for the "big waves"- those events that fascinate us and enable us to learn and master skills for life. The waves are everywhere: in the realm of the intellect, in art, in society, in economics and in politics - and sometimes they also rise to the surface in the conventional contexts of learning and teaching

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on the excitement of daily life to teach skills which might help them to live their lives more fully.

If you want to be moved and to move others deeply, to challenge and be challenged, you must look for the "big waves"- those events that fascinate us, lead us along and enable us to learn and master skills for life. The waves are everywhere: in the realm of the intellect, in art, in society, in economics and in politics - and also, sometimes, they rise to the surface in the conventional contexts of learning and teaching. You will find, in this report, what I term "educational waves", by which I mean the examples and inspiration to be found in the case studies presented in Section

field in a broad sense, as there are relatively few settings in which the term "social and emotional learning" is explicitly used (other terms in use are "social competence" or "emotional competence").

2 | It is not systemically possible to consider the effects of socio-emotional learning in isolation. It is important to realize that in all cases specific educational foci are interlinked in their effects (for example, cognitive and social). This is due to the integral nature of learning: in other words, all learning includes social and emotional learning, in one

form or another, even if often we are unconscious of the nature of the social and emotional effects that we are bringing about.

3 | Building a cohesive society and helping people to develop in a well-rounded way both tend to be pedagogically undervalued, and are not often taken up as central values in schools. Therefore, what is important is that we develop cohesive and integrated school communities, and train teachers in social and emotional, as well as cross-cultural, skills and expertise.

History

In the Classical and Romantic periods of German pedagogical history - in which Goethe, Herbart, and Fröbel were key figures - it was Herbart, considered by German historians of education to be the first person who took an academic approach to the study of education, who spoke about the importance of non-cognitive approaches to learning: "*The main task of education is the aesthetic presentation of the world. This world should be a rich open circle full of diverse life!*" (Herbart).[1] Throughout the Romantic movement, the idea that life could only be woven into education through aesthetic and natural principles was a guiding pedagogical principle. Fröbel, the founder of the *kindergarten* concept, was a key proponent of this idea.

From the 1880's onwards, during the time known as the Reform movement, in which progressive approaches to education were developed, 'life' was the guiding inspiration in education (in opposition to adult, abstract and academic learning). The Reform movement embraced child-appropriate learning and living. Schools were seen as child-centered communities and microcosms which reflected future society (key figures in "Re-

formpädagogik" were Hugo Gaudig, Otto Hahn, and Rudolf Steiner). Although social and emotional education was central to the teaching methods in all subjects, it was not taught as a special course or topic. Given that teaching through aesthetics proved pedagogically efficient, especially through music, the Nazis used many of these teaching methods although they infused them with their corresponding ideology.

After World War II, the methods of progressive education were partly taken up again, but the focus was then on democratic re-education, which stressed the forms and values of a democratic society. This democratic focus was found, for example, in the student uprisings in Germany in the late 1960's, or in the new school subjects covering democratic virtues, political structures and institutions and, especially from the sixties onwards, the holocaust. After the so-called "sputnik-shock",[2] the focus returned to purely academic teaching, accompanied by a special interpretation of social and emotional education (as teaching to become highly critical of all social institutions and their representatives). At that stage Marxist-inspired Critical Theory had a strong influence on education. The aim of this movement in education was to make everybody (including the students) aware of the ideological basis of pedagogy.

More recently, two other pedagogical impulses have called for more social and emotional education activities to be brought into mainstream education in Germany. The first stems from an interest in the qualitative importance of aesthetics, embodiment[3] and emotions in learning;[4] the second aims at preventing violence in schools.[5]

We might also describe a third pedagogical impulse centered on the need to stress that there are many individual ways of learning - and in these, the acquisition of emo-

The present situation with regard to the educational context in Germany is affected by three main pedagogical issues: a reaction to the low PISA results; the challenge of worldwide competition caused by the globalization process; and a new interest in children´s upbringing partly due to a dramatically falling birth rate

tional and social skills also seems very relevant.[6] The modern interest in 'learning to learn'[7] is closely connected to this "individualized" learning, especially with regard to the self-control afforded by the emotional and social dimensions of *learning by reflection*[8] – (learning by reflection is a process through which we consciously process the learning experience, either individually or as part of a group).

The increasing interest in social and emotional education in Germany may be due to the growing sense of anxiety experienced by the younger generations, who are exposed to a large amount of information concerning a host of threatening developments in the world, such as the threat of nuclear warfare, bird flu pandemics, over-population, clashes between cultures, and so on.

1 | The Present Situation
The present situation with regard to the educational context in Germany is affected by three main pedagogical issues:

• *A reaction to the low PISA (Programme for International Student Assessment) results (Germany ranked 20th in the 2000 PISA results and 17th in 2003)*. Following the PISA results, the emphasis shifted to academic teaching and increased national testing. Some factors were particularly blamed for the poor PISA results, among them: teaching methodology, the impact of social and economic background on school results and concerns about those immigrants who were less well integrated into German society.

• *The pedagogical challenge of worldwide competition caused by the globalization process.* Since Germany is heavily dependent economically on its exports (it has few natural resources), good education is sought after and viewed as an important economic factor. Therefore, close attention is paid to the PISA results, which are expected to improve on the basis of academic-focused teaching.

• *A new pedagogical interest in bringing up children because of the dramatically falling birth rate.* This phenomenon of falling birth rates is attracting a heightened interest in all aspects of children's education. It seems that potential parents view having children as being detrimental to the development of their careers, and a great responsibility in the face of an unreliable future. This, again, is a matter of setting priorities, and most governmental efforts are di-

rected towards helping the parents financially and practically to encourage them to have children.

Promoting the Social and Educational Integration of Immigrants into German Society

Germany has absorbed a large number of immigrants who tend to have a lower educational background and strong ties to their own national and religious cultures. From the point of view of educational integration, these issues have probably not been sufficiently taken into account, and therefore have not been properly tackled by, for example, special programmes aimed at enhancing school performance and integration into the workforce for students with special needs, both native Germans as well as immigrants. With the rise of violence in everyday life and in schools, the prevention of violence and targeted interventions have become urgent educational tasks. Often these tasks have been tackled through programmes which emphasize social and emotional development. Public awareness of the importance of well - rounded and cohesive education has grown. As a result, all kinds of educational activities are being offered by a myriad of different

kinds of organisations: for example, television stations, industrial and commercial organisations, magazines, fire departments, universities, assessment and coaching centres, and so on. Their main aim, besides the strengthening of their own social profile, is the promotion of the popularisation, through the media, of technical and academic knowledge for 'kids' (as they are called in German - a post-Rousseau term for 'modern' children). These educational programmes and activities are quite often combined with a variety of progressive educational methods.[9]

The latest development in Germany is the founding of private schools[10] by parents who tend to have an academic background and an interest in quality education for their children that is individualized, cognitively demanding, and more challenging than just learning by rote.

In these contexts social and emotional education may well have a lot to offer, and it might be interesting to review the pedagogical landscape in Germany, concentrating on the deficiencies that have been identified and on what needs to be done to address these:

Phenomenon	Deficiencies, defects	Where	Educational activity required
1 Integration	Lack of social, economic and linguistic integration	Students with migratory backgrounds and those from social classes with different educational standards	Educational integration in schools
2 Violence	Lack of intervention programmes or poor implementation of these programmes	In class, in the schoolyard and during free time	Intervention programmes, e.g. conflict management, student mediators
3 Pluralism	Poor acceptance of diversity and a lack of tolerance	In schools. The knowledge being taught, teaching methods, cultures, opinions	Teaching and enhancing social diversity and emotional competencies in all subjects
4 A culture of feelings, emotions and empathy	Culture of feelings and emotions not taken into account underdeveloped and at a low level	In learning and teaching behaviour and communication	Pedagogical stress on arts, movement, ethics, and their integration into the subjects and topics being taught
5 Experiences of real life, being active creative and healthy	Health problems, inactivity… too many virtual experiences too few things done by oneself	In school and home environment, teaching and learning through the media	Creating more challenging enviornments for health, real life experiences, active and creative "working"

To find out what is pedagogically really working in these matters one has to investigate and evaluate existing approaches, institutions, activities, and understandings of social and emotional education, and related problems, for example, concepts of efficacy, evaluation, quality, cultural contexts, and variations in socio-economic status across the 16 different German states, which are known as "Länder".

With the above-mentioned five areas of deficiency in mind, I will scan the landscape of schools and activities relevant to social and emotional education and will point out approaches which are of general or particular interest.

2 | Different Types of Schools

This section, covering the working examples that I have selected, is based on the three assumptions about social and emotional education in Germany, mentioned under (1) above. I will describe six schools and will then look at one school in more detail. My selection is based on the following criteria:

• Public quality ranking (i.e. schools are ranked on a published list, according to how good they are considered to be)

• Published documentation that exists about the school,

• Whether the school represents an outstanding example of its kind.

The pedagogical quality and success of a school is due to different conditions and parameters,[11] such as the pedagogical approach, the type of school (i.e. municipal or private), the students' family backgrounds, the location, the staff, the traditions of the school, and so on. The six examples that I have chosen cover all types of primary and secondary schools, but all of them are outstanding in

their awareness of new pedagogical tasks, the educational initiatives taken by the staff, the success of the school, and public recognition of what the school has achieved. Different types of German schools include:

Primary Schools (Grundschulen, i.e. case study no. 1), from class 1 to 4 or 6 (age 6 - 10, or 12).

Comprehensive Schools (Gesamtschulen, i.e. case study no. 3), from class 5 to 10 (age 10 –16).

Comprehensive Schools with separate streams of the next 3 types under one roof with one staff (Integrierte Gesamtschulen, i.e. case study no. 5) class 5 or 7 to 10 or 12 or 13 (age 10 to 15 or 16, or 18).

Low level school (Hauptschulen, i.e. case study no. 4) from class 5 or 7 (age 11 or 13) to class 9 or 10 (age 15 or 16) tend to be increasingly combined with the next school type.

Middle Level schools (Realschulen) from class 5 or 7 to 10 (age 11 or 13 to 16).

High schools (Gymnasien) from class 5 - 12 or 13 (age 11 or 13 to 18),

Full-day School (Tagesschulen, i.e. case studies nos. 1 & 3), in Germany a new development for all types of state schools.

A few experimental schools (Versuchsschulen, i.e. case study no. 2), which have the task of developing new curricula, teaching methods, and research, and which therefore have more freedom in selecting curricula, methods, and staff, etc.

Independent Schools (Alternative Schulen, i.e. case study no. 6) with alternative subjects, curricula, teaching methods, partly (60-80%) financially supported by the state) such as Montessori and Steiner Waldorf Schools).

Six Examples of Schools Working in the Field of Social and Emotional Education

For each of the five challenges outlined in the first table above there is at least one example in the list below of a school, which is achieving success in addressing the problem. Each school, of course, is also achieving success in a number of other areas. The sixth school has an outstanding track record in taking a *preventative* approach to social, emotional and behavioural difficulties. The holistic approach taken by this school includes substantial time devoted to aesthetic activities.

1 | Kleine Kielstraße in Dortmund. An All-Day (Full-Time)[12] Primary School

The primary school in Kleine Kielstraße was reopened in 1997 as a downtown Dortmund primary school. It is situated on the northern edge of the Ruhr industrial area. The building is 100 years old and sits right in the middle of a development of apartment blocks housing almost 1000 people from many countries (although most come from Greece and Turkey). Many live on unemployment benefits, many of the children grow up without a father figure, they come to school without having had breakfast, and several hardly speak any German at all. 83% of the children at this school are of foreign origin. The school's 420 students are from 20 different countries, there are 26 persons on the teaching staff, two pedagogues specialized in social education, one social worker, and two teachers devoted to teaching lessons in Greek and Turkish. Another seven staff members provide all-day care at the school. The school developed its own mission statement earlier than other schools and was awarded the German School Prize by an international jury of experts. The award speech from the prize-giving jury stated: "Surrounded by high-risk potential for conflict of a multi-ethnic, multi-cultural reality, it (the school) allows the children to experience self-confidence, the joy of learning, solidarity and a spirit of democracy, and to develop these qualities individually. The Kleine Kielstraße primary school combines pedagogical passion with professional skill and modern quality management, the vitality of renewal and the dynamics of developing reliable structures and routines. It is exemplary for a pedagogy which empowers children to do well in today's and tomorrow's world."

Information provided by the school tells us that "umbrella projects" which span several subjects are common practice. For example, if autumn is the common subject matter in General Studies, German and Maths, there is a workshop open to all centred around this theme. Learning takes place at each pupil's own pace. Lessons in students' mother tongue are offered, as well as dance and drama. Often the use of worksheets facilitates an individual pace of learning, and each child has his/her own weekly tailor-made plan. Within the framework of direct social and emotional learning, signals are practised which apply to everyone at the school, for example for silence time. There are rules which stop verbal abuse and hitting. Incidents such as serious arguments or fights are recorded in writing and discussed once a week in the class council lesson. Classes are streamed by year groups only from Class Three (age 8). Each child reports in a "work diary" what he or she has learnt each week.

The school centres its teaching and learning programme on the need to:

- Structure individual learning processes,
- Source different materials,
- Develop ideas and questions,
- Build on previous knowledge,
- Connect individual thoughts and questions with those of others,
- Work with goals,
- Develop individual creative solutions,
- Review work and group processes regularly with a view to receiving feedback on one's own level of work,
- Develop a willingness to cooperate,
- Train for perseverance,
- Document and present what has been learnt.

These are challenging aims which, within a holistic, social learning culture, must surely also provide some emotional security.

The whole spectrum from the pre-school assessment of the abilities and needs of a future group of students, to integrating parents into the life of the school via a parents' café,

and cooperating with the regional county development office (which rents out 300 apartments), leads to a learning culture which fosters attention, interest, encouragement and security. The school pays attention to creating a safe and sound social and emotional climate, and is regarded as being successful in all its different aspects, both according to internal and public evaluations. (In addition to the German School Prize the following awards have also been won: first prize NRW school quality in 2000 and the prize for school quality in 2003). Long term success will be reported only by studies of graduates of the school.

1 | Laboratory Pilot School (Labor Schule) of the County of North Rhine Westfalia, at the University of Bielefeld

The school was founded in 1974 by Professor Dr Harmut von Hentig,[13] in cooperation with the University of Bielefeld. It is situated on the campus of the university on the outskirts of Bielefeld (southwest of Hannover), on the edge of the Teutoburg forest. Its roof and triangular skylights make it look somewhat like a warehouse. Once inside, large areas, where several classes have lessons simultaneously, stand out, the teachers have work stations up on the gallery, which are easily accessible and visible to all. The school is an alternative to a state school and accepts children from 5 years onwards, according to certain codes of acceptance (concerning social standing, balancing the sexes, the distance of the home from the school, and cases of social hardship). It is a comprehensive school and entirely non-selective with regards to achievement. It has a system of individual evaluation and regularly reports on the development of each child's learning. The school ends after Class Ten, in line with American high schools.

Since 1982 the Laboratory School has been a member of the Association of UNESCO project schools.

The pedagogical profile of the school has been moulded both by the pedagogy of John Dewey, as well as by the desire to become a model school, with regard to its curriculum and teaching practices. There are no clear-cut state indications in these areas. On the other hand, the teaching projects are scientifically recorded, scientifically analysed and published by teachers (as researchers) and members of the university. This results in the teachers being particularly engaged with their work, constantly developing innovative practices (which are then scientifically evaluated) to be shared with anyone interested.

The focal points of the pedagogical guidelines are as follows: the school is a space for life and experience, and also for the sharing of differences; the school is a society in its own right, and gradual learning processes form a core part of the approach: *"What we aim to teach the children here in everyday life are the codes of conduct expected of adult citizens by our society: the peaceful and joint arrangement of common matters. Such learning takes place through responsibility and participation. Within this "miniature society", individuals learn to take responsibility for certain tasks and increasingly for their own learning progress."*

In the lower classes there are "areas of experience", instead of subjects: for example, the children deal with human beings (social sciences), with objects (the arts and natural sciences), with thoughts (languages, maths), and with their own bodies (sports, play). Project lessons often rule the day. The idea behind this is that concrete experiences will lead to developing hands-on learning approaches to the topics, which raise consciousness and provide opportunities to reflect on the significance of what has been learnt.

The programme of the UNESCO schools that the Laboratory School has adopted, includes, international communication and co-

operation, maintaining and developing a just peace, respect for and the application of human rights, as well as the abolition of prejudices and undue expectations of others. It also requires a more intensive training with regard to social awareness and emotional stability. For example, since 2004 students have polished 2000 pairs of shoes as part of their 'Shining Shoes' business venture. By drawing attention to themselves, they are able to highlight unfair practices in the world, for example, the employment of minors. At the same time, they earn a profit which they then donate to food charities. In addition, almost every year, the Laboratory School organises project weeks which deal with UNESCO targets and mixed age groups work on these right across the school. There are also obligatory "building blocks" of academic teaching in the curriculum and long term commitments, such as a cooperative engagements in Nicaragua, which has been going on for 22 years.

Ongoing research exists alongside this work (assisted by a Scientific Trust and the Faculty for Educational Science at the University, among others): all aspects of the school are continuously evaluated (and documented in over 100 publications). Studies of past students[14] are also included. These studies usually present excellent results in the realm of social and emotional education. Weaknesses in academic learning (e.g. Maths) are discussed and consequently tackled. A six-part film about the laboratory school is available from the university.[15]

3 | Max Brauer School in Hamburg, a Comprehensive and All-Day[16] School

The Max Brauer School, named after a well-known Hamburg mayor, is situated in a social melting pot and has two separate buildings close together which accommodate classes 1-6 and 7-12. It is a comprehensive, 'all-day' school and has about 1200 students from 30 countries on its register. The school

employs about 100 teachers and two social workers. The school is a member of a group of 19 schools in Hamburg which receive special state funding for being 'self administered schools'. The school is known outside Hamburg as a 'Club of Rome School' and has also won the 2007 German School Prize. According to PISA, its students are academically ahead of their peers in Germany by one year.

The suburb where the school is situated, and to which it has had to adapt, is heavily built up with blocks of flats and run-down factories, and is home to a mixed cultural population with a variety of economic and social problems. The diversity of the children, however, is considered to be one of the most important resources of the school. "Instructional differentiation for individual ways of learning" is the main feature of its pedagogical profile. Special pedagogical activities and organisation are required here. Sometimes two teachers will teach in one class, allowing children to stay who would otherwise have to attend a school for children with learning differences. *"They do not all work on the same tasks at the same time, and they will spend different lengths of time on individual tasks. […] We try to take this fact into consideration by creating individual plans for the children".*[17]

The pedagogical programme is built on the following general principles:

- To develop self-confidence and self-reliance
- To learn to study, in order to master new tasks and situations independently
- To take responsibility for yourself and others
- To think and act coherently, in order to comprehend a complex world, and to solve tasks in cooperation with one another

Social and emotional learning is integrated into the programme and is not taught as a separate subject.

Special emphasis is placed on a better understanding of each child's strengths and weaknesses with regard to learning, on building cooperation between teachers, students and parents, on a healthy working atmosphere in the school, on career guidance from Class 1 (age 6) until university entrance exams (Abitur), on work experience in industry (in Classes 8 and 9, age 13 and 14) and on cooperation with external institutions and places of learning.

The so-called "Boss System" is an activity specially designed to aid social and emotional learning. Each child takes it in turn to be the boss. There are 23 baskets containing 23 tasks, one for each child. Each child is responsible for one basket. The 'bosses' discuss their tasks with the teacher, and the others always ask the boss first: "For some of the boys, it was really difficult to go to a girl and ask her to explain something or maybe to be told by her that something is not yet right. Some children found this hard but it did contribute to the social cohesion of the classes because it increases the mutual sense of trust. If I take my problem to my boss and have to ask: "Please explain this to me, I have not yet understood it", then I must be exposed in this situation and admit I don't know something, I need your help".[18] "Special rooms" have particular significance, such as "doing nice things together"- there is a fantasy room, a ghost and horror room, a 'car wash'. However, there is not, as yet, social and emotional education as 'evidence based education' (the term EBE refers to any educational approach or activity based on knowledge which is empirically proven, i.e. with control groups).

4 | The Rütli School in Berlin – a Hauptschule with a Tenth Class (and the Option to Achieve a Certificate which Can Usually Only Be obtained in a so-called Realschule)

This school (of the Hauptschule type) in the Neukölln suburb of Berlin became known nationally in 2005/2006 when some of the teachers wrote a letter to the Berlin Senate *allegedly* demanding the demise of the school in its current make-up because they were no longer able to cope with the violence meted out by the students (this is how the school is also introduced in wikipedia).

The school has a long standing interesting social tradition. A plaque in the school acts as a reminder of the execution on 28 July 1941 of a group of students who had been politically active following the closure of the school due to political non-conformism and who were consequently arrested by the Gestapo.

In 2005/2006 there were 13 classes with 142 boys and 126 girls. About 35% of the students are of Arabic origin, 25% of Turkish, and only 17% of German origin. Over 80% of the students are Muslims. These conditions, similar to those in many German schools, make integration of the different cultural groups difficult. As early as 2004 the headmistress of the school reported that the multi-cultural integration attempts that had been undertaken were threatening to backfire. In October 2005 a new headmaster was appointed – the only applicant for the recently vacated post.

The wide-spread media attention engendered a discussion in the public domain about "migration problems" which tended to blame the social background of students and the lack of professional perspectives of the teachers for this type of situation – according to the experiences of the erstwhile headmistress as expressed in her book.[19]

It is possible to view these events and their presentation by the media as a major challenge to the concept of social and emotional aspects in education. How did the new headmaster manage to disentangle this school from party political headlines and to open up new educational perspectives for the young people? After all, this was a significant model in a socially deprived area in Berlin, the capital of Germany. Three projects (it is compulsory for students to choose at least one of them) seem to have played an important educational function:

1 | The option of taking boxing lessons allowed the young people to learn social and emotional values and rules from a coach;

2 | An economic project (Rütli Wear), where students from Classes 8 to 10 learnt how to produce T-shirts. They designed their own graphics and marketed the T-shirts successfully online.

3 | A workshop with the American show group *Young Americans,* from 2–22 May 2006, which resulted in the performance of a musical in front of an audience of 900.

These three activities appear to be made up of special, pedagogically effective features, the success of which is due mainly to challenging the students to cope with real situations. There are certain similarities to the (social and emotional) successes which Simon Rattle, the conductor of the Berlin Philharmonic Orchestra, achieved through challenging young people with an extensive and demanding dance project. The key feature of this project, which took place in Berlin, was that "difficult" young people were taken seriously by a non-teacher and rose to meet significant challenges, which enabled them to develop new positive attitudes towards themselves and their future. Such attempts are not unique in education. Other

examples are: Kurt Hahn's "Kurzschulen" (short schools), the practice of putting "difficult" young people on trawlers, the teaching of sailing, and survival training. These tend to be attempts which are not directly connected with school, i.e. new, non-academic attempts made more effective by charismatic personalities, e.g. – in the case of a school – maybe the head master; the gym teacher, the drama or music teacher.

Then there are reports about violence being overcome at the Rütli School, where apparently after one year there had been a total change due to the efforts made by the new headmaster, new teachers, additional lessons, new initiatives, creative artistic work, and students who had been trained as conflict managers. For the first time students applying for jobs received replies from employers. However, all such means of creating conditions for an intensified social and emotional education require new frameworks which need to be developed and maintained by charismatic teachers. Whether such resources can be achieved and become effective through teacher training remains to be seen. Here, too, frameworks are required which involve non-academic content, experiential opportunities and committed teachers.

5 | Helene-Lange-School
In Wiesbaden, an integrated comprehensive and pilot school

The Helene-Lange School is situated in one of the more elegant suburbs of Wiesbaden, based near where the river Main flows into the river Rhine. It was originally a girls' secondary school and became a progressive school in 1986. Today it is an Integrated Comprehensive School, spanning three different types of schools. The inside of the school does not look bare, as many schools do: there are wool carpets, plants and children's paintings everywhere. In one classroom (the classroom doors are always

kept open), there are groups of students spread out across the carpet working quietly on their books. Concentration and respect are a natural outcome of the introduction of rituals, such as using a specific signal to bring about silence.

Since the mid '90's, the school has had the status of an experimental school, (as does the Laboratory School described above). As such it is responsible for trying out and documenting new pedagogical paths. Enja Riegel, recently retired, was the school's committed headmistress for many years, and her influence on the school's development was instrumental in assisting the school to become what it is today.

Based on their teachers' recommendations, 15% of the 600 students go on to the Hauptschule (which ends after Class Nine), 30% to the Realschule (which ends after Class Ten with the equivalent of GCSEs), and 55% to secondary schools (leading to university acceptance). In this school the backgrounds of the parents' tend to be more homogenous, fewer are unemployed and they tend to have a higher level of education.

The school is well-known for being awarded a German school prize in 2007 and for its internationally high PISA results (reading competence 579 points, natural sciences 598 points, maths still 50 points above the German average). These are outstanding achievements, which lead one to wonder whether this is, in fact, a classic "elite" school. The headmistress, however, argues that the excellent cognitive and academic results achieved by the students are inspired by the fact that they enjoy learning at this school. She believes that this is due to the general ethos of the school, where, for example, the teachers work in teams: a maths teacher may very well also teach Biology or Art. Each teacher spends as much time as possible with one particular class in order to get to know the students' strengths and weaknesses better. Much work is done through themed projects across several subjects (e.g. the Ancient World), the principle being 'fewer topics, more depth". (The outcomes of the student's work are often displayed in the school corridors.) It has also been a Unesco Project school since 1986.

The theatre project undertaken by Class Nine (age 14) is directed by an actress from the State Theatre of Hesse. The current headmistress, Ingrid Ahlring, says that "...*such projects during puberty are important, not only to help students find their identity, but also to bring the class closer together."* The main aims of the school would seem to be to encourage the students to develop a sense of earnestness, self-discipline and commitment to the task at hand. No student is asked to repeat a year. Achievement is fostered through a combination of conscientious responsibility for one's own learning process, and focused activity. Essentially, learning here is an individual, holistic challenge. The curriculum includes activities reaching beyond conventional subject teaching, such as work experience (e.g. in a hospital) or the class council which meets every Friday to discuss current concerns. If someone chooses to make criticisms in an irrational manner (even a teacher), or becomes personal, they are shown the red card and are asked to leave the circle. Each pupil is able to feel part of the way the school is run.

With regard to social and emotional education, this school has shown that it incorporates parts of an SEL programme, but does not follow the programme systematically in its curriculum. Rather, it builds aspects of it into the lessons which, in many ways, are open to exploring meaningful topics rather than purely subject-based knowledge. Social and emotional education takes place here rather more indirectly through disciplined procedures (projects), activities (creating

products for the public), and the general ethos or climate of the school, which can be felt just about everywhere.

Social and emotional competences are evaluated and confirmed both by the immediate evidence of their effectiveness in the students and the cognitive achievements, as shown by the PISA test results.

6 | Independent inter-cultural Waldorf School Mannheim, an alternative comprehensive school

The school was founded on 11 September 2003 in a suburb with a high proportion of immigrants and low budget shops. From the outside the school is indistinguishable from the surrounding businesses, and is based in the midst of where students live (this is an unusual position and architecture for a Waldorf school). The school is designed to cater to Classes 1 – 12 (ages 6-18) as a comprehensive, all-day school. So far, classes 1-6 (ages 6-12) have been established with a total of 97 students. 53% of the students are from immigrant families, from 11 different countries (61% of the pupils' parents left school early on, and 61% of the students have learning difficulties).

The members of the staff are from many different cultures too. In a new book about the school[20] it is stated that the initial training of many of the teachers was not in education. Many spent several years working in factories or in businesses. This means that not only do they have wider life and work experience, but that they are also familiar with the working worlds that their students' parents are involved in. Almost all the class teachers, while being German, have had significant exposure to other cultures such as Croatia, Romania, India, Thailand, Namibia, Brazil, Russia, Poland, Turkey, Bosnia and Spain. Some of the teachers were actually born in different countries, grew up there and came to Germany later on in life. They

all speak good German but reflect the cultural and linguistic variety of their students. Over 50% of the teachers come from a non-German background. This means that about half the staff shares the migration experiences of their students.[21]

To define the pedagogical profile of the school, we might point out that the class teacher stays with his or her class from Class One to Class Eight (ages 1-14).The education is based on an anthropological and philosophical approach as well as a holistic concept of development.

The curriculum offers a wide intercultural education. Languages are taught: English from Class One, and a second foreign language from Class Four, very much by the 'direct method' where one language and culture is taught to all the students at the same time. There is an emphasis on project work in small groups, weekly outings and individual support. Projects can be about movement or coordination training, reading, awareness building, violence prevention, drama, gardening, special support for students with special developmental or learning challenges, learning strategies, or deepening the content of subject lessons. All students benefit from the stabilising effects of the class staying together and nobody having to repeat a year: which builds a fundamental social cohesion of the peer group.

Especially interesting with regard to the social and emotional education of students is the attempt to cultivate feelings and emotions methodically through artistically inspired teaching. All experiences, information and tasks are introduced in an artistic way. Each cognitive or social topic is accompanied by aesthetic activities such as poems, music, movement and crafts. Exercise books on the content of the lessons are created by the students and used instead of textbooks. Because the child makes a creative presentation

him/herself, it becomes meaningful to the child – something quite different from academic learning from a textbook. An initial evaluation report from a research team at the University Karlsruhe says that "*lesson observation and external research findings have clearly shown profound linguistic encouragement, a strengthened sense of self-trust, stable self-confidence and sense of self-worth, social skills and attentiveness, and an expanded sensibility for all things beautiful and good.*"[22]

These six schools offer outstanding examples of how it is possible to work with children and adolescents today. The staff are especially motivated and comitted, the schools are prepared to meet particularly difficult situations and take on challenging tasks, some have a free choice of students, staff and curricula, and they are often supported by special resources (money, parents, additional staff, and often by resources from academic institutions). Furthermore they attract public attention, win contests and

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The school aims to inspire the child through every activity, and social and emotional learning is thus subtly infused into everyday life. Also worth mentioning is the fact that both parents and teachers choose this individual pedagogy freely and make a certain personal commitment. They have a basic and deep interest in promoting 'their' school: building and repairing the school, discussing pedagogical approaches and problems, sitting on committees, organizing festivals, and taking over special tasks if needed. The school is run by teachers and parents; there is no other responsible body. There is a great deal of interest in this education from the general public (the media, educational authorities, pedagogues and other interested visitors).

achieve high positions on the public ranking lists of schools (for example, that of the Bosch Foundation). Although difficult to attain, these are the pedagogical conditions needed for every good school. To meet the educational tasks of today, these conditions need to be established to prepare students for all kinds of future challenges (social, economic, political, and individual, regarding health, integration, etc.)

The Present State of Knowledge with regard to Social and Emotional Education in Germany

Our knowledge in Germany in the social and emotional field spans various aspects:

• Knowledge of relevant gaps and problematic situations in the social and emotional field;
• The state of knowledge concerning social and emotional education;
• Information about schools with successful social and emotional frameworks,
• Programmes and activities;
• Concrete knowledge of activities relevant to the social and emotional sphere;

day, all aspects of childhood are at risk". Schweizer believes that we experiment with children– childhood is like a social laboratory – referring specifically to early academic schooling. In general, these different risks lead to increased physical, psychological, social and mental challenges regarding the adaptation and development of children. There are many investigations into the deficiencies outlined in the first table above (including social disintegration; violence; difficulties in accepting plurality and tolerance; an

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There exist two separate pedagogical approaches: preventive approaches which aim at creating an atmosphere of trust and cooperation in class and a holistic framework for school life; and direct interventional approaches which recommend direct training of social and emotional skills. These approaches do not exclude each other, they should even complement each other, but in practice many schools stress one over the other

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• Evaluation of schools and activities where social and emotional parameters are applied;
• And systematic knowledge of pedagogical approaches to social and emotional education.

Knowledge of relevant gaps and problematic situations in the social and emotional field: There seem to be different factors that cause changes in the environment which affect the development and upbringing of children, resulting in academic concepts such as "childhood at risk" (Honig)[23] or where children are seen as part of a social laboratory (Schweizer).[24] Honig made a study of these problems and approaches –he said that "*to-*

underdeveloped culture of feelings, emotions and empathy; a lack of real-life experiences and active and creative lifestyles; and less healthy physical environments, for example due to pollution) - which coexist with even more dramatic situations (such as the excessive drop in the birth-rate, teenage abortions, child poverty and abuse). These all demand that health and individual well-being should form the coherent basis of a pedagogical framework. Part of the awareness of these trends includes the need to consider evaluation as a major instrument, which is necessary to improve the state of things.

Yet although social and emotional education, in whatever form, always seems to be of

importance in approaching these concerns, there exist, in practice and in theory, two separate pedagogical approaches: on the one hand, preventive approaches which aim at creating an atmosphere of trust and cooperation in class, and a holistic framework for school life; and on the other hand, direct interventional approaches which recommend, as the only empirically proven approach, direct training of social and emotional skills. These approaches do not exclude each other, they should even complement each other, but in practice many schools stress one over the other.

Unfortunately, there is a distinct lack of deeper analyses concerning the interdependence of different phenomena, factors and ideas, and of an integrated educational approach to them. Each of the different parameters is elaborated in its own right, so there is a danger that the final blame, if a student fails, will be entirely put on his/her shoulders. The aftermath of the relatively poor results of TIMMS and PISA, for example, led to an emphasis on testing and a culture of Educational Minimal Standards. Negative educational experiences,[25] or positive ones[26] regarding teachers, parents and students are made public by mass media and lead to television debates and TV and reality shows almost daily (for instance, the television programme called 'Supernanny'), which aim to show how to educate children correctly when they become difficult to manage.

The state of knowledge concerning social and emotional education in Germany

The knowledge of social and emotional education is professionally limited by both the author's knowledge of the field and a professional data-bank. I start with a statistical overview of the amount of literature that exists and then share my personal assessment of books, approaches, and pedagogical quality.

Under the category and title of social and emotional learning (in German terms) one will find in the professional educational data base (FIS -2008), *only very* few titles. Under *emotional learning* there were about 10 entries; and under *social learning* about 327 entries. There is a lack of literature on the empirical evidence found through sound research on the efficacy of actions, projects and approaches to social and emotional education.

Social learning is a common educational topic, but social teaching tackles mainly social behavioural problems (through instruction and training), and is mostly focussed on specific problems, such as violence intervention and peer conflict mediation (data with empirical research is to be found in Melzer).[27] The case is similar with respect to the smaller corpus of German literature on emotional learning. Simone Pfeffer's book[28] is dedicated to teaching skills with regard to understanding and handling emotions in kindergarten as are the examples offered by Bernstein[29] (Other sources on emotional learning in schools are older.[30] They provide practical examples, but hardly offer any empirically evaluated practices (they concentrate on handling 'turbulence' in the classroom, using approaches such as interactive games).

A special approach has been developed in the last ten years, called "*confrontational pedagogy*" in German[31] - which focuses on a distinct set of skills and their corresponding training programmes (coolness training, confrontational methods, social training …). These techniques were originally used to help rehabilitate delinquent youth. The efficacy of most of these programmes has not yet been evaluated (see overview)[32], although in Berlin alone, for example, more than 2000 applications of violence prevention programmes have been run, at 789 municipal schools of all types.

There are, however, some results concerning the efficacy of programmes oriented towards the rehabilitation of offenders,[33] describing the cooperation between 106 schools guarded by policemen, and of thirteen schools which worked with a private security company in Berlin,[34] and this fact allows for some sort of evaluation of the schools' efficacy. One of the most recent and comprehensive evaluations in German-speaking countries concerning the efficacy of early prevention and intervention programmes (concerning conflict and violence) is the study by Eisner, M. et al.[35]

In more recent publications, a more holistic approach is preferred: for social learning, see Baudisch et. al.;[36] for indirect aesthetic teaching, see Beichel et. al.,[37] and for a general promotion of health see the coherence approach by Wydler et. al.[38] 2000. An all-encompassing overview of developments in students' health in Hurrelmann,[39] changes in attitudes to learning,[40] and also the mental impact of the growing, unmanageable flood of all kinds of information on students should be considered when recommending social and emotional education programmes.

From the above, I conclude the following:

The rapid transformation brought about in society through all kinds of change (social change, new professional outlooks and flexible jobs and careers, the increase in artificial environments, changes in the natural environment, testing, the impact of the media, and new cultures of learning, for example, working with internet, learning to learn, and frequent evaluations. All these and more need a new holistic understanding and research in order to find pedagogical answers which stand between a Rousseau-like isolation of children and students from harming influences as far as is possible (the "biotope" type of education, similar to wildlife reservations and biotopes for endangered plants and animals),or exposing them as early as possible to all the challenges of modern adult life in order to make them fit for survival – thus risking a "natural selection" of the fittest children only.

Social and emotional education is challenged and confronted by new developments in the physical, psychic, social and mental realms in the development and upbringing of children and students. Social and emotional education should strengthen the strained and stressed nature of the student physically, psychically, socially and mentally. But we must keep in mind that these additional tasks could contribute to the child's stress, especially if combined with a pedagogy of self-responsibility, strict evaluation and high benchmarks.

We have specific knowledge about various problems such as violence, bullying or lack of well-being (as symptoms of stress), which in turn leads us towards specialized treatments. However we do not yet know enough about the basic factors which cause these problems, and the extent of their interdependence. We should search for a more holistic (or integral) understanding, and also look closely at various indicators of well being (for example, concerning the child's health, interests, school attendance and educational commitment and dedication) and focus on how to promote these. Also it might be important to "*resist the temptation to make facile recommendations for future action, narrow minded focus on testing and accountability*".[41]

What is not yet being discussed or researched (although it is often done in practice) might be social and emotional education teaching through arts subjects such as literature. For example, the topic of tragedy might have cathartic effects on the social and emotional education of the student, as Benne suggested back in 1967.[42]

We should not only look for successful pedagogical practices in social and emotional education, but also check the preventative aspects - that is to say, to study the conditions of schools and activities which experience and lead to few problems and which therefore require little social and emotional intervention.[43]

dents (3), and for older students (3): these include some international programmes (e.g. Fit for Life, Lions Quest), as well as teacher's programmes,[46] aimed at different types of schools and educational systems (5). There is almost no evidence-based evaluation concerning these programmes, although users do offer their own opinions and experiences concerning these.

We should not only look for successful pedagogical practices in social and emotional education, but also check the preventative aspects - that is to say, to study the conditions of schools and activities which experience and lead to few problems and which therefore require little social and emotional intervention

Information about schools with successful social and emotional frameworks, programmes and activities.
There is a growing public awareness of the 'best' schools ('gelingende Schulen') through published rankings (sponsored by newspapers, magazines or television networks), similar to the six examples presented above. Almost all of the best schools emphasise the acquisition of social competencies, individually-controlled learning, "learning to learn", and different methods of working with small groups. These are looked up to as model schools, distinguished by the competition rankings from other schools.

Concrete knowledge of activities relevant to the social and emotional sphere
Some of the first theoretically-based programmes evolved in the decade of the 1980's.[44] In Melzer et. al., 2004,[45] can be found a comprehensive list of programmes of intervention (mainly violence prevention) for students of all ages (11), for younger stu-

From a variety of sources it is possible to single out the basic approaches of relevant social and emotional activities through experts and users, (for example, Kahl's DVD's[47] offer interviews with users of these activities). The following social and emotional activities are considered by many experts as effective means in themselves, but interestingly, some experts seem to make use of them independently from their original pedagogical framework, taking over foreign approaches uncritically[48] or without knowledge of severe criticisms[49] Additionally, once again we must clearly distinguish between preventive and interventional intentions, and also between direct and indirect effects.

In view of the preceding, I will only list here groups of seemingly effective activities relevant to social and emotional education, without discussing their pedagogical background, function, or effective quality (for this, see the following evaluation section).

• **Instruction on political topics** with regard to democracy, for example minorities, history, intercultural learning, municipal politics, school culture, violence and responsibility (there are examples of outstanding practice in Beutel, Fauser).[50]

• **Methods of confronting students' behaviour** if they are not following the rules (see Kilb et al.)

• **Developing specific social and emotional skills** through basic training, aimed at reducing conflicts and at preventing violence (see Humpert, Dann)[51]

• Strengthening **school identity** through reinforcing the school's name, logo, song, t-shirt, competitions, traditions… (in the Rütli School manner)

• Strengthening the individual child's resources for life with warmth of heart, liberal handling, and clear rules (Hurrelmann, Unverzagt)[52]

• Promoting **non – academic activities** such as sports, arts, experiences, tasks (see Brater et. al.,[53] Beichel)[54] Stressing human, democratic, and pedagogical **codes of conduct**: such as respect, managing conflict, and common ways of approaching learning and teaching tasks… (see Beutel, Fauser,[55] Kilb et. al)[56]

• **Integral or holistic didactics** which offer tasks to be applied at the individual level as part of a number of solutions that belong to a common framework, for example in non–academic activities (Brater et. al.)[57] An example would be teaching maths in a way that simultaneously promotes social and emotional education, for examples see Schuberth[58]

• **Stressing the high cultural standing** of meaningful, holistic environments, topics, questions, tasks, and materials (see Brater et.al.),[59] especially also philosophizing with children (Zeitler et. al.)[60] and of course the famous book and film of the 'The Wave' (widely read in German schools)[61]

Although these activities represent a high standard of educational quality, they should be undertaken with pedagogical consciousness; in other words, they should be appreciated and sought after by staff, administrations, policy makers and consumers, and be managed and constantly improved through training and serious, critical evaluation.

Evaluation of schools and activities which apply social and emotional parameters

There are at least six sources which help to evaluate the efficacy of social and emotional education:

Narrative, autobiographical, and fictional literature, with information related to social and emotional education (for example, a set of six films on the Laboratory School at Bielefeld,[62] inspired by its founder H. v Hentig).

The opinions of external professional educators, who advise on the ranking of schools (for example, documentation, criteria and evaluation on the selection of schools in ranking competitions such as the Bosch Foundation; as well as documented interviews with teachers, students, parents, and academics on schools, and focussing on the social and emotional activities of 'schools which succeed' by Rainer Kahl, in a set of six DVD's).[63]

Comparative analysis of interviews with staff, parents and students within a particu-

lar educational institution (see Melzer,[64] for an interesting factor analysis of violence in schools, and Randoll,[65] who compared the attitudes of students towards teachers in 'state schools' and in Waldorf Schools). Another interesting study is Brater´s[66] on the achievements of children with a 'migratory background', which stresses:
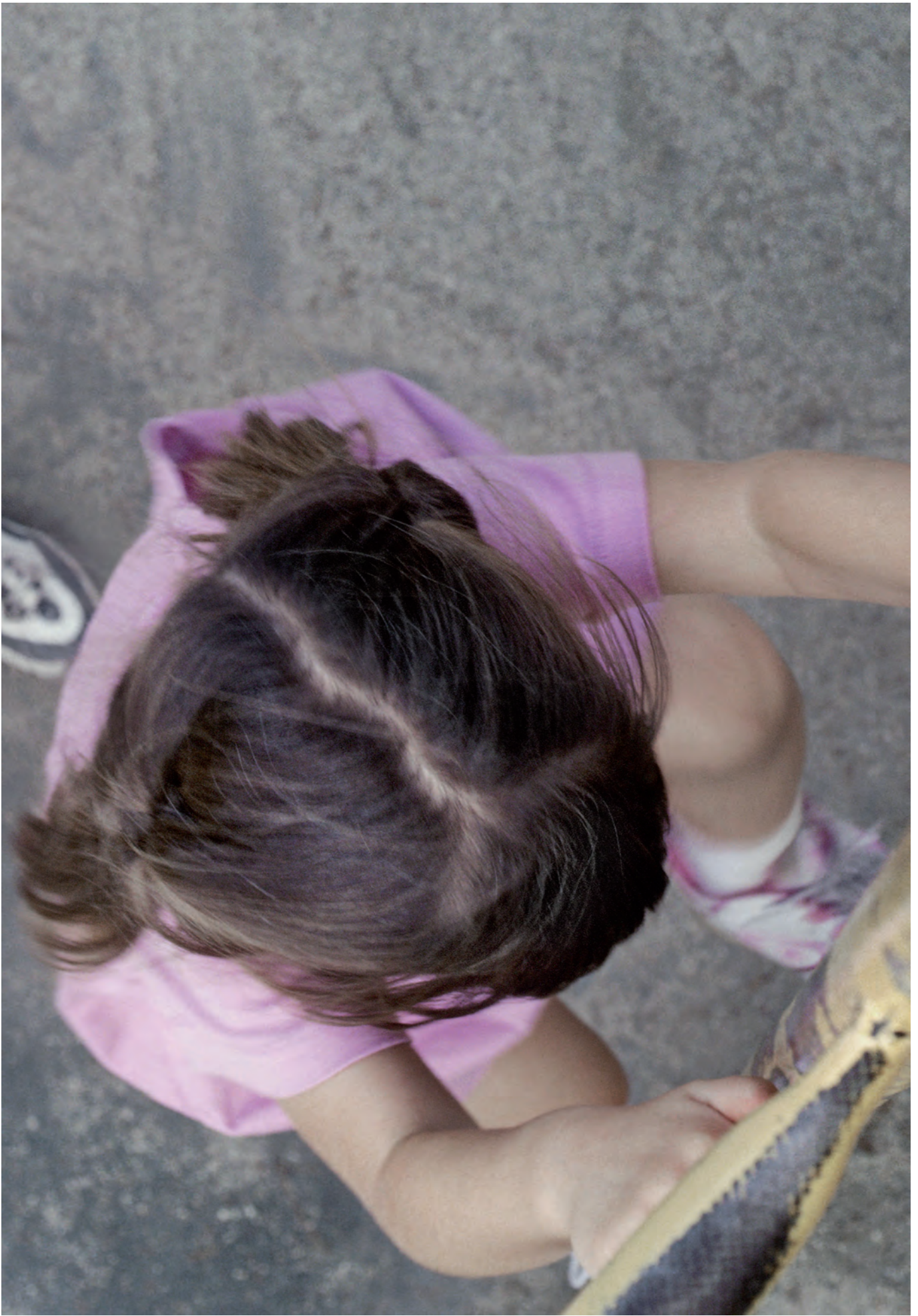
- Success in achieving a heterogeneous social structure among students
- Success in focussing on socially problematic city districts
- Success in the language proficiency of students with a 'migratory background'
- No differences in learning and social behaviour between students with, and without, "migratory backgrounds" fewer differences in challenging behaviour between students of parents with academic and non-academic backgrounds
- No differences in development between the genders

Professional test or experimental design analysis on an academic level. (See Eisner, M. et al.)[67]

Follow up studies:
Hofmann et al.;[68] up to 2007 this was the most thorough follow-up study of a German school on the educational curricula vitae of former students of Waldorf schools. Bartz, Randoll,[69] on the basis of a lengthy quantitative and qualitative follow-up study state that: *"For most of the former students the criterion of social responsibility has a high priority – this is confirmed by the results of the qualitative exploration study and by the questionnaire which was completed thereafter. A very high identification with their school, in which they felt mostly extremely at ease, is another central result. Connected with it this cultural education and learning have very positive connotations. The alumni quite often stress that they received a very good foundation and tools for life. To this belong key competencies for daily life like a positive attitude towards life, a basic confidence in their own abilities, independence, and adaptability. A strong feeling of togetherness because of the long time spent together in class (12 years) is voiced, supported by many public presentations, celebrations, and a strong instinct for social cooperation, which was n´t destroyed by feelings evoked in competitive situations."*

There are follow up studies of the Laboratory School,[70] too.

Systemic knowledge of pedagogical approaches to social and emotional education
In applying working models and activities of social and emotional education, we must keep in mind that all these are embedded in pedagogical frameworks which are not always consciously understood or acknowledged. These pedagogical frameworks (like Dewey or Montessori pedagogy) might each confer on all activities specific educational meanings, but ignore other pedagogical considerations. These educationally important aspects are the pedagogical difference between social and emotional learning through direct instruction (via training courses), in which social and emotional skills are consciously taught and learned (SEL), or a more implicit intention, which might include promoting social and emotional development through the arts. A decision between these two options is generally influenced by the various mainstream pedagogies applied in different countries. However, pedagogical efficacy is difficult to assess because of its holistic nature and effects: every pedagogical activity might have an effect on social and emotional learning, even if not intended, and conversely, any social and emotional learning activity might have some effect on other content and forms of learning.

This phenomenon of integration of different forms and content of learning has to

Although social and emotional education seems a necessary answer to many of the educational and social problems and issues described throughout this report, it is also perceived as requiring additional effort from teachers and students alike. Social and emotional education practice needs to be understood within a wider framework, which includes an emphasis on high performance academic achievement

be taken seriously, because this integral nature of learning (Paschen)[71] might produce different effects in quite different domains than those intended. In addition, this holistic effect could well prove helpful to the implicit approaches, as social and emotional education requires a social framework in which to thrive.

Therefore, social and emotional education, in any of its approaches, should be used in an integral way, especially for intercultural adaptation, teaching and evaluation.

4 | Tendencies within, and the development of, the social and emotional movement

Nowadays, the importance of social and emotional education is generally accepted by the educational community, who see this movement as naturally "child-oriented". However, although social and emotional education seems a necessary answer to many of the educational and social problems and issues described throughout this report, it is also perceived as requiring additional effort from teachers and students alike. As Bellmann and Waldow[72] point out, social and emotional education practice needs to be understood within a wider framework, including the public arena, which includes an emphasis on high performance academic achievement. Presently, it seems that SEL is sometimes considered an absolute necessity, but only in situations where there are explicit and grave social problems, or as a

nice packaging to be added to the more 'serious' task of academic teaching.

I believe that one epistemological problem which has led to this ambivalent understanding and use of social and emotional education lies in its differentiation from other pedagogical approaches, i.e. from academic teaching. Social and emotional education is not yet perceived as an inherent aspect of all teaching, either because it is not yet intended as such, or because its effects are not yet recognized as also applying to the academic sphere. Therefore, social and emotional education is not really accepted as a fundamental dimension of teaching and learning. Instead of promoting social and emotional education either specifically or unconsciously (through direct or indirect intentions), it should first be seen as central to and entangled with all learning and teaching.

Another realm of study leads us to question which specific elements make social and emotional learning work, as this is not yet quite clear. Perhaps one useful variable to consider when evaluating the efficacy of SEL could be the attention that the trained teacher pays to students as individuals, a trained and constructive understanding of them, and therefore a different way of interacting with these young people which affects positively the teacher-student relationship, and the role of the teacher as a model.

It is important to consider the exceptional educational tasks which lie ahead in the future, because there will be more children at risk and they will be faced with a greater number of challenges from their physical, psychic, social, mental, and educational environments, which will put them under increased stress. The impressive amount of information concerning a wide array of problems in the modern world will put more and more stress on all of us, but especially on children and adolescents growing up under these new conditions. Their wellbeing, their sound development, and their ability to perform adequately in the modern world will also depend on the integration and control of different aspects of learning and teaching, including social and emotional practice. Social and emotional education will then gain a central preventive function in cultivating integrated and cohesive personalities and societies.

Notes

1   Herbart, J.F. (1913): *Pädagogische Schriften*, ed. by Willmann/Fritsch, vol. 1, Leipzig

2   "Sputnik shock" was the shock that hit the American education system when all of a sudden the first (Russian) sputnik appeared. This led to curricula and teaching method reforms (i.e. Jerome Bruner)

3   Embodiment in this context is a technical term meaning the instinctive knowledge of the body which humans possess, which machines with artificial intelligence (such as computers or robots) do not have

4   Mollenhauer, K. (1996): *Grundfragen ästhetischer Bildung: theoretische und empirische Befunde zur ästhetischen Erfahrung von Kindern*. Weinheim: Beltz (Basic questions on the cultivation of aesthetics. Theoretical and empirical findings regarding the aesthetic experiences of children)
Rumpf, H. (1981): *Die übergangene Sinnlichkeit. Drei Kapitel über die Schule*. Juventa: München (The ignored sensuality)
Standop, J. (2002): *Emotionen und kognitives Lernen aus interdisziplinärer Perspektive: emotionspsychologische, neurobiologische und schulpädagogische Zusammenhänge*. Lang: Frankfurt (Emotions and cognitive learning in an interdisciplinary perspective)

5   Melzer, W.; Schubarth, W.; Ehninger, F. (2004): *Gewaltprävention und Schulentwicklung*. Klinkhardt: Bad Heilbrunn

6   Kilb, R.; Weidner, J.; Gall, R. (2006): *Konfrontative Pädagogik in der Schule. Anti-Aggressivitäts- und Coolnesstraining*. Weinheim, München

7   Endres, W.; Bernhard, E. (2005): *Methodik-Ordner Grundschule. Lernen lernen im Unterricht: Arbeitsblätter, Folien, Lehrerhandbuch*. Beltz: Weinheim (File of methods. Learning to learn in the lessons: working sheets, folios, teacher's manual)

8   Klippert, H. (2004): *Eigenverantwortliches Arbeiten und Lernen: Bausteine für den Fachunterricht*. Weinheim: Beltz (Self-responsible learning. modules for subject instruction)

9   Bellmann, J. / Waldow, F: Die merkwürdige Ehe zwischen technokratischer Bildungsreform und emphatischer Reformpädagogik. In: *Bildung und Erziehung*, 60 (2007)4 (The strange marriage between technocratic reform of education and emphatic progressive education)

10 Only about 5% of all schools in Germany are independent. These schools receive state funding for 60% to 80% of their budgets.

11 Galiläer, L. (2005): *Pädagogische Qualität.: Perspektiven über Schule, soziale Arbeit und Erwachsenenbildung*. Juventa: Weinheim et.al. (Pedagogical quality: perspectives on school, social work, and adult education)

12 All-day schools are new in Germany and have not yet spread to all parts of the country.

13 His famous pedagogical saying is: "To strengthen men, to enlighten things. The reconstruction of enlightenment", which is also the title of his book: Hentig, H.v. (1985): *Die Menschen stärken, die Sachen klären: Ein Plädoyer für die Wiederherstel-*

lung der Aufklärung Juventa: Weinheim et. al. Reclam: Stuttgart

[14] Jachmann, M. et. al. (eds.) (1999): *Die Laborschule im Urteil ihrer Absolventen: Konzepte, Ergebnisse und Perspektiven*. Impuls 33. Laborschule: Bielefeld (The Laboratory School judged by its former students)

[15] ((http://www.uni-bielefeld.de/LS/laborschule_neu/veroeffentlichungen.html#Film).

[16] All-day schools are new in Germany and have not yet spread to all parts of the country

[17] Sybille von Katzler, teacher in: Kahl, R. Treibhäuser der Zukunft. Wie in Deutschland Schulen gelingen. Archiv der Zukunft: Berlin 2004, p. 64

[18] Kaija Kymäläien, teacher, ibid., p. 65

[19] Pick, B. (2007): *Kopfschüsse. Wer PISA nicht versteht, muss Rütli rechnen*. VSA: Hamburg (on the problems of this school, by the former headmistress)

[20] Brater, M.; Hemmer-Schanze, Ch.; Schmelzer, A. (2007): *Schule ist bunt. Eine interkulturelle Waldorfschule im sozialen Brennpunkt*. Urach Hause: Stuttgart (Appendix: Research Results)

[21] ibid. p. 51

[22] Beichel, J.J.; Boese, T.; Wilhelm E.(2008): *Freie Interkulturelle Waldorfschule Mannheim- Neckarstadt. Ein Modell gelingender Wahrnehmungs- und Ausdrucksförderung im Rahmen verstärkter Ästhetischer Erziehung für Schüler im sozialen Brennpunkt*. Karlsruhe, p. 2 (Evaluation: A successful model of promoting reception, and expression in the frame of an intensified aesthetic education of students in a socially difficult area).(1[st]draft, not yet published)

[23] Honig, M.-S. (1999): *Entwurf einer Theorie der Kindheit*. Suhrkamp: Frankfurt/M. (Design of a theory of childhood)

[24] Schweizer, H. (2007): *Soziologie der Kindheit. Verletzter Eigen-Sinn*. Verl. F. Sozialwiss.: Wiesbaden (Content: The change from a social moratorium to a social laboratory of childhood)

[25] i.e. Pick 2007, see note 19

[26] Bueb, B. (2006): *Lob der Disziplin*. Eine Streitschrift. List: Berlin (In praise of discipline. A pamphlet)

[27] Melzer et. al. 2007, see note 5

[28] Pfeffer, S. (2002): *Emotionales Lernen: ein Praxisbuch für den Kindergarten*. Weinheim: Beltz

[29] Bernstein, R. (Red) (2004): *Soziales und emotionales Lernen*. KIGA Fachverl: St. Ingbert

[30] Heimlich, R.E. (1988): *Soziales und emotionales Lernen in der Schule. Ein Beitrag zum Arbeiten mit Interaktionsspielen*. Weinheim: Beltz
Gebauer, K. (1997): *Turbulenzen im Klassenzimmer. Emotionales Lernen in der Schule.* Klett-Cotta: Stuttgart.
Fichten, W. (1998): *Emotionen im Unterricht und emotionales Lernen.* C. v. Ossietzky Univ.: Oldenburg

[31] Kilb, Weidner and Gall 2006, see note vi

[32] See note 5

[33] Deutsches Forum Kriminalprävention (ed.) (2004):Primäre Prävention von Gewalt gegen Gruppenangehörige – insbesondere junge Menschen. *Newsletter* 37, Bonn

[34] See newspaper Frankfurter Rundschau 7.12.07, p. 4

[35] Eisner; M.; Ribeaud, D.; Jünger, R.; Meidert, U. (2007): *Frühprävention von Gewalt und Agression. Ergebnisse der Zürcher Präventions- und Interventionsprojektes an Schulen.* (The most comprehensive field study in German speaking countries on the efficacy of universal prevention through an experimental design). Zürich

[36] Baudisch, W. (ed.) (2007): *Von sozialer Ausgrenzung zur selbstbestimmten Teilhabe. Möglichkeiten und Grenzen ganzheitlicher Förderung.* Münster (From social exclusion to autonomous participation. Possibilities and limits of holistic promotion).

[37] Beichel, J. J. (2007): *Die ästhetische Mobilmachung. Zur Praxis und Theorie der Musik- und Tanzimprovisation in der Schule. Ein bildungstheoretischer Auftak zu einer Kunstsparten übergreifenden Didaktik des Ästhetischen.* Schneider: Hohengehren (Towards a new approach to aesthetic didactics)

[38] Wydler et. al. (ed.) ([3]2000): *Salutogenese und Kohärenzgefühl: Grundlagen, Empirie und Praxis eines gesundheitswissenschaftlichen Konzeptes.* Juventa: Weinheim (et. al.) (Salutogenesis and feeling of coherence: basic, empirical analysis and the practice of a scientific concept of health)

[39] Hurrelmann, K. (ed.) (2003): *Jugendgesundheitssurvey in commission of WHO* Weinheim: Beltz (Survey on the health of youth).

[40] Wulf, Chr. et. al. (2007): *Lernkulturen im Umbruch. Rituelle Praktiken in Schule, Medien, Familie und Jugend.* Verl. F. Sozialwiss.: Wiesbaden (Changes in cultures of learning. The practices of ritual by schools, the media, families and youth)

[41] Roselli, A.M. et. al (2005): *Do's and Don't of Education Reform.* Lang: New York

[42] Benne, K.D. (1967): *Education for Tragedy. Essays in Disenchanted Hope for Modern Man.* Univ. of Kentucky Press: Lexington

[43] see Powell, M. Cl.; Speiser, V.M. 2005: *The Arts, Education, and Social Change.* Little Signs of Hope. N.Y. et. al.

[44] Thun, Schulz von (1981): *Miteinander reden 1: Störungen und Klärungen.* Reinbek: Rowohlt

[45] See note 5

[46] As SchiLF (Internal further teacher training)

[47] Kahl, R. (2006): *Die Entdeckung der frühen Jahre* (The Discovery of the Early Years) (The initiative supported by McKinsey. On early education). Hamburg **Content:** documentaries, interviews, gallery, lectures by well-known pedagogues: 2 DVD's and a booklet
Kahl, R. (2004): *Treibhäuser der Zukunft. Wie Schulen in Deutschland gelingen.* Hamburg. **Content:** see International edition
Kahl, R.(2006): **International edition:** *Incubators of the future. How schools succeed in Gemany.* **Content:** booklet and three DVD's: scenes from schools, interviews with students, teachers, headmasters and experts in social and emotional education.
Kahl, R. (2005): *A school succeeding. Enja Riegel*

and the Helene-Lange-School (in German). Hamburg   (double DVD and book)

[48]   Dettmar, R. (2008): *Wenn Kinder stören- Über das Trainigsraumverfahren nach Ed Ford.* Universitätsbibliothek. Bielefeld (When children are irritating – the training room method after Ed Ford) is a highly critcal anylsis of the German adaption

[49]   Waterhouse criticises well known and widely used concepts in: Waterhouse, L. (2006): Multiple intelligences, the Mozart Effect, and Emotional Intelligence: A Critical Review. In: *Educational Psychologist, 41*(2006)7, 207-225
Biesta criticises the pedagogical basis of evaluation methods as in: Biesta, G. (2007): Why "What Works" Won't Work. Evidence-Based Practice And The Democratic Deficit In Educational Research. In: *Educational Theory, 57* (2007) 1, 1-22

[50]   Beutel, W.; Fauser, P. (eds.) (2001): *Erfahrene Demokratie. Wie Politik praktisch gelernt wird. Pädagogische Analysen. Berichte und Anstöße.* Opladen

[51]   Humpert, W.; Dann, H.-D. (2001): *Basistraining zur Störungsreduktion und Gewaltprävention für pädagogische Berufe auf der Grundlage des „Konstanzer Trainingsmodells.* Huber: Bern (basic training for the reduction of irritations and prevention of violence)

[52]   Hurrelmann, Klaus; Unverzagt, Gerlinde 2008): *Kinder stark machen für das Leben: Herzenswärme, Freiräume und klare Regeln.* Aktualis. Neuausgabe Freiburg: Herder

[53]   See note 20

[54]   See note 22

[55]   See note 50

[56]   See note 6

[57]   See note 18

[58]   Schuberth, E. (1999): Soziale Bildung im Mathematikunterricht In: Bohnsack, Kranich (1999): *Erziehungswissenschaft und Waldorfpädagogik.* Weinheim: Beltz (Social cultivation in maths lessons)

[59]   See note 20

[60]   Zeitler, K.; Kruse, E.-W.; Rude, Chr.; Simbeck, S. (2008): *Kinder philosophieren.* (Children philosophize) Praxisleitfaden für Kindertageseinrichtungen und Schulen. Hrsg. Von Akademie Kinder philosophieren, Bildungswerk Bayerischen Wirtschaft, Vereinigung der Bayerischen Wirtschaft. Akademie Kinder philosophieren: Freising (o. Jahr)

[61]   Rhue, Me. (pseudonym of Todd Strasser) (1988): *The Wave.* Puffin Books: London

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[63]   See note 17

[64]   See note 5

[65]   Randoll, D. (1999): *Waldorfpädagogik auf dem Prüfstand: auch eine Herausforderung an das öffentliche Schulwesen? Mit einer vergleichenden Untersuchung zur Wahrnehmung von Schule durch Abiturienten aus Freien Waldorfschulen und aus staatlichen Gymnasien.* Verlag für Wissenschaft und Bildung: Berlin (A comparative analysis of Waldorf students' and state schools students' assessment of their relations to their teachers)

[66]   Brater see note 20

[67]   Eisner et al. See note 35

[68]   Hofman,U.; Prümmer, C. v. ; Weidner, D. (1981): *Forschungsbericht über Bildungslebens-läufe ehemaliger Waldorfschüler. Eine Untersuchung der Geburtsjahrgänge 1946 und 1947.* Bund der Waldorfschulen. Stuttgart (Research report on the educational curricula vitae of former students of Waldorf schools: An investigation of the cohorts 1946/7)

[69]   Bartz, H.; Randoll, D. (ed.) (2007): *Absolventen von Waldorfschulen. Eine empirische Studie zur Bildung und Lebensgestaltung ehemaliger Waldorfschüler.* Verl. f. Sozialwiss.: Wiesbaden (Follow-up study of students from Waldorf schools)

[70]   See Jachmann note 14

[71]   Paschen, H. (2008, in print): Zu aktuellen Aspekte der integralen Natur von Lehren und Lernen. In: Strobel-Eisele, G.; Wacker, A. (ed.): *Lernkonzepte in der Erziehungswissenschaft.* Klinkhardt: Bad Heilbronn (Latest aspects of the integral nature of teaching and learning)

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Evaluation

Efectiveness of School-Based Social and Emotional Education Programmes Worldwide

René F. W. Diekstra

Abstract

This chapter presents a review of the scientific literature on the effects of Social and Emotional Education programmes worldwide, for children and youngsters in elementary and secondary education. Such programmes, often labelled as Social Emotional Learning (SEL) or Skills for Life (SFL) programmes are designed to enhance social, emotional and sometimes also moral skills of children and youngsters and therewith foster their overall development.

The review consists of two parts. Part One is a review of meta-analytic literature reviews. Part Two is a meta-analysis of SEL/SFL effect studies from the period 1997-2007. Meta-analysis is a method for establishing the overall results of a number of studies, usually effect-studies. SEL/SFL effect studies examine the type and magnitude of changes in attitudes and behavioural skills of children and youngsters brought about by participation in Social Emotional Learning or Skills for Life programmes.

In Part One the main outcomes of meta-analyses published in the period 1997-2008 concerning SEL/SFL effect studies are presented and discussed. 19 meta-analyses were identified, which focus exclusively or substantially on the efficacy of universal school-based SEL/SFL programmes. The meta-analyses were specifically reviewed with regard to the following questions: a) Do SEL/SFL programmes significantly enhance what they are teaching, namely the social and emotional skills of children and youngsters? b) Do SEL/SFL programmes significantly reduce or prevent problemablic behaviours such as violent and aggressive and self-aggressive/suicidal behaviour? c) Do SEL/SFL programmes enhance or promote positive behaviours such as prosocial behaviour, school compliance and service orientation? d) Do SEL/SFL programmes significantly enhance school grades and/or academic achievement?

While overall the answers to these questions were clearly positive, there are a number of important issues that still deserved closer attention, such as the relationship between programme effect, ethnicity and socio-economic status. Are children and youngsters most in need, also the ones who profit most? Another question regards the dose-response effect: what is the relationship between programme type, length and/or intensity and programme effect? Although there is clearly a need for more in-depth research into these issues, the most effective programmes share a number of characteristics that are relevant to educational systems and schools when adopting programmes.

A major limitation on the positive conclusions drawn from the review of reviews is that the vast majority of studies included in the published meta-analyses originate from the United States, while very few of the studies come from elsewhere. This raises the question whether,

given differences in cultures and educational system characteristics, SEL/SFL programmes as they have been conceived and become evidence-based, will also be similarly effective elsewhere in the world.

Another limitation on the conclusions of the review of meta-analysis is that, although it covers hundreds of effect studies and hundreds of thousands of children and youngsters as participants, many of the studies included, and therewith programmes evaluated, are not particularly recent. As a matter of fact, the time frame covered is from the early 1950's to the first few years of the 21st century.

To address these two limitations, an additional meta-analysis, presented in Part Two, has been carried out on 76 controlled studies of SEL/SFL programmes published in the last decade, the period 1997-2007, comprising as many effect studies as possible from different countries. Although the majority of studies still originate from the United States, a considerable subsample of non-American programmes, all from European countries, were also included.

The results of this new meta-analysis confirm the overall picture from the summative review of the 19 other meta-analyses. SEL/SFL programmes in other countries, as in the U.S, significantly enhance social and emotional skills of children and youngsters, reduce or prevent mental and behavioural problems and/or promote academic achievement, in the short as well as in the long term. Some of the effects, such as those detected on prosocial behaviour, appear to decrease with increasing follow-up length while others, such as reduction or prevention of mental problems and drug(ab)use, appear to increase over time after completion of the programme.

Nevertheless, the overall conclusion from both reviews is crystal clear: systematic, programmatic attention to the teaching of social-emotional skills in the school system has worldwide significance. It promotes overall development of children and youngsters, prevents developmental problems and promotes academic achievement.

In summary, universal school-based SEL/SFL programmes for primary and secondary school children and adolescents are beneficial. Their social and emotional development is significantly enhanced by these interventions. Because this is a key to their overall development in terms of personality, academic progress, school career and societal functioning, the present state of knowledge on the effectiveness of SEL/SFL programmes puts a heavy responsibility on governments and educational policy makers around the globe.

Failure or refusal to adopt and appropriately support the implementation of SEL/SFL programmes in primary and secondary education is equal to depriving children and youngsters of crucial and scientifically substantiated opportunities for their personal, social and academic development. This would be a flagrant violation of the United Nations Convention of the Rights of the Child.

Stated otherwise, given the present state of knowledge regarding the effectiveness of Social Emotional and Life Skills Learning, countries can no longer be excused for not providing the means and support to schools to offer such programmes. For not only do they deprive their children and young people of what they, on the base of international law, are entitled to, such countries and governments also deprive their societies of future citizens who possess socially and emotionally well-developed and well-balanced personalities and who contribute their full potential to the functioning, development and general well-being of their communities.

Part One
A Review of Meta-Analytic Literature Reviews

René Diekstra and Carolien Gravesteijn

Introduction

When the Convention on the Rights of the Child (CRC) was adopted by the United Nations Assembly and opened for signature in November 1989, it was received in many countries around the globe with a lot of public and political interest and support. But in a number of countries it also became the subject of fierce debates and discussions and, with regard to specific parts of its text and articles, encountered strong opposition.

Consequently it took a long time, often many years, before the UN member states completed the ratification process and in several cases by 2008 ratification is still not completed. One of the articles that has been subject to intense debates and disagreements, both before and after the adoption of the Convention, is article 29. This article is on education and reads as follows:

1. States Parties agree that the education of the child shall be directed to:

   (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

   (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

   (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

   (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

   (e) The development of respect for the natural environment.

The central tenet of this article is that education is not just a matter of fostering cognitive-academic development, but should be directed at the overall, i.e. physical, cognitive, social, emotional and moral development of the child. Consequently, educational systems or institutions,

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The overall conclusion from both reviews is crystal clear: systematic, programmatic attention to the teaching of social-emotional skills in the school system has worldwide significance. It promotes overall development of children and youngsters, prevents developmental problems and promotes academic achievement

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such as schools, that exclusively or predominantly focus on academic development, violate children's rights. Even more so, if one relates article 29 of the CRC to article 27 of the Universal Declaration of Human Rights, which states[1] that everyone has the right to share in the benefits of scientific progress and its application. In other words, if scientific research has validly identified approaches and methods that enhance the overall development of children in and by the educational system, the child has the right to be educated through such approaches and methods.

Hence, the question arises whether science has constructed or identified educational approaches and methods that enhance children's overall development, both cognitive-academic, social, emotional and moral, to an extent over and above that which is attainable by focusing primarily on cognitive-academic development. In this chapter, a review of the scientific literature on the effects of Social Emotional Learning (SEL) or Skills For Life (SFL) programmes for children and youngsters in elementary and secondary education, this question will be addressed in two ways.

First, an overview is given of the main outcomes of meta-analytic literature reviews published in the period 1997-2008. Second, in order to answer several questions that remained unanswered after the review of meta-analytic studies, the author and colleagues carried out an additional meta-analysis on 76 controlled studies on SEL/SFL programmes published in the period 1997-2007.

A Review of Meta-Analytic Literature Reviews

The assessment of the effectiveness of universal school-based programmes targeted at enhancing social, emotional and (often) moral skills and development of children and youngsters, and therewith possibly fostering their overall educational achievement and reducing or preventing emotional and behavioural problems, has been the subject of a number of literature reviews over the past two decades (see, for example, Schneider, 1992, Beelmann, 1994, Moote et al. 1999, Wilson et al, 2001, Losel and Beelmann, 2003, Hahn et al, 2007).

The term school-based refers to the fact that the SEL/SFL programme is implemented within the school, during normal school/class hours and considered to be a part of the school curriculum or culture. The term 'universal' refers to programmes that are administered to all children in classrooms regardless of individual risk, not only to those who already have manifested a tendency to lag behind in social, emotional or moral development or showing emotional or behavioural problems or risk factors for these problems. Programmes might be implemented in all levels of education, varying from kindergarten, via elementary school to middle schools and high schools.

Universal school-based SEL/SFL programmes are founded on a variety of theoretical approaches, although most cite social learning theory and cognitive-behavioural approaches as the foundation of their intervention design. Furthermore, while some programmes mainly consist of classroom curricula, other programmes combine classroom curricula with activities outside the classroom, involving the entire school, parents and the community. Community service by children and adolescents might also be a part of the programme, especially if there is an emphasis on education for citizenship or civic engagement.

There is also considerable variety in the composition of programmes, such as the set of behavioural and attitudinal facets and skills addressed. For example, some programmes are mainly focused on teaching students refusal skills, such as resistance against drugs, premature sexual behaviour, violence resistance skills and suicidal behaviour resistance skills. Other programmes assume that such skills mainly derive from social and emotional skills or from positive self-concept or self esteem, so that enhancing such skills or self esteem will make children's behaviour more positive and sociable, and consequently they will make positive choices more often. Other programmes combine both approaches.

In addition, programme manuals and implementation show considerable differences, both in terms of the sequence in which components are presented, the length of the programme, and the type of professional who presents or teaches the programme.

Consequently, efforts to review and succinctly summarize the state of knowledge regarding the efficacy of universal school-based SEL/SFL programmes meet with considerable difficulties and complexities, often resembling an exercise in trying to put 'apples and pears' in the same fruit basket in a way that makes them acceptable look alikes. Such efforts are further complicated by the fact that indicators of success of programmes or the type of outcome measures used differ widely as do the periods over which effects have been assessed or followed-up.

Failure or refusal to adopt and appropriately support the implementation of SEL/SFL programmes in primary and secondary education is equal to depriving children and youngsters of crucial and scientifically substantiated opportunities for their personal, social and academic development. This would be a flagrant violation of the United Nations Convention of Children's Rights

The most suitable way to date to cope with these complexities is to apply a form of literature review that is commonly designated as meta-analysis. Meta-analysis is a method that combines the results of several studies that address similar research questions in a way that allows for statistically defendable conclusions. For example taking all the available studies using a controlled design together, what is the average difference in skills in establishing and maintaining friendships between children that have and children that have not attended a Skills for Life programme?

A number of meta-analyses of SEL/SFL programme studies have been published over the past two decades. Often, these meta-analyses combine effect studies on school-based, after-school and outside-school or community programmes. Although the general conclusion to be drawn from these reviews appears to be that SEL/SFL programmes have the dual benefits of enhancing competencies (e.g., assertiveness, communication skills, self-confidence, academic performance) and reducing the internalizing and externalizing of problems, the issue of differential effects of school-based versus after or outside school programmes is not sufficiently highlighted. Are there differences in efficacy depending upon the context or locality of the programme?

In the following section, a review of meta-analytic reviews of universal school-based SEL/SFL programmes is presented. The time frame for selecting these reviews is the past decade, the

period 1997–2007. The reason for this limitation is that both the quality of meta-analytic reviews has improved substantially in recent years as has the quality of design of SEL/SFL effect studies.

A Review of Reviews: Research Questions

The purpose of this review of meta-analytic reviews of universal school-based SEL/SFL programmes is to answer the following questions: a) Do SEL/SFL programmes indeed 'teach what they preach'? Do they significantly enhance what they are teaching, namely the social and emotional skills of children and youngsters? b) Do SEL/SFL programmes significantly reduce or prevent problem behaviours such as drug (ab)use, violent and aggressive and self aggressive/suicidal behaviour? c) Do SEL/SFL programmes enhance or promote positive behaviours such as prosocial behaviour, school compliance and service orientation? d) Do SEL/SFL programmes significantly enhance school grades and/or academic achievement?

Methods
Criteria for Including Studies in the Review
Studies were included in the review if they:

A │ Were reported in English, published in the period 1997-2007 in peer-reviewed journals or were in the process of being published, and contained a meta-analysis of effectiveness of universal school-based SEL/SFL programmes for primary and/or secondary school students, aimed at:

B │ Enhancing social skills, social adjustment and/or emotional self-regulation as the primary goal or as factors of reducing or preventing problem or disruptive behaviour, aggressive or violent behaviour, antisocial behaviour, drug (ab)use, anger, hostility, self-concept, stress management, anxiety and depressive conditions, school participation/attitudes or school performance;

C │ Reported statistically calculated effect sizes on experimental or quasi-experimental effect-studies (i.e. 'narrative' meta-analyses were excluded).

Collection of Meta-Analyses
An attempt was made to identify and retrieve meta-analyses of universal school-based intervention studies, published in peer-reviewed journals in the English language in the period 1997-2008 or studies which were going to press. The primary source was a comprehensive search of bibliographic databases, including PsycINFO, ERIC (Educational Resources Infor-

mation Center), and Medline. Secondly, the bibliographies of identified meta-analyses and literature reviews and the tables of contents of relevant journals were reviewed for eligible studies. Identified studies were retrieved from the library (University of Utrecht Library) or obtained through the Library services. We obtained and screened all of the reports identified as potentially eligible.

Of the 44 studies that were identified as possibly meta-analyses of universal school-based SEL/SFL programmes, 15 were discarded because it appeared not to be possible to identify exactly or even approximately the number of studies on universal school-based programmes within the total number of studies included. Another 5 meta-analyses did not provide adequate information on the inclusion of general SEL/SFL components in the programmes analysed. Furthermore, 5 meta-analyses were not included because of the fact that they are 'follow-ups' by the same researchers or research groups of meta-analyses included and are focusing on specific questions, using the same set, or a subset, of studies from those analyses (e.g. Roona et al., 2000).

Of the remaining sample of 19 meta-analyses, a number did not exclusively address universal school-based SEL/SFL programmes, but are still included in the review because data on the subset of universal school-based programmes were presented in ways that made them sufficiently identifiable.

With the exception of one, all meta-analyses included in the review have been published in peer-reviewed journals. The exception is the meta-analysis by CASEL (Durlak et al. 2008) that is reported on the CASEL website (www.casel.org) and is expected to be published in the course of 2008. It is included because of its scope and relevance and because of the fact that the present authors have been given the opportunity to read a draft manuscript of this study.[2]

Although it is probably correct to assume that the search has not resulted in complete coverage of the relevant population of meta-analyses, sufficient critical mass has been assembled to allow both for valid and reliable answers to the research questions addressed.

A Review of Reviews: Results

The 19 meta-analyses included in this review (see table 1) examined SEL/SFL programme effects on many different themes or problems, ranging from enhancement of general social and emotional skills, self-concept and self-esteem, via reducing or preventing disruptive behaviour and drug use to prevention of mental ill-health and mental disorders.

Although there is considerable overlap between (some) meta-analyses with regard to the

studies included, the total set of SEL/SFL-effect studies included in the sample of meta-analyses, amounting to at least 700 plus and probably even more, is impressive[3]. Even more so, since the number of elementary and secondary school students participating in the studies runs into several hundreds of thousands[4]. The studies cover a period of about half a century, the 'oldest' effect studies dating from the early 1950's.

The vast majority of effect studies, in particular the appropriately randomized control studies, originate from the United States, the percentage of U.S-studies in the sample of meta-analyses ranges from 89%–98%. The remaining percentages almost completely pertain to studies from other Anglo-Saxon countries, particularly Canada and Australia. This fact creates some serious obstacles regarding possible generalisations or an 'internationalization' of findings, for it is reasonable to assume that a nation's social context and educational system and policies have a significant influence on the effectiveness of its intervention programmes (see also Faggiano et al., 2008, p. 394).

A high to very high proportion of the studies in the meta-analyses are research or demonstration projects in which the researchers or programme developers have a relatively large and direct influence on the programme delivery. As Wilson and Lipsey rightfully point out (2007, p. 124), schools adopting such programmes without such engagement may have difficulty attaining comparable programme fidelity and programme effects.

Design Characteristics

Meta-analyses on interventions bring together studies that are performed by different researchers in different ways, on different groups, in different settings, using different outcome measures, examined for different lengths of time. Since meta-analysis is used to estimate the combined effect from a group of studies, it is important to check whether the effects found in separate studies are similar enough to conclude that a combined or 'average' estimate of effect is a meaningful reflection of the set of effect studies included in the analysis. Of course, some variation unavoidably occurs, but it is important to ascertain that this variation can be explained on the basis of chance. If the variation between individual studies is significantly larger than what is expected on the basis of chance alone, (statistical) heterogeneity is the case. Quite a few, but not all, of the meta-analyses reviewed tested for heterogeneity and, if significant, attempted to explain it in terms of either methodological, or 'clinical', diversity.

As to methodological diversity, all meta-analyses observed a large variety in the quality of design of the effect studies. Often this was a reason to exclude studies from the meta-analysis. Problems found were: a lack of appropriate randomization, a lack of matching of subjects

during the pre-test, a lack of follow-up or short follow-up periods, a lack of standardized out-come measures and a lack of programme delivery process evaluation. Since appropriate randomized controlled trials are difficult to implement within the school system, and therefore researchers often have to resort to quasi-experimental designs, most meta-analyses include both experimental and quasi-experimental studies. Relationships between study design variables and effects are examined in many of the meta-analyses (e.g. Tobler et al., 2000), which is relevant because of the possibility of weaker design studies showing larger effects.

Apart from methodological diversity, there is also great diversity in the 'clinical sense', such as age and sex of subjects, type and composition of programme, programme length and intensity, programme deliverer, quality of implementation, definitions of outcomes. Some meta-analyses examine relationships between all these characteristics and effects in detail (e.g. Wilson & Lipsey, 2007), while others pay attention to some but ignore others (Hahn et al., 2007).

Table 1

Meta-Analyses of SEL/SFL Programs 1997-2008

Authors	Year	Target of SEL/SFL	Number of studies[5]
Durlak & Wells	1997	Behavioural and social problems	177 (73% school settings)
Stage & Quiroz	1997	Classroom disruptive behaviour	99/122 (regular education classroom programmes)
Haney & Durlak	1998	Self concept/self esteem	120 (of which 55.8% school based)
White & Pitts	1998	Illicit drug use or harm caused by it	71 (89% school settings)
Tobler, Roona, Ochshorn, Marshall, Streke & Stackpole	2000	Drug use	207 (universal)/359 (drug use comparisons or effect sizes)
Wilson, Gottfredson & Najaka	2001	Problem behaviours	165/216 (of which 72% of general student populations)
Catalano, Berglund, Ryan, Lonczak,Hawkins,	2002	Positive youth development	25 (of which 22 school based or containing school as component)
Greenberg, Domitrovich, & Bumbarger	2002	Mental disorders (aggression, depression, anxiety)	34 (of which 14 universal school-based programmes)
Wilson, Lipsey & Derzon	2003	Aggressive behaviours	172/334 (70 universal samples included)
Merry, McDowell, Hetrick, Bir & Muller	2004	Prevention of depression	21 studies of which 10 were of universal programmes,unclear how many implemented fully in the school context
Gansle	2005	Anger	(unclear how many relate to universal interventions although presumably 19 do)

Number of participants involved	General Outcome
Circa 22,000	Most categories of programmes had the dual benefit of significantly reducing problems and significantly increasing competencies. Programmes modifying the school environment, individually focused mental health promotion efforts, and attempts to help children negotiate stressful transitions all yield significant effects
5.057 (estimated half of this number were regular education classroom students)	Overall, results indicate that interventions to reduce disruptive classroom behaviour yield comparable results to other meta-analytic studies investigating the effectiveness of psychotherapy for children and adolescents. This indicates that there are efficacious treatments for use in public education settings that decrease disruptive classroom behaviours
(estimation of circa 12,000 of which 55.8% school-based)	Review indicates significant improvement in children's and adolescents' self esteem and self concept and significant concomitant changes in behavioural, personality and academic functioning. Interventions specifically focused on changing self esteem and self concept were significantly more effective than programmes focused on another target such as behavioural or social skills
14331	The impact of evaluated interventions was small with dissipation of programmes' gains over time. The evidence suggests that the best that can be achieved using school-based intervention strategies is a short term delay in the onset of substance use by non-users and a short-term reduction in the amount of use of some current users
?	Programmes are more or less effective in reducing, delaying or preventing drug use depending upon type of programme and small-scale or large-scale implementation. Programmes that are interactive in nature and implemented on a relatively small-scale are most effective, affecting drug use to statistically and clinically quite significant degrees. Non-interactive programmes on a large-scale are least or non-effective
?	School-based prevention practices appear to be effective in reducing alcohol and drug use, dropout and non-attendance, and other conduct problems. The size of the average effect for each of the four outcomes was small and there was considerable heterogeneity across studies in the magnitude of effects, even within programme type after adjusting for measured method and population differences
Number not provided (certainly comprising thousands of subjects)	The selected programmes addressing one or more of 15 youth development (or SEL) constructs show improvements in interpersonal skills, quality of peer and adult relationships, and academic achievement, as well as reductions in problem behaviours such as school misbehaviour and truancy, alcohol and drug use, high risk sexual behaviour and violence. Two general strategies evident in most effective programmes were skill building and environmental-organizational change[6]
?	14 universal interventions were identified that have demonstrated positive outcomes under rigorous evaluation.
(exact number unknown, but certainly thousands of subjects)	There were significant reductions in aggressiveness among intervention groups compared to control groups. High risk youth showed greater reductions in aggressive behaviour. Different types of programmes were generally similar in their effectiveness, other things equal.
? (but certainly several thousands)	Psychological interventions were effective compared with non-intervention immediately after the programmes were delivered with a significant reduction in scores on depression rating scales for targeted, not universal interventions. Educational intervention (providing information only, 1 study) provided no evidence of effectiveness.
?	Post test effects were found for anger and externalizing behaviours, internalizing, and social skills. No differences in outcomes were found by school setting, special education status, entrance criteria, or treatment agents.

Authors	Year	Target of SEL/SFL	Number of studies[5]
Beelman & Losel	2006	Antisocial behaviour and social competence	85/127 (30 studies of universal programmes)
Kraag, Zeegers, Kok, Hosman, Huijer Abu-Saad	2006	Stress management	19/19
O'Mara, Marsh, Craven & Debus	2006	Self concept enhancement	145/98 (preventive interventions, unclear how many in school settings but certainly the vast majority)
U.S. Task Force on Community Preventive Services, Hahn et al.	2007	Violent and aggressive behaviour	53
Neil & Christensen	2007	Anxiety and depression	6 universal programmes, of which 17 studies / 17 effect sizes
Wilson & Lipsey	2007	Aggressive and disruptive behaviour	249/77 (universal programmes)
Durlak, Weissberg, Dymnicki, Taylor & Schellinger	2008	Social, emotional skills	207
Faggiona, Vigna-Taglianti, Versino, Zambon, Borraccino, Lemma	2008	Drug abuse	29 selected (of which 15 useful for and included in the meta-analysis)

Number of participants involved	General Outcome
16,723 (unclear how many in universal programmes)	For universal programmes, effects at programme completion and follow-up were small and non-significant on antisocial behaviour, larger and significant on social competence. Programmes targeting at-risk groups (indicated programmes) had significant effects in the desired direction both on antisocial behaviour and social competence and both after completion of the programme and at follow-up
4063	In controlled studies a positive overall effect was found and positive effects for coping and stress symptoms. Also positive effects for (social) behaviour were found, although the related studies had some methodological weaknesses. Primary prevention programmes targeting stress and coping for schools (i.e. interventions designed specifically to promote mental health and reduce the incidence of adjustment problems in currently normal child and adolescent populations) should be promoted
	Overall, interventions appear to be significantly effective. Effects do not systematically diminish over time. Interventions targeting a specific self-concept domain and subsequently measuring that domain are the most EFFECTIVE? ones. Interventions targeting initially disadvantaged participants (i.e., those diagnosed with pre-existing problems such as low self-esteem, behavioural problems, learning disabilities, etc.) were more effective than preventive interventions
Sample size in studies ranged from 21 to 39,168	The number of studies in this review overall and the number of studies at each grade level, of adequate quality, consistency of effect, and effect size, provide strong evidence that universal school-based programmes are associated with decreases in violence-related outcomes. Beneficial results were found at all school levels examined, from pre-kindergarten through to high school
5879	Both indicated and universal approaches appear to produce short to mid-term small to moderate reductions in anxiety and depression in schools. Findings provide strong support for mental health prevention and early intervention programmes.
?	Overall, the school-based programmes that have been studied by researchers (and often developed and implemented by them as well) generally have positive effects for preventing or reducing such aggressive and disruptive behaviours as fighting, bullying, name calling, intimidation, acting out, and unruly behaviours occurring in school settings. The most common and most effective approaches are universal programmes delivered to all the students in a classroom or school and targeted programmes for selected/indicated children who participate in programmes outside of their regular classrooms
288,000	Students who participate in school-based programmes focused on social and emotional learning (SEL) profit in multiple ways. Compared to students who do not experience SEL programming, they improve significantly with respect to: 1. Social and emotional skills 2. Attitudes about themselves, others, and school 3. Social and classroom behaviour 4. Conduct problems such as classroom misbehaviour and aggression 5. Emotional distress such as stress and depression 6. Achievement test scores and school grades
36.232	Programmes which develop individual social skills are the most effective form of school-level intervention for the prevention of early drug use and should be selected, when planning community interventions against drug use. There are very little data on long-term effect of interventions. Particularly skills-based programmes help to deter drug use. Compared with usual curricula, skills-based interventions significantly reduce marijuana and hard drug use and improve decision-making skills, self-esteem, peer pressure resistance and drug knowledge. Compared with usual curricula, affective interventions improve decision-making skills and drug knowledge, and knowledge-focused programmes improve drug knowledge. Skills-based interventions are better than affective ones in improved self-efficacy. No differences are evident for skills vs. knowledge focused programmes on drug knowledge. Affective interventions improve decision-making skills and drug knowledge to a higher degree than knowledge-focused programmes. Conclusion: Skills-based programmes help to deter drug use[7]

General Outcomes

The meta-analyses reviewed operationalize outcomes of effect studies in terms of a varying number of parameters. These is a change in a) social and emotional skills; b) attitudes towards self (self-concept) and others (pro-social attitudes); c) externalizing or behavioural problems and disorders, such as aggressive, disruptive and violent behaviour; d) antisocial behaviour, such as criminal behaviour; e)drug(ab)use; f) internalizing or emotional problems and disorders, such as stress, anxiety, depression and suicidal tendencies; g) attitudes and behaviour towards school (such as truancy and absence); h) school test scores and school grades.

The general picture of the meta-analyses reviewed also indicates that the attention paid by effect-studies to reducing and preventing externalizing problems, antisocial behaviour and drug(ab)use is considerably greater than the reduction and prevention of internalizing problems and disorders (see table 1). This is to be expected given the fact that the former are much more conspicuous in terms of expression and consequences, and that the political and social pressures to focus first and foremost on these are much greater

The overall picture that emerges from the 19 meta-analyses is that SEL/SFL programmes do indeed first and foremost achieve what they preach, namely developing the social and emotional competencies of children and youngsters. Overall the largest average significant effect sizes are found in this domain (e.g. Catalano et al., 2002, Wilson & Lipsey, 2007, Durlac et al., 2008). The average student who participated in a SEL/SFL programme is not only significantly better than before in recognizing and managing emotions, establishing and maintaining positive relationships, communicating with others and in handling interpersonal conflicts effectively. He or she is also significantly better in these respects than his or her average peer who did not follow such a programme.

Similar effects can be expected from SEL/SFL programmes aimed at enhancing positive self-perception and self-esteem in children and adolescents (Haney & Durlak, 1998, O'Mara et al., 2006, Durlak et al., 2008).

It appears that addressing both general (social and emotional) skills as well as problem or disorder related attitudes and skills (such as drug-refusal skills) within in one and the same programme is the most effective way to reduce or prevent problems and disorders as well as enhance overall development

The general picture of the meta-analyses reviewed also indicates that the attention paid by effect-studies to reducing and preventing externalizing problems, antisocial behaviour and drug(ab)use is considerably greater than the reduction and prevention of internalizing problems and disorders (see table 1).[8] This is to be expected given the fact that the former are much more conspicuous in terms of expression and consequences, and that the political and social pressures to focus first and foremost on these are much greater.

Overall, the evidence for the potential of SEL/SFL programmes to reduce or prevent externalizing problems and disorders is also extensive and convincing (Durlak & Wells, 1997, Stage & Quiroz, 1997, Wilson et al., 2001, 2003, Gansle, 2005, Beelmann & Losel, 2006 , Hahn et la., 2007, Wilson & Lipsey, 2007, Durlak et al., 2008); as is the evidence that such effects are mediated by the improvement of social and emotional skills (e.g. Durlak & Wells, 1997, Wilson & Lipsey, 2007). It appears that addressing both general (social and emotional) skills as well as problem or disorder related attitudes and skills (such as drug-refusal skills) within one and the same programme is the most effective way to reduce or prevent problems and disorders as well as to enhance overall development.

Although with regard to the efficacy of SEL/SFL programes in reducing, delaying or preventing drug use the conclusion from one meta-analysis (White & Pitts, 1998) is rather negative, this is more than balanced out by the conclusions from later meta-analyses (Tobler et al., 2000, Durlak et al., 2008, Faggiano et al., 2008).

The evidence for the potential of SEL/SFL programmes to reduce and prevent internalizing problems and disorders such as stress, anxiety, depression and suicidal tendencies is less extensive and overall effect sizes seem to be less great. Nevertheless, the general picture that emerges here is also that of significant efficacy (Greenberg et al., 2002, Merry et al., 2004, Kraag et al., 2006, Neil & Christensen, 2007, Durlak et al, 2008).

Even where overall effect sizes reported appear to be relatively small, albeit statistically significant, there are several reasons why such small effects should not be underestimated in practice. For example, SEL/SFL interventions for the prevention of depression (Merry et al. 2006) reduce the number of students that need treatment for depression by 10% (see Merry et al., 2004, p.11), which is both from a clinical as well as an epidemiological point of view quite meaningful. The same applies to the effect of SEL/SFL programmes on the use of drugs, such as marijuana. In their meta-analysis, Faggiano and colleagues found that despite rather modest overall effect sizes, such programmes reduce the number of new initiators by 20% (see Faggiano et al.,2008, p. 394).

Several meta-analyses also examined what can be considered to be essential indirect effects of SEL/SFL school-based programmes, namely improved attitudes towards school, school achievements and school grades (e.g. Haney & Durlak, 1998, Wilson & Lipsey, 2007, Durlak et al., 2008). Again, the overall picture is that of a significant improvement in school attitudes and behaviour and academic performance following attendance of SEL/SFL programmes.

The question arises as to how stable over time the observed effects are. Quite a few meta-analyses report in detail about post-test (outcomes assessed immediately upon programme completion) and follow-up effects. The picture that emerges shows first of all that there is still a considerable shortage of studies with longer follow-up periods (12 months or more). Certain meta-analyses (e.g. Kraag et al., 2006 on stress management programmes) even discard calculations of long term effects because of the small number of relevant studies. There is also quite some diversity with regard to the outcomes. Some meta-analyses report a decrease in effects over time (White & Pitts, 1998, Beelman & Losel, 2006, Hahn et al., 2007, Durlak et al, 2008). Most of the time, however, the decrease is not so substantial that the original effects completely dissipate (although they sometimes do so, see White & Pitts, 1998). In the majority of relevant effect studies, the differences between intervention and control groups at follow-up are still significant (e.g. Weissberg et al., 2007). Other meta-analyses point to stability of effects over time (Tobler et al., 2000,[9] O'Mara et al., 2006), and again others report a so-called 'sleeper effect' (e.g. Neill & Christensen, 2007). This means that effects at follow-up, 6 months or longer after termination, are larger than at post-test.

It remains unclear how differences in effect-sizes observed between post-test and follow-up should be explained. It might depend upon outcome measures considered (e.g. Gansle, 2005, p 334, who found overall larger effect sizes at follow-up, but broken down into specifics, certain outcome measures showed no difference over time while others improved significantly). It might also be related to programme implementation, type, length and intensity of pro-

gramme, maintenance of intervention or intervention effects, to characteristics of groups targeted, to community or school contextual factors, or to a combination of these factors.

Heterogeneity and Diversity

Most of the meta-analyses reviewed indicate that heterogeneity is the rule rather than the exception (e.g Gansle, 2005, Beelmann & Losel, 2006, Hahn et al, 2007, Faggiano et al., 2008). This implies that differences between studies in effects found are often substantial and are not only caused by random variation but also by 'true' variation. To explain this variation, most meta-analyses have examined methodological or design heterogeneity as well as/or clinical diversity. As to design heterogeneity, generally speaking significant effect sizes cannot simply be attributed to quality of design. The differences in outcomes observed between high and lower quality studies are relatively small and there is no clear-cut 'upward' bias by studies with weaker designs. If one wants to draw a conclusion in this respect, this should rather point to the opposite direction, for several meta-analyses indicate that the overall effect size of randomized designs is greater than that of non-randomized (e.g. Hany & Durlak, 1998, O'Mara et al., 2006). In other words, differences in quality of design do not seriously compromise the general picture of SEL/SFL programme efficacy (see also Wilson and Lipsey, 2007, p. 138).

As to the many other possible sources of effect differences, mostly related to implementation, such as programme type, intervention components, intensity, length and target(s) of intervention, target population and rigour of implementation of intervention, all meta-analyses have examined or have tried to examine several or all of these. Where they fail to report on the relationship between such characteristics and effect-size, this often is a consequence of the fact that there are not enough trials in the strata of each eligible variable to allow a meta-regression (e.g. Faggiano et al, 2008).

Type and Dosage of Programme

There are three aspects of programme type that are relevant to consider. First is the theoretical orientation or underpinning of the programme (such as behavioural, cognitive-behavioural, knowledge-oriented, skills-oriented, research-driven, (school) community oriented, etc.). Although there is some support for the hypothesis that programmes with a theoretical orientation, such as behavioural or cognitive-behavioural, are more effective, possibly because of the fact that they are more consistent and have clearer foci or goals, drawing any definite conclusions in this respect would be premature. It seems more realistic to assume, given the data from the meta-analyses, that it is the combination of consistency, community-orientation or involvement, and the degree to which the programme stimulates the interest or holds the attention of participants that is essential.

The data from the meta-analyses suggests that it is the combination of consistency, community-orientation or involvement, and the degree to which the programme stimulates the interest or holds the attention of participants that is essential

That means that programmes that are theoretically consistent, highly interactive, use a variety of didactic or 'work' forms, are implemented in small groups, cover both general and domain-specific skills (comprehensive life skills programmes) and are cast within supporting community or environmental strategies are probably, everything being equal, the most effective.

(Tobler et al., 2000, Faggiano et al., 2008, Durlak et al., 2008, see also Dupre & Durlak, 2008). An important aspect of environmental strategies appears to be the use of social influence strategies, i.e. the establishment of shared norms for prosocial behaviour, interpersonal interaction or drug use (see also Roona et al., 2000).

Then there is fidelity, which is the extent to which the programme as carried out corresponds to the original programme it seeks to replicate. As has already been referred to above, a large or even major part of the effect-studies reviewed in the meta-analyses concern demonstration or research programmes. It is to be expected, certainly when the researchers themselves are programme-implementers, that in such studies fidelity is high. Although few meta-analyses are able to provide comparative data on effectiveness of research or demonstration programmes versus routine practice programmes (implemented on an ongoing basis and evaluated by researchers with no direct role in developing or implementing the programme), simply because of lack of data on routine practice programmes, it is reassuring to observe that differences in effectiveness between the two groups are often small if any (see e.g. Wilson and Lipsey, 2007, p. 142, who determined that routine practice programmes did not show significantly better or worse outcomes than research and demonstration programmes in case of universal programmes (n = 13).

Finally, we must assess the dosage of the programme as an effectiveness factor. Dosage refers to how much of a programme - as it is meant to be in terms of components - is being delivered. But dosage also refers to the length of programme as it is delivered in actuality. Although

length is related to programme components, it is not necessarily determined by it in practice. For example, a programme component, although in the manual is described as being delivered in two class hours, might be spread over twice that number of hours because of interest of, or relevance to, the specific group of students. So given the same programme, length may differ depending upon the student population or needs. It may also be the case that not all components of a programme are being implemented in practice because of the fact that one or more are deemed not to be relevant or suitable for a specific student population.

Programs that are theoretically consistent, highly interactive, use a variety of didactic or 'work' forms, are implemented in small groups, cover both general and domain-specific skills (comprehensive life skills programmes) and are set within supporting community or environmental strategies are probably most effective

There is a third aspect to dosage, namely intensity. Programme intensity, the number of class sessions per week or month, may be determined by programme type; but it may also be determined by other factors such as the availability of implementors, school planning, the availability of a classroom, etc.

Most meta-analyses, when they pay attention to dosage or dose-response effect, usually operationalize this in terms of length of programme (in hours, weeks or months) and sometimes also in terms of intensity (although certain authors also define intensity in terms of length, see Beelman & Losel, 2006).[10] Some even use length of programme delivery as inclusion/exclusion criterion. For example, Durlak et al. (2008) included only studies that lasted eight or more sessions. The meta-analyses reviewed here provide some support for this position in that programmes of short duration or low intensity (no more than 8-10 sessions or 2 months duration) often show considerable smaller or even insignificant effect sizes (see e.g. Beelmann & Losel, 2006, p. 607). Apparently SEL/SFL programmes, in order to be effective, have to be of a certain length or duration, most probably somewhere between 3 to 6 months (weekly classes), although that might be insufficient to obtain long-term effects if no later booster sessions are held. Several meta-analyses indicate or suggest that maintenance of intervention, for example through booster sessions at several intervals after regular programme completion, is important to this end (see Kraag et al., 2006, Weissberg et al., 2007).[11]

Clinical Diversity

One of the questions that this review also seeks to answer is whether *children and youngsters most in need are also the ones who profit most?* Departing from the assumption that children and youngsters in schools in socially disadvantaged areas are the ones most in need of support for their social, emotional and academic development, that question can be rephrased as the question of the relationship between SEL/SFL programme effects and socio-economic status (SES). As far as the meta-analyses reviewed provide information on this relationship, the overall outcome is that 'low SES' children and youngsters profit at least as much and often more from such programmes than other children and youngsters (e.g. see Wilson & Lipsey, 2007, Hahn et al., 2007). This might on the one hand be explained as a (statistical) 'ceiling' effect, meaning that the larger the 'social and emotional skills distance' children and youngsters have to travel, the larger the distance they might cover. On the other hand, given the fact that similar conclusions can be drawn with regard to the relationship between ethnicity and race of programme participants and programme effect, the comparable profit by all types of participants seems to be a real merit of SEL/SFL programmes. It suggests that such programmes touch upon aspects of development in ways that are equally beneficial to all children.

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This conclusion can even be broadened if one examines the relationship between age and SEL/SFL programme efficacy.

All meta-analyses reviewed pertain to both primary and secondary school students. A number of these analyses conclude that programme effects are consistent at all grade levels (e.g. Hahn et al., 2007), or that both young children and youngsters benefit more than those in between (6 to 13 year olds, see Wilson et al., 2003) or that no relationship could be established between age and effect size (O'Mara et al., 2006). In any case, a remarkable observation from the meta-analyses reviewed is that the dictum 'the earlier the better' is not borne out by the data presented. In other words, it is apparently beneficial to students at all grades to be offered participation in SEL/SFL programmes.

Children and youngsters from low socio-economic status profit at least as much, and often more, from social and emotional programmes; and similar conclusions can be drawn with regard to the relationship between ethnicity and race of programme participants and programme effect: the comparable profit by all types of participants seems to be a real merit of these programmes. It suggests that they can touch upon aspects of development in ways that are equally beneficial to all children

Another remarkable finding is the lack of data on the relationship between gender and efficacy of SEL/SFL programmes. In a substantial number of meta-analyses authors state that surprisingly often the exact ratio of boys to girls is not reported in effect studies. Consequently, many meta-analyses do not provide data on gender. The few that do either report that effects do not greatly vary with sex (Wilson et al., 2003) or report contradictory data (e.g. Merry et al., 2006). These authors observed a difference between boys and girls in terms of effect on depressive disorders (for girls, but not for boys), but not on depressive scores (on rating scales). The overall picture may either be interpreted as an indication that 'the jury is still out' on the relationship between gender and SEL/SFL efficacy, or imply that most SEL/SFL programmes are equally suitable for boys and girls.

The latter possibility raises another intriguing question, namely that of the match between programme deliverer and programme participant. As many effect studies do not, or do not adequately, report on the gender of participants, they also do not report on the gender of the programme instructor or trainer, and therefore afford no evidence on the match in gender between the two and its possible relationship on programme effects. Nevertheless, quite a number of studies, as well as quite a number of meta-analyses, do report on the type of programme deliverer. In a sub-sample of meta-analyses, its relationship to effects is also examined.

Programme Delivery and Effects

As the term universal school-based SEL/SFL programmes suggests, teachers are often programme deliverers or instructors, although there is quite some variation in programme delivery depending upon the domain or focus of the intervention. Programmes that focus first and foremost on the enhancement of social and emotional skills, prosocial behaviour, self

concept and/or reduction or prevention of disruptive, aggressive or violent behaviour are most often delivered by teachers (Wilson et al., 2001, Wilson et al., 2003, Neill & Christensen, 2006, O'Mara et al., 2006, Hahn et al., 2007, Wilson et al., 2007, Weissberg et al., 2008). This is, for obvious reasons, particularly the case for programmes delivered to elementary school children, as opposed to secondary school students (see Hahn et al., 2007). Still, a substantial percentage of programmes is delivered by others, such as psychosocial professionals, study authors or researchers, supervised students, peers, and lay persons.

Programmes that focus on reducing or preventing drug(ab)use, antisocial or criminal behaviours, and mental problems or disorders such as anger, anxiety and depression are more often delivered by such other professionals, in particular by psychosocial professionals, study authors or researchers, supervised students and peers (see Tobler et al., 2000., Merry et al., 2004, Gansle, 2005, Beelmann & Losel, 2006, Neill & Christensen, 2006, Faggiano et al., 2008).

The picture that emerges from the meta-analyses of these two categories of programmes is rather confusing. On the one hand, a number of meta-analyses report that teachers are generally effective programme deliverers and are as effective, or even more effective, than psychosocial professionals or counsellors (see Wilson et al., 2003, Neill & Christensen, 2006, O'Mara et al., 2006, Hahn et al., 2007). On the other hand, a number of meta-analyses also report that teachers are less effective than either peer-leaders (Hahn et al., 2007, violent behaviour) or than peer-leaders or psychosocial professionals (Tobler et al., 2000, drug (ab)use).

There is some indication that teachers score less well with programmes of a highly interactive nature and with a focus on behavioural or mental problems or disorders, possibly because of a lack training and clinical expertise (see Greenberg et al., 2003, p. 469), or because of "being uncomfortable with certain components (of such programmes), such as roleplays" (see Tobler et al., 2000, p.417). These authors also add that "teachers may need to be convinced of the value of interactive teaching techniques, as well as to be trained in their use, before they will faithfully implement them. Interactive programmes depend to a great extent on the sensitivity of programme leaders, and therefore on their selection and training" (ibid., 417).

However, it may well be that the effects of SEL/SFL programmes on school tests and grades actually depend, to a considerable extent, upon whether or not the programme is being delivered by teachers. Weissberg and colleagues conclude from their meta-analysis (Weissberg et al., 2008) that only when school staff conduct the intervention does students' academic performance improve significantly. Apart from a generalization effect (teachers are also involved in regular curriculum instruction), this finding may also be explained by the possibil-

Weissberg and colleagues conclude from their meta-analysis (Weissberg et al., 2008) that only when school staff conduct the intervention does students' academic performance improve significantly. Apart from a generalization effect (teachers are also involved in regular curriculum instruction), this finding may also be explained by the possibility that where teachers are programme deliverers instead of 'outside' experts, this is a reflection of general SEL/SFL supportive school culture

ity that in places where teachers are the programme deliverers instead of 'outside' experts, that this is a reflection of a school culture that supports SEL/SFL.

It is disappointing that the meta-analyses reviewed show a complete lack of information on the prerequisites and characteristics of successful and less, or non-successful, deliverers or trainers of SEL/SFL programmes. No valid data on the training and expertise of deliverers is available, nor is there data on the level of (ongoing) support provided to them. Also data on heterogeneity of effects at the level of programme deliverer (comparable to data on the relationship between training and (years of) expertise of psychotherapists and psychotherapy-effects, (see Smith, Glass & Miller, 1980) are almost completely lacking.

Given the reasonable assumption that instructor or trainer qualities and characteristics are major sources of variance in effect, and possibly even the major source, one of the most compelling questions in SEL/SFL efficacy research and practice is still far from being answered.

Conclusions

This review of 19 meta-analyses published between 1997 and 2008 on SEL/SFL programme effects, comprising many hundreds of effect studies and hundreds of thousands of children and youngsters in elementary and secondary education as participants, provided clear-cut answers to the questions it sought to address. The general picture that emerges shows convincingly that (1) *SEL/SFL programmes do indeed significantly enhance what they are teaching, namely the social and emotional skills of children and youngsters;(2) SEL/SFL programmes significantly reduce or prevent behaviour and mental problems or disorders, such as violent, aggressive and antisocial behaviour, drug(ab)use, anxiety and depressive symptoms and disorders; (3) SEL/SFL pro-*

The most effective programmes appear to be those that are theoretically consistent, highly interactive, use a variety of didactic or 'work' forms, cover both general and domain-specific skills (comprehensive life skills programmes), are of considerable duration or intensity (several months up to a year) and are set within supporting community or environmental strategies

grammes enhance or promote positive attitudes and behaviours towards self, others and school, such as self concept, prosocial behaviour, school compliance and service orientation. (4) SEL/SFL programmes significantly enhance school grades and/or academic achievement.

The magnitude of enhancement, positive change, reduction or prevention shows considerable heterogeneity over programme type, foci or goals, the quality of implementation and programme delivery. Also, effects appear to be larger in the short term, after programme completion, than in the longer term.

The most effective programmes appear to be those that are theoretically consistent, highly interactive, use a variety of didactic or 'work' forms, cover both general and domain-specific skills (comprehensive life skills programmes), are of considerable duration or intensity (from several months up to a year) and are set within supporting community or environmental strategies. An important aspect of the latter is the use of social influence strategies, i.e. the establishment of shared norms for pro-social behaviour, interpersonal interaction, drug use, and the like. Teachers appear to be as effective programme deliverers as others, such as psychosocial professionals, although acquisition of skills in interactive training methods is an important consideration, particularly when drug(ab)use and/or mental problems or disorders are (among) the programme foci.

There is no backing for the idea that SEL/SFL programmes are predominantly suitable for children and youngsters from families and neighbourhoods that are relatively well off or socially advantaged. If anything, programmes are at least as beneficial, if not more, for children and youngsters from socially disadvantaged family and urban contexts. Interestingly, there is some indication that programmes are particularly beneficial to young children (up to 6 years of age) and from adolescence onwards.

Teachers appear to be as effective programme deliverers as others, such as psychosocial professionals, although acquisition of skills in interactive training methods is an important consideration, particularly when drug use or abuse, and mental problems or disorders are among the programme foci

A problem with the conclusions drawn above, at least from an international perspective is the fact that the vast majority of effect studies originate from the United States and or English-speaking countries. As a matter of fact, almost the same applies to the meta-analyses reviewed here. The vast majority are published by American or English-speaking authors, with few exceptions (Kraag et al., 2006, Faggiano et al., 2008, Beelmann & Losel,[12] 2006). The two main exceptions are meta-analyses on specific problems (Coping with stress, Kraag et al., 2006, Drugs use, Faggiano et al., 2008) and comprise relatively a small sample of effect studies.

There is some indication that programmes are particularly beneficial to young children (up to 6 years of age), and from adolescence onwards

Since it is reasonable to assume that a nation's social context and educational system and policies have a significant influence on the effectiveness of its intervention programmes, and also that transplantation of effective programmes from one country or culture to another typically yields diminishing returns as the process unfolds (see also Dupre and Durlak, 2008), the question needs to be asked: What relevance do the findings presented thus far on the efficacy of SEL/SFL programmes have for other countries, particularly continental European countries?

Therefore, an additional meta-analysis has been carried out on 76 controlled studies on SEL/SFL programmes published in the period 1997-2007, in which, although the majority of studies still originate from the United States, a considerable sub-sample of non-American effect studies, all from European countries, has been included. That meta-analysis is reported on in Part Two of this chapter.

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Part Two
Teaching Social and Emotional Skills Worldwide. A Meta-Analytic Review of Effectiveness[13]

René Diekstra, Marcin Sklad, Carolien Gravesteijn, Jehonathan Ben, Monique de Ritter

Introduction

Advocacy and dissemination of evidence-based programmes to countries other than the one in which the evidence has been gathered should be done with extreme caution. Not only because of international differences in culture and educational system characteristics and their influence on programme acceptance and effectiveness; but also because of the fact that even within one and the same country, transplantation of successful pilot or demonstration interventions to other districts, cities or regions, and even upscaling in one and the same area, can easily lead to serious disappointments. As Schorr (1997) has convincingly demonstrated for the United States itself, most of the time efforts to transplant or upscale – i.e. increase size and scope of successful demonstration programmes – have failed. When they are expanded, their effectiveness plummets (see also Fishman, 1999). Schorr points out that there are crucial contextual factors in successful pilot programmes – factors that get lost when the programmes are scaled up or transplanted, even if the technical concepts and procedures are maintained. Such factors can include lack of leadership within the school, lack of enthusiasm of teachers and lack of support to teachers, lack of capacity of the school to elicit active support from parents (see Fishman, 1999, p. 274).

In addition, interventions have a life cycle of their own. Interventions that have been successful in a given time period might not be successful years later, since social and cultural changes may mean that new generations of children and youngsters have different needs and require different approaches to keep them interested and develop commitment. Consequently, SEL/SFL programmes developed in the 1970's or 1980's might not necessarily be (sufficiently) suitable for children and youngsters attending school in the first decade of the 21st Century.

In summary, the fact that certain SEL/SFL programmes have proven to be effective in certain parts of the United States and at certain periods of time is no guarantee at all that they will be effective in other parts that country and in other time periods. Consequently, the promise or even the suggestion of such programmes being successful in other countries today cannot be depended upon.

Against the background of these considerations, the two main goals of the meta-analysis as described in the following section, are as follows: (1) To assemble evidence on the effectiveness of recent SEL/SFL programmes during the period 1997-2007, which is here referred as the last decade; (2) to assemble comparative evidence on the effectiveness of non-American versus American SEL/SFL programme implementations.[14]

Methods

To overcome the common problem in meta-analytical studies of "mixing apples and oranges", in this study major categories of outcomes are analyzed separately. The study follows four basic steps involved in a meta-analysis (Kulik,1983): (1) locating studies on an issue, using clearly specified procedures; (2) characterizing the outcomes of studies in quantitative terms; (3) coding as many features of the studies as possible; and (4) using statistical procedures to summarize findings and to relate study features to study outcomes.

Search and Retrieval of Studies

Several approaches were used to identify the relevant literature. Studies were obtained by carrying out:

Searches of large scientific databases: such as the ERIC, PsycINFO, EBSCO, Academic Search Elite and internet search engines: *www.googlescholar.com, , www.scirus.com, www.alta-vista.com* using as key terms: "emotional-skills", "in-school", "emotional training", "school intervention" "school-based", "skills-for-life", "life skills", "social emotional learning", "social-skills", "educational program", "intervention", "prevention", "universal", "controlled". Key terms were used in different combinations to minimize the number of omitted studies.

• Searches of websites of research centres: universities, private and governmental institutions such as Samsha, WHO, APA.
• An on-line library search through www.picarta.nl.
• An examination of bibliographies of earlier meta-analyses, literature reviews, and found studies.
• Direct contact with programme coordinators and the programes' researchers.

The final sample of studies was drawn mostly from online scientific databases of peer reviewed journals.

Inclusion Criteria

In order to be included in this meta-analysis, a study had to meet the following criteria:

1 | The study reported a programme that taught at least one social-emotional skill (see WHO, 2002).[15]

2 | The intervention was school-based, aimed at primary or secondary school students, used school facilities and took place during regular school hours.

3 | The intervention had to be 'universal': aimed at the general school population and not only at "high-risk" or underprivileged children.

4 | The study reported programmes' outcomes in a way that allowed the calculation of effect sizes.

5 | The study had to be published in the English language, and between 1997 and 2007.

6 | The study used an experimental or quasi-experimental design with control/comparison group/s.

Coding of Reports

A coding sheet was used to code 4 types of variables from each study included in the analysis: 1) methodological characteristics; 2) intervention/programme features; 3) intervention recipients characteristics; and 4) programme outcomes.

Four senior university students familiar with the literature on SEL/SFL coded studies used the coding sheet after having been trained for several sessions in its use. The training sessions involved a review of the studies included in this meta-analysis and clarifying the criteria. In order to estimate reliability, 10% of the studies were double scored independently by two raters.[16] Methodological characteristics being scored included: design employed (randomized vs. non-randomized), assignment level (schools, classes or students), format of statistics for reported outcomes, publication status and number of months that passed between the end of the intervention and the assessment of the outcomes.

Characteristics of the interventions coded were: number of sessions, length of sessions in minutes, whether the intervention was carried out by teachers, psychosocial professionals or others, whether the intervention was restricted to school or also involved the community or family, whether the intervention was a part of a 'Whole School' programme of change, and year of implementation.

Coded recipients' characteristics included whether the programme was carried out in a primary or a secondary school, the country where the intervention took place (and where such

information was accessible), the (average) age of participants, the proportion of female / male participants, the proportion of White-Caucasian participants versus other ethnic groups, and socio-economic status.

Types of Outcome

Studies were scored on seven major outcomes[17]:

A | *Social-emotional skills and attitudes (direct outcomes)*
- Social-emotional Skills (SS) (e.g. social competence, conflict resolution skills)
- Positive self-image/self-perception (PS) (e.g. self-efficacy, self-esteem)

B | *Behavioural adjustment (second order effects)*
- Anti-social Behaviour (AB) (e.g. aggressive behaviour, disruptive behaviour)
- Pro-social Behaviour (PB) (e.g. altruistic behaviour, helping others)
- Substance Abuse (SA) (e.g. tobacco, alcohol and marijuana use)
- Mental Health/Disorders (MD) (e.g. internalizing symptoms, anxiety, depression, suicidality)
- Academic achievement (AA) (on core subjects such as reading and maths)

Post Tests and Follow-up

Immediate and mid-term/long term outcomes of programmes were extracted and analyzed separately. The first category consists of outcomes assessed at post test up to, and including, 6 months after completion of the intervention. The category mid-term/long term consists of outcomes measured at least 7 months after completion of the intervention. The exact length of time between the intervention and the measurement of the outcome was recorded.

Analysis Procedures

Firstly, the general effectiveness on the different outcome categories was analyzed separately for post-test and follow up assessment. Secondly, homogeneity analyses were executed, and thirdly moderator analyses (characteristics of study methods, interventions/implementation and participants) were conducted to test whether any of the potential moderators had a significant effect on programme effectiveness.

For several outcome-characteristic combinations it was not possible to carry out moderator analyses due to the excessively small number of studies reporting appropriate data.[18] Studies showing no effects or programmes that have not been published, and authors tending to report only significant outcomes of their programmes, and to omit outcomes that were

not significant from their reports, can introduce a publication bias leading to overestimation of effect size. To address this problem and to substantiate general conclusions about the effects of programmes, "file drawer analysis" was carried out by means of failsafe N calculation. The failsafe N can be defined as a number of studies with null effect that would be required to render the overall effect statistically not significant (Cooper, 1979).

The effect size estimate used here is a standardized difference between means of the intervention and the control or comparison group (Lipsey & Wilson, 2001). For studies reporting more than one programme, effects of all programmes matching the overall selection criteria were combined and treated as a single effect. Analogically, contrasts separating treatment from booster treatments, females from males, different ethnic groups and different interventions are averaged using the *Comprehensive Meta-analysis* (CMA) programme (Borenstein & Rothstein, 1999), accounting for the effect sizes and relative weight of each group. Contrasts comparing different interventions with each other are not included. Several studies reported multiple treatment–comparison contrasts, and a number of outcomes were reported for different groups within studies.This analysis includes all treatment-comparison contrasts using independent different participants' groups. The effect size estimate Cohen's d (Cohen, 1988) was calculated using the following formula: The mean of the control group was subtracted from the mean of the intervention group. The figure was then divided by the pooled group standard deviation.

$$d = \frac{M_I - M_C}{S_{pooled}}$$

The pooled standard deviation is found using following formula (Cohen, 1988).

$$S_{pooled} = \frac{(n_I - 1)s_I^2 + (n_C - 1)s_C^2}{(n_I + n_C - 2)}$$

Whenever significant baseline differences existed, effect size (Cohen's *d*) for each measure was calculated as the standardized difference between the intervention and control in change from baseline to post-test, employing the formula:

$$d = \frac{\overline{\Delta}_I - \overline{\Delta}_C}{S_{pooled}}$$

$\overline{\Delta}_I, \overline{\Delta}_C$ *Mean difference between baseline and post-test for the intervention (I) and control (C) groups.*

When a study did not contain information allowing for direct calculation of effect size estimate using the aforementioned formulas, the reported statistics were converted to *Cohen's d* (Cohen, 1988) using the CMA programme (Borenstein, & Rothstein, 1999). At least 12 different statistics were used for the calculation of an effect size. These included: odds ratios, χ^2 for 2x2 tables and Pearson correlation coefficient.

Effect directions were relative to the outcome measured; thus outcomes which are desirable to increase (e.g. SS – social skills, AA-academic achievement) had a positive effect direction when increased, and conversely outcomes which are desirable to decrease (e.g. MD- mental disorders and SA-substance abuse) had a negative effect direction when decreased. All significance tests were two-tailed, and tested for =0.05

In order to preserve statistical independence, only one observation from the same source can be analyzed. Therefore, when a study presents more than one outcome for one category, the outcome ESs were averaged to obtain a single estimate. Different outcome and time categories are examined separately. For example, a study which reported outcomes for pro-social behavior and academic achievement at both time points (post-test and follow-up) will have four outcomes analyzed separately.

The random effects model was used in the analysis because it allows for heterogeneity of the effect sizes reported across different studies and provides for more conservative estimates of effect size by inclusion of study-level sampling error (Lipsey & Wilson, 2001). The random effects model incorporates the assumption, fitting the actual state, that the different studies are estimating different, but related, treatment effects (Higgins & Green, 2008). All statistical tests are two-tailed and tested for a significance level of   = 0.05.

In order to test for heterogeneity, tests were carried out using the Q test statistic (Lipsey & Wilson, 2001).

Results

The literature search and coding process yielded data from 76 studies of universal school-based programmes, published over the period 1997 – 2007, that met all the criteria. Of these 76 studies, 70 (92%) were published in peer-reviewed journals, 2 were accepted for publication in peer-reviewed journals and 4 were progress reports. Of the 76 studies, about one quarter (22.7 % or 17 studies) were conducted in parts of the world other than North America, mostly (12 studies, or 15.9 %) in continental Europe. The European countries involved were Austria, Denmark, Finland, Germany, Greece, Luxemburg, the Netherlands, Spain, Swe-

den, Turkey and Ukraine. 6 (6.8 %) studies originated from other continents (Australia, Africa and Asia). Most non-American studies reported programmes implemented in one country, with the exception of one study: this study included participants from 4 different European countries. One study reported a programme that was carried out both in the US and Canada.

The inclusion of 17 non- Northern American effect studies makes this meta-analysis the only one thus far in the literature that allows for comparison between American and non-American SEL/SFL programme effects, at least with regard to some outcomes.

Outcome Categories

The range of outcome categories reported in the selected studies varies from 1 to 6. The two most often reported outcomes were an increase in social-emotional skills and a reduction in antisocial behaviour, which were both assessed in half of the studies. The remaining 5 categories of outcome were reported in 13 (28%) of the studies (see Table 1). For 30 (40%) studies all extracted outcomes belonged to only one category, and 26 (34%) studies reported outcomes from two categories. Altogether 93% of studies reported 3 or less outcome categories.

Post-test and Follow Up

Roughly half of the studies (53%, 41 studies) reported only immediate effects, defined here as post-tests that took place no later than half a year after the end of the intervention. 15 studies (20%) reported at least one mid-term or long-term outcome (assessed at least 7 months after completion of the intervention), along with immediate outcome measurement(s). The remaining 20 studies reported only mid-term or long-term outcomes.

Randomization

Of the studies included in the meta-analysis, 57% used a randomized experimental design and 43% a quasi-experimental design (see Table 2).

In only 10 studies (15%) were individual students the unit of assignment. Most researchers assigned classes (38%), or even schools (17%), to intervention or control conditions. In all studies the analysis was conducted for students. This discrepancy between the levels of the assignment and the analysis has been regarded as common and non problematic in the meta-analytic literature (Wilson et al., 2001); while the effect of this discrepancy could be an overstating of the statistical significance of effects, it does not affect the descriptive statistics extracted.

Table 1. Time of Assessment and Outcomes Reported by Studies

	No. of programmes	% of programmes
Time of Assessment		
Post test: 0-6 months	56	73,7%
Follow-up: 7-18 months	27	35,5%
Follow-up: 19+ months	16	21,1%
Outcome Reported		
Social Skills	36	47%
Antisocial Behaviour	35	46%
Substance Abuse	21	28%
Positive Self-image	14	18%
Academic Achievement	13	17%
Mental Disorders / Health	13	17%
Pro-social Behaviour	10	13%
Total	76	

Table 2. Methodological Features of Studies

	No. of programmes	% of programmes
Experimental Design		
Any form of a Random Assignment	43	56,6
Non Random Assignment	33	43,4
Unit of Assignment		
Matched Pairs	10	13,2
Schools	13	17,1
Classes	29	38,2
Students	11	14,5
Others, e.g. level of cohorts	13	17,1
Intervention Manual		
Unavailable/Availability not reported (43%)	56	73,7
Availability reported	20	26,3
Total	76	100,0

Manuals

Availability of intervention manuals or 'manualization' of intervention is an important method-ological aspect of intervention effect studies. Manuals are supposed to contain the exact de-scription of the content and implementation of (the different sessions of) an intervention, and therefore provide guidelines to instructors/trainers. The availability of a manual permits dif-ferent instructors/teachers to teach similarly in terms of themes and strategies. It is the avail-ability of a manual that allows for replication of the intervention and, therefore, manuals are important in evaluating the effects of interventions. However, in only 26% of the studies was

Table 3. Features of Reported Programmes

	No. of programmes	% of programmes
Programme Duration		
Up to a month	8	10,5
Up to a year	50	65,8
More than one year	19	25,0
Programme Delivery (not mutually exclusive)		
Teachers	42	55,3
Professionals/Researchers	29	38,2
Others	5	6,5
Programme Context		
Family Involved	19	25,0
Community Involved	14	18,4
Total	76	

it explicitly mentioned that manuals were available. In the remaining studies the existence of a manual was either not mentioned (but probably or almost certainly available, 43%,) or they were not available.

Characteristics of Programmes, Deliverers and Participants

A quarter of reported interventions were first and foremost directed at a change of school culture and climate, the so called 'Whole School approach'. Some programmes had this element along with class sessions offered to students. However, most of the "Whole School" interventions do not have class sessions for students. The essence of the intervention is change in school climate and culture, such as encouraging different teaching styles and different approaches to students.

There was quite a lot of variance in the duration and intensity of reported interventions (see table 3 and 4), ranging from a one- day, one-off workshop via interventions, which consisted of 15 sessions spread over 3 years, up to a programme of 155 sessions lasting up to 6 years. However, the majority of interventions did not exceed a year in length and 18 sessions in number. The most common length of the intervention was 1 school year. The most common length of a class session was equal to the length of a school lesson.

Most of the programme deliverers were school teachers (see Table 3). In more than half of the studies (42), they were the only trainers in direct contact with students. In 29 programmes (38%), professionals were involved in teaching the programme (e.g. psychologists, researchers).

Table 4. Length of Programmes

	No. Studies	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25	50	75
Duration of the programme (days)	70	392	407	1	1820	85	365	550
Number of sessions	56	27	32	1	155	10	17	30
Duration of a session in minutes	37	48	22	20	120	37	45	51

Although all interventions are school-based and universal, it should be noted that 14 (18%) interventions also have community-based elements. Furthermore, a quarter of the studies (19) reported programmes that also involved families.

Relatively more studies were retrieved for secondary than for primary schools (61.8%, see Table 5). Of the studies that reported on the socio-economic status of participants, roughly half addressed students with lower socio-economic status. The other half comprised students of mixed socio-economic status.

Table 5. Participants' Characteristics

Characteristics	No. of studies	% of all studies	% of studies reporting
School Level			
Primary	32	42,1	42,1
Secondary	47	61,8	61,8
Total reported	76		
Socio economic status reported			
Low(er)	26	34,2	52,0
Mixed	23	30,3	46,0
Total reported	50		

Age, gender and ethnicity were reported in only a minority of the studies.[19] In contrast to the studies from the U.S, ethnicity is seldom reported in studies from other countries. The varying definitions of ethnicity and its categories (e.g. "White" versus "Euro-American") used by the different studies make it difficult to adequately identify different ethnic groups. It seems quite probable that studies may well include different groups under similar category labels (e.g. "White" might refer to different ethnicities across studies).

Programme Effects

There were sufficient numbers of studies for each major category of outcome at both post-test and follow-up to calculate overall effect sizes. Table 6 illustrates how at post-test programmes show statistically significant effects in the desired direction on all seven outcome categories. There were large effect sizes for social skills, positive self image and pro-social behaviour measured at post test (Lipsey & Wilson 1993). Programmes had moderate immediate effects on academic achievement and antisocial behaviour, and weak immediate effects on mental disorders and substance abuse (Cohen, 1977). For both mental disorders and substance abuse, effect sizes were not significantly heterogeneous across programmes, and for the remaining 5 categories of outcome, heterogeneity of effect sizes was significant,[20] pointing to the existence of genuine differences in the effectiveness of programmes.

In the long-term, the largest beneficial effect was found for mental disorders. The effect had moderate size and was greater than the immediate effect size. All other long-term effect sizes, with the exception of the effect-size for positive self-image, were statistically significant, yet their sizes were small. Positive self-image was the only outcome parameter that showed no statistically significant effect of programmes at the follow-up.

Effect sizes at follow-up were statistically significantly heterogeneous for all outcome categories, except academic achievement, pro-social behaviour and social skills. The heterogeneity of effect sizes for the remaining four (antisocial behaviour, mental disorders, positive self-image and substance abuse) was high: 76-93%. At the post-test, failsafe N (number of studies with null effect needed to nullify the general effect) was between 68 for substance abuse and 6300 for antisocial behaviour, which means that to attribute the significant effects of the programmes to publication bias alone one would need to assume that between 80% and 99% of outcomes were not published because they showed no programme effect. For outcomes showing statistically significant effects of programmes at follow-up, the failsafe N was in the range of 32-660.

Table 6. Programmes' Efficacy on Major Outcomes[21]

Outcome	Effect Size (d)* and Standard Error			95% Confidence Interval	
	No. of Studies	d	SE(d)	Lower Limit	Upper Limit
Immediate Outcomes					
Academic Achievement	9	0,50	0,08	0,34	0,66
Antisocial Behaviour	31	-0,48	0,06	-0,61	-0,35
Mental Disorders	10	-0,16	0,04	-0,25	-0,08
Positive Self-image	6	0,69	0,18	0,34	1,04
Prosocial Behaviour	6	0,59	0,21	0,17	1,00
Social Skills	31	0,74	0,10	0,54	0,94
Substance Abuse	10	-0,11	0,03	-0,17	-0,05
Mid & Long Term Outcomes					
Academic Achievement	7	,25	0,04	0,17	0,33
Antisocial Behaviour	14	-,17	0,05	-0,28	-0,07
Mental Disorders	8	-,37	0,13	-0,63	-0,10
Positive Self-image	9	,08	0,05	-0,02	0,17
Prosocial Behaviour	6	,13	0,03	0,06	0,19
Social Skills	13	,05	0,02	0,01	0,09
Substance Abuse	15	-,20	0,05	-0,30	-0,11

* A 'd' or effect size of 0.50 for academic achievement means that the average child participant in a SEL/SFL programme moved into the top 30% of the total population of children in terms of academic achievement. A 'd' or effect size of -0.50 means that the average child participant in a SEL/SFL programme moves into the lowest (or least affected) 30% of the total population of children (e.g. in showing antisocial behaviour) because of the programme. The fact that most of the effect sizes shown are statistically significant indicates that participation in SEL/SFl programmes lead to substantial upwards movement os positive indicators or downwards movements on negative indicators; although these vary in size depending upon the indicator.

Heterogeneity of effect sizes suggests that there are important factors or moderators affecting the effectiveness of programmes on different outcome categories. The moderator analysis was carried out for the 2 outcomes most often reported at post test: social skills (SS) and anti-social behaviour (AB) (see Table 7).

Programmes of short duration (less than a year) had a higher immediate effect on social skills and antisocial behaviour than longer programmes. Programmes carried out by school teachers only had a lower effect size than programmes that also involved other types of trainers, although heterogeneity was significant only for antisocial behaviour. Programmes in-

| Test of Null (2-Tail) | | Heterogeneity | | | |
Z value	P value	Q	df (Q)	P	I²
6,24	<,001	161,36	8	<,001	95,04
-7,40	<,001	1038,31	30	<,001	97,11
-3,91	<,001	15,91	9	,069	43,44
3,83	<,001	166,47	5	<,001	97,00
2,75	,006	191,90	5	<,001	97,39
7,32	<,001	1151,46	30	<,001	97,32
-,.59	<,001	17,98	9	,035	49,95
5,84	<,001	10,78	6	,095	44,34
-3,24	,001	113,33	13	<,001	88,53
-2,74	,006	106,88	7	<,001	93,45
1,57	,117	33,94	8	<,001	76,43
3,75	<,001	8,16	5	,147	38,75
2,39	,017	20,43	12	,059	41,26
-4,11	<,001	208,12	14	<,001	93,27

volving professionals as deliverers had significantly higher effect size for social skills and in-significantly lower effect size for antisocial behaviour than other programmes. There was no significant heterogeneity between programmes only conducted in primary schools or in secondary schools.

However, what is especially important here is the observation that there was no significant heterogeneity between the American studies and studies from other parts of the world in effect size for social skills (there was only one non-American study that reported on antisocial behaviour, therefore a comparison was not carried out for this outcome).

Table 7. Moderator Analysis, Mixed Effect Model Analysis

Moderators and Outcomes	Group 1 Effect d(se)	Heterogeneity Q_{within}	df	P[22]
School Level	**Primary School**			
SS	,75(,16)**	590,89	14	<0,001
AB	-,57(,07)**	690,74	20	<0,001
Duration	**At least 1 year**			
SS	,38(,09)**	367,26	16	<0,001
AB	-,33(,07)**	465,68	17	<0,001
SA				
No. of Sessions	**20 sessions or more**			
SS	,29(,09)**	86,74	11	<0,001
AB	-0,23(,06)**	203,57	12	<0,001
Trainers	**Only Teachers**			
SS	,71(,13)**	1019,0	19	<0,001
AB	-,28(,10)*	90,72	10	<0,001
Professionals	**No profesional delivering**			
SS	,67(12)**	1035,9	20	<0,001
AB	-,51(,07)**	944.,9	22	<0,001
Place	**Outside North America**			
SS	0,66(,18)**	103.78	5	<0,001

SS: Social Skills, AB: Antisocial Behaviour, SA: Substance Abuse

*p <,005 ** p<,001*

Group 2 Effect d(se)	Heterogeneity			Between Groups Heterogeneity		
	Q_{within}	df	p	$Q_{between}$	df	p
Secondary School						
,75(,14)**	544,88	15	<0,001	0	1	n.s.
-,27(,14)	278,70	10	<0,001	3,45	1	,063
Less than 1 year						
1,21(,29)**	609,19	12	<0,001	25,47	2	<0,001
-,68(,15)**	540,92	13	<0,001	4,22	1	0,040
<20 sessions						
,83(,22)**	399,08	9	<0,001	14,39	2	<0,001
-,28(16)	235,36	9	<0,001	13,69	2	0,001
Not Only Teachers						
,83(,18)**	128,88	10	<0,001	0,26	1	,61
-,56(,08)**	891,55	20	<0,001	5,05	1	,025
Professionals delivering						
,99(24)**	104,9	9	<0,001	1,39	1	,024
-,37(,13)	75,74	8	<0,001	0,90	1	n. s.
Within North America						
0,74(,12)**	1013,77	24	<0,001	0,14	1	0,71

Discussion and Conclusions

The two goals of this meta-analytic literature review were (1) to assemble evidence on the effectiveness of recent SEL/SFL programmes, i.e. from the last decade, the period 1997-2007; and (2) to assemble comparative evidence on the effectiveness of non-American versus American SEL/SFL programme implementations.[23]

The main findings (1) are that the universal school-based SEL/SFL programmes that have been evaluated in experimental or quasi-experimental studies over the past decade generally have positive effects on a number of desirable outcomes. These are: enhancement of social and emotional skills, positive attitudes towards self and others, reduction or prevention of antisocial behaviour, mental problems and disorders, and promoting academic achievement. In the short-term (up to 6 months), the largest effects are found on social-emotional skills, attitudes towards self, pro-social behaviour, academic achievement and reduction of antisocial behaviour. These findings are very similar to those found in other meta-analyses covering a large number of effect studies from before 1997 (e.g. Wilson & et al., 2001).

In the mid and long-term, some of these effects decrease substantially, although not to the level of insignificance –with one exception, while others increase, for example the reduction or prevention of mental disorders. Again, this finding is corroborated by results of earlier meta-analyses.

As (2) this is the first meta-analysis in which effect-studies originating from the U.S are compared with effect studies from other parts of the world, in particular the European continent, it is highly relevant that overall effect sizes of the two groups of studies are similar, at least for the one outcome measure for which comparison was statistically possible, i.e. the enhancement of social-emotional skills. This suggests, although more research is clearly needed, that SEL/SFL programmes are potentially beneficial to children and youngsters around the globe. Their social and emotional development might be significantly enhanced by these interventions. As this is a key to their overall development, both in terms of personality development as well as in terms of academic progress and school career, the present state of knowledge with regard to the effectiveness of SEL/SFL programmes should be an impetus to governments and educational policy makers around the world to facilitate and support schools in the acquisition, implementation and evaluation of culture-sensitive SEL/SFL programmes- if only in order to establish what they may bring to the children, and thus adults, of the future. The present state of knowlegde indicates that they hold great promise.

Notes

[1] Everyone has the right to freely participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Note: the CRC is a specification of the Universal Declaration of Human Rights with regard to the particularities of the position of the child

[2] Weissberg, R.P., Durlak, J.A., Taylor, R.D., Dymnicki, A.B., O'Brien, M.U. (2007) Promoting Social and Emotional Learning Enhances School Success: Implications of a Meta-analysis. Draft paper, May 28th, pp.42

[3] It did not appear possible to establish the exact total number of studies included the 19 meta-analyses. The reason for this is that there is considerable overlap between meta-analyses in studies included, however, it was possible to determine the exact number of identical studies

[4] Also the total number of subjects, i.e. children and youngsters, could not be established exactly, because a number of authors do not provide precise figures

[5] Within one and the same study

[6] See also Greenberg et al., 2003

[7] (i) skills focused programmes aim to enhance students' abilities in general, refusal, and safety skills; (ii) affective focused programmes aim to modify inner qualities (personality traits such as self-esteem and self-efficacy, and motivational aspects such as the intention to use drugs); (iii) knowledge focused programmes aim to enhance knowledge, effects, and consequences of drug use; and (iv) usual curricula

[8] The term 'externalizing problems' refers to behavioural problems, such as antisocial and criminal behavior, vandalism, drug (ab)use, persistent truancy and the like. The term 'internalizing problems' refers to emotional problems, such as anxiety and mood problems (depression) and suicidality

[9] See also Tobler & Stratton, 1997

[10] Wilson et al., 2001, define intensity in a totally different way, namely as the degree to which the intervention was likely to be psychologically or emotionally engaging to the subjects

[11] "Although the positive effects of training endure to some extent over time, the fact that the strength of effects are less powerful at follow-up than at post-test suggest that continued school efforts to promote students' social and emotional competencies through direct instruction and environmentally-focused interventions may be necessary for students to use and expand their newly-acquired skills" (Weissberg et al., 2007, p. 20)

[12] The half exception is Beelmann & Losel, with Losel being affiliated to the University of Cambridge, UK)

[13] This paper contains an abbreviated version of the meta-analysis described in it. The full report of the meta-analysis including all technical details and all subgroup/moderator analyses can be obtained from the first author (r.diekstra@roac.nl). The abbreviated version presented here only includes the major findings of the analysis.

[14] See footnote 1 for how to obtain a full version of the meta-analysis comprising all technical/methodological details, codebook and data

[15] The skill or skills should be described or designated in ways that allow for inclusion in one or more of the categories listed by the World Health Organisation (WHO), see World Health Organisation (2002). Skills for Health. Skills-based health education including life skills: An important component of a Child-Friendly/Health-Promoting School. Geneva: WHO. Information series on school health. Document 9, p. 9 and 10

[16] Mean inter-rater reliability across coders was kappa alpha=.8 and ICC alpha=.98 for study categorical and scale level characteristics. Independent raters' overall agreement was equal to 93%, All differences were discussed and resolved

[17] Information was gathered on other outcome categories, but for too limited a number of studies to permit analysis. They included: academic attitudes, attitudes toward violence and aggression, physical health and sexual behaviour and attitudes

[18] According to Hedges and Pigott (2001) at least five studies are needed for each category in order to achieve estimated power of 8. Even for strong effects

[19] For details see full report

[20] with values of I^2 statistic in range of 95-97% indicating high heterogeneity (Higgins & Green, 2008, Deeks & Altman, 2003)

[21] For the general reader: the data in the third column from the left shows the comparative effect-size for a particular outcome. The sign indicates whether a certain outcome increased or decreased. All signs are in the expected direction (improvement by either increase or decrease)

[22] P=.058

[23] See footnote 1 for how to obtain a full version of the meta-analysis comprising all technical/methodological details, codebook and data

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