HOUSE OF LORDS Library Briefing

Importance of Education in Building a Flourishing and Skilled Society Debate on 8 December 2017

Summary

On 8 December 2017 the House of Lords is due to debate a motion moved by the Archbishop of Canterbury that: "this House takes note of the role of education in building a flourishing and skilled society".

The Archbishop has previously spoken of the importance of educating the 'whole person', a concept which is reflected in the Church of England (CofE) vision for education. The CofE vision reflects the wider discourse around the importance of 'character education', and the role that plays in preparing children for all aspects of life. The emergence of character education in public policy is based on a growing body of evidence which demonstrates the positive impact in: improved academic attainment; providing the skills desired by employers; and enabling children to make a positive contribution to British society. At the same time there is also a range of evidence to suggest that not enough is being done to promote well-being with a number of reports highlighting the UK's poor record of mental ill-health in children.

There is no explicit reference to 'character education' in statute. However, there is a requirement for the curriculum to at least address the traits which may contribute to the character development of pupils. Under the Education Act 2002 (section 78) maintained schools and maintained nursery schools must promote pupils' spiritual, moral, cultural, mental and physical development. All schools are expected to teach personal, social, health and economic (PSHE) education, which deals with issues such as drug, financial and health education. Citizenship has been a statutory subject on the curriculum in post-primary schools since 2002. The Secretary for State can now make the teaching of PSHE mandatory under section 35 of the Children and Social Work Act 2017. Under section 34 of this Act, relationship and sex education lessons would also be mandatory. The Government expects to consult on regulations and guidance, with new subjects to be taught in schools from September 2019.

The House of Commons Health and Education committees conducted a joint inquiry into the role of education in improving the mental health of students. The committees found improved wellbeing increased pupils' capacity to learn, citing evidence that children with higher levels of emotional, behavioural, social and school wellbeing have higher levels of academic achievement on average. This is a finding repeated across a range of studies, some of which are also considered in this briefing.

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1 December 2017

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1. Introduction

1.1 Background to the Debate

On 8 December 2017, the House of Lords is due to debate a motion moved by the Archbishop of Canterbury that: "this House takes note of the role of education in building a flourishing and skilled society". The Archbishop has previously spoken of the importance of a "fresh vision for education that draws together not only the need for skills but the need for a whole person, deeply imbued with the virtues, hopes and aspirations that we will need in our society".[1] The Church of England published a document in 2016 setting out such a vision, which it described as "not just a vision for Church of England schools, but a Church of England vision for education".[2] This briefing examines some of the key themes in the Church of England vision for education, then goes on to consider the role of character education in education policy more broadly.

Separate briefings by the House of Commons Library cover other aspects of education policy more orientated towards technical skills:

- *Apprenticeships Policy in England*, 29 June 2017
- *Technical Education Reforms*, 21 June 2017

1.2 Church of England's Vision for Education

The Church of England's (CofE) vision for education notes the increasing pressure on schools to focus on academic outcomes rather than pupil wellbeing.[3] The CofE vision calls for a broader view of "excellence in education" to be adopted that "embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people".[4] There are four core strands to the vision, which can be summarised as follows:[5]

- **Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- **Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- **Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

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[1] HL *Hansard*, 5 May 2016, col 1860.
[2] Church of England Education Office, *Church of England Vision for Education*, Autumn 2016, p 1.
[3] ibid.
[4] ibid, p 3.
[5] ibid, p 3.

- **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

While the CofE acknowledges it is a "deeply Christian vision of education", it considers its proposed framework as a basis for shaping wider education policy, "in service of the common good".[6]

Educating the "whole child", physically and intellectually is, according to the CofE vision, "at the heart of human flourishing".[7] Whilst this concept of human flourishing has its roots in Aristotelian ethics and political philosophy, at its simplest, it refers to someone living happily, successfully and well—essentially a state in which all aspects of a person's life are good.[8] Tyler VanderWeele, Director of the Program on Integrative Knowledge and Human Flourishing at the University of Harvard, proposes five elements of human flourishing:

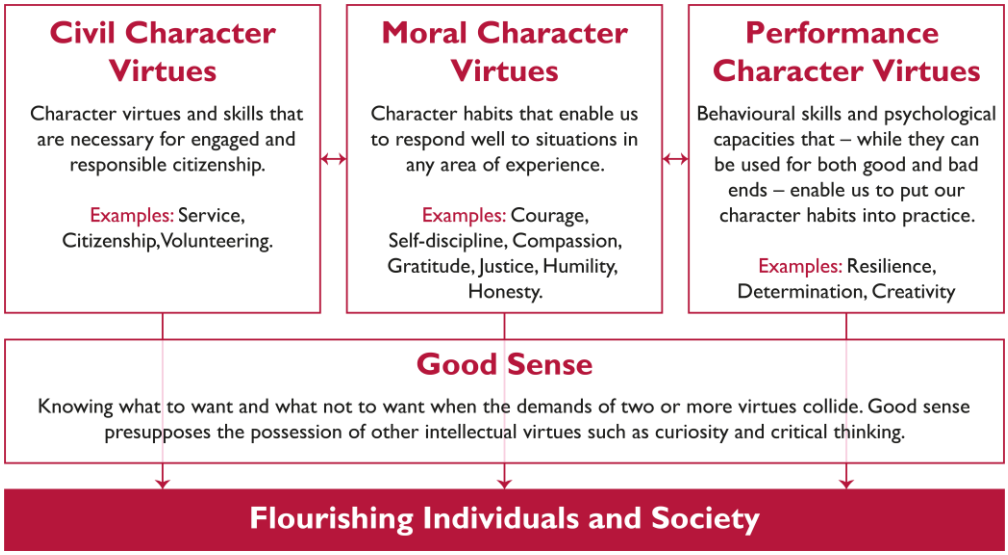
1. happiness and life satisfaction;
2. health, both mental and physical;
3. meaning and purpose;
4. character and virtue; and
5. close social relationships.[9]

2. Character Education

The CofE vision for education has been produced at a time where there is an increasing discourse around the importance of "character education", and the role that plays in preparing children for all aspects life.[10] The Jubilee Centre for Character and Virtues at Birmingham University provide a definition of character, consisting of three components, the civil, moral and performance character virtues (see Figure 1). This definition sets out clearly its view that for individuals and society to flourish, each person must possess a balanced combination of the civil, moral and performance character virtues. This holistic view of the person, and their role in society is therefore the essence of what drives character education.

[6] Church of England Education Office, *Church of England Vision for Education*, Autumn 2016, p 13.
[7] ibid, p 17.
[8] Tyler J. VanderWeele, 'On the Promotion of Human Flourishing', *Proceedings of the National Academy of Sciences*, 1 August 2017, vol 114 no 31, pp 8148–56.
[9] ibid, p 8149.
[10] Department for Education, *Developing Character Skills in Schools*, August 2017.

Figure 1: Jubilee Centre for Character and Virtues definition of Character



(Source: Church of England Education Office, *The Fruit of the Spirit: A Church of England Discussion Paper on Character Education*, October 2015, p 7)

2.1 Policy and Legislation

Although not explicitly described as such, character education has been embedded within education policy for some time. The Education Reform Act 1988 first called for the curriculum to promote "spiritual, moral, social and cultural development" to prepare pupils "for the opportunities, responsibilities and experiences of adult life".[11]

Under the Education Act 2002 (section 78) the curriculum of maintained schools and maintained nursery schools must promote pupils' spiritual, moral, cultural, mental and physical development. The Act also requires the Secretary of State, when considering an innovative project with the aim of raising educational standards, to have regard to this requirement.[12]

Public Health England has published *Promoting Children and Young People's Emotional Health and Wellbeing*. This acknowledges the role of a child's emotional health and wellbeing in influencing their cognitive development, their physical and social health and their mental wellbeing in adulthood.[13] This document presents eight principles to promote emotional health and wellbeing in schools and colleges, as reproduced in Figure 2.

[11] Education Reform Act 1988, section 1(2). Repealed by the Education Act 1996, section 582(2), schedule 38, part I.
[12] Education Act 2002, section 78.
[13] Public Health England *Promoting Children and Young People's Emotional Health and Wellbeing*, 2015.

Figure 2: Eight Principles to Promote Emotional Health and Wellbeing in Schools and Colleges

(Source: Public Health England)

2.2 Curriculum

The Department for Education (DfE) states that all schools in England should teach personal, social, health and economic (PSHE) education, although this is not yet mandatory.[14] On 1 March 2017, the Education Secretary, Justine Greening, announced her intention to use a power to make personal, social, health and economic education (PSHE) statutory in future.[15] The Children and Social Work Act 2017 (the 2017 Act) provides for PSHE to be made statutory at all schools in England through regulations. Section 34 of the 2017 Act provides for relationships and sex education to be taught in all schools in England.

[14] Department for Education, 'Personal, Social, Health and Economic (PSHE) Education', accessed 27 November 2017.
[15] House of Commons, 'Written Statement: Sex and Relationships Education', 1 March 2017, HCWS509.

The Secretary of State for Education has indicated that her Department will be conducting a wide-ranging engagement with stakeholders, to build an evidence base that will inform the regulations and statutory guidance for statutory PSHE classes. When drawn together, the draft regulations and guidance will be put out to consultation, with a view to schools beginning teaching the new subjects from September 2019.[16]

Citizenship has been a statutory subject on the curriculum in post-primary schools since 2002. Citizenship education has been described as relating to community involvement, encouraging voting, promoting tolerance and educating people about the political system.[17]

Separate briefings by the House of Commons Library discuss the many issues and debates around the decision to make the teaching of SRE and PSHE mandatory:

- *Sex and Relationships Education in Schools (England)*, November 2017.
- *Personal, Social, Health and Economic Education in Schools (England)*, June 2017.

2.3 As an Emerging Policy

There is no official government definition of character education. However, the DfE sees it as any activities that aim to develop desirable character traits or attributes in children and young people.[18]

The rationale for character education is that in order for individuals to be successful and well-equipped for adult life, the development of non-cognitive "soft" skills must sit alongside and underpin high academic attainment.[19] The DfE recognises the importance of character education in improved academic attainment; in providing the skills desired by employers and in enabling children to make a positive contribution to British society.[20]

Since November 2014, the DfE has asked schools to promote 'fundamental British values', including democracy, individual liberty and mutual respect. Guidance advises schools how they can do so through spiritual, moral, social and cultural development.[21] Launching the plan, the then Education Secretary, Nicky Morgan, stated that the DfE would be focusing on character

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[16] House of Commons, 'Written Question: Personal, Social, Health and Economic Education', 23 October 2017, 109098.
[17] Diana Burton, 'Citizenship Education in Secondary Schools in England', *Educational Futures*, January 2015, vol 7, pp 76–91.
[18] Department for Education, *Developing Character Skills in Schools, Qualitative Case Studies*, August 2017, p 10.
[19] ibid, p 9.
[20] ibid, p 19.
[21] Department for Education, *Promoting Fundamental British Values as Part of SMSC in Schools*, November 2014.

education, ensuring that young people "would not only grow academically, but also build character, resilience and grit".[22] She indicated schools would be provided with the means to carry out the work necessary to "prepare young people for life in modern Britain".[23]Accordingly, since 2014, the DfE has announced a number of measures to support schools and colleges to help pupils develop desirable character traits. These traits include:

- perseverance and resilience;
- confidence and optimism;
- motivation, drive and ambition;
- neighbourliness and community spirit;
- tolerance and respect;
- honesty, integrity and dignity; and
- conscientiousness, curiosity and focus.

The DfE has also made investments into character education, including funding for provision and research into effective practice.[24] The £5 million Character Innovation Fund included £3.5 million of grants for 14 projects and £1 million to the Education Endowment Foundation to build evidence and expand research into the most effective character education.[25] The Government is also developing an online digital platform which will share evidence, innovation, and examples of best practice in character education. Furthermore, character education is being promoted to schools and organisations through a new round of character awards.[26]

The first 27 winning schools and organisations were announced in February 2015, with the Secretary for State commenting that "funding initiatives ensures pupils develop resilience and grit, helping them to stay on the right track once they leave school—improving their employment chances and increasing their participation in society".[27] Winners included:

- a secondary school in Birmingham where pupils use an 'iMap' to record the evidence of their personal development through residentials and extra-curricular activities; and
- a primary school in Derbyshire where a positive behaviour rewards system operates to help children reach their 'ideal

[22] Department for Education, 'Speech: Secretary of State for Education: Our Plan for Education', 27 November 2014.
[23] ibid.
[24] Department for Education, *Developing Character Skills in Schools, Summary Report*, August 2017.
[25] House of Lords, 'Written Question: Personal, Social, Health and Economic Education', 9 March 2016, HL6893.
[26] Department for Education, *Developing Character Skills in Schools, Qualitative Case Studies*, August 2017.
[27] Department for Education, 'Education Secretary Nicky Morgan Announces the 27 Schools and Organisations Winning £15,000 for their Work in Character Education', 25 February 2015.

selves'. [28]

2.4 In Practice

In August 2017, the DfE published research commissioned to explore how schools are delivering character education. The purpose of this research was to provide an evidence base to inform future policy on mental health and character education in schools and colleges in England.[29]

The report, authored by the Research and Policy Team at the National Children's Bureau (NCB), highlighted that while not necessarily using the term 'character education', the overwhelming majority of schools already see the development of character as central to their role, viewing it "as being intrinsic to their aims and purpose, rather than a distinct set of lessons".[30] The research found that schools have a clear view of their role in the development of pupil's characters as being to:

- encourage pupils to understand, value and demonstrate the positive behaviour traits that would make them well-rounded, grounded citizens;
- support the development of the skills required to function in and contribute to society;
- support social and emotional development, in order for pupils to better understand themselves and work on their weaknesses; and
- instil pupils with a moral compass and skills in understanding and interacting with other people.

Personal, Social, Health and Economic (PSHE) and Spiritual, Moral, Social and Cultural (SMSC) lessons were the primary means of delivering character education.[31] However, it is also commonly incorporated in other school-wide activities such as assemblies, tutor time, and other lessons. Among the schools who participated in the research, extra-curricular activities were seen as especially important for providing new experiences for students who might not have such opportunities outside school, due to time and/or financial constraints.[32] They vary in type but include sports, special interest clubs and/or trips. Other measures identified in the research included special events ranging from 'health and wellbeing' weeks to award ceremonies recognising non-academic achievements. School councils, other positions of responsibility and charity work provided opportunities to develop traits such as leadership, empathy and self-esteem.[33]

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[28] Department for Education, *Developing Character Skills in Schools, Qualitative Case Studies*, August 2017.
[29] ibid, p 9.
[30] ibid, p 16.
[31] ibid, p 31.
[32] ibid, p 39.
[33] ibid, pp 29–52.

While schools see theirs as a central role in the character development of children and young people, the research found that time and staff capacity remain the biggest barrier with the competing pressures around academic performance. The report called on government and the wider education sector to take account of the demands on teaching staff to achieve academic targets, and to recognise and value schools' and colleges' existing work on developing character, not least in terms of the inspection process. The report suggested the latter places too much emphasis on academic outcomes rather than health and well-being. Other measures called for were increased support and resources for teachers and extra provision in the teacher training syllabus to prepare teachers for the amount of social and emotional support they are required to provide.[34]

3. Rebalancing Academic Learning and Emotional Wellbeing

There has been a much broader discourse on the need to rebalance the academic learning and emotional wellbeing of children and young people in recent years. According to the charities National Children's Bureau (NCB) and Young Minds, this has emerged in line with an expanding body of evidence that mental health issues in children are increasing while child wellbeing is deteriorating.[35]

3.1 Chief Medical Officer's Annual Report

In 2012, the Chief Medical Officer's (CMO) annual report addressed the health and wellbeing of children and young people in the UK. The purpose of the CMO annual report is twofold:

- to provide an assessment of the state of the public's health**;** and
- to advise government on where action is required.[36]

The report provided a range of evidence to support the CMO's view that there must be a greater focus on giving children a good start and building resilience in order to affect health and wellbeing in later life. The report highlighted evidence that, in England:

> We are not doing as well as we should to achieve good health and wellbeing outcomes for our children and young people—when we compare both historically and within and between countries for mortality, morbidity, wellbeing, social determinants and key indicators of health service provision.[37]

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[34] Department for Education, *Developing Character Skills in Schools, Qualitative Case Studies*, August 2017, pp 59–61.
[35] National Children's Bureau and Young Minds, *Wise up: Prioritising Wellbeing in Schools*, April 2017.
[36] Sally C Davies, 'Chief Medical Officer's Summary' in Claire Lerner (ed.) *Annual Report of the Chief Medical Officer 2012, Our Children Deserve Better: Prevention Pays*, October 2013.
[37] ibid, chapter 1, p 3.

The CMO report noted that 50 percent of all mental ill-health starts before the age of 15, and 75 percent has developed by the age of 18.[38] These "mental health problems in children and young people cause distress and can have wide-ranging effects, including impacts on educational attainment and social relationships, as well as affecting life chances and physical health".[39] This brings both a personal cost, to the individual and family affected, as well as a high cost to the economy. For example, the CMO report cited research conducted by the Sainsbury Centre for Mental Health which estimated the cost of crime attributable to adults who had conduct problems in childhood at £60 billion a year in England and Wales.[40]

The CMO report identified the vital role of the school environment, along with the family and community environments, as settings where children should begin to build and develop "the assets that are protective of health and wellbeing".[41] It recommended the promotion of mental health and wellbeing in schools, supported by quality PSHE so that children and young people understand the importance of good health (mental and physical) and develop positive personal attributes.[42]

Focus group research found that children and young people valued PSHE and found it both relevant and useful.[43] However, the CMO report pointed to findings from Ofsted which indicated the quality of PSHE teaching varied significantly.[44] There was a general view that lessons could be improved if restructured; if they were taken more seriously; were given more prominence in the curriculum; and if lessons were made mandatory, were properly planned and contained structured and regulated content.[45]

3.2 House of Commons Committee Inquiries

In 2014, the House of Commons Health Committee conducted an inquiry into children's and adolescent mental health and CAMHS (Child and Adolescent Mental Health Services). Among other things, the inquiry considered:

- the current state of CAMHS, including service provision, access and funding;

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[38] Margaret Murphy and Peter Fonagy, 'Mental Health Problems in Children and Young People' in Claire Lerner (ed) *Annual Report of the Chief Medical Officer 2012, Our Children Deserve Better: Prevention Pays*, October 2013, p 2.
[39] ibid, p 2.
[40] ibid, p 4.
[41] Fiona Brooks, 'Life Stage: School Years' in Claire Lerner (ed) *Annual Report of the Chief Medical Officer 2012, Our Children Deserve Better: Prevention Pays*, October 2013.
[42] ibid, p 12.
[43] L Weil, 'The Voices of Children and Young People', in Claire Lerner (ed) *Annual Report of the Chief Medical Officer 2012, Our Children Deserve Better: Prevention Pays*, October 2013.
[44] Ofsted. *Not Yet Good Enough: Personal, Social, Health and Economic Education in Schools*, 2013, cited in Fiona Brooks, 'Life Stage: School Years' in Claire Lerner (ed) *Annual Report of the Chief Medical Officer 2012, Our Children Deserve Better: Prevention Pays*, October 2013.
[45] ibid, p 8.

- trends in children's and adolescent mental health, including the impact of bullying and of digital culture; and
- preventative action and public mental health.[46]

The report of this inquiry was published in November 2014. It recommended the following actions regarding schools' role in mental health:

- The DfE to look into including a mandatory module on mental health in initial teacher training and modules on mental health as part of continuing professional development for teaching and support staff;
- The DfE to conduct an audit of mental health provision and support within schools Ofsted to make routine assessments of mental health provision in schools; and
- The DfE to consult with young people, including those with experience of mental health issues, to ensure mental health within the curriculum is developed in a way that meets their needs.[47]

As a follow-up to this inquiry and another inquiry held by the House of Commons Education Committee into the mental health and well-being of looked-after children, the House of Commons Health and Education committees decided to undertake a joint inquiry to comprehensively examine the role of education in children and young people's mental health.[48] The committees' report that followed their inquiry cited evidence from the CMO report, discussed above, that shows 75 percent of mental ill-health develops before the age of 18. This pointed to the importance of early interventions. Written evidence provided to the committees by the Institute of Public Policy Research (IPPR) reaffirmed the growing prevalence of mental ill-health among children and young people.[49]

The inquiry report referred to submissions acknowledging the role of schools in maintaining and promoting the well-being of their pupils, particularly through PSHE. However, as with the CMO report, the Health and Education committees found that the quality of provision is variable,[50] whilst they also "emphasised that well-being should not be dependent on PSHE provision".[51]

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[46] House of Commons Health Committee, *Children's and Adolescents' Mental Health and CAMHS*, 28 October 2014, HC 342 of session 2014–15.
[47] ibid.
[48] House of Commons Education and Health Committees, *Children and Young People's Mental Health—The Role of Education*, 2 May 2017, HC 849 of session 2016–17.
[49] Institute of Public Policy Research, *Written evidence from the Institute for Public Policy Research (IPPR), (CMH0192)*, January 2017.
[50] House of Commons Education and Health Committees, *Children and Young People's Mental Health—The Role of Education*, 2 May 2017, HC 849 of session 2016–17, p 6, para 10.
[51] ibid, p 7, para 12.

Mandatory PSHE

The committees welcomed new powers conferred on the Secretary of State to make PSHE mandatory under section 35 of the Children and Social Work Act 2017.[52] This Act has also given a duty to the Secretary of State to make Relationships Education (in primary) and Relationships and Sex Education (in secondary) mandatory in all schools, with new powers conferred under section 34 of the Children and Social Work Act 2017.

The Government has stated that the inclusion of PSHE, relationship and sex education in the curriculum will help to ensure that children are prepared for adult life in modern Britain.[53] Schools were previously free to develop their own approach to PSHE. However, the DfE will now be conducting a consultation on what the scope and content of these subjects should to determine the content of the regulations and statutory guidance. The regulations will then be laid before Parliament "allowing for a full and considered debate". The Government has said it is "working towards schools teaching the new subjects from September 2019".[54]

Whole School Approach

Based on the evidence provided by stakeholders, the committees concluded that the promotion of well-being must not be confined to PSHE classes. Evidence from Young Minds, a charity committed to improving the emotional wellbeing and mental health of children and young people, referred to the noted effectiveness of 'whole-school approaches':

> Evidence has pointed to the efficacy of whole-school approaches in helping to identify students that may need extra support and reducing the stigma associated with accessing support. Evidence-based whole-school approaches can improve staff and pupil wellbeing, improve school behaviour, and have a positive impact on the prevention and reduction of mental health problems, such as depression, anxiety and stress.[55]

The report noted that wellbeing can potentially increase pupils' capacity to learn by lessening anxiety, improving confidence and equipping them to better deal with stress. It cited evidence from the Association of Directors of Public Health that: "Children with higher levels of emotional, behavioural, social and school wellbeing have higher levels of academic achievement on average".

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[52] House of Commons Education and Health Committees, *Children and Young People's Mental Health—The Role of Education*, 2 May 2017, HC 849 of session 2016–17, p 3.
[53] House of Commons, 'Written Question: Personal, Social, Health and Economic Education', 31 October 2017, 109098
[54] ibid.
[55] Young Minds, *Written Evidence from Young Minds (CMH0212)*, 20 January 2017.

The committees called on the Government and schools to:

> […] be conscious of the stress and anxiety that they are placing on pupils and ensure that sufficient time is allowed for activities which develop life-long skills for well-being.[56]

4. Importance of Character Education: Additional Evidence

4.1 National Children's Bureau Literature Review

A wide-ranging review of international best practice in the delivery of educational programmes designed to build character and resilience, which has also been termed as 'social and emotional learning' (SEL), was carried out by the National Children's Bureau as part of its 'Partnership for Well-being and Mental Health in Schools' programme.[57] This review found that well-designed and implemented programmes, consisting of various approaches and interventions, would have positive impacts on:

- academic learning, motivation, and sense of commitment and connectedness with learning and with school.
- staff well-being, reduced stress, sickness and absence, improved teaching ability and performance.
- pupil well-being including happiness, a sense of purpose, connectedness and meaning.
- the development of the social and emotional skills and attitudes that promote learning, success, well-being and mental health, in school and throughout life.
- the prevention and reduction of mental health problems such as depression, anxiety and stress.
- improving school behaviour, including reductions in low-level disruption, incidents, fights, bullying, exclusions and absence.
- reductions in risky behaviour—such as impulsiveness, uncontrolled anger, violence, bullying and crime, early sexual experience, alcohol and drug use.[58]

4.2 Social and Emotional Learning in the United States

The term social and emotional learning (SEL) has emerged in the United States (US) in much the same way that references to character education have developed in the UK. Similarly to educators in the UK, who see the development of character and preparation for adulthood as implicit to their

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[56] House of Commons Education and Health Committees, *Children and Young People's Mental Health—The Role of Education*, 2 May 2017, HC 849 of session 2016–17, p 8, para 19.
[57] National Children's Bureau, 'Partnership for Well-being and Mental Health in Schools', accessed 28 November 2017.
[58] National Children's Bureau, 'What Works in Promoting Social and Emotional Well-being and Responding to Mental Health Problems in Schools?', 2015.

role as teachers, in the US the National Association of State Boards of Education (NASBE) points out that public schools "have always sought to provide not only college and career preparation, but also support for young people's social-emotional and character development".[59]

Whilst recognising this, there is little doubt that in both the UK and US there has been a renewed focus within education on developing the whole person under the umbrella of these terms. In the US, SEL has been defined as:

> […] the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.[60]

Social and Emotional Learning in Policy

SEL is now an established policy within the education system in the US.[61] However, the extent to which standards have been defined in state policy varies. All 50 states now have SEL standards in place at the preschool level, while only four states have developed such standards for kindergarten through to twelfth grade (students age 17–18).[62] The first state to develop state standards for SEL up to twelfth grade was Illinois in 2004; Kansas, Pennsylvania, and West Virginia have adopted similar policies whilst others are currently considering and developing such policies.[63]

Social and Emotional Learning in Practice

The Collaborative for Academic, Social and Emotional Learning (CASEL) is an initiative that promotes the adoption of policies, standards, and guidelines for the incorporation of SEL in US schools. CASEL has identified five types of competencies or outcomes that can be achieved through the development of SEL skills:

- Self-awareness: the ability to identify one's own emotions and values, and understand how they guide behaviour;
- Self-management: the ability to successfully regulate one's behaviour in different situations;

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[59] National Association of State Boards of Education, 'Social and Emotional Learning', *From Policy to Practice*, October 2013, vol 1 no 1, pp 1–8.
[60] Collaborative for Academic, Social and Emotional Learning, 'What is SEL?', accessed 27 November 2017.
[61] Collaborative for Academic, Social and Emotional Learning, 'SEL: Impact', accessed 27 November 2017.
[62] Martha K Schwartz, 'Social and Emotional Learning', *Journal of Paediatric Health Care,* September–October 2017, vol 31, issue 5, pp 521–2.
[63] Collaborative for Academic, Social and Emotional Learning, 'State Scan Scorecard Project', accessed 27 November 2017.

- Social-awareness: understanding social norms of behaviour and being able to adopt the perspectives of and empathise with others;
- Relationship skills: the ability to be a good listener, cooperate with others, and resist negative social pressure; and
- Responsible decision making: being able to make constructive choices about behaviour based on societal norms and ethical standards.[64]

Social and Emotional Learning Outcomes

CASEL and collaborating researchers have now published two peer reviewed journal articles, based on an analysis of SEL programmes in the US. The first study was published in 2011 and was based on analysis of 213 SEL programmes; it found:

- SEL programmes yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school.
- They enhanced students' behavioural adjustment in the form of increased prosocial behaviours and reduced conduct and internalising problems, and improved academic performance on achievement tests and grades.
- SEL interventions can be incorporated into routine educational practices and do not require outside personnel for their effective delivery.
- SEL programmes are successful at all educational levels (elementary, middle, and high school) and in urban, suburban, and rural schools.[65]

The authors of the report claim that the results of this research:

> […] add to a growing body of research indicating that SEL programming enhances students' connection to school, classroom behaviour, and academic achievement.[66]

The same authors published a new research report in 2017. This report is based on analysis of 82 different interventions, including 38 which took place outside the US, involving more than 97,000 students from kindergarten to high school, and the effects were assessed six months to 18 years after the

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[64] Collaborative for Academic, Social and Emotional Learning, *Effective Social and Emotional Learning Programs*, June 2015.
[65] Joseph A Durlak et al, 'The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School Based Universal Interventions', *Child Development*, January/February 2011, vol 82 no 1, pp 405–32.
[66] ibid, p 15.

programs ended.[67] The research showed, for example, that:

- Participants in SEL interventions had fared significantly better than non-participants in measurement of social and emotional skills, attitudes and indicators of well-being;
- Benefits were similar regardless of race, socioeconomic background, or school location; and
- SEL was shown to have a positive impact on post-intervention outcomes including graduation and safe sexual behaviours.[68]

[67] Rebecca D Taylor et al, 'Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects', *Child Development*, July/August 2017, vol 82 no 4, pp 1156–71.
[68] ibid.