Chapter 5

Policies, practices and assessments that enhance social and emotional skills

Governments recognise social and emotional skills to be important skills to be developed through schooling. The skills most often targeted in national curricula include autonomy, responsibility, tolerance, critical thinking and intercultural understanding. Countries mobilise a variety of curricular and extracurricular activities to promote these skills. Most national curricula include subjects that target students' social and emotional skills, either in traditional ways, such as through physical and health education, civic and citizenship education, and moral and/or religious education, or via dedicated subjects. Some countries also incorporate the development of social and emotional skills throughout the core curriculum. Extracurricular activities that are likely to positively affect social and emotional development are also widely available. They include sports, arts clubs, student councils and voluntary work. While countries do not require schools to employ standardised assessments of social and emotional skills, they usually provide guidelines to help schools assess students. Nevertheless, not many education systems provide detailed guidance on how to enhance social and emotional development. While this provides schools and teachers flexibility in designing their own lessons, this may not help teachers who are not sure how to best teach these skills.

The statistical data for Israel are supplied by and under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Introduction

Practice makes perfect, as the saying goes, and the same applies to building social and emotional skills. Policy makers, teachers and parents have always been mindful of the importance of teaching children how to pursue challenging goals, interact with others and manage stress. As such, social and emotional learning is an important component of curricular and extracurricular activities. This chapter describes the extent to which education policies, school activities and assessments in OECD countries and partner economies have emphasised the development of social and emotional skills. The information and analysis presented are based on country questionnaires[1] as well as literature reviews.

National education objectives

Fostering social and emotional skills is a key objective of every education system

Education systems in OECD countries and partner economies recognise that social and emotional skills are indispensable for preparing students for their future. In all the surveyed countries, general objectives of education, usually stated in education acts and policy documents, include fostering social and emotional skills (Table 5.1 and Annex 5.A). These objectives generally emphasise the holistic development of individuals, and stress the importance of nurturing individuals' personality, attitudes and values along with knowledge and intellectual abilities. They also mention that a balanced development of these skills contributes to democracy, equality, freedom and peace.

Some of these objectives include specific dimensions of social and emotional skills that are related to those presented in Chapter 2 (Figure 2.3), namely achieving goals, working with others and managing emotions. Table 5.1 summarises the types of constructs that appear in the identified policy statements. For example, in relation to the category "achieving goals", the skills mentioned include a sense of responsibility, autonomy and diligence. The skills related to the category "working with others" include respect for others, co-operation and a sense of solidarity. Finally, those related to the category "managing emotions" include self-confidence, self-esteem and independence. While not all the objectives specifically state these skills, they all contain terms for general social and emotional skills, such as attitudes, social competencies and emotional development.

A focus on social and emotional skills in policy statements is not necessarily new. Some of the education laws date more than half a century ago, such as Japan's fundamental law of education from 1947 (revised in 2006), and Austria's law on the organisation of schooling in 1962. These policy statements clearly set out the objectives of education as the development of well-rounded personalities and citizenship with transversal skills. Thus, social and emotional development has been central to education across countries and over time.

National curricula

There are various ways in which policy statements are translated into school practices. Curricular standards and guidelines offer direct means for governments to promote social and emotional skills systematically and coherently. This section reviews countries' approaches to raising social and emotional skills, focusing on practices observed in national and subnational curricula in primary and lower secondary schools.

Social and emotional skills are targeted in national curriculum frameworks

National curriculum is often based on a national framework of skills that a given country's educational system aims to develop. Such a framework is typically linked to the national objectives of education, and includes more detailed descriptions of skills to be targeted. The framework defines an overall picture of cross-curricular priorities across all levels of education, whereas the curriculum specifies detailed content of instruction for each grade. Table 5.2 provides an overview of these frameworks available in each country, covering primary and lower secondary education (Annex 5.A for more details).

Table 5.1. **Types of social and emotional skills covered in national education system objectives**

	General social and emotional skills	Social and emotional skills related to specific categories		
		Achieving goals	Working with others	Managing emotions
Australia	●	○	○	●
Austria	●	●	●	○
Belgium (Flemish Community)	●	●	●	●
Belgium (French Community)	●	●	●	●
Canada (Ontario)[1]	○	○	●	●
Chile	●	●	●	●
Czech Republic	●	○	○	○
Denmark	●	●	●	●
Estonia	●	●	●	●
Finland	●	○	○	○
France	●	○	○	○
Germany (North Rhine-Westphalia)[1]	●	●	●	●
Greece	●	○	○	○
Hungary	●	●	●	○
Iceland	●	●	●	●
Ireland	●	●	●	●
Israel	●	○	○	○
Italy	●	○	○	○
Japan	●	●	●	●
Korea	●	○	○	○
Luxembourg	●	○	○	●
Mexico	●	○	○	○
Netherlands	●	○	○	○
New Zealand	●	○	○	○
Norway	●	○	○	○
Poland	●	○	○	○
Portugal	○	○	○	○
Slovak Republic	●	●	●	●
Slovenia	●	○	●	●
Spain	●	●	○	●
Sweden	●	○	○	○
Switzerland (Canton of Zurich)[1]	●	●	●	○
Turkey	●	●	●	○
United Kingdom (England)[1]	●	○	○	○
United States (California)[1]	○	○	○	○
Brazil	●	○	○	○
Russian Federation	●	○	○	○

StatLink http://dx.doi.org/10.1787/888933163849

Note: ● : Specifically stated; ○ : Implicitly stated.

1. For Canada, Germany, Switzerland, the United Kingdom and the United States, education laws and policies are either completely or largely under the responsibility of subnational governments. Thus, the information presented in this table reflects the status of the most populous subnational entity in each of these countries.

Source: This table was prepared based on the policy statements listed in Annex 5.A, identified through country questionnaires and desk research by the OECD. The listed policy statements are primarily legislations related to general education. Legislations on primary education are referred to for the Netherlands and the Russian Federation.

Table 5.2. **Types of social and emotional skills covered in national curriculum frameworks**

	General social and emotional skills	Social and emotional skills related to specific categories		
		Achieving goals	Working with others	Managing emotions
Australia	●	○	●	●
Austria	●	●	●	●
Belgium (Flemish Community)	●	●	●	●
Belgium (French Community)	●	●	●	●
Canada (Ontario)[1]	..	..	..	..
Chile	●	●	●	●
Czech Republic	●	●	●	●
Denmark	..	..	..	..
Estonia	●	●	●	●
Finland	●	●	●	●
France	●	●	●	●
Germany (North Rhine-Westphalia)[1]	..	..	..	..
Greece	●	●	●	○
Hungary	●	●	●	●
Iceland	●	●	●	●
Ireland	●	●	●	●
Israel	..	..	..	..
Italy	●	●	●	●
Japan	●	●	●	●
Korea	●	○	●	○
Luxembourg	●	●	●	●
Mexico	●	●	●	●
Netherlands	●	●	●	●
New Zealand	○	●	●	●
Norway	●	●	●	●
Poland	●	●	●	●
Portugal	○	○	○	○
Slovak Republic	●	●	●	●
Slovenia	●	●	●	●
Spain	●	●	○	○
Sweden	●	●	●	○
Switzerland (Canton of Zurich)[1]	..	..	..	..
Turkey	..	..	..	..
United Kingdom (England)[1]	..	..	..	..
United States (California)[1]	..	..	..	..
Brazil	●	○	○	○
Russian Federation	●	●	●	●

StatLink ⟐ http://dx.doi.org/10.1787/888933163853

Note: ● : Specifically stated; ○ : Implicitly stated; .. : Curriculum framework not available or not identified by the OECD Secretariat.
1. For Canada, Germany, Switzerland, the United Kingdom and the United States, in which curricula are set by subnational governments, the information presented in this table reflects the status of the most populous subnational entity in each of these countries.

Source: Based on the curriculum frameworks listed in Annex 5.A only.

All the surveyed frameworks address social and emotional skills, although the exact definition of these skills differs between countries. Many of the existing survey frameworks describe social and emotional skills that fall into the three categories of social emotional skills, as set out in Table 5.2. For example, skills targeted in the framework include autonomy and responsibility, which are related to "achieving goals"; tolerance for diversity, which is related to "working with others"; and self-esteem and a sense of self-discipline, which are related to "managing emotions."

A good example of curriculum frameworks with a strong social and emotional element is the Australian Curriculum for Foundation to Year 10. This framework identifies seven "general capabilities" which include "personal and social capability", "ethical understanding" and "intercultural understanding." These capabilities are not added as subjects in the curriculum, but are addressed across subjects. For example, the mathematics curriculum can enhance "personal and social capability" by providing opportunities for initiative taking, decision making, communicating processes and findings, and working independently and collaboratively in the mathematics classroom. Similarly, the study of English can help students to understand how language can be used to influence judgments about behaviour, speculate about consequences and influence opinions.

Schools in most surveyed countries have a number of dedicated subjects designed to foster social and emotional skills

In most of the surveyed countries, national or subnational curricula include subjects that are specifically aimed at developing students' social and emotional skills (see Table 5.3 for an overview). They include subjects such as physical and health education, civic and citizenship education, and moral or religious education.

Physical education is a mandatory subject in all the countries surveyed and, in general, its objectives include developing social and emotional skills besides promoting physical development and healthy lifestyles. It is expected to provide students with a chance to learn how to set goals and work towards improvement, work with others and control their emotions. Health education, which is often combined with physical education, generally aims at developing students' self-esteem and emotional stability.

Civic and citizenship education is another component of the curriculum that aims at developing social and emotional skills. Objectives of civic and citizenship education often include developing students' skills in conflict resolution as well as their capacity to think independently. In some countries, civic and citizenship education is taught as a part of social studies.

Moral and religious education also exists in many OECD countries. Such a curricular discipline is expected to enhance character formation by teaching students the moral challenges of today's lives and the value of fairness and respect for others. It may also encourage the skills needed to transform moral ideals into action, by recognising the importance of skills such as self-control or willpower (Lapsley and Yaeger, 2012).

Moreover, some countries have recently introduced unique subjects dedicated to the development of social and emotional skills. Box 5.1 provides some examples. They are, however, often optional, and tend to remain peripheral compared with other core subjects in the curriculum.

Table 5.3. **School subjects that address the development of social and emotional skills at the primary and lower secondary levels**

	Physical and health education	Civic and citizenship education	Moral/ religious education	Other subjects
Australia	●	● (8-)	..	
Austria	●	● (12-14)	●	
Belgium (Flemish Community)	●	○	●	
Belgium (French Community)	●	○	●	
Canada (Ontario)[1]	●	○	●	
Chile	●	●	●	
Czech Republic	●	○	●	Man and the world (6-11), Man and society (11-), Man and the world of work
Denmark	●	○	●	
Estonia	●	○	●	
Finland	●	○	●	
France	●	●	..	Hours of classroom life (11-)
Germany (North Rhine-Westphalia)[1]	●	○	●	
Greece	●	●	●	
Hungary	●	○	..	Man and society including civic education
Iceland	●	●	●	Social sciences including social studies, religious studies, life skills, equal rights affairs, ethics
Ireland	●	●	●	School guidance programme (12-)
Israel	●	●	●	Life skill studies
Italy	●	○	▲	
Japan	●	○	●	Period for integrated studies (9-), special activities
Korea	●	●	●	Creative experiential activities
Luxembourg	●	○	●	
Mexico	●	●	●	
Netherlands	●	○	▲	
New Zealand	●	○	▲	Social sciences including civic education
Norway	●	○ ▲	●	Social studies, Norwegian
Poland	●	●	▲	
Portugal	●	●	▲	Personal development (not mandatory)
Slovak Republic	●	● (10-)	●	
Slovenia	●	● (12-)	● (12-15)	
Spain	●	● (15-)	▲	
Sweden	●	○	●	
Switzerland (Canton of Zurich)[1]	●	●	●	
Turkey	●	●	● (9-)	Emotional and social improvement lesson (7-14), Art activities, Game and physical activities, Drama
United Kingdom (England)[1]	●	● (11-)	●	Personal, social, health and economic education (11-)
United States (California)[1]	●	○	..	
Brazil	●	○	▲	
Russian Federation	●	● (14)	● (10-12)	The world around us (6-10)

StatLink ⬛ http://dx.doi.org/10.1787/888933163865

Note: ● : Available; ○ : Available but included in other subjects; ▲ : Available but not mandatory; .. : Not available. The numbers in brackets indicate typical ages at which students take the subject if the subject is not for all grades at the primary and lower secondary levels.
1. For Canada, Germany, Switzerland, the United Kingdom and the United States, in which curricula are set by subnational governments, the information presented in this table reflects the status of the most populous subnational entity in each of these countries.

Source: This information is based on country's responses to questionnaires as well as the OECD Secretariat's desk research.

> ### Box 5.1. **School subjects dedicated to the development of social and emotional skills: Country examples**
>
> Israel's curriculum for primary and secondary schools introduced the subject "Life Skill Studies" in 1997. This subject aims to develop students' social and emotional skills and strengthen their ability to cope with various life situations. It teaches skills around five clusters: 1) self-identity; 2) self-regulation; 3) interpersonal relations; 4) leisure, career choice and learning; and 5) coping with stress. The programme is not only implemented during dedicated lesson hours, but is encouraged across different disciplines in the curriculum.
>
> In England, personal, social, health and economic education (PSHE) is offered as a non-statutory subject in lower secondary schools. The subject is expected to contribute to personal development by helping students build their personal identities, confidence and self-esteem, make career choices and understand what influences their decisions, including financial ones. As there are no standardised frameworks or programmes of study, teachers are given flexibility to deliver the subject based on their students' needs. The Department for Education provides grant funding to the PSHE Association to work closely with schools to advise them in developing their own PSHE curricula and to improve the quality of teaching. It also funds the Alcohol and Drug Education and Prevention Information Service that provides resources for drug and alcohol education. Schools are free to use whichever organisations and resources they choose.
>
> *Source:* Israel Ministry of Education (2008), "Life skills in primary schools" (in Hebrew), Ministry of Education website, http://cms.education.gov.il/EducationCMS/Units/Shefi/KishureiChaim/meytaviyut/KishureiHaimLeYesody.htm; UK Department for Education (2013), "Personal, Social, Health and Economic (PSHE) Education", Department for Education website, www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education.

Countries also increasingly adopt curricula that integrate social and emotional skills across subjects

An increasing number of countries encourage schools to adapt their curricula to better address students' social and emotional skills in all subjects, including core subjects such as language and mathematics. For example, in Korea, "character education" is incorporated in the curricula as a general theme across all educational activities. Korea introduced the concept of character education into its education policies in 1995. While character education is primarily covered in the moral education curriculum, it is also incorporated into other parts of the curriculum as a cross-curricular theme. The 2009 amendment of the national curriculum focused on creativity and character education, and introduced "creative experiential learning activities" that comprise strengthening creativity and character education in the elementary and secondary curricula (National Youth Policy Institution, 2009). Box 5.2 describes other examples from Australia, the Czech Republic and the United States.

A few countries are currently preparing new curricula to strengthen the importance of social and emotional learning in all subjects. For example, Ireland has adopted a new curriculum for lower secondary school students (the "Junior Cycle Framework") since September 2014, which places a greater emphasis on social and emotional development of students across all subjects. This new curriculum features six "key skills" alongside literacy and numeracy: 1) managing myself; 2) staying well; 3) communicating; 4) being creative; 5) working with others; and 6) managing information and thinking. These skills will feature in the learning outcomes of all curriculum specifications, and teachers will be encouraged to build them into their class planning, pedagogy and assessment (Department of Education and Skills, 2012).

Extracurricular activities at school

Extracurricular activities refer to those activities that complement core academic content, such as sports, clubs, student government associations, volunteer work and school chores. They are another arena where schools can facilitate enhancement of students' social and emotional skills. These activities provide students with real-life situations outside the classroom with the help of adult facilitators who can act as mentors. Through these activities, students can effectively learn

relevant skills, such as responsibility, perseverance, capacity to work in a team and self-confidence. This section focuses primarily on the activities offered by schools, although these activities may also take place in community facilities, such as sports clubs or cultural centres.

Box 5.2. **Curriculum-wide approaches to social and emotional skills: Country examples**

In Australia, the National Safe Schools Framework, originated in 2003, revised and endorsed by all Australian Education Ministers in 2010, guides school communities to plan and implement effective whole-of-school safety and well-being measures. The Framework acknowledges the strong interconnections between student safety, resilience, well-being and learning outcomes, and encourages the active participation of all school community members in developing and maintaining a safe school community. To assist school communities to implement the Framework, an extensive suite of free online resources are available on the Safe Schools Hub website. These resources include the School Audit Tool that assists schools to assess the extent to which they have created and maintained a safe and supportive learning environment, as well as online professional learning modules for school leaders, teachers, specialist professionals and pre-service teachers.

The Czech Republic's curriculum for basic education has six cross-cutting themes that are relevant to modern society. These themes are: 1) personal and social education; 2) education for democratic citizenship; 3) thinking in European and global contexts; 4) multicultural education; 5) environmental education; and 6) media education. They cut across education areas, which allow students to obtain an integrated view on issues and apply a wider range of skills. For example, the thematic area "personal and social education" has three aspects: personal, social and moral development. It is addressed in curricular subjects such as language and communication, man and the world, man and society, and arts and culture.

The United States has been promoting the practice of character education since the 1990s. The US Congress authorised the Partnerships in Character Education Program in 1994, which was to provide grants to state and local education agencies to support the development of character education. Between 1995 and 2008, the Department of Education awarded 97 grants to assist in designing, implementing and sustaining opportunities for students to learn and understand the importance of strong character in their lives. A majority of states have passed legislation to mandate or encourage character education. These states incorporate social and emotional education into the general curriculum to promote social and personal development starting as early as kindergarten. Illinois became the first state in the United States to require every school district to develop a plan for the implementation of social and emotional learning programmes in schools. Moreover, social and emotional skills have become part of the Illinois State Board of Education's Learning standards, for students in kindergarten to Grade 12 (K-12). The social and emotional learning (SEL) goals are to teach students how to: 1) develop self-awareness and self-management skills to achieve school and life success; 2) use social awareness and interpersonal skills to establish and maintain positive relationships; and 3) demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Source: Standing Council on School Education and Early Childhood (2013), "National Safe Schools Framework", http://www.safeschoolshub.edu.au/documents/nationalsafeschoolsframework.pdf; Rámcový vzdělávací program pro základní vzdělávací (2007), www.vuppraha.cz/wp-content/uploads/2009/12/RVPZV_2007-07.pdf; US Department of Education (2005), "Character education ... Our shared responsibility", US Department of Education website, http://www2.ed.gov/admins/lead/character/brochure.html; Illinois Board of Education (n.d.), "Illinois Learning Standards: Social/Emotional Learning (SEL)", http://isbe.net/ils/social_emotional/standards.htm (accessed 10 September 2014).

Schools mobilise extracurricular activities in all OECD countries and partner economies surveyed

Extracurricular activities were found in schools in all OECD countries and partner economies surveyed. According to the student background questionnaire of the OECD Programme for International Student Assessment (PISA) 2012, 73% of 15-year-olds across OECD countries attended schools that organised volunteering or service activities (Figure 5.1) (OECD, 2013a). Similarly, 90% of them reported attending schools that supported extracurricular sports activities and more than 60% were in schools that supported mathematics competitions, art and theatre clubs. Availability of these activities, however, varies greatly across countries. This may reflect cross-country differences in the amount of resources that can be allocated to support extracurricular activities including teacher's time. It may also reflect differences in demand for organising such activities from parents. In some countries, certain extracurricular activities are organised by external associations.

Figure 5.1. **Availability of volunteering or service activities at school**

Percentage of 15-year-old students who were in schools that offer volunteering or service activities

StatLink ⟶ http://dx.doi.org/10.1787/888933163837
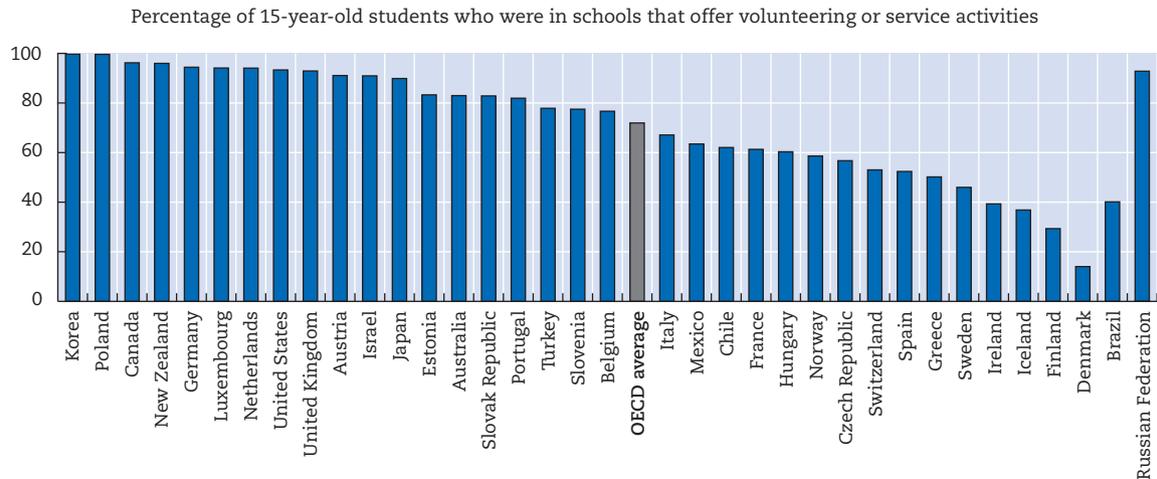
Note: Countries are ranked in descending order of percentage of students who were in schools that offer volunteering or service activities.

Source: OECD (2013a), *PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices,* PISA, OECD Publishing, Paris, http://dx.doi.org/10.1787/9789264201156-en.

Most countries leave the organisation of extracurricular activities to the discretion of schools and local school districts

Countries approach the organisation of extracurricular activities in schools in different ways. In a majority of OECD countries, the organisation of extracurricular activities is not formally regulated. The implementation of these activities is often left to the discretion of local authorities or individual schools. The scope and nature of these activities therefore vary across, and within, countries.

For example, local school administrations in Luxembourg define their own objectives for extracurricular activities without being bounded by national guidelines. While all schools in Luxembourg offer extracurricular activities, the range and content of extracurricular activities are only subject to the goals defined by the local school administrations. In France, an initiative launched in 2013 called "projet éducatif territorial" (PEDT) requires municipalities to organise extracurricular (sport, cultural and artistic) activities with financial support from the state government. This initiative aims at promoting existing and new extra-curricular activities and allowing equal access to culture and sport for all students. The PEDT is driven by the local authority while involving other stakeholders in the field of education, including national government institutions, associations, as well as cultural and sporting institutions.

In some countries, there are formal national guidelines for extracurricular activities that specify the hours and types of activities. For example, extracurricular activities are organised as an integral part of school education in Japan. The Japanese curriculum standards (the "Courses of Study") for primary school students specifies minimum hours that schools should secure for four types of special activities: homeroom activities, student government, club activities and school events. For school events, the curriculum suggests organising specific activities such as school trips through which students can experience intensive group interactions and learn to be respectful of others. Besides these activities specified in the curriculum, most schools organise cleaning of school facilities by students. This provides an opportunity for students to learn ways to collaborate with others and discipline themselves, while helping to maintain a clean learning environment. Korea also has similar guidelines on extracurricular activities, specifying time allocation for "creative experiential activities", including self-regulated activities, club activities, voluntary activities and career education.

Whether there are formal regulations or not, schools and local education offices have greater autonomy to plan extracurricular activities than curricular ones. This makes extracurricular activities

an area where schools can test experimental initiatives to enhance social and emotional skills (Box 5.3). Since schools are less constrained by the physical boundaries of classrooms (and, in some cases, schools), facilitators or mentors of extracurricular activities can flexibly mobilise real-life activities and scenarios to teach life skills that typically require strong social and emotional capability. Extracurricular activities often stimulate students to actively contribute to designing their own learning experience. They can also provide opportunities for schools to strengthen linkages with the community.

Box 5.3. **School-based extracurricular programmes that address social and emotional skills: Country examples**

The State of Bavaria in Germany has been conducting the project "Mentor Sport nach 1" (Mentor sport after one) in secondary schools since 2007. This project enables selected students to become mentors of their classmates in self-organised sport activities during breaks, such as basketball, football, handball, volleyball, badminton, tennis, table tennis, juggling and dance. The school is responsible for supervising and supporting these activities and teachers provide advice if needed. The focus of the project is not only on health, but also on character-building aspects of ownership. The project thus makes an important contribution to values education in the school.

In Luxembourg, 17 out of 36 secondary schools offer a "Peer Mediation" programme. In this programme, students volunteer to engage in external training to learn how to mediate in-school conflicts among students. The training is provided by the National Youth Service, in collaboration with the Ministry of Education. The programme teaches students basic techniques and attitudes to improve communication, to better understand the nature of conflicts and violence, and to simulate mediation process with peers. The training comprises 42 hours and takes place during the weekends or as "activité parascolaire". After the training, they regularly work together in a group at school, accompanied by adult coaches. In addition to mediating skills, students learn how to deal with conflicts and violence in everyday life. The programme therefore not only teaches conflict management, but also develops students' interpersonal skills and self-esteem, and empowers them to actively engage in the community.

Source: Bayerisches Staatsministerium für Unterricht und Kultus (2007), *Leitfaden für Schulleiter und Mentorenbetreuer,* Druckhaus Schmid, Jesenwang; Peermediation (2014), Peermediation website, www.peermediation.lu/ (accessed 10 September 2014).

Assessment

Understanding students' levels of social and emotional skills is key to identifying the need for their further development and improving teaching practices. Through feedback to students, teachers reward certain behaviours and attitudes with the aim of helping social and emotional learning. Yet, assessment of social and emotional skills tends to be less transparent than academic achievement assessment. Teachers' feedback can also negatively influence students' self-esteem without adequate follow-up.

Many OECD countries and partner economies have guidelines for schools to assess student social and emotional skills

Although countries do not formally require assessment of students' social and emotional skills using standardised measures, many countries and local jurisdictions provide guidelines for their assessment (Table 5.4). Assessment of students' social and emotional skills is generally not designed for student promotion or certification, or for teacher evaluation. Rather, assessments tend to be administered in a formative manner to help teachers and students identify their strengths and weaknesses in social and emotional skills.

In many countries, typical end-of-term student assessments include evaluation of social and emotional skills. For example, Ontario, Canada, provides templates for report cards in which "learning skills and work habits" are evaluated separately from marks for subjects. The learning skills and work habits have six categories – responsibility, organisation, independent work, collaboration, initiative, self-regulation – for each of which the teacher gives one of four evaluations, "excellent", "good", "satisfactory" and "needs improvement". In the report cards for Grade 1-8, the section for reporting on students' development of the learning skills and work habits is placed ahead of the section for reporting on students' achievement of the curriculum expectations. In the cards for Grades 9-12, there is a space for recording an evaluation for each of the learning skills and work habits for every subject.

Table 5.4. **National approaches to the assessment of social and emotional skills**

Primary and lower secondary level education

	National (or subnational) guidelines for social and emotional skills assessment	Social and emotional skills included in typical report cards
Australia	●	●
Austria	●	..
Belgium (Flemish Community)	..	●
Belgium (French Community)[2]	●	x
Canada (Ontario)[1]	●	●
Chile	●	●
Czech Republic	●	●
Denmark	●	..
Estonia	..	●
Finland	●	●
France	●	●
Germany (North Rhine-Westphalia)[1]	●	●
Greece	●	●
Hungary	●	●
Iceland[2]	●	x
Ireland	●	●
Israel	●	●
Italy	●	●
Japan	●	●
Korea	●	●
Luxembourg	..	..
Mexico	..	..
Netherlands	..	..
New Zealand	..	●
Norway	●	●
Poland	●	●
Portugal	..	●
Slovak Republic	●	●
Slovenia	●	..
Spain	..	..
Sweden[3]	..	x
Switzerland (Canton of Zurich)[1]	●	●
Turkey	●	●
United Kingdom (England)[1]	..	●
United States (California)[1]	●	●
Brazil	●	●
Russian Federation	..	..

StatLink http://dx.doi.org/10.1787/888933163879

Note: ● : Available; .. : Not available; x : Not applicable; m : The OECD Secretariat was unable to identify relevant information.
1. For Canada, Germany, Switzerland, the United Kingdom and the United States, education policies are under the responsibility of subnational governments. Thus, the information presented in this table reflects the status of the most populous subnational entity in each of these countries.
2. In Belgium (French Community) and Iceland, inclusion of assessment of social and emotional skills in report cards is optional.
3. In Sweden, report cards are not used.

Source: This table has been prepared based on the country questionnaires and desk research by the OECD.

Assessments of social and emotional skills are likely to be based on teachers' observations and judgement of students' day-to-day behaviour in different situations. In some cases, specific tools are available for teachers to design their assessment (see examples in Box 5.4). Some countries advocate self-assessment as a means to enhance pupils' self-awareness of their social and emotional skills. Self-assessment is practiced in Ireland and used within the curriculum subject of Social, Personal and Health Education. At the secondary school level, self-assessment is complemented with peer assessments based on fixed criteria.

Box 5.4. **Tools for assessing social and emotional skills in schools: Country examples**

In British Columbia, Canada, "social responsibility" performance standards have been developed by the Ministry of Education for voluntary use in schools. The standards involve four assessment criteria: 1) contributing to the classroom and school community; 2) solving problems in peaceful ways; 3) valuing diversity and defending human rights; and 4) exercising democratic rights and responsibilities. There are four scales for different grade groups (kindergarten to 3rd grade, 4th to 5th grade, 6th to 8th grade and 8th to 10th grade). The assessment is based on accumulated observations over time, both in the classroom and in the playground.

In Flemish Belgium, tools are available to measure primary school students' involvement and well-being in the classroom. The most commonly known and used tool is the instrument developed by the Centre for Experience-based Education (CEGO). Schools can use this scale to assess the behaviour of primary school students, such as acting spontaneously, having an open mind to whatever comes their way and feeling self-confident.

The State of Illinois provides detailed benchmarks and performance descriptions for each of the pre-defined standards for the social and emotional learning goals (Box 5.2). The performance descriptions help teachers design their curriculum and assessment for students' social and emotional skills. Since the standards for grades K-12 are consistent with the Illinois Early Learning Standards, the system ensures continuity in social and emotional learning from early childhood to adolescence.

Source: British Columbia Ministry of Education (n.d.), "BC Performance Standards – Social Responsibility: A Framework", Ministry of Education website, www.bced.gov.bc.ca/perf_stands/social_resp.htm (accessed 10 September 2014); CEGO (n.d.), Centre for Experience-based Education website, www.cego.be (accessed 10 September 2014).

Some countries survey student social and emotional skills to improve the education systems

Some countries assess student social and emotional skills in their national-level surveys to evaluate their education systems. These surveys are not necessarily for individual feedback to students or teachers, but rather for understanding of the current state of education system at school-, region- or national-level. Collected data are analysed to identify the systems' strength and weakness, and to make suggestions for further improvement. Such surveys include longitudinal studies analysed in Chapters 3 and 4 (Box 3.1). Box 5.5 describes other examples in New Zealand and Norway.

Local- and school-level initiatives

Local initiatives can play an important role in promoting social and emotional skills through curricular activities

Besides national and subnational policies, there are a number of local initiatives that benefit from the strong involvement of local policy players, school leaders and non-governmental organisations. These programmes tend to feature direct involvement from different education stakeholders to deliver locally relevant and efficient ways to improve the quality of curricular activities. Box 5.6 describes examples of such programmes in Rio de Janeiro (Brazil), Ottawa (Ontario, Canada) and Versailles (France).

Box 5.5. **National surveys including assessment of social and emotional skills**

In New Zealand, school climate surveys have been conducted as part of the national survey of health and well-being survey on secondary school students. In 2012, 91 randomly selected schools throughout the country participated in the survey. The school climate survey aimed to describe the school social environment in terms of support for students and staff, relationships between staff and students and safety of students and staff. For example, the questionnaire for teachers included such scales as "student sensitivity" (e.g. "Students in my classes generally respect viewpoints different from their own"), "student disruptiveness" (e.g. "Students in my classes generally disrupt what others are doing"), student helpfulness (e.g. "Most students are friendly to staff"). The student questionnaire also included several school climate questions including "How much do you agree or disagree with the following statements about your school? - Students in this school have trouble getting along with each other, etc."

Norwegian students at different grades in primary and secondary education participate in the Pupil Survey that includes assessment of students' social and emotional well-being at school. The Norwegian Directorate for Education and Training conducts user surveys including the Pupil Survey, Teacher Survey and Parent Survey to allow students, teachers and parents to express their opinions about learning and enjoyment on school. The results from the user surveys may be used to analyse and improve the learning environment at schools. The questionnaire for students include items such as "Do you enjoy schools?", "Do you have any classmates to be with during recess?", and "Are you interested in learning at school?".

Source: The University of Auckland (n.d.), "Youth'12 – survey conducted in 2012", The University of Auckland website, https://www.fmhs.auckland.ac.nz/en/faculty/adolescent-health-research-group/youth2000-national-youth-health-survey-series/youth2012-survey.html (accessed 10 September 2014); Norwegian Directorate for Education and Training (n.d.), "Information for pupils, teachers and parents", http://www.udir.no/Upload/Brukerundersokelser/Informasjonsbrev/Informasjon-Elevundersokelsen-engelsk.pdf (accessed 10 September 2014).

Box 5.6. **Local and regional initiatives to promote social and emotional skills through curricular activities: Country examples**

The Dual School model, created in 2008 by the State of Rio de Janeiro, Brazil, supports comprehensive models of upper secondary education. This approach emphasises the development of cognitive, social and emotional skills including attitudes and values that are essential for children to improve their labour market prospects and civic engagement. The Chico Anysio State School in Rio de Janeiro city was one of the first schools to incorporate this programme. The schools' programme is led by the Ayrton Senna Institute together with the Rio de Janeiro's State Department of Education. This full-time programme adopts a curriculum designed to help students develop technical and social skills for the labour market, life in society and higher education. Teachers benefit from training courses focused on integrative methodologies, and technical and pedagogical support. The school explicitly focuses on the development of youth leadership and student autonomy through interdisciplinary projects, a balanced approach to foster both academic and social-emotional skills, and the use of digital technologies. The curriculum also includes seminars in marketing and business, and strongly promotes sports.

The Ottawa-Carleton District School Board in Canada has defined a set of skills and characteristics, called "Exit Outcomes", that all secondary students need to acquire before leaving school. These skills are considered indispensable to enhance student well-being and build a sense of active citizenship. The "Exit Outcomes" cover a range of cognitive, social and emotional skills, broadly in line with the framework set out in Chapter 2. The programme encourages students to be resilient, globally aware, collaborative, innovative/creative and goal-oriented. Other Exit Outcomes include critical thinking, effective communication, academic diversity, digital fluency and ethical decision making. In order to achieve this objective, the board explicitly addresses these skills in the curriculum, informs teacher training and provides relevant learning contexts. The initiative was developed in partnership with the student community and receives strong support from the local teaching and business communities.

Since 2005, French schools have been authorised to set up their own experimental programmes, in accordance with the educational authorities. For example, the programme *"Raconte en corps : Le Boléro de Ravel"* (Narrate with your body: Ravel's Bolero) is a local programme implemented in 2012 by the network of schools "Marcel Pagnol" in Versailles. It involves primary and lower secondary school pupils, as well as their parents and teachers. The activities develop a set of different competencies: language proficiency and motion control (through language-based choreographic creation), as well as musical culture, physical education (through physical activities) and technology. The aims are to enhance exchanges of views between pupils and across generations; develop attentive listening; encourage commitment to work collectively; develop critical thinking; and also address the self-fulfilment and self-esteem of disadvantaged pupils. The programme is evaluated daily by the co-ordinator of the school network, who takes part in work sessions, studies pupils' written analyses and maintains close relationships with teachers and partners.

Source: Académie de Versailles (2012), *"Raconte en corps : le Boléro de Ravel"*, http://www.ac-versailles.fr/public/jcms/p1_147748/raconte-en-corps-le-bolero-de-ravel (accessed 10 September 2014); OCDSB (2013), "Exit outcomes", Ottawa-Carleton District School Board, Ottawa, Canada; Educação para o Século 2 (2013), "Chico Anysio High School", Instituto Ayrton Senna, http://educacaosec21.org.br/colegio-chico-anysio/.

Many OECD and partner countries also have independent programmes that promote the development of social and emotional skills form an early age. They function as an alternative to the standard curricula. Most of them differentiate themselves by their explicit emphasis on social and emotional development to promote cognitive skills and well-being. Montessori schools and Steiner-Waldorf schools have taken the lead in this respect. Montessori education, for example, usually covers early childhood and primary education and features a strong focus on assuring children's autonomy, self-confidence, self-esteem and creativity. This is done by incorporating play into learning, learning by doing rather than by direct instruction, and learning to care for oneself and for the environment, among other practices. Although rigorous long-term evaluations of Montessori schools and similar programmes are lacking, research suggests this pedagogy enhances children's positive emotions, energy and motivation while developing their cognitive abilities (for a review, see Dohrmann et al., 2007).

Local initiatives can also play an important role in promoting social and emotional skills through extracurricular activities

School-community partnerships can also provide additional opportunities for social and emotional learning by improving children's access to extracurricular activities, and enhance their engagement in the community. Recently there has been a movement where schools are encouraged to actively reach out to stakeholders outside schools, including higher education, businesses, and community groups, to enhance their educational programmes. Box 5.7 describes examples for Denmark and the United Kingdom.

Box 5.7. Initiatives to promote school-community partnerships to promote social and emotional skills through extracurricular activities: Country examples

In Denmark, a public school reform will be implemented from 2014 to enhance a school-community link that may improve extracurricular activities. With this reform, schools will be required to collaborate with the surrounding community, by involving local sports clubs, cultural centres, art and musical schools and various associations. The municipalities will also be required to commit to ensuring school-community co-operation.

In the United Kingdom, the Outward-facing Schools programme at the Sinnott Foundation promotes schools' links with communities and parents by providing fellowships to education practitioners in secondary schools. Their initiatives include schools' active collaboration with local groups and businesses to create community work opportunities for students, such as volunteering at care homes and teaching at local primary schools (Bubb, 2011).

Source: Danish Ministry of Education (2014), "Improving the public school", http://eng.uvm.dk/~/media/UVM/Filer/English/PDF/140708%20Improving%20the%20Public%20School.ashx; Bubb, S. (2011), Outward-facing Schools: The Impact of the Sinnott Fellowship, DFE-RR139, London.

Additionally, across OECD countries, a number of individual schools design innovative approaches to address the social and emotional development of students (OECD, 2013b). These initiatives include raising the ability to control one's own attentiveness through mental training, martial arts and mountain climbing, and building communicative and social skills through seminars, role plays and relaxation activities, rendering assessment of social learning more systematic and visible.

Conclusion

Most OECD countries and partner economies recognise the need to equip students with social and emotional skills. This point is generally addressed in their national or subnational policy statements, which highlight the importance of raising children's autonomy, responsibility and the ability to co-operate with others. Such an emphasis is also reflected in national or subnational curricula where social and emotional skills are addressed within and across subjects. Moreover, schools in most countries mobilise a range of extracurricular activities to enhance social and emotional skills.

Countries generally provide guidelines for schools to assess student's social and emotional skills, and schools tend to measure and report these skills in end-of-term school report cards. Nevertheless, not many education systems provide detailed guidance on how to enhance social and emotional development. A national school curriculum does not necessarily provide explicit and practical instructions on how social and emotional skills should be taught in schools. While this provides schools and teachers flexibility in designing their own lessons, this may not help teachers who are not sure how to best teach these skills. This may be particularly challenging among teachers who feel overwhelmed by the need to prepare students to perform well on core academic curricular subjects such as mathematics and languages.

Although legislation and curricula are not the only instruments shaping school environments, education systems may consider enhancing existing guidelines – building on successful practices and evidence available in the literature. Initiatives available in selected school districts and individual schools provide promising examples of ways to systematically collect useful information on social and emotional skills to identify those in need of better pedagogy and guidance.

There are already a number of promising pedagogical approaches and learning contexts that can be explored (Chapter 4). Systematic exchange of such information among educational stakeholders and researchers may help provide opportunities for others to experiment with such practices and enrich the evidence base. Although there may be no one-size-fits-all solution, given children's diverse social and cultural backgrounds, identifying and expanding promising strategies on a larger and wider scale could improve the effectiveness and efficiency of educational systems in raising social and emotional skills.

Note

1. A questionnaire on "Policies and Practices related to Social and Emotional Skills" was sent to the Governing Board members of the OECD Centre for Educational Research and Innovation (CERI) as well as representatives of Brazil, Greece and the Russian Federation in November 2013. Responses were received from Australia, Austria, Belgium (Flemish Community), Belgium (French community), Canada, Chile, the Czech Republic, Denmark, Estonia, Finland, France, Greece, Ireland, Israel, Japan, Korea, Luxembourg, the Netherlands, New Zealand, Norway, the Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Turkey, the United Kingdom (England), the United States, Brazil, and the Russian Federation. The tables in Chapter 5 were validated by the countries' contact persons in September 2014.

References

Académie de Versailles (2012), *"Raconte en corps : le Boléro de Ravel"*, http://www.ac-versailles.fr/public/jcms/p1_147748/raconte-en-corps-le-bolero-de-ravel (accessed 10 September 2014).

Bayerisches Staatsministerium für Unterricht und Kultus (2007), *Leitfaden für Schulleiter und Mentorenbetreuer,* Druckhaus Schmid, Jesenwang.

British Columbia Ministry of Education (n.d.), "BC Performance Standards – Social Responsibility: A Framework", Ministry of Education website, www.bced.gov.bc.ca/perf_stands/social_resp.htm (accessed 10 September 2014).

Bubb, S. (2011), *Outward-facing Schools: The Impact of the Sinnott Fellowship,* DFE-RR139, London.

CEGO (n.d.), Centre for Experienced-based Education website, www.cego.be (accessed 10 September 2014).

Danish Ministry of Education (2014), "Improving the public school", http://eng.uvm.dk/~/media/UVM/Filer/English/PDF/140708%20Improving%20the%20Public%20School.ashx.

Department of Education and Skills (2012), "A Framework for Junior Cycle", Department of Education and Skills, Dublin.

Dohrmann, K. R. et al. (2007). "High school outcomes for students in a public Montessori program". *Journal of research in childhood education,* Vol. 22.(2), pp. 205-217.

Educação para o Século 2 (2013), "Chico Anysio High School", Instituto Ayrton Senna, http://educacaosec21.org.br/colegio-chico-anysio/.

Illinois Board of Education (n.d.), "Illinois Learning Standards: Social/Emotional Learning (SEL)", http://isbe.net/ils/social_emotional/standards.htm (accessed 10 September 2014).

Israel Ministry of Education (2008), "Life skills in primary schools" [in Hebrew], Ministry of Education, http://cms.education.gov.il/EducationCMS/Units/Shefi/KishureiChaim/meytaviyut/KishureiHaimLeYesody.htm.

Lapsley, D. and D.S. Yeager (2012), "Moral character education", in W.M. Reynolds, G.E. Miller and I.B. Weiner (eds.), *Handbook of Psychology: Vol. 7. Educational Psychology,* 2nd ed., John Wiley and Sons, Inc., New Jersey.

National Youth Policy Institution (2009), "Introduction to creative activities", Ministry of Education, Science and Technology Notice 41, National Youth Policy Institutions, Seoul, Korea, www.nypi.re.kr/eng/data/2010/creative_activities.pdf.

Norwegian Directorate for Education and Training (n.d.), "Information for pupils, teachers and parents", http://www.udir.no/Upload/Brukerundersokelser/Informasjonsbrev/Informasjon-Elevundersokelsen-engelsk.pdf (accessed 10 September 2014).

OCDSB (2013), "Exit outcomes", Ottawa-Carleton District School Board, Ottawa.

OECD (2013a), *PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices,* PISA, OECD Publishing, Paris, http://dx.doi.org/10.1787/9789264201156-en.

OECD (2013b), *Innovative Learning Environments, Educational Research and Innovation,* OECD Publishing, Paris, http://dx.doi.org/10.1787/9789264203488-en.

Peermediation (2014), Peermediation website, www.peermediation.lu/ (accessed 10 September 2014).

Rámcový vzdělávací program pro základní vzdělávací (2007), *Rámcový vzdělávací program pro základní vzdělávání,* www.vuppraha.cz/wp-content/uploads/2009/12/RVPZV_2007-07.pdf.

Standing Council on School Education and Early Childhood (2013), "National Safe Schools Framework", http://www.safeschoolshub.edu.au/documents/nationalsafeschoolsframework.pdf.

The University of Auckland (n.d.), "Youth'12 – survey conducted in 2012", The University of Auckland website, https://www.fmhs.auckland.ac.nz/en/faculty/adolescent-health-research-group/youth2000-national-youth-health-survey-series/youth2012-survey.html (accessed 10 September 2014).

UK Department for Education (2013), "Personal, Social, Health and Economic (PSHE) Education, Department for Education", www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe/personal-social-health-and-economic-pshe-education.

US Department of Education (2005), "Character education … Our shared responsibility", US Department of Education, www.ed.gov/admins/lead/character/brochure.html.

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills

The column "Education system objectives" contains extracts from national and subnational education system objectives that appear in country education laws or other policy statements on basic education. The column "National curriculum frameworks" contains extracts from national curriculum frameworks. The terms identified as relevant to social and emotional skills are indicated in bold.

Education system objectives	Skill frameworks for national curricula
Australia	
It is essential that the Australian schooling system be of a high quality and be highly equitable in order for young Australians to become successful learners, **confident and creative individuals, and active and informed citizens.** – Australian Education Act 2013	The F-10 curriculum includes seven general capabilities that are incorporated in all learning areas. These general capabilities are: • Literacy • Numeracy • Information and communication technology (ICT) capability • Critical and creative thinking • **Personal and social capability** • **Ethical understanding** • **Intercultural understanding.** – Australian Curriculum www.australiancurriculum.edu.au/GeneralCapabilities/Overview/general-capabilities-in-the-australian-curriculum
Austria	
Young people shall be trained to become healthy, capable, **conscientious and responsible** member of society and citizens of the democratic and federal Republic of Austria. They shall be encouraged to **develop an independent judgement and social understanding,** to **be open-minded to the philosophy and political thinking of others,** they shall be enabled to participate in the economic and cultural life of Austria, of Europe, and of the World, and to make their contribution, in love of freedom and peace, to the common tasks of mankind. – School Organisation Act 1962, translation taken from Brock and Tulasiewicz (2002) "Education in a single Europe"	According to the primary school curriculum, children should receive a basic and well-balanced education in the **social, emotional,** intellectual and physical spheres. On the basis of pupils' individual backgrounds, primary school has to accomplish the following: • arousing and nurturing eagerness to learn, skills, interest and talents • strengthening and developing **pupils' faith in their own abilities** • strengthening or building **social competence (responsible behaviour, team spirit, adjustment, development and acceptance of rules and norms, critical thinking)** • improvement of language skills (communication, expression) • development and imparting of basic knowledge, skills, insights and attitudes with a view to the acquisition of the three Rs (including the use of modern communication and information technologies in a manner suitable for children), of a sound attitude towards and understanding of the environment, as well as a general development of artistic, musical and technical skills, motor skills and physical skills • gradual formation of appropriate attitudes towards learning and working **(perseverance, care, accuracy, helpfulness, considerateness)** • transition to purposeful, independent and focussed learning (from the play-oriented forms of learning in pre-school education) – Lehrplan der Volksschule, Erster Teil, Allgemeines Bildungsziel, Stand: BGBl. II Nr. 368/2005, November 2005, Erster Teil: Allgemeines Bildungsziel https://www.bmbf.gv.at/schulen/unterricht/lp/lp_vs_erster_teil_14043.pdf?4dzgm2 (translation taken from the EURYDICE website https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Austria:Teaching_and_Learning_in_Primary_Education)

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
Belgium (Flemish Community)	
Education should provide open, versatile and strong personalities. A broad basic education will ensure that children and young people can shape their own future. Therefore, education properties as **social skills**, creativity, curiosity, health, critical meaning, **respect, diligence, self-sufficiency, a positive self-image and sense of initiative.** – Education Policy Letter 2013-14	The Government of Flanders ratified in 1997 a set of minimum goals (*ontwikkelingsdoelen*) that are considered desirable and attainable for children in pre-school. The *ontwikkelingsdoelen* emphasise a broad and harmonious approach to education and identify three linked areas of educational competence: • **Personal characteristics: having a positive self-image, being motivated and taking initiatives;** • General development: **being able to communicate and co-operate, being autonomous,** dealing with the surrounding world in a creative and problem solving way, determining one's own direction when studying; • and Specific skills: physical education, expressive arts, language, environmental studies and mathematics. – *Ontwikkelingsdoelen voor het gewoon basisonderwijs* 2010, translation taken from OECD (2000) "Early Childhood Education and Care Policy in the Flemish Community of Belgium"
Belgium (French Community)	
The general objectives for all basic and secondary education are: • **To promote self-confidence and personal development of all pupils;** • To enable all pupils to acquire knowledge and the abilities that they need to learn throughout their lives and to play an active part in economic, social and cultural life; • **To prepare all pupils to become responsible citizens, contributing to a democratic, mutually supportive, pluralist and open to all other cultures, society;** • To provide all pupils with equal opportunities for social advancement. – Missions Decree of 24 July 1997	Social skills are important across the skill standards and different programmes (pre-primary, primary and secondary). – *Les Socles de compétences*
Canada (Ontario)	
The purpose of education is to provide students with the opportunity to realize their potential and develop into highly skilled, knowledgeable, **caring** citizens who contribute to their society. – Education Act of Ontario 1990 0.1(2) Our renewed goals for education are: • Achieving Excellence: Children and students of all ages will achieve high levels of academic performance, acquire valuable skills and demonstrate good citizenship. Educators will be supported in learning continuously and will be recognized as among the best in the world. • Ensuring Equity: All children and students will be inspired to reach their full potential, with access to rich learning experiences that begin at birth and continue into adulthood. • Promoting Well-Being: All children and students will develop enhanced mental and physical health, **a positive sense of self and belonging,** and the skills to make positive choices. • Enhancing Public Confidence: Ontarians will continue to have confidence in a publicly funded education system that helps develop new generations of confident, capable and caring citizens. – *Achieving Excellence: A Renewed Vision for Education in Ontario*, 2014	The OECD Secretariat was unable to identify relevant information.

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
Chile	
Article 2. Education is a lifelong learning process that encompasses different life stages and aims at achieving spiritual, **ethical, moral, emotional**, intellectual, artistic and physical development, through the transmission and cultivation of values, knowledge and skills. It is framed in respect and appreciation of human rights and fundamental freedoms, multicultural and peace, and diversity of our national identity by training the people to lead their lives to the full extent, to live and participate in a **responsible, tolerant, compassionate, democratic and active** manner in the community, and to work and contribute to national development. Article 19. Basic education is the education level that is geared towards the integral formation of the students, in their physical, **emotional**, cognitive, **social**, cultural, **moral** and spiritual **dimensions**, developing capabilities according to knowledge, skills and attitudes defined in the curricular bases to be determined in accordance with this law, and allow them to continue the formal education process. Article 29. Basic education will have global objectives, without implying that each target is necessarily a subject that learners develop the knowledge, skills and attitudes to: IN PERSONAL AND SOCIAL SPHERE: a) Evolve in moral, spiritual, intellectual, **emotional** and physical areas according to their age. b) **Develop a positive self-esteem and self-confidence.** c) Act according to values and norms of civic and peaceful coexistence, know their rights and responsibilities, and assume commitments with oneself and others. d) Recognise and respect cultural, religious and ethnic diversity and differences between people, and equal rights for men and women, and **develop capabilities of empathy with others.** e) **Work individually and in teams, with effort, perseverance, responsibility and tolerance to frustration.** f) Practice physical activity appropriate to their interests and aptitudes. g) Acquire habits of hygiene, body care and health itself. – General Education Law of 2009, Law No. 20370 (unofficial translation)	The national curriculum for basic education sets out transversal learning objectives (OAT) that include: physical dimension, **affective dimension**, cognitive dimension, **sociocultural dimension**, moral dimension, spiritual dimension, **productivity and work**, and information technologies. • The affective dimension aims for growth and personal development students through the creation of personal identity and strengthening **self-esteem and self-worth**, developing **friendship** and valuation of the role of family and peer groups, and reflection on the meaning of their actions and life. • The socio-cultural dimension places the person as a citizen in a democratic scenario, **committed to the environment and a sense of social responsibility.** Along with this, the ability to develop he social coexistence based on **respect for other** and the peaceful resolution of conflicts and the knowledge and appreciation of their environment. • The proactivity and work dimension fosters interest and commitment to knowledge, **with effort and perseverance, and the ability to work both ways individually and collaboratively, stating commitment to the quality of achievements and giving at the same time, place to exercise and develop their own initiatives d originality.** – *Bases Curriculares 2013* (unofficial translation)

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
Czech Republic	
General goals of education shall be, in particular, as follows: a) the personal development of a human being who shall possess knowledge and **social competencies**, ethical and spiritual values for their personal and civil life, for the execution of a profession or working activities, and for acquiring information and learning in the course of life; b) acquiring general education or general and vocational education; c) understanding of and application of principles of democracy and a legal state, fundamental human rights and freedoms along with **responsibility and a sense of social coherence;** d) understanding and application of the principle of equality of women and men in society; e) the formation of national and state citizenship awareness and **respect for the ethnic, national, cultural, language and religious identity of every person;** f) knowledge of global and European cultural values and traditions, understanding and acquiring principles and rules arising from European integration as a basis for coexistence at national and international levels; g) acquisition and application of knowledge of the environment and its protection arising from the principles of sustainable growth and of safety and the protection of health. – ACT No. 561 of 24th September 2004 on Pre-school, Basic, Secondary, Tertiary Professional and Other Education	Elementary education aims at fulfilling the following objectives: • to guide pupils towards engaging in effective and open communication on all possible issues; • to develop the pupils' **ability to cooperate and to respect their own** as well as others' work and achievements; • to prepare the pupils to manifest themselves as independent, free and **responsible** individuals who exercise their rights and meet their obligations; • to create in pupils the need to **express positive feelings in their behaviour and conduct when undergoing various situations in life; to develop in them perceptiveness and sensitive relations towards other people,** the environment and nature; • to teach the pupils to develop their physical, **mental and social health** actively, protect it and be responsible for it; • to guide the pupils towards **tolerance of and consideration for other people,** their cultures and spiritual values, to teach them **to live together with others.** – Framework Education Programme for Elementary Education (2007) Part C, Section 3 http://rvp.cz/informace/wp-content/uploads/2009/09/RVP_ZV_EN_final.pdf
Denmark	
The Aims of the "Folkeskole" (1) The Folkeskole is, in cooperation with the parents, to provide students with the knowledge and skills that will prepare them for further education and training and instil in them the desire to learn more; familiarise them with Danish culture and history; give them an understanding of other countries and cultures; contribute to their understanding of the interrelationship between human beings and the environment; and promote the **well-rounded development** of the individual student. (2) The Folkeskole is to endeavour to develop the working methods and create a framework that provides opportunities for experience, in-depth study and allows for initiative so that students develop **awareness and imagination and a confidence in their own possibilities and backgrounds** such that they are able to commit themselves and are willing to take action. The Folkeskole is to prepare the students to be able to **participate, demonstrate mutual responsibility and understand their rights and duties in a free and democratic society.** The daily activities of the school must, therefore, be conducted in a spirit of intellectual freedom, equality and democracy. – Danish Ministry of Education website, http://eng.uvm.dk/Education/Primary-and-Lower-Secondary-Education/The-Folkeskole/The-Aims-of-the-Folkeskole (accessed 10 September 2014) Students shall be able to use various ways of study work and to function in a school environment where the demands for personal independence and cooperation is important. The programme must have a general learning perspective emphasising development of **personal authority.** Students should therefore learn to be **reflective and responsible in relation to their environment: fellow human beings, nature and society, and to their own personal development.** The training shall also develop the students' creative and innovative skills and critical thinking. The education and school culture as a whole must prepare students for **active participation, joint responsibility,** rights and duties in a society based on freedom and democracy. Teaching and daily life at school must therefore build on intellectual freedom, equality and democracy. Students will thereby acquire the prerequisites for active participation in a democratic society and an understanding of the opportunities for individual and jointly to contribute to the understanding, development and change of society, both in a local, European and global perspective. – Upper Secondary Schools Act	The OECD Secretariat was unable to identify relevant information.

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
Estonia	
General education is a system of knowledge, skills, experience, **values and behavioural norms** which enables a person to evolve into a continuously developing personality who is **capable of living with dignity, respecting himself or herself, his or her family, other people and nature,** choosing and acquiring a suitable profession, acting creatively and being a responsible citizen. – Education Act	The national curriculum sets the following general competences: 1) **value competence** – ability to evaluate human relations and activities from the standpoint of generally accepted moral norms; to sense and value one's ties with other people, nature, the cultural heritage of one's own country and nation and those of others, and events in contemporary culture; to value art and to shape the sense of aesthetics; 2) **social competence** – the ability to become self-actualized, to function as an aware and conscientious citizen and to support the democratic development of society; to know and follow values and standards in society and the rules of various environments; to engage in cooperation with other people; to accept interpersonal differences and take them into account in interacting with people; 3) **self-management competence** – the ability to understand and evaluate oneself, one's weaknesses and strengths; to adhere to healthful lifestyles; to find solutions to problems related to oneself, one's mental and physical health as well as problems arising in human relations; 4) **learning to learn competence** – ability to organize the learning environment and procure the information they need for learning; to plan studies and follow the plan; to use the outcome of the learning, including learning skills and strategies, in different contexts and for solving problems; to analyze one's knowledge and skills, strengths and weaknesses and on that basis, the need for further learning; 5) **communication competence** – ability to clearly and relevantly express oneself, taking into account situations and partners in communication; to present and justify their positions; to read and understand information and literature; to write different types of texts, using appropriate linguistic devices and a suitable style; to prioritize correct use of language and rich expressive language; 6) **mathematics competence** – the ability to use the language, symbols and methods characteristic of mathematical applications, to solve various situations in all walks of life and spheres of activity; 7) **entrepreneurship competence** – ability to create ideas and implement them, using the acquired knowledge and skills in different walks of life; to see problems and the opportunities that lie within them; to set goals and carry them out; to organize joint activities, show initiative and take responsibility for results; to react flexibly to changes and to take judicious risks. – National curriculum for basic schools, www.ibe.unesco.org/curricula/estonia/er_befw_2011_eng.pdf
Finland	
The purpose of education referred to in this Act is to support pupils' growth into **humanity** and into **ethically responsible membership of society** and to provide them with knowledge and skills needed in life. – Basic Education Act 628/1998; http://www.finlex.fi/en/laki/kaannokset/1998/en19980628.pdf	Cross-curricular themes represent central emphases of the educational and teaching work. Their objectives and contents are incorporated into numerous subjects; they integrate the education and instruction. Through them, the educational challenges of the time are also met. 1. **Growth as a person** 2. **Cultural identity and internationalism** 3. **Media skills and communication** 4. **Participatory citizenship and entrepreneurship** 5. **Responsibility for the environment, well-being, and a sustainable future** 6. **Safety and traffic** 7. Technology and the individual – National core curriculum for basic education 2004, http://www.oph.fi/english/curricula_and_qualifications/basic_education

Annex 5.A. **National and subnational education system objectives and skill frameworks that address the development of social and emotional skills** (continued)

Education system objectives	Skill frameworks for national curricula
France	
The right to education is guaranteed in each student to allow them to develop their **personality**, to raise the level of education and training, to fit into the social and professional life, to exercise citizenship. – Loi n°89-486 du 10 juillet 1989 d'orientation sur l'éducation	The Common Base of Knowledge and Skills framework defines seven key competencies for children to develop: 1. Command of the French language 2. Use of a modern foreign language 3. Key elements of mathematics and scientific and technological culture 4. Command of common techniques of information and communication 5. Humanistic culture 6. **Social and civic skills** 7. **Autonomy and initiative** Key attitudes for social and civic skills include **self-respect** and **respect for others**. **Motivation, self-confidence, desire to succeed and progress** are fundamental attitudes for "autonomy and initiative." – *Le socle commun des connaissances et des compétences* 2006, http://media.education.gouv.fr/file/51/3/3513.pdf
Germany (North Rhine-Westphalia)	
Reverence for God, respect for the dignity of people and providing community to awaken to social action, are the highest goal to achieve relationship. Young people should be educated in the **spirit of humanity, democracy and freedom, for tolerance and respect for the conviction of the other**, to account for animals and conservation the natural foundations of life, in love for the people and the homeland and for the international community and peace to mind. The students should learn in particular: 1. to **act independently and responsibly** 2. to learn for themselves and together with others and to provide services 3. **to represent their own opinion and to respect others' opinions** 4. to meet in religious and philosophical questions and **personal decisions in relation to the decisions to develop an understanding of and tolerance for others** 5. to meet people of different origins without prejudice, to learn and think about the values of different cultures, and to promote a peaceful living together free from discrimination 6. to understand the basic norms of the constitution and the state constitution and to advocate democracy 7. to develop their own perception, sensation and expression as well as musical and artistic skills 8. to develop joy for movement and for team sport, to eat healthily and to live healthy 9. to deal responsibly and safely with media – Articles 2, 4 and 5 of *Schulgesetz für das Land Nordrhein-Westfalen* (unofficial translation)	The OECD Secretariat was unable to identify relevant information.

Annex 5.A. **National and subnational education system objectives and skill frameworks that address the development of social and emotional skills** (continued)

Education system objectives	Skill frameworks for national curricula
Greece	
The basic target of primary and secondary education is to contribute to the complete, harmonious and balanced development of the intellectual, **psychological** and physical potential of the pupils, so that, regardless of their gender or origin, they may become integer personalities and live in harmony. – Law 1566/1985	According to the Ministerial Decision that describes the common interdisciplinary curriculum framework, general education should also: • ensure the harmonious physical, **mental, moral,** aesthetic and **emotional development of** students; • contribute to the promotion and cultivation of special interests and skills of each student; • ensure access to diverse sources of information; • cultivate the ability to review and interpret individual choices according to their personal values and needs; • cultivate the ability to express thoughts and views in the development of intellectual, social and communication skills and make students able to **cooperate with others to achieve common goals and to act responsibly.** – Ministerial Decision 21072a/G2
Hungary	
The purpose of the Act is to create a public education system which contributes to the harmonic **mental,** physical and intellectual development of children and young people through the conscious development of their skills, abilities, knowledge, proficiencies, **emotional and volitional characteristics** and cultural education corresponding to their age characteristics, thus educating people **and responsible citizens who are virtuous and capable of independent life as well as achieving their objectives,** while harmonising private interests with the interests of the **public.** Its prioritised objective is to prevent the widening of the social gap and promote talent through the tools of education. – National Education Act 1993	The key competences specified in Hungary's national curriculum includes **"social and civic competences"** and **"sense of initiative and entrepreneurship".** The core skills of social and civic competence include **the ability to communicate efficiently in different spheres of life, to consider and to understand various viewpoints, to invoke trust in negotiating partners and to show empathy.** Coping with stress and frustration and **responsiveness to changes** also belong here. As regards attitudes, **cooperation, assertiveness and integrity** are the most important and so is interest in social and economic development, intercultural communication and the recognition of diversity. An ambition to overcome personal prejudices and to reach compromise is a further relevant element of this attitude. The sense of initiative and entrepreneurship includes skills and abilities such as planning, **organising,** leading, managing, delegating, analysing, communicating, evaluating experiences, as well as risk assessment and risk-taking, individual and team work. – Hungarian national core curriculum, www.nefmi.gov.hu/english/hungarian-national-core

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
Iceland	
The role of compulsory schools is to cooperate with homes in promoting **the all-round development of all pupils and their participation in a democratic society** in constant development. The manner of operation of compulsory schools shall be characterised by **tolerance and charity**, guided by the Christian heritage of Icelandic culture and marked by **equality, democratic cooperation, responsibility, consideration, forgiveness and respect for human worth.** Compulsory schools shall also seek to organise their work in a way that corresponds as fully as possible with the circumstances and needs of pupils, and to **promote the all-round development**, well-being and education of each individual. Compulsory schools shall **promote open-mindedness** among pupils and strengthen their proficiency in the Icelandic language and their understanding of Icelandic society, its history and specificities, people's living conditions, and the individual's duties to the community, the environment and the world. Pupils shall be given the opportunity to show creativity and to acquire knowledge and skills in the constant pursuit of education and maturity. Schooling shall provide the foundations necessary for pupils to show **initiative and independent thinking**, and enhance their **cooperation skills**. Compulsory schools shall promote close cooperation between the home and the school with a view to ensuring successful schooling and the general welfare and safety of pupils. – Compulsory School Act No. 91/2008, Article 2 http://eng.menntamalaraduneyti.is/media/law-and-regulations/Compulsory-School-Act-No.-91-2008.pdf	The educational policy that appears in the national curriculum guidelines is based on six fundamental pillars on which the curriculum guidelines are based. These fundamental pillars are: • Literacy • Sustainability • Democracy and human rights • Equality • Health and welfare • Creativity Each of the fundamental pillars derives from laws on preschool, compulsory school and upper secondary school. There is also reference to other laws which include legal provisions for education and teaching in the school system. The fundamental pillars refer to social, cultural, environmental and ecological literacy so that children and youth may develop mentally and physically, thrive in society and **cooperate with others.** The fundamental pillars also refer to a vision of the future, **ability and will to influence and be active in maintaining society, change it and develop.** The fundamental pillars are based on the view appearing in school legislation that both social objectives and the educational objectives of the individual are to be achieved. – The Icelandic National Curriculum Guide for Compulsory Schools http://brunnur.stjr.is/mm/utgafuskra/utgafa.nsf/xsp/.ibmmodres/domino/OpenAttachment/mm/utgafuskra/utgafa.nsf/C590D16CBC8439C500257A240030AE7F/Attachment/adskr_grsk_ens_2012.pdf
Ireland	
A recognised school shall use its available resources to **promote the moral, spiritual, social and personal development of students** and provide health education for them, in consultation with their parents, having regard to the characteristic spirit of the school. – Section 9(e) of the Education Act 1998 The Primary School Curriculum states explicitly that it aims to nurture the child in all dimensions of his or her life – spiritual, moral, cognitive, **emotional**, imaginative, aesthetic, **social** and physical. This vision of education can be expressed in the form of three general aims: • to enable the child to live a full life as a child and to realise his or her potential as a unique individual • to enable the child to develop as a **social being** through living and co-operating with others and so contribute to the good of society • to prepare the child for further education and lifelong learning. – Primary School Curriculum (Department of Education and Science, 1999) Eight principles underpin the Framework for Junior Cycle. • Quality • Creativity and innovation • **Engagement and participation** • Continuity and development • **Wellbeing** • Choice and flexibility • Inclusive education • Learning to learn – Junior Cycle Framework (Department of Education and Skills, 2012)	The 1971 curriculum was based on a philosophy of education that incorporated the following five principles: • the **full and harmonious development of the child** • the importance of making due allowance for individual difference • the importance of activity and discovery methods • the integrated nature of the curriculum • the importance of environment-based learning. – Primary School Curriculum (Department of Education and Science, 1999) The learning at the core of junior cycle is described in twenty-four statements of learning. The student: 5. has an **awareness of personal values and an understanding of the process of moral decision making** 6. **appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which she/he lives** 7. **values what it means to be an active citizen**, with rights and responsibilities in local and wider contexts 11. takes action to **safeguard and promote her/his wellbeing and that of others** 22. **takes initiative**, is innovative and develops entrepreneurial skills 24. uses technology and digital media tools to learn, communicate, work and think **collaboratively** and creatively **in a responsible and ethical manner** – Junior Cycle Framework (Department of Education and Skills, 2012)

Annex 5.A. **National and subnational education system objectives and skill frameworks that address the development of social and emotional skills** (continued)

Education system objectives	Skill frameworks for national curricula
Israel	
One of the aims of the educational system is to **develop the child's personality,** his creativity and talents, and to ensure his well being and his ability to live a meaningful life. – State Education Act, 1953	The curriculum of Life Skills Programme was first issued in 1997. In 2008 The Ministry of Education issued a revised version of the programme for elementary schools and for middle school students. A revised version of the programme for secondary school was issued in 2013 and the curriculum for pre-school students was issued as of 2014. The skills taught are arranged arround five mail clusters: • Self identity (for example: self awarness, identify feelings, body image, self concept etc.) • Self regulation (for example: coping with anger, time management, decision making etc.) • Interpersonal relation (establishing freinship and partnership, showing empathy, taking a stand againt agression and bulling, etc) • Leasure. Career choice and learning (for example: making choices for spending leasure time, time planning and management, etc.) • Coping with stress (for example: seeking help, exercising relieving strategies, identifing at risk situations etc.) The curriculum is adapted to cultural characteresrics (religuos, arabic etc). – Department of Psychological Counseling website, http://cms.education.gov.il/EducationCMS/Units/Shefi/KishureiChaim/meytaviyut/KishureiHaimLeYesody.htm
Italy	
The elementary school as part of compulsory education, contributes to the formation of man and citizen according to the principles enshrined in the Constitution and in the respect and appreciation of diversity of individual, social and cultural rights. It proposes the development of the **personality** of the child, promoting the first cultural literacy. – Law of 5 June 1990 148 on reform of elementary school (unofficial translation), www.edscuola.it/archivio/norme/leggi/l148_90.html The aims of the school are to be defined from the learner, with the originality of his personal journey and the openings offered by the network of relations that bind the family and social environments. The definition and implementation of educational strategies and teaching must always take into account the complexity and singularity of each person, his varied identity, his aspirations, and his ability and weakness, in various stages of development and training. The student is placed in the centre of the educational in all its aspects: cognitive, affective, interpersonal, bodily, aesthetic, ethical, spiritual, religious. In this perspective, the teachers will have to think and realise their educational and didactic projects not for abstract individuals, but for people who live here and now, that raise specific questions of life, who go in search of horizons of meaning. – Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione (unofficial translation) http://www.indicazioninazionali.it/documenti Indicazioni nazionali/indicazioni nazionali infanzia primo ciclo.pdf	The 2012 curriculum guidelines for pre-primary, primary and lower secondary education specifies as reference points the key competences for lifelong learning defined by the European Parliament and the Council of the European Union, i.e. communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, **social and civic competences, sense of initiative and entrepreneurship,** and cultural awareness and expression. – Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione http://www.indicazioninazionali.it/documenti Indicazioni nazionali/indicazioni nazionali infanzia primo ciclo.pdf

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
Japan	
(Aims of Education) Article 1. Education shall aim for the **full development of personality** and strive to nurture the citizens, sound in mind and body, who are imbued with the qualities necessary for those who form a peaceful and democratic state and society. (Objectives of Education) Article 2. To realize the aforementioned aims, education shall be carried out in such a way as to achieve the following objectives, while respecting academic freedom: 1. to foster an attitude to acquire wide-ranging knowledge and culture, and to seek the truth, cultivate a rich sensibility and sense of morality, while developing a healthy body, 2. to develop the abilities of individuals while respecting their value; cultivate their creativity; **foster a spirit of autonomy and independence;** and foster an attitude to value labor while emphasizing the connections with career and practical life, 3. **to foster an attitude to value justice, responsibility, equality between men and women, mutual respect and cooperation, and actively contribute, in the public spirit, to the building and development of society,** 4. to foster an attitude to respect life, care for nature, and contribute to the protection of the environment, 5. to foster an attitude to respect our traditions and culture, love the country and region that nurtured them, together with respect for other countries and a desire to contribute to world peace and the development of the international community. – Basic Act on Education, revised in 2006 (unofficial translation by the Ministry of Education, Culture, Sports, Science and Technology)	The curriculum standards revised in 2008 focuses on "zest for life" that emphasises a balanced combination of the following three components: • Solid academic abilities: to acquire the basics & fundamentals; to cultivate introspection, the desire to learn & think, independent decision-making & action, as well as the talent and ability for problem-solving • **Rich humanity: to cultivate self-discipline in balance with consideration for others and a sense for inspiration, in harmony with the spirit of cooperation** • Health and physical strength: health & fitness for living a vigorous life – Ministry of Education, Culture, Sports, Science and Technology (2008) "The Revisions of the Courses of Study for Elementary and Secondary Schools", www.mext.go.jp/english/elsec/__icsFiles/afieldfile/2011/03/28/1303755_001.pdf
Korea	
Education in Korea aims to assist every citizen in building up one's **character** based on humanitarianism, to manage a humane life by developing autonomous life skills and the qualifications needed as a democratic citizen, and to contribute to the development of a democratic country and realize the public idealism of humankind. Based on this purpose on education, this curriculum pursues the vision for the educated to be as the following: a. One who pioneers the development of individuality and career on top of a **holistic development** b. One who shows creativity with new thinking and challenges based on basic capabilities c. One who leads a dignified life based on understanding cultural knowledge and pluralistic values d. One who **participates in community development possessing the spirit of consideration and sharing,** as a citizen communicating with the world. – The framework of the curriculum design, the elementary and secondary school curriculum 2009 http://ncic.kice.re.kr/english.kri.org.inventoryList.do	Education in Korea aims to assist every citizen in developing the **character** and skills necessary for being an independent citizen under the humanitarian ideal, taking responsibility for the welfare of the country, and for all mankind. This curriculum seeks to develop a well-educated person that: 1. seeks to **develop his/her own individuality on the basis of a well-rounded personality.** 2. is able to cultivate creativity as well as seek and apply knowledge and skills. 3. explores a career path with liberal knowledge and understanding. 4. creates new values based on Korean cultural heritage. 5. **is committed to improving the community as a citizen.** – The School Curriculum of the Republic of Korea, 2008

Annex 5.A. **National and subnational education system objectives and skill frameworks that address the development of social and emotional skills** (continued)

Education system objectives	Skill frameworks for national curricula
Luxembourg	
Schooling promotes child development, creativity and **confidence in his abilities**. It allows him/her to acquire general knowledge, prepares professional life and the exercise of his/her responsibilities of citizen in a democratic society. It teaches the ethical values based on the Universal Declaration of human rights and leads to respect the equality between girls and boys. It is the basis of permanent education. – Compulsory Education Act, 6 February 2009	Transferable skills are developed in basic education in the various fields of development and learning: 1. Mental approaches (e.g. capturing information, processing information, memorising information, using information, producing new information, communicating information) 2. Ways of learning (e.g. learning to learn, learning consciously and autonomously, managing one's own learning, combining learning and well-being) 3. **Relational attitudes** (e.g. knowing others and accept differences, adapting one's own behaviours, living democratic values) 4. **Emotional attitudes** (e.g. motivating oneself, knowing and gaining confidence, identifying oneself in student life) – Plan d'études de l'enseignement fondamental, 2011, unofficial translation, http://www.legilux.public.lu/leg/a/archives/2011/0178/a178.pdf#page=49
Mexico	
The general objective of basic education is to ensure that all children and young people acquire fundamental knowledge; develop life skills, **values and behaviours needed to achieve a fulfilling personal life**, pursue a **responsible and committed citizenship**, engage in productive work and continue learning throughout life. – *Ley General de Educación*	The Syllabus of Basic Education defines a set of life skills that should be developed in the three levels of basic education: • skills for lifelong learning • skills for managing information • **skills for managing situations** • **skills for coexistence** • skills for living in society. Development of skills for managing situations requires: face risk and uncertainty, plan and complete successfully procedures; manage time, facilitate and address changes that occur; take decisions and assume consequences; handle failure, frustration and disillusion; act autonomously in the design and development of life projects. Development of skills for coexistence requires: empathy, relate harmoniously with others and nature; be assertive; work collaboratively with others; make agreements and negotiate with others; grow with others; recognise and value social, cultural and linguistic diversity. – *Plan de estudios 2011, Educacion Basica*
Netherlands	
Education: a. is also of that of students growing up in a pluralistic society, b. is partly aimed at promoting **active citizenship and social inclusion**, and c. is also aimed at ensuring that students have knowledge of and experience different cultures and backgrounds of their peers. – Primary Education Act, 1981 Article 17 Education in a pluralistic society; citizenship; social inclusion Education: a. assumes that students are growing up in a pluralistic society, b. partly aims at promoting active citizenship and social integration, and c. also aims at ensuring that students have knowledge of and acquainted with different backgrounds and cultures of their peers. – Secondary Education Act, 1963	The Dutch Qualification Framework (NLQF) specifies standards for **responsibility and autonomy** to be obtained at the end of each level of education. These standards progress with the more advanced levels of education. For example, the standards for those who complete general secondary education are as follows: • Collaborates with peers, supervisors and clients. • Responsibility for the results of their activities, work and study. • Bears shared responsibility for the result of the work of others. – Dutch Qualification Framework (NLQF), www.nlqf.nl/nlqf-niveaus

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
New Zealand	
1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop **the values needed to become full members of New Zealand's society.**	The New Zealand Curriculum identifies five key competencies: • thinking • using language, symbols, and texts • **managing self** • **relating to others** • **participating and contributing** – The New Zealand curriculum online, http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Key-competencies
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.	
3. Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.	
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.	
5. A broad education through a balanced curriculum covering essential learning areas. Priority should be given to the development of high levels of competence (knowledge and skills) in literacy and numeracy, science and technology and physical activity.	
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.	
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.	
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.	
9. Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.	
10. **Respect for the diverse ethnic and cultural heritage of New Zealand people**, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.	
– The National Education Goals, 2004	
Norway	
Education and training shall provide insight into cultural diversity and show respect for the individual's convictions. They are to promote democracy, equality and scientific thinking. The pupils and apprentices shall develop knowledge, skills and **attitudes** so that they can master their lives and take part in working life and society. They shall have the opportunity to be creative, **committed** and inquisitive. The pupils and apprentices shall learn to think critically and **act ethically** and with environmental awareness.	Key formulations from the Acts governing education in Norway are grouped in the following themes: **moral outlook**, creative abilities, **work**, general education, **cooperation**, and natural environment. – Core curriculum for primary, secondary and adult education in Norway, www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf
– Chapter 1 of the Education Act	
Poland	
The objective of basic education is to build the foundation of children's "intellectual, ethical, **emotional, social** and physical knowledge." Among the most important abilities to be taught in this period, there are: team work and ability to learn to discover one's interests; among others. Similarly, one of the goals of secondary and higher educations is to further develop these non-cognitive skills.	Polish Qualification Framework specifies the qualifications needed to be obtained in terms of cognitive and social competences across all the levels of basic and higher education. Some of the competencies which should be fostered in basic education include: **understanding societal roles, team work, performing the responsibilities associated with one's place in the society, cooperation, communication skills.** Higher levels of education are meant to prepare the children to: **work independently, think ethically, behave responsibly**, etc. www.kwalifikacje.edu.pl/pl/
– *Rozporządzenie o podstawie programowej - Dziennik Ustaw 15. 01. 2009, nr 4, poz 7*	

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
Portugal	
Section II. Organisation of the primary education curriculum	Section II. Organisation of the primary education curriculum
Article 15. **Personal and social development** of students Schools, within their autonomy, should develop projects and activities that contribute to **personal and social development** of students, including civic education, health education, financial education, media education, road safety education, consumer education, entrepreneurship education and religious and moral education, with optional frequency.	Article 15. **Personal and social development** of students Schools, within their autonomy, should develop projects and activities that contribute to **personal and social development** of students, including civic education, health education, financial education, media education, road safety education, consumer education, entrepreneurship education and religious and moral education, with optional frequency.
Section IV. Management of the primary and secondary curriculum	Section IV. Management of the primary and secondary curriculum
Article 21. Promoting academic success	Article 21. Promoting academic success
e) Develop actions to support growth and **personal and social development** of students including health promotion and prevention of risk behaviours with;	e) Develop actions to support growth and **personal and social development** of students including health promotion and prevention of risk behaviours with;
– *Decreto-Lei n.º 139/2012* (unofficial translation)	– *Decreto-Lei n.º 139/2012* (unofficial translation)
Slovak Republic	
According to Article 4 of the new Education Act of 2008, the aim of education is to enable students to:	Primary education provides the initial basis for the students' (pupils') gradual key skills' (competencies) development as a foundation of the general education through the following objectives:
• acquire competencies, especially communication skills, oral and written skills, the ability to use information and communication technologies in the national language, mother tongue and foreign languages, mathematical literacy and competencies in the field of science and technology, lifelong learning, **social skills and civic competencies, entrepreneurial skills and cultural competencies;**	• Providing high opportunities for students (pupils) to examine their closest cultural and natural environment in order to develop their imagination, creativity and interest to explore their environment,
• learn and use at least two foreign languages;	• Enabling students (pupils) to explore their own skills and their development opportunities and to acquire the basic capability to learn how to learn and know themselves,
• learn how to identify and analyze problems, propose solutions and their know how to solve them;	• Supporting the cognitive processes and capabilities of students (pupils) in order to think critically and creatively through the acquisition of their own cognitive skills and through active problem-solving,
• develop manual skills, creative, and artistic psychomotor skills;	• **Balanced development of the students' (pupils') competences to communicate and self-understand, to evaluate (select and decide) and to act proactively on the self-management and self-reflection basis,**
• strengthen **respect for parents and other persons,** to cultural and national values and traditions of the state and the mother language;	• Promoting intrapersonal and interpersonal capabilities' development, especially to enter openly into the social relations, to cooperate effectively, to develop their social responsiveness and sensitivity towards their classmates, teachers, parents, towards other people around and towards their own cultural and natural surroundings,
• strengthen respect for human rights and fundamental freedoms and principles in the Convention for the Protection of Human Rights and Fundamental Freedoms;	• Leading students (pupils) in order to tolerate and accept the other people, their spiritual and cultural values,
• **be prepared for responsible life in a free society, in the spirit of understanding and tolerance, equality of men and women, friendship among nations, national and ethnic and religious tolerance;**	• Teaching students (pupils) to use their rights and at the same time to fulfill their duties, take responsibility for their health with its active protection and strength.
• learn how to develop and cultivate their personality and lifelong learning, **to work in a team and assumes responsibilities;**	– National curriculum for primary education (unofficial translation), http://www.statpedu.sk/files/documents/svp/1stzs/isced1/isced1_spu_uprava.pdf
• learn to control and regulate their behaviour, take care and protect their health and the environment and to respect the universal human ethical values.	
– Education Act 245/2008, translation taken from UNESCO (2012) "World Data on Education 7th eduction 2010/11"	

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
Slovenia	
One of the main goals of basic education is: • promote harmonious physical, cognitive, **emotional, moral, spiritual and social development** of an individual respecting the mechanisms of development – Basic School Act The education goals of the Republic of Slovenia include: • educate for **mutual tolerance,** promote gender equality awareness, **respect for human diversity and mutual cooperation,** respect for children's and human rights and fundamental freedoms, foster equal opportunities for women and men, and thereby develop competences to live in a democratic society, • promote awareness of the **individual's integrity;** • raise **awareness of citizenship** and national identity and broaden knowledge of Slovenia's history and its culture; • educate for sustainable development and active participation in the democratic society, including in-depth knowledge of and a **responsible attitude towards oneself, one's health, other people, one's own and other cultures, natural and social environments, and towards future generations** – Law on the Organisation and Financing of Education	The national education goals relating to ESP are specified within curricula, specifically within three main subjects: Society; Patriotic and Citizenship Culture and Ethics (including guidelines for a cross-curricular teaching and the didactic recommendations for teachers); and in an optional subject Ethics and Religions and Ethics. The ESP related goals are pursued also through obligatory school education (in the sense of positive behaviour) plans defined by the School Basic Act and aiming at supporting the development of these competencies by different types of activities, including regular lessons in classes. Finally, these goals are important part of the mission pursued by the schools' social work services. – Questionnaire response from the Slovenian official on the curricula on compulsory subjects in primary school
Spain	
Cognitive skills, being essential, are not sufficient. It is necessary to acquire transferable skills from an early age, such as critical thinking, **management of diversity,** creativity and the ability to communicate, and attitudes as key **individual confidence, enthusiasm, constancy and acceptance of change.** – *Ley Orgánica para la Mejora de la Calidad Educativa*	A number of core competencies were identified and introduced into the curriculum of basic and secondary education. These include: • Communication skills • Mathematical skills • Knowledge and interaction with the physical world • Data processing and digital skills • **Social and civic skills** • Cultural and artistic skills • Learning to learn • **Autonomy and personal initiative** – Ministry of Education, Culture and Sports website, http://www.mecd.gob.es/educacion-mecd/areas-educacion/sistema-educativo/ensenanzas/educacion-secundaria-obligatoria/contenidos.html (accessed 10 September 2014)
Sweden	
The education within the school system is aimed at children and young people to acquire and develop knowledge and values. It shall promote all children's and students' development and learning and a lifelong desire to learn. The education also aims at, in cooperation with children's and students' families, **promote their balanced personal development of active, creative, competent and responsible individuals and citizens.** – Chapter 1 of the School Act	The goals of the school are that each pupil: • can consciously determine and express ethical standpoints based on knowledge of human rights and basic democratic values, as well as personal experiences, • **respects the intrinsic value of other people,** • rejects the subjection of people to oppression and degrading treatment, and also assist in helping other people, • **can empathise with and understand the situation other people are in and also develop the will to act with their best interests at heart,** and • shows respect and care for both the immediate environment, as well as the environment from a broader perspective. – Curriculum for the compulsory school, preschool class and the recreation centre 2011

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
Switzerland (Canton of Zurich)	
The education system equips the individual with knowledge in accordance with his/her predispositions, aptitudes and interests. It promotes the development of a **mature, tolerant and responsible personality** and lays the foundation for the profession and for living together in society and democracy.	The OECD Secretariat was unable to identify relevant information.
– Education Act 2002 (unofficial translation)	
The elementary school provides basic knowledge and skills; it leads to the recognition of connections. It promotes **respect for fellow human beings** and the environment and seeks the integral development of children into **independent and socially competent** people. The school strives to awaken the joy in learning and in other sorts of performances and to maintain them. In particular, it promotes **responsibility, commitment,** judgment, ability to judge and to be critical, and **openness to dialogue.** The teaching takes into account the individual talents and inclinations of the children and lays the foundation for lifelong learning.	
– Act on Compulsory Education 2005 (unofficial translation)	
Turkey	
[T]he general aim of the national education system is to raise all Turkish citizens:	Pre-primary, primary and secondary school level curricula aim students being equipped with the following skills:
• as individuals who are committed to Atatürk's principles, the revolution and the Atatürk nationalism defined in the Constitution; protect; develop the national, human, moral and cultural values of the who love and continuously try to raise their family, and who are aware of their duties and responsibilities towards the Turkish Republic, a democratic, secular and social state of law based on human rights and the basic principles defined in the Constitution;	• Correct and effective usage of Turkish • Critical thinking, • Creative thinking, • Analytical thinking, • Decision making, • Entrepreneurship, • Perceiving change and continuity, • Managing emotions, • Communication and empathy, • Problem solving, • Research,
• as individuals who have a **balanced and healthy personality and character,** who are developed in terms of body, mind, moral, spirit and **emotions,** free and with scientific thinking abilities and a broad world view; human rights, value personality and enterprise, are responsible towards society, and are constructive, creative and productive;	• Using information technology, • Social inclusion and citizenship, • Awareness of democracy
• in line with their own interests and abilities, to prepare them for life by helping them to acquire the required knowledge, skills, **behavior and cooperative working habits,** and to ensure they have a profession which will make them happy and contribute to the happiness of society.	– Questionnaire response from the Turkish official on the national curricula
– Basic Law of National Education of 1973	
United Kingdom (England)	
General requirements in relation to curriculum	The OECD Secretariat was unable to identify relevant information.
1. The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which—	
a. promotes the **spiritual, moral, cultural, mental** and physical development of pupils at the school and of society, and	
b. prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	
– Education Act 2002	

Annex 5.A. National and subnational education system objectives and skill frameworks that address the development of social and emotional skills (continued)

Education system objectives	Skill frameworks for national curricula
United States (California)	
Each child is a unique person, with unique needs, and the purpose of the educational system of this state is to enable each child to develop all of his or her own potential. – Strategic Plan 2002-07	The OECD Secretariat was unable to identify relevant information.
Brazil	
Mandatory fundamental education lasts 9 (nine) years, is free in public schools, and starts at the age of 6 (six). It will aim at basic education of the citizen, through: I. developing the ability to learn, having as basic means full mastery of reading, writing and numeracy; II. understanding of the natural and social environment, political system, economy, technology, arts, culture and values on which society rests; III. developing the ability to learn in order to acquire knowledge and skills and **build attitudes and values**; IV. strengthening family bonding, human solidarity and mutual respect in which social life is founded – National Education Guidelines and Framework Law 9.394/1996, Article 32 (unofficial translation provided by the Ministry of Education)	According to these principles, and in accordance with Articles 22 and 32 of the Law No. 9.394/96 (LDB), the curriculum proposals for fundamental education will aim to develop the learner, ensuring the indispensable common instruction for citizenship and providing the means to progress at work and in later studies through the objectives set for this stage of schooling, namely: I. developing the ability to learn, having as basic means full mastery of reading, writing and numeracy; II. the understanding of the natural and social environment, the political system, technology, arts and the values on which the society is based; understanding of the natural and social environment, political system, economy, technology, arts, culture and values on which society rests; III. acquiring knowledge and skills and **building attitudes and values** as instruments for a critical view of the world; IV. strengthening family bonding, human solidarity and mutual respect in which social life is founded. – Resolution No. 7 of 14 December 2010, National Curricular Guidelines for the 9-year Primary Education Cycle, Article 7 (unofficial translation provided by the Ministry of Education)
Russian Federation	
Mission of education in the Russian Federation is the implementation of every Russian citizen his or her positive, **social**, cultural and economic potential and the socio-economic development of the Russian Federation. – Federal educational standard for primary education, 2010	Federal educational standards for each schooling level includes several capabilities related to the personality and social development. These capabilities are: 1. Patriotic education: citizenship and ethnic identity, human, democratic and traditional values, knowledge of Russian language, history and culture; 2. **Self-development and self-education, comprehensive approach to study and occupational choice, self-dependence and self-support;** 3. Forming of mind-set which corresponds to the modern level of science and social practice and considers ethnic, cultural, language, social and religious diversity; 4. **Communicative competence which includes the respect to others, readiness to cooperate with others in all areas, goodwill;** 5. **Moral development, which includes moral behaviour and responsibility for own behaviour;** 6. Values of healthy and safe behaviour; 7. Aesthetic education; 8. Family values – Federal state educational standards for general education" before this http://xn--80abucjiibhv9a. xn--p1ai/%D0%B4%D0%BE%D0%BA%D1%83%D0%BC%D0%B5%D0%BD%D1%82%D1%8B/543
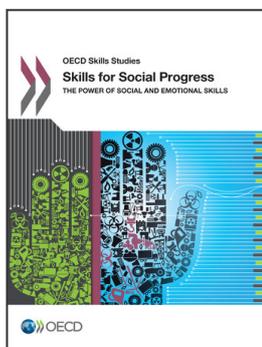
From:
Skills for Social Progress
The Power of Social and Emotional Skills

Access the complete publication at:
http://dx.doi.org/10.1787/9789264226159-en