Danish University Colleges

Denmark: HAND in HAND Policy Questionnaire

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HAND in HAND Policy Questionnaire

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QUESTIONNAIRE GUIDELINES

Review Questionnaire Guidelines

The following Questionnaire Guidelines provide an explanation about the nature of the data collection process in the study conducted for preparing the HAND in HAND policy guidelines for policy and practice (HAND in HAND policy study).

HAND in HAND is European policy experimentation project. It means that its main activity (innovative programmes for school staff and students) should not only be properly developed, implemented, monitored and evaluated but also its main outcomes should be translated into key recommendations for policy and practice. Preparing HAND in HAND policy guidelines (key recommendations for policy and practice) therefore requires not only solid programme outcomes but also good contextual knowledge about national policy contexts in which HAND in HAND innovative programme is going to be implemented and further up-scaled and transferred. The main aim of this short policy study is to obtain this necessary knowledge about national policy contexts.

The Questionnaire Guidelines give a general overview of the HAND policy study’s overall methodological approach so that national authors understand how their inputs will contribute to its objectives. The Questionnaire Guidelines are meant to make sure that national contributions across 4 HAND in HAND experimentation countries have the same scope and follow the same logic in order to allow for a meaningful comparison. At the same time, we aim to take into account the contextual differences across countries. Please let us know whenever you feel that the information requested or provided in our questionnaire guidelines misses or misinterprets some of these important national factors.

For your convenience, the instructions are provided in the form of Q&As. Please read carefully the questions and answers before you proceed to the questionnaire.

Q1. What are the deadlines for the national reports?

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<tr>
<td>By April 25, 2017</td>
<td>The national authors provide feedback on the draft questionnaire</td>
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<tr>
<td>By May 30, 2017</td>
<td>The coordinator of the study provides the final version of the questionnaire, based on feedback received by national authors</td>
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<tr>
<td>By December 15, 2017</td>
<td>The national authors provide the first draft of the national report</td>
</tr>
<tr>
<td>By January 15, 2018</td>
<td>The coordinator of the study provide feedback on the first draft</td>
</tr>
<tr>
<td>By February 28, 2018</td>
<td>The national authors respond to all comments and produces the final version of the country report</td>
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1 At the latter stages of the HAND in HAND project policy review could be possibly extended also to 16 NEPC countries.
Q2. Who are the main contact persons?
The main contact persons for the policy study are: Ana Kozina and Urška Štremfel. We will be available via email, telephone and Skype. Please do not hesitate to contact us with questions, keep us informed about your progress and send us deliverables by the agreed dates.

<table>
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<tr>
<th>Contact</th>
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<tbody>
<tr>
<td>Ana Kozina</td>
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Q3. What is the idea behind this study?
The challenges with providing equal opportunity in public education for an increasing number of immigrants including refugees EU faces today, can only be addressed in mutual collaboration between states. Since immigrants are on the move across EU countries, the HAND in HAND program needs to be transferable across EU countries and therefore it needs to take cultural diversity of different EU member states into consideration.

Evaluation of policy innovations in different national settings is necessary in order to identify how the same policy innovation operates in different national (institutional, social and cultural) contexts. Due to the high costs of implementing policy measures across EU countries policy experimentation on a smaller scale is a necessity. In order to understand the policy experimentation results within and across the HAND in HAND experimentation countries (Slovenia, Croatia, Germany, Sweden) in depth knowledge about their specific national contexts shaping the recognition and implementation of social, emotional and intercultural learning is a necessity. Therefore, such contextual knowledge will be gathered through this study. By providing extensive contextualization of its results in different national settings, the transferability to other EU member states, will be facilitated.

The aim of this task is to develop an in-depth understanding of national and regional policy initiatives, which promote and mainstream social, emotional and intercultural learning in school education. Additionally, we seek to understand the impact of these policy initiatives in the field of school education. For these reasons, we need to firstly identify and analyse the main national and regional policy documents and reports on the promotion and mainstreaming of social, emotional and intercultural learning in 4 HAND in HAND experimentation countries. Based on this analysis, national authors are asked to identify the most important factors that help explain the success or failure of social, emotional and intercultural learning policy development and mainstreaming policy initiatives in their country. A significant focus is made on the availability of evidence and evidence-based policy making in the field.

2 Sufficient knowledge about the specific national contexts is as well important for further NEPC countries not participating in the study (potential addressees for a future transfer of the HAND in HAND policy measures).
Q4. What is the objective of the study?

The study is based on the premises that social, emotional and intercultural learning address educational disparities and help learners to maximise their potential. The aim of this study is to better understand how policy-makers can support all levels of the education system in mainstreaming social, emotional and intercultural learning. The study will also aim to analyse what systemic elements act as catalysts and inhibitors to the implementation of such approaches in schools.

More specifically, this study will examine how schools and school systems can change, improve to better serve the diverse needs of their pupils and to succeed despite unfavourable odds (e.g. inhibiting system level factors and disadvantaged local environments) and how they can better promote the social, emotional and intercultural competence of all pupils. On the other hand, it will seek to understand what essential system level conditions enable successful implementation of social, emotional and intercultural learning.

The HAND in HAND project will develop guidelines on how to integrate the HAND in HAND program into national educational policies and practices, following the principles of evidence-based education (emphasizing the importance of close cooperation between science, policy and practice) and good governance (emphasizing the importance of cooperation with a wide range of stakeholders).

The main recommendations for policy and practice (derived from project outcomes) will be synthesized in the HAND in HAND guidelines for policy and practice. The document will be split into three parts:

- **Guidelines for policy.** The main aim of the HAND in HAND guidelines at the level of policies is to propose new dynamic models for systemic change (e.g. initial and continuous professional development of educational staff, innovating curricula and extra-curricular activities for students) by synthesising the outcomes of the project. These will be an integrated set of conclusions and principles which can be applied by policy-makers when introducing measures concerning all relevant aspects of school education systems and local communities in order to develop social and emotional competences of students and educational staff.

- **Guidelines for practice.** HAND in HAND guidelines will involve concrete recommendations for practitioners, helping them in their efforts of managing change in introducing social, emotional and intercultural learning in their school practice. Introduction of basic principles of social, emotional and intercultural learning will be accompanied with very concrete examples on how to implement activities for the development of these competences in the school context.

- **National policy plans.** One important part of the recommendations will present National policy plans for introduction/renovation of social, emotional and intercultural learning in the respective national contexts.

Q5. What is the scope of the study?

The study will primarily encompass policies, school and classroom practices at the primary and secondary educational levels (ISCED 1-3). The answers should take into consideration the prevailing type of schools in each participating country (e.g. public schools).

For any further clarification of specific national situation in this regard, please do not hesitate to contact coordinators of the study.

In the HAND in HAND policy experimentation framework, the study will primarily cover the 4 EU member states (Slovenia, Croatia, Germany, Sweden). Moreover, wider international perspective could be introduced through the
analysis of practices from 16 NEPC member states (Serbia, Bosnia, Kosovo, Albania, Macedonia, Latvia, Estonia, Lithuania, Russia, Kirgizstan, Azerbaijan, Moldova, Montenegro, Turkey, Czech Republic, Georgia) in the latter stages of the HAND in HAND project.

Q6. What are the key concepts used in these reports?
Key concepts used in these reports are in line with HAND in HAND project. The key concepts are social, emotional and intercultural competences. Social and emotional competences are grounded in Casel’s work (five core concepts: self-awareness, self-management, social awareness, relationship skills and responsible decision making), with special emphasis on: emotional awareness; emotional regulation, recognizing own strengths and needs; interdependence; respect for others; empathy and perspective taking. Intercultural competences are grounded in Deardorff’s work (def.: “Awareness, valuing, and understanding of cultural differences; experiencing other cultures; and self-awareness of one’s own culture”), with special emphasis on intercultural sensitivity and awareness about diversity.

Q7. How is the policy review process organised?
The research and policy review takes the form of a questionnaire. The questions are broken into the three following sections: a) national and regional policies regarding social, emotional and intercultural learning; b) policy-research literature on policy initiatives regarding social, emotional and intercultural learning their impact; and c) evidence-based evaluations and their implementations in the field of school education.

Q8. Who should be answering the questions?
Each partner by which HAND in HAND policy experimentation will be implemented defines a person or a team responsible for completing the whole questionnaire (questions in all three parts). We would suggest to define person(s), who already have experience with completing three HAND in HAND catalogues, since they already have some general overview of the HAND in HAND (policy) context in your country.
It is definitely not supposed that external experts are involved or subcontracted for answering the policy questionnaire. If really needed, we suggest that some relevant external experts are non-formally contacted in order to direct you to the right (policy) sources, where your internal person/team can obtain necessary information for completing the policy questionnaire. Please see also Q9.

**Q9. Where to obtain information to complete the questionnaire?**

Information for this policy study should be obtained by review of formal national / regional policy documents in your country (e.g. general and other long and medium and short-term national educational strategies (e.g. White papers, Development strategies, Strategies on lifelong learning, Operational programmes for implementing EU cohesion policy 2014-2020 etc.), basic legislative documents and operational documents (Laws, Rules etc.), statistical information, formal national reports to international networks and organisations (e.g. Eurydice, European Commission, OECD etc.), policy-oriented research studies (conducted by national or regional authorities or specialized external institutions).

The whole policy study should be based on review of written documents. For answering the questions, it is not expected to use other research methods (forwarding questionnaire to external experts, making interviews with external experts or relevant policy makers).

**Q10. Does information in this Policy Questionnaire overlap with information in the three Hand in Hand catalogues (assessment, school staff, students)?**

Information in this Policy Questionnaire is not supposed to overlap with information in the three Hand in Hand catalogues (assessment, school staff, students). Questions/answers in three catalogues are focused on specific initiatives/programmes that are being implemented in your national contexts. Questions/answers in this policy study are focused on policy (pre)conditions (formally recognized policy vision/strategy, legislation, operational documents), which enable the implementation of specific initiatives/programmes of social, emotional and intercultural learning described in three catalogues in your national contexts.

**Q11. Do all the questions need to be answered?**

It is OK to leave questions unanswered if the policy concerned is not practised in your country, but if this is the case, please explicitly state so.

**Q12. Do the answers need to be referenced?**

Each answer should be properly referenced according to the Referencing Guide provided at the end of the current Guidelines. If the original source is not available in English, please provide a reference in the national language as well as an English translation of the title in brackets.
Formatting guidelines

Information gathered during the research process should be conveyed in a structured manner, which allows answering questions and drawing conclusions. The review must be written in a clear, simple, concise and unambiguous manner in good English. Regarding page setup, font and paragraph parameters, it is expected that you will use the provided template. We also recommend following these simple rules in your reports:

- Please note that the total length of the review should be no more than 9-12 pages.
- Notes in grey boxes are for information only (to be deleted)
- Please keep to the format according to the formatting and main headings as shown in this template. Please use Calibri font (size 11) for your answers.
- Use British English, not American English (for example, organisation not organization; labour not labor; mobile phone not cell phone);
- Avoid using unnecessary abbreviations and excessively long sentences;
- Use double “quotation marks”;
- Use italics and bold sparingly, as overuse tends to be counter-productive;
- The numbers one to nine should be spelled out in full (one, two, three and so on), while subsequent numbers should be written as numerals;
- Be careful not to confuse percentages (3%) with percentage points (three percentage points), the latter being used to measure the difference between two percentages;
- Use the decimal point, not comma, to denote the decimal separator (5.6, 38.3%);
- Minimise the use of footnotes in your work, keep them short;
- When using bullet lists, please follow the following punctuation rules:
  - Where a colon introduces a list, begin each item with a lower-case letter and end with a semicolon.
  
  The final item concludes with a full stop. In this case, items are words, phrases or clauses, but not full sentences.
  - Where a list comes after a full stop (sentence ending with a period), begin each item with an upper-case letter and end with a full stop. In this case, each item must form a complete sentence.

• You may use graphs or additional tables if that helps summarising relevant information. Such graphs or tables shall be annexed to the national report.

Referencing guide

Please use APA referencing style: [http://www.apastyle.org/](http://www.apastyle.org/)

If the document you refer to has a title in national language, please make sure that you provide an English translation of the name.
In this section, we ask authors of the report to identify national and regional policy reports on social, emotional and intercultural learning in school education, and on obstacles and solutions for mainstreaming social, emotional and intercultural learning approaches and school organisational practices (whole school approaches) in particular. These reports might come from Ministries of education, specialised agencies, councils or commissions that are entrusted with analysing the situation at national level.

If specific reports focusing on social, emotional and intercultural learning are not available, authors are expected to review more general policy documents (e.g. on curriculum reform or education governance, evaluations of innovative programmes piloted within the framework of the ESF) that may cover social, emotional and intercultural learning approaches as part of the broader issues. Aggregated external evaluations of specific projects and programmes on social, emotional and intercultural learning could also be an important source for the analysis of key success factors and barriers for the implementation of social, emotional and intercultural learning approaches in education.

Please answer the following questions. Please select all relevant options to answers questions 3, 5, 7 and 9; and provide examples/references below the questions. Whenever you are not completely sure, what specifically it is meant by respective initiative in the questionnaire and whether any of your specific national initiative falls under respective initiative in the questionnaire, please tick the option “Other initiative” and shortly describe it in more detail. If you use software, which does not support .docx files and does not allow you to tick the preselected options, please underscore relevant options.
Social, emotional and intercultural learning context

1. How is social, emotional and intercultural learning defined in policy discussions on school education in your country? How is social, emotional and intercultural learning defined in national/regional policy documents?3

Social, emotional and intercultural (SEI) learning is in the Danish context typically discussed referring to the broad concept “students’ many-sided and well-rounded development” (“elevernes alsidige udvikling”). Since 1975 this “concept” has been referred to in the “Folkeskole Act” (“Lov om Folkeskolen”), which provides the overall framework for the schools’ activities in the Danish Primary and Lower Secondary school, including the formal aims of the Folkeskole as declared by the Government. There is no exact parallel concept in English language, but broad cross-curricular generic competencies aimed for students many-sided and well-rounded personal development is the best description. The concept “many-sided and well-rounded development” is not precisely defined (Laursen & Jensen, 2016), but it includes, as it will be elaborated further below a focus on social and emotional competencies. There is an ongoing discussion about the content, and how to articulate and support the development of these competencies in the school system. Before elaborating further on this it must be added that like in many other countries subject matter issues are having the greatest political attention in Denmark for at least the last two decades in the so called “age of measurement” (Biesta 2015). The different nations are being measured and compared in e.g. PISA, among others things resulting in a political agreement in Denmark that a “professional lift” of primary schooling is needed. These political decisions from 2013 state that the professional level in schools should be raised, including among other things professional development for teachers in all the subjects they are teaching, continuing testing of students and a longer school day for all students. According to Biesta the focus on tests and measurement are often resulting in the logic that “we value what we can measure” (Biesta 2015). That statement is apparently supported by the systematic review “Pedagogical use of test” (“Pædagogisk brug af test”) (Nordenbo et al. 2009), were it was found that the use of test narrows and draws the curriculum in the direction to what is tested. This is at present highly discussed in the public political and pedagogical debate in Denmark with critical voices referring among other things to the importance of social and emotional competencies. Returning to “students’ many-sided and well-rounded development” there is however an ongoing focus. The Ministry of Education has according to the “Folkeskole Act”, published a Guidance to the work with these competencies (Undervisningsministeriet 2009) were it is defined ad “all aspects of the students’ personality, i.e. that they must develop emotionally, intellectually, physically, socially, ethically and aesthetically.” In the same paragraph, it is also emphasized that the students’ learning primarily takes place in the school’s social communities. In a research rapport to the Ministry of Education from 2014 (Rambøll 2014) students’ many-sided and well-rounded development is defined (interpreted) as “something that is expressed through students’ creativity, initiative, motivation, independence, curiosity, commitment, accountability, perseverance, self-awareness, participation, empathy and emotion. In addition, it also includes the students’ social skills, including being able to enter into relationships and ability to cooperate, regulate their own feelings and behaviors, the students’ democratic

3 For Germany we would suggest to complete the Questionnaire for Länder Bavaria only (where HAND in HAND experimentation is taking place). In addition, when relevant you can also provide short information about the general or specific situation in other Länders.
formation (“Bildung”) and ability to actively participate in democratic processes” (Rambøll 2014, p. 2).

In a rapport done by the The Danish Evaluation Institute, EVA, about the work in the schools with Students many-sided and well-rounded development (Danmarks Evalueringinisutit, EVA, 2009), it is stated that Danish teachers’ “professional discussions often take place in a diffuse language that is characterized by big words that the students may, for example “find oneself” and learn to “step in the background”. The big words can according to EVA (2009) accommodate so many opportunities for interpretation that it is difficult to know if the teachers speak from a common understanding framework. The report emphasizes that in schools there is a need for increased awareness of what the term “many-sided and well-rounded development means, including an exploratory, critical look at how the concept is translated into practice.” (Danmarks Evalueringinisutit, EVA, 2009, p. 7).

It needs to be emphasized here that “intercultural learning” (as defined in the Hand in Hand core concepts: https://goo.gl/P8a2hZ) is not included explicitly as a term in the definitions/interpretations of the concept of students’ many-sided and well-rounded development, though some of the main qualities (curiosity, openness, critical awareness etc.) is part of many interpretations of intercultural competencies. Some parts of the discussion of intercultural competencies is in Denmark conducted in “a parallel track”(see below), parallel to what was found in the research review about Teacher development and social, emotions and intercultural competencies (Nielsen, B.L. et al., 2017 – Hand in Hand catalogue).

The intercultural aspects of SEI-competencies have for example been addressed in the Development Project “Flerkulturel rummelighed i skolen” from 2003-2006, which resulted in the inspiration material from the Danish Government “Room for diversity – working with culture and conflict in the school” (“Plads til forskellighed – at arbejde med kultur og konflikt i folkeskolen”: UVM 2008). Some recommendations from this project was:

- Multicultural inclusion must be thought about and practiced as a dimension of all school activities.
- Culture cannot be negotiated, only understood.
- Focus on human cultural features can give recognition, but also create unnecessary distance.
- When conflicts arise, look at what is common for all humans and leave the cultural explanation for later.
- Community experiences gather the school's acknowledging culture by letting students' potentials and many ways of learning come into play in a positive way. (“Plads til forskellighed – at arbejde med kultur og konflikt i folkeskolen”: UVM 2008, p.10).

The intercultural aspects are also addressed more or less explicit in the formal aims of the Folkeskole as declared by the Government, as to familiarize the students “with Danish culture and history; give them an understanding of other countries and cultures.” And further in the same paragraph “The purpose of 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……”

(In 2016 a new Law (Bekendtgørelse af lov om kommunale særlige tilbud om grundskoleundervisning til visse udenlandske børn og unge, 2016) and a guidance from Ministry of Education about second language teaching (Vejledning om folkeskolens undervisning af tosprogede) was conducted. The main focus here is, that the municipality can make decisions about specially adapted and organized courses for children with second language.) The purpose (from the law) is. “The purpose of the course is that students achieve personal, social and professional competencies required for the fastest possible inclusion in a regular class in
elementary school or secondary education or get a job. ….In addition, the offer must prepare students to live in a society such as Danish with freedom and democracy, as well as to develop and strengthen the students’ knowledge and respect for fundamental freedoms and human rights, including gender equality.” (Bekendtgørelse af lov om kommunale særlige tilbud om grundskoleundervisning til visse udenlandske børn og unge, 2016)

It is however important to understand, that the Danish school system has a decentral structure where at one side all municipal primary and lower secondary schools share this common purpose, standard requirements concerning the subjects that are to be taught at the specific form levels, standard regulations concerning the so-called Common Objectives for the teaching in the individual subjects. But at the other side it is the responsibility of the individual municipal boards to determine how the municipality’s schools are to be organized in practice, within the framework established by law. The municipal boards themselves determine the municipal level of service for the Folkeskole within this overriding framework (The School Act), were they among other things have the responsibility to secure that Students “many-sided and well-rounded development” is addressed in the curriculum. They can furthermore set their own additional objectives for the schools. Therefore, some of the political decisions are local and addressing actual local challenges in the area of social, emotional and intercultural learning. It is out of scope of this paper to cover policy in all 98 Danish municipalities. But to give an expression of the different kind of policies two examples to illustrate the spectrum of different approaches are selected.

Examples on municipal curricula
Gladsaxe municipality is an example where there has been made progressive grade objectives (trinmål) for competencies connected with self-control, self-assertiveness, cooperation, responsibility, empathy, fantasy and expression. For the most part, these are central aspects mentioned in the CASEL framework – suggesting that there is a strong emphasis on the importance of social and emotional learning in this municipality. (Gladsaxe, 2008)

In the area of empathy, the description and the goals are as follows. 
*Empathy is to empathize with others’ situation. It’s about seeing the situation from the other’s side, to show consideration and respect for others’ feelings and points of view. Empathy is, therefore, essential to establish close relationships. By conflict resolution is the empathy that motivate to find solutions, which cater for all parties in a conflict.* (Gladsaxe 2008, p. 18)

The work should promote that the children have acquired skills that enable them to:
(excerpt)
- After 3. grade: Not to interrupt. Look at the one who is talking. Put words on emotions as sadness. joy, disgust, being scared, surprised. Narrate about mood. Know that own actions affect others….Show compassion…being helpful in play and other togetherness-situations.
- After 9. Grade: expressing oneself in language about emotional experiences and states.
  Discern how own actions will affect others…..show respect for others different opinions and attitudes…. acknowledge strong and week sides...understand and accept differences in one own community and in society. (Gladsakse 2008, p.18)

In the School politic for Herning municipality students many-sided and well-rounded development is one of seven themes that the school politics are organized in. It is stated in the policy paper (Herning 2009), that schools provide the teaching of different forms of work that support individual students’ many-sided and well-rounded development and learning, and that the work with the individual student’s many-sided and well-rounded development “is the
central element and the turning point for the individual student’s learning process.” (Herning 2009, p.15).

The municipal will work in the direction of that purpose by:

- Setting the framework for the students to participate in and develop in both academic and social communities.
- Focus on progression in relation to the individual child’s personal development.
- Creating the opportunity for a broad collaboration between parents and the professional school staff in relation to the individual child’s identity formation.

How this work is implemented in schools is not explicit in the document, but on the homepage of the municipal of Herning Kommune it appears that the work with students many-sided and well-rounded development is supported by teaching in many different ways and secured in teamwork.

In the last example included here it is obvious how the actual national policy effects the focus in Holstebro municipality, were the mandatory Quality report (Bekendtgørelse af lov om folkeskolen §40.a) from 2013/2014, and the actual official document on school policy (Holstebro Kommune 2014) do not mention students many-sided and well-rounded development but only addresses tree national goals unfolded below.

Subject matter competencies and well-being
In 2013 there was made an agreement between the broad cross-section of parties in the Danish Parliament about three national targets for primary school, in order to maintain and develop public school’s strengths and professionalism (subject matter knowledge/competencies).

1) The Folkeskole must challenge all students, so they will be so talented, they can.
2) The Folkeskole shall reduce the importance of social background in relation to professional results
3) Confidence and wellbeing in elementary school should be strengthened, inter alia through respect for professional knowledge and practice.

When it is included here it is firstly because this suggests the direction in the political educational discourse in Denmark, where the focus will be on increased professionalism in order to be better able to cope in the international competition, as it would be listed as justification in the text of the agreement (Agreement between the political parties: Socialdemokraterne, Radikale Venstre, SF, Venstre, Dansk Folkeparti, Liberal Alliance and Det Konservative Folkeparti on a technical boost of the Folkeskole, 2013). In the text it is furthermore emphasized, that elementary school in Denmark referred is doing well, when it comes to social skills and to develop students for active democratic citizens, but it lags when it comes to subject knowledge, professionalism, (“To the students ‘academic level and thus the professional level in public schools improved, it is crucial that all students will have the opportunity to develop their full potential, so that we can hold our own in the growing international competitiveness.” p. 1).

Secondly, it relates to the area around well-being which is more or less a part of and connected to the students social, emotional and intercultural learning - although the focus is on prerequisites for learning rather than development of competencies. There is referring to this political agreement conducted a test of “Students' well-being and thriving” ("Trivsel") measured each year at all Danish public schools (temporarily stopped in 2018 due to problems with illegal registration of personal data). It is intended that the results of this test should be a measuring tool for municipalities, schools and teachers for their systematic work with well-being and
Educational environment. Danish Centre of educational environment (DCUM) has developed guidance material for work to prepare, implement and follow up on the national-life quality measurement in primary school. Here mentioned, among other things. It is the teacher's job is to "to ensure that the results are translated into actions which can improve students' well-being." (Guidance on this Welfare measurement). The results are meant to be used as the impetus to the development of interventions that can improve students' well-being.

The substance of well-being is defined by four areas: social well-being, academic well-being, support and inspiration as well as peace and order, which indirectly concerns parts of the students' social, emotional and intercultural competences. Social well-being deals with students' perception of their affiliation with the school, the class and the community. Including to feel comfortable, feel liked and accepted and have the courage to learn and grow within the limits, as the school sets. Professional well-being deals with pupils' experience of their own professional abilities, concentration and problem-solving ability. It is partly about the trainee's professional skills and personal competencies that make the student able to actively participate in teaching. Support and inspiration refers to pupils' experience of motivation, experience of participation in education and on the pupils' experience of supportive teachers and classmates. Peace and order relates to pupils' experience of class management and peace and order in the teach ... Although there are several relations between social, emotional learning and students well-being is could be of important to notice that the perspective is on prerequisites and not on the development of the competencies.

**Training Readiness Assessments** ("Uddannelsesparathedsvurdering")

Social, emotional and intercultural competencies are also addressed in the mandatory Training (education) Readiness Assessments ("Uddannelsesparathedsvurdering"), which has been launched with the aim to give schools the opportunity to help students that are not immediately evaluated to have the necessary conditions in order to be able to begin at a youth education after primary school. The assessment is a process that begins at 8. grade, and included three criteria in the assessment, where especially the last addresses social, emotional but and intercultural competences:

1) Professional prerequisites as assessed on the basis of the characters (average of 4).
2) Personal assumptions are assessed within the five areas of focus: Independence, motivation, accountability, meeting stability and election readiness
3) Social conditions are divided into three areas of focus: interpersonal skills, respect and tolerance (Undervisningsministeriet 2018).

2. What are the overall goals of national/regional policies regarding social, emotional and intercultural learning?

The overall purpose as declared in by the Government: §1. 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.

(3) 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. (Bekendtgørelse af lov om folkeskolen, 2017)

And in a special offer designed for children with second language “The purpose of the course is that students achieve personal, social and professional competencies required for the fastest possible inclusion in a regular class in elementary school or secondary education or get a job. .... In addition, the offer must prepare students to live in a society such as Danish with freedom and democracy, as well as to develop and strengthen the students’ knowledge and respect for fundamental freedoms and human rights, including gender equality.” (Bekendtgørelse af lov om kommunale særlige tilbud om grundskoleundervisning til visse udenlandske børn og unge, 2016)

3. Please identify in which type of policy document the above-listed goals are set: [Please tick all relevant options]
   ☐ In the national legislation (e.g. laws)
   ☐ In the long term, national education development strategy (e.g. White paper, Strategy on lifelong learning, ...)
   ☐ In medium term policy document (e.g. national programme for schools)
   ☐ In short term planning documents (e.g. annual implementation plans)

[Please provide references to specific documents here]
(Bekendtgørelse af lov om folkeskolen 2017)
(Bekendtgørelse af lov om kommunale særlige tilbud om grundskoleundervisning til visse udenlandske børn og unge, 2016)

4. Are there any recent or ongoing reforms of the national school education system at least broadly aiming to promote social, emotional and intercultural learning in schools? What is their specific focus and approach to supporting social, emotional and intercultural learning?

[Please answer the question here]
See above.
Promotion and mainstreaming of social, emotional and intercultural learning at the system level

5. Which of the following types of policy initiatives (if any) have been implemented in school education (system level): [Please tick all relevant options]

- Systematic training (in-service or pre-service) for teachers and schools leaders to apply social, emotional and intercultural learning
- Extra-curricular courses of social, emotional and intercultural learning for students
- Curriculum reform for consolidation of social, emotional and intercultural learning
- Additional financial resources/incentives for the promotion/mainstreaming of social, emotional and intercultural learning in school education (at the national level)
- Promotion of social, emotional and intercultural learning via EU funded projects
- Capacity building (e.g. of public and/or non-governmental organisations) to identify, promote, monitor, pilot, analyse and mainstream social, emotional and intercultural learning
- Other initiatives (please specify)

[Please answer the question here]

In Announcement on purpose, competencies and skill-and knowledge-objectives for primary school subjects (Bekendtgørelse om formål, kompetencemål og færdigheds- og vidensmål for folkeskolens fag og emner) (2014) referred to as Common Objectives (Fælles Mål) the following excerpt can illustrate the many different ways schools are supposed to work with different aspects of SEI-competencies as integrated in the work with subjects. To every subject in the school, there are mandatory objectives (goals) in form of competence objectives (goals) and skills and knowledge goals which is made to guidance goals (Vejledende mål) from autumn 2017.

Examples on addressed aspects of social, emotional and intercultural learning.

**Danish. 1. - 9. Grade:**
The content is organized in four competence areas: Reading, Production, Interpretation and Communication.

1.-2. grade:
The student can communicate with attention to language and relationships in everyday situations
Students should learn to take the word and make room for others.
The teaching should focus on the development of conversational forms that suit the situation.
(https://www.emu.dk/omraade/gsk-l%C3%A6rer/ffm/dansk/1-2-klasse/kommunikation)

Students should learn that the body can express mood, meaning and understanding.
The teaching should strengthen students 'awareness of their own and others' body language, for example by experimenting with simple dramatic expressions; to raise and lower the voice, to look happy and angry and to participate in role-playing and role-playing
(https://www.emu.dk/omraade/gsk-l%C3%A6rer/ffm/dansk/1-2-klasse/kommunikation).

3.-4. grade:
Students will learn to enter into dialogue with others on academic issues. They must learn to relate to a case, justify their own views and try to understand others.
The teaching must be characterized by exemplary conversation forms, which emphasize compliance with ethical rules, so that everyone can and will be heard.
Students will learn how their own and others' voice and body communicate with the oral statements.

The teaching should allow students to experiment with the body language in order to gain more awareness of their own form of expression and to be more confident in reading other people's signals. Dramatization of texts can support this at the same time as it supports the students' interpretation of the texts.

Students will learn to investigate differences and similarities in their own and others' language and linguistic background, including neighboring languages. Teaching should allow students to listen to different dialects, social sciences and ethnolect. The students' insight into these is enhanced through conversations about differences and similarities in their own and other languages. Students will also meet the Norwegian and Swedish languages, e.g. in movies, on websites and in other texts.

5.-6. grade:
Students should learn to assume different roles in conversations and debates. The teaching should allow students to experiment with different roles in both conversational situations, for example in social gathering at school and in an interview situation, as well as in debates such as meeting chair, referrer, panel participant or ask.

Students should learn to assess the consequences of their accomplishments online or in association with others.

Teaching must be characterized by good communication and giving the students experience in communicating about social and subject matter circumstances. In addition, the teaching should provide students with experience and knowledge of knowledge sharing and collaboration online, for example in the form of contributions in blogs, discussion in forums and joint production of products.

7.-9. grade:
Students will learn to argue and inform. The teaching should focus on the students being able to analyze their own and others' communication in order to develop competence for participation in democratic dialogue.
Students will learn to develop their communicative skills through communication and collaboration across cultures and boundaries.

The teaching should focus on the students being informed about how language expressions work differently in different situations. Amongst them, they must pay attention to courtesy, irony, humor, taboos and authority relations and discuss prejudices and generalizations.

Eleverne skal lære at udvikle deres kommunikative kompetencer gennem kommunikation og samarbejde på tværs af kulturer og grænser.

**English. 1.-9. Grade:**
The goal is for the pupils to become intercultural competent and can participate independently in international cultural meetings in English. Being intercultural competent means in this view that one is good at acting in changeable situations, reading them and influencing them, and being curious, empathetic and respectful of diversity.

1.-4. grade:
The student can compare children’s everyday life in English-speaking countries with their own everyday lives.

5.-7. grade:
The student can engage in simple cultural encounters through the use of different media.

8.-9. grade:
The student can compare children's everyday life in English-speaking countries with their own everyday lives.

**Christian studies. 1.-9. Grade.**
7.-9. grade
The pupil can relate to the religious dimension content and significance from the basic existence question and ethical principles.

**Social studies 8.-9. grade:**
The student can decide and act in relation to the social and cultural contexts and issues. The student can analyze social groups and communities the importance of socialization and identity formation.

**German 5.-9. grade:**
Students should familiarize themselves with the German-speaking countries' geography and with culture, which forms the starting point for their understanding of and insight into the German-speaking countries' culture and society.

https://www.emu.dk/omraade/gsk-I%C3%A6rer/ffm/tysk

8.-9. grade:
The student can understand and apply the understanding of culture

The pupil may attend German-speaking cultures empathetic and unprejudiced the student can describe the German-speaking countries' cultures and way of life. (https://www.emu.dk/omraade/gsk-I%C3%A6rer/ffm/tysk/8-9-klasse/kultur-og-samfund-0)

Visual arts 1.-5. Grade:
Specified three topic areas, and in all areas of work students by expressing experiences, ideas, feelings or thoughts. (https://www.emu.dk/omraade/gsk-I%C3%A6rer/ffm/billedkunst)

Under 3.-5. grade is mentioned concept of culture explicitly during image analysis. The student can assess the frame use within different cultural and academic fields (https://www.emu.dk/omraade/gsk-I%C3%A6rer/ffm/billedkunst)

Sport. 1-9. Grade.
In sports, there are three competence areas: Versatile sport, sports culture and relationships and body workout and well-being, where in particular the latter two address SEI competencies.

1.-2. grade:
In education, students have dialogue about the feelings that arise in the play and by physical exercise, but also what reactions the body has on physical activity, and the reflections of the same students. ....

It is central to work with pupils' abilities to collaborate and understand the rules and agreements in sporting ranging contexts on the basis of the socialization and acceptance. Working with the basic elements and rules for cooperation through diverse movements of play and games. For example, students can work with area dance and expressions together to create shapes, where the balance is in focus, and where all students in a group must be included. (https://www.emu.dk/omraade/gsk-I%C3%A6rer/ffm/idr%C3%A6t).

3.-5. Grade:
The understanding of the community's challenges and qualities as a priority. Pupils should learn to take an active part in sport culture and community. It focuses on the fact that students should gain an insight into the community and the special forms of cooperation, which makes working with sport unique. The emphasis is on achieving an experience with and understanding of the fact that sport can be grown in different ways in different social contexts. (https://www.emu.dk/omraade/gsk-I%C3%A6rer/ffm/idr%C3%A6t)

8.-9. grade:
Work continued with the norms, values and relational competence in sport-classes. Emphasis on students' ability and willingness to accept and recognize strengths and qualities in themselves and others, and thus to be able to develop working relationships.
Food literacy (Madkundskab). 4-7, grade:
In Food literacy, students learn to make healthy choice of food in their own lives and gain knowledge about raw materials and their quality. Students should learn how to cook food, as they can like and understand how food is part of a cultural context. The student can interpret the meals with an understanding of the values, culture and living conditions.

The student can analyze meals from different cultures
The learner has the knowledge about food and food cultures
The learner can present exemplary meals from different cultures
The learner has the knowledge about time and locational food-and food cultures.

Music 1. 6. Grade:
1.-2. grade.
It is crucial that pupils learn to participate appropriately in a musical community. It happens through songs and games, but also in working with a repertoire of new and old songs and movement play as well as facilitate the common dances.

The student can participate closely in song, games and movement of awareness of own and others’ role in musical expression.

5.-6. grade:
The teaching is based on the fact that students are largely involved in the selection of content and methodology in the context of the song, games and movement. It is crucial that students learn in the community to take responsibility for the common forms of musical expression.

Health- and sexual teaching and family education. 1.-9. grade:
In addition to the regular subjects in the school three mandatory subjects is mentioned in Common Objectives and one of them, Health- and sexual teaching and family education (Sundheds- og seksualundervisning og familiekundskab), explicit addresses SEI-learning and competencies.
1.-3. Grade.
Education shall contribute to ensuring that students develop a fundamental understanding of the factors that promote health and well-being in their own lives. In this context, it is important that students develop an awareness of health as a broad and positive concept and recognition of and respect for human diversity in relation to gender, body, psyche, as well as social and family life.

The student can explain what that promotes health and well-being in private life. The student can interview about diversity in relation to the body and sex on the basis of own life.
(https://www.emu.dk/omraade/gsk-l%C3%A6rer/ffm/sundheds-og-seksualundervisning-og-familiekundskab).

4.-6. grade:
Teaching should contribute to further develop the students’ understanding of the interaction between health, well-being, lifestyle and living conditions. In this context, it is important to help students’ awareness of how children and young people can be influenced by societal and cultural norms and ideals of health, gender, body and sexuality.

Emphasis continues to be on students’ close the outside world and their own experience, but gradually involved broader perspectives, where students must relate to the school and the local community. When the teaching focuses on the areas that goes close to the students’ own lives, it shall be in a safe social space with respect for pupils’ differences.

It is crucial that students’ own experiences, wonder and reflection on courses of action in relation to the promotion of health and well-being is the focal point for the teaching. Students must be experience with to test health promotion initiatives.
(https://www.emu.dk/omraade/gsk-l%C3%A6rer/ffm/sundheds-og-seksualundervisning-og-familiekundskab).

7.-9. Grade:
Emphasis on cultural, social and societal dimensions of health. Reflections on rights, inequality and democracy should be revoked. In this context, it is important that these complex circumstances connected to the students’ own experiences, wonder and close environment in order to create opportunities for the identification and engagement of students. It is crucial that students develop an understanding of themselves as active and competent participants in processes that can promote well-being and health for themselves and others.
(https://www.emu.dk/omraade/gsk-l%C3%A6rer/ffm/sundheds-og-seksualundervisning-og-familiekundskab).

The student can promote own and others health and well-being on the basis of democracy and the rights.
The student can assess standards and rights to the body, gender and sexuality in a societal perspective.
(https://www.emu.dk/omraade/gsk-l%C3%A6rer/ffm/sundheds-og-seksualundervisning-og-familiekundskab).
Supporting Teaching (Understøttende undervisning).

As a part of the School reform in 2014 was introduced Supporting Teaching, learning activities, which go beyond the public school's fixed subjects and topics. According to legislation, supporting teaching "either have direct correlation with teaching in public school subjects and compulsory subjects, or as an aim to strengthen students learning readiness, social skills, versatile development, motivation and well-being." (Bekendtgørelse af lov om folkeskolen § 16.a). (Announcement of law on elementary school section 16a). The Danish evaluation Institute made a 2016 a study on area with few schools, and here it appears, inter alia, "that schools do not always have a clear educational direction for their work with supportive teaching. When schools do not have formulated a clear purpose with supporting teaching, it can lead to the individual teacher, the individual educator or each team stands alone with the task of defining the content and fill out the supporting teaching." (Danmarks Evalueringsinstitut 2016). There is therefore called upon to reflect on, inter alia, in schools, which direction and what goals do you have with the Supportive Teaching. (In 2017 was opened up to the Supportive Teaching may be replaced by shorter school days, and it should have been the case for 2 out of 3 municipalities. (Danmarks Evalueringsinstitut 2016).

Although there is a fairly extensive focus on social, emotional and intercultural competencies in the various disciplines and cross-cutting issues, and that it is therefore greatly legitimized in law to work with this, there have been is as mentioned above largely been focusing on professionalism (Subjects matter knowledge and well-being) in the educational discourse in the later years, and there can also be large variations in interpretation and weighting of social, emotional and intercultural competencies in the various municipalities.

<table>
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<tr>
<th>6.</th>
<th>Are any of the above listed initiatives mandatory? If yes, please indicate at which level of governance (national / regional) the initiatives are defined and imposed? Please, also provide a more general comment on what is the role of national (regional) level governance in defining social, emotional and intercultural learning at the system level.</th>
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<tr>
<td>As mentioned above there is to every subject in the school, mandatory objectives (goals) in form of competence objectives (goals) and skills and knowledge goals which was newly changed from mandatory to guidance goals (Vejledende mål) from nov 2017. (Undervisningsministeriet 2018c). There is 215 mandatory competence objectives and 3170 guidance skills- and knowledge objectives from november 2017. The 98 municipals primary and lower secondary schools share a common aim, standard requirements concerning the subjects that are to be taught at the specific form levels, standard regulations concerning the so-called Common Objectives for the teaching in the individual subjects.</td>
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Promotion and mainstreaming of social, emotional and intercultural learning at school/institutional level
7. Are there any policies that promote social, emotional and intercultural learning at school/institutional level? Which of the following initiatives are promoted in school education at the school/institutional level: [Please tick all relevant options]

- Platforms for the exchange of good practice between educators
- Support from Pedagogical Specialists / Experts
- Partnership between schools and NGOs
- Partnership between schools and universities
- Financial incentives for schools and other institutions
- Favourable working conditions and environment (e.g., collaborative culture within schools)
- Active parental involvement
- School self-evaluation systems
- Whole-school approaches
- Other initiatives (please specify)

[Please provide examples of policy initiatives and references to specific documents here]

In connection with folkeskolereformen 2014, there is established a Resource Center for Elementary School, which should help to ensure that the academic and educational development and practice as well as policy decisions at the State and local level is based on the best available knowledge of the meaning, "to elementary school developed based on bets that works." (Ministry of education 2018d).

In relation to Resource center for elementary school, there is employed Learning consultants who focus on:

- Creating learning, well-being and development
- Give evidence-and data-based guidance
- Support and strengthen a school culture of knowledge sharing, didactical reflection and cooperation on students ' learning and well-being.

The Resource Center has launched a wide range of research projects and, among other things, conducted a systematic research review in 2014 (Dyssegaard et al. 2014) about “Well-rounded development and social competencies” and on that basis prepared practice guides (Rambøll 2014) with inspiration to work with the pupils ‘ all-round development and including social, emotional and intercultural competences. (Undervisningsministeriet 2018e).

8. Are any of the above listed initiatives mandatory? If yes, please indicate at which level of governance (national / regional) the initiatives are defined and imposed. Please, also provide a more general comment on what is the role of national (regional) level governance in defining social, emotional and intercultural learning at the at school/institutional level.

Not mandatory to work with the specific material/inspiration, but mandatory to work at the area of students well-rounded development, and on the municipality level determine what to do.
### Promotion and mainstreaming of social, emotional and intercultural learning at classroom level

9. Do national/regional policies promote social, emotional and intercultural learning at classroom level? If yes, which of the following approaches are promoted in existing policies: **[Please tick all relevant options]**

- [ ] Repositories for social, emotional and intercultural learning
- [ ] Individualised support programmes to tackle low achievement
- [ ] Individualised support programmes to combat discrimination and social exclusion
- [ ] Financial incentives for teachers
- [ ] Inclusion of social, emotional and intercultural learning in initial teacher education
- [ ] Inclusion of social, emotional and intercultural learning in continuing professional development
- [ ] Other initiatives (please specify)

#### [Please provide examples of policy initiatives and references to specific documents here]

In the most recent teacher education reform from 2013 there is focused on teacher's relational competence as explicit competence objectives (goals). It is included in the subject Traineeship and in the subject Pupils' learning and development. In the latter, there are among others goals explicit targeting knowledge about “student social, emotional and cognitive development.” and skills in “supporting and challenging students social, emotional and cognitive development.” Contributing to the teacher student “alone and in collaboration with others, can create communities and facilitate student learning and development, to guide learning processes that promote the development of individual, social and communicative competencies as well as conflict management in diverse social contexts (Bekendgørelse om uddannelsen til professionsbachelor som lærer i folkeskolen. 2017, appendix 1).
In this section experts are expected to identify and review relevant policy-research studies at the national and regional level to support policy analysis with the most recent solid evidence.

Policy-research studies are studies which systematically study the nature, causes and effects of specific public policy (e.g. they evaluate how implemented measures at the practical (system, school/institutional, classroom) level have contributed to realizing public policy goals stated in national/regional policy documents). Policy-research studies can be conducted by public authority itself or other institutions (e.g. agencies, universities) specialized for conducting policy-research.
General overview of relevant national policy- research studies

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<td>1.</td>
<td>Which types of social and emotional and intercultural learning measures (e.g. indicated in Questionnaire I) were studied, if any?</td>
<td>En kvalitativ undersøgelse af seks skolers arbejde med elevernes alsidige udvikling. EVA rapport fra 2009. Spørgeskemaer om elevernes trivsel i Trivselsundersøgelsen. (Er ikke helt sikker på, hvad der spørges om her).</td>
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<td>2.</td>
<td>Has the policy impact of social, emotional and intercultural learning been researched in your country? What were the outcomes for pupils?</td>
<td>No reports available.</td>
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<td>3.</td>
<td>Based on the existing research in your country, which system, school and classroom level factors facilitate or hinder the implementation of social, emotional and intercultural learning approaches in school education?</td>
<td>[Please answer the question here] As mentioned earlier in this report, there was rapport done by the The Danish Evaluation Institute, EVA, about the work in the schools with Students well-rounded development (EVA 2009), and it stated among others that Danish teachers see the work to promote students well rounded development as an obvious implicit element that pervades the teaching, and that“ professional discussions often take place in a diffuse language that is characterized by big words that the students may, for example &quot;find oneself&quot; and learn to &quot;step in the background&quot;. The big words can accommodate so many Interpreting opportunities that it is difficult to know if the teachers speak from a common understanding framework. The report emphasizes that in schools there is a need for increased awareness of what the term Well-rounded/many-sided development means, and an exploratory, critical look at how the concept is translated into practice.” (EVA, 2009, p. 7) In another investigation about teachers use of Common Goals (Fælles mål) (Danmarks Evalueringinstitut, 2012), a corresponding image is represented. Teachers and school leaders pronounce, “that they see the work to promote students ’ well rounded development and the teaching of Danish as a second language as obvious implicit elements or terms that pervades the teaching. They did not connect, however, the work with setting goals with the work on promoting students well rounded development” (Danmarks Evalueringinsitut, 2012, p. 23). (Suggesting that the work with concrete goals about students well rounded development for the teaching requires a concrete language about among others students social, emotional and intercultural competencies).</td>
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www.handinhand.si 25
Questionnaire III: Availability of evidence and evidence-based policy making (approx. 2-3 pages)

In this section national experts are expected to provide an overview of evaluation arrangements (e.g. agreed indicators), evidence and its influence on the promotion of social, emotional and intercultural learning in schools.

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<tr>
<td>1.</td>
<td>Are there any indicators set in national/regional policies to measure whether the policy goals regarding social, emotional and intercultural learning in schools have been achieved?</td>
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<td>[Please answer the question here]</td>
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<td></td>
<td>As mentioned above, there was in 2013 was made an agreement between the broad cross-section of parties in the Folketing about three national targets for primary school, in order to maintain and develop public school’s strengths and professionalism (subject matter knowledge/competencies).</td>
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<td></td>
<td>1) The Folkeskole must challenge all students, so they will be so talented, they can.</td>
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<td></td>
<td>2) The Folkeskole shall reduce the importance of social background in relation to professional results</td>
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<td></td>
<td>3) Confidence and wellbeing in elementary school should be strengthened, inter alia through respect for professional knowledge and practice.</td>
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<td>The objectives are rationally managed in the following targets:</td>
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<td>Objective 1: proportion of the very best students in Danish and mathematics to increase year by year. The Folkeskole must challenge all students, so they will be so talented, they can. At least 80 percent of students must be good to read and count in the national assessment (Nationale test).</td>
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<td>Objective 2: the share of students with poor results in the national tests for reading and math to be reduced year by year. The Folkeskole shall reduce the importance of social background in relation to professional results.</td>
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<td></td>
<td>Objective 3: the students' well-being should be increased. Confidence and wellbeing in elementary school should be strengthened, inter alia through respect for professional knowledge and practice. (Undervisningsministeriet 2018b).</td>
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<td>2.</td>
<td>Have national/regional policy initiatives for promoting social, emotional and intercultural learning at the systemic, school/institutional, and classroom levels been evaluated recently? If yes, please specify when and what was evaluated.</td>
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Main points from the Welfare study (Trivselsundersøgelsen) from 2017 is that pupils’ well-being is largely unchanged since the last and previous years. Students continue to best thrive socially, while pupils’ well-being is lowest when it comes to the experience of support and inspiration. (Ministry of 2017). That is the area that relates to pupils’ experience of motivation, experience of participation in education and on the pupils’ experience of supportive teachers and classmates. (Undervisningsministeriet, 2017)

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<th>3.</th>
<th>How is school performance evaluated in your country? What are the evaluation criteria? Do they also include focus on social, emotional and intercultural learning?</th>
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<tr>
<td>[Please answer the question here]</td>
<td>School performance is evaluated on different levels from the classroom to the national level. At the national level, primarily in the form of mandatory Nationale test (National assessment) in seven different subjects with focus on subject matter knowledge and skills. At the classroom level, every teacher is responsible for evaluating the students benefit from the teaching, and make a student plan for each student, that contains status and learning objectives for the individual student. This is supported at the municipal level in the form of digital platforms and templates. Social, emotional and intercultural learning is not addressed explicit, but is implicit to some degree addressed though the different mandatory competence goals contained in the different subjects. An evaluation of interventions from 2017 in the context of Education Readiness Assessment shows that about half of not education prepared students, will be ready for education from 8. - 9. grade levels. At the same time shows the evaluation that is not possible to identify best practice in the light of the investigation, and it shows that the schools who have a so-called ambitious practice, has a larger but not significant proportion of students who change the status from not-ready to ready. (Danmarks Evalueringsinsitut 2017)</td>
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<tr>
<th>4.</th>
<th>What were the main findings of the above listed evaluations regarding the impact of social, emotional and intercultural policy initiatives on school performance and factors that explain their success or failure?</th>
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<td>[Please answer the question here]</td>
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<th>5.</th>
<th>Is there any evidence that evaluation recommendations were taken into account by improving school social, emotional and intercultural learning policy?</th>
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<tr>
<td>[Please answer the question here]</td>
<td>Er der belæg for at evalueringerne er blevet brugt? No evidence available!</td>
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<th>6.</th>
<th>Are there any major conferences or seminars related to social, emotional and intercultural learning in schools planned in your country for years 2017 and 2018?</th>
</tr>
</thead>
</table>
Additional comments (max. 1 page):

In this section national experts may add additional comments if that are necessary
Bibliography:

For referencing style please check the Guidelines for authors

If the document you refer to has a title in national language, please make sure that you provide an English translation of the name.


Bekendtgørelse af lov om kommunale særlige tilbud om grundskoleundervisning til visse udenlandske børn og unge, 2016. : https://www.retsinformation.dk/Forms/R0710.aspx?id=186537

Bekendtgørelse om formål, kompetencemål og færdigheds- og vidensmål for folkeskolens fag og emner (Fælles Mål): https://www.retsinformation.dk/Forms/R0710.aspx?id=170471

Bekendtgørelse om uddannelsesparathedsvurdering, uddannelsesplaner og procedurer ved valg af ungdomsuddannelse, kapitel 2: https://www.retsinformation.dk/Forms/R0710.aspx?id=164133


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