Collaboration Across Fields:

Implementation and Sustainability of Social and Emotional Learning (SEL), Conflict Resolution Education (CRE), Peace Education (PE), and Citizenship Education (CE)

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Conference Reader

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Disclaimer: Please note that the information provided in this reader is being submitted as it was received by the Global Issues Resource Center at Cuyahoga Community College. We are unable to confirm the accuracy of the information. It is being presented for informational purposes only.

Introduction to the Reader

Global Issues Resource Center at Cuyahoga Community College, Hunter College Leadership Center, and the co-sponsors held a two-day International Policy Working Group, ***Collaboration across Fields: Implementation and Sustainability of Social and Emotional Learning (SEL), Conflict Resolution Education (CRE), Peace Education (PE), and Citizenship Education (CE*),** on June 19th and 20th, 2009 in Cleveland, Ohio, USA. This event brought together government representatives from among the 50 states and invited countries (Ghana, Kenya, Montenegro, Philippines) and their non-governmental organization partners. Organizations were invited because of their interest in developing legislation and policy in peace education, social and emotional learning, conflict resolution education, and/or civics education and their interest in securing ways to strengthen implementation and achieve sustainability of these efforts.

The meeting built upon the first Inter-American Summit on Conflict Resolution Education sponsored by the United Nations Development Program (UNDP) and the Organization of American States (OAS) in March 2007. It brought together government representatives from among the 50 states and 34 countries of the Americas, Europe, Australia, Israel and their non-governmental organization partners who have legislation or policies in place to deliver conflict resolution education at the K-12 level and in colleges of teacher education

This capacity building Summit offered a dynamic opportunity to develop a global infrastructure to advance the work in the fields of conflict resolution education, peace education, social and emotional learning, and citizenship education. The summit brought together policymakers, researchers and educators representing regions across the United States and select member countries of the Organization of American States (OAS) and the Global Partnership for the Prevention of Armed Conflict (GPPAC). These national and international ---guests exchanged successful macro level policy design and implementation models at the state-wide or national level, and macro level evaluation methodology and tools for states and countries. Specific areas of focus included: teacher education, research and evaluation, and policy implementation options for primary, elementary and secondary education at the national or state levels.

Summit Goals:

- Provide a context for countries and states to review effective capacity building and sustainability for CRE/SEL/PE/CE policy development and implementation in primary, secondary, and the college/university level.
- Identify factors that have supported or blocked CRE/SEL/PE/CE policies and to discuss how participants have addressed these barriers to further policy development and implementation.
- Identify success examples of supports for infrastructure necessary for effective CRE/SEL/PE/CE work and to discuss how participants can best support collaborative infrastructure development.
- Provide a forum for country and state teams to network and action plan for next steps in the areas of policy, infrastructure and evaluation.
- A review of research in CRE/SEL/PE/CE and methods of building capacity in states and countries for evaluating their policies and programs will be shared.
- Review potential funding opportunities for collaborative efforts in related fields. [Panels of state and international foundation and federal funding providers and specialists have been invited to participate].

This conference reader serves as a foundational text summarizing current efforts within these fields. To gain perspective and information, all meeting participants were asked to respond to an information request regarding their SEL/CRE/PE/CE work within their country, state or organization. The responses are included in this reader. Participants identified the current policy and critical policy support in their country, state, or organization. Adequate training and education of teachers was identified as a concern as well as a lack of checks and balances related to policies in place.

This reader is grouped by responses of country, state, and national or international organization. Responses are included as submitted. All responses were included in the reader. In compiling the reader, the focus was on SEL/CRE/CE/PE initiatives. Other topics overlap such as bullying and violence prevention efforts; however, research focusing on bullying, or other issues, were not included. In the appendix additional

information from various sources is included. Efforts in the United States in SEL/CRE/CE/PE vary by state. Global Issues Resource Center compiled an updated survey of the policies and legislation in place related to Conflict Resolution Education to share on the www.CREducation.org web site.

The reader provides you with a brief overview of some of the current policy discussions in these developing fields.

Overview of the Fields

This overview provides you with brief explanations of the initiatives that we will be referring to during the Summit: citizenship/civic education (including service learning), conflict resolution education, social and emotional learning and peace education. You will notice that there are similarities and differences among each of the fields. Each one, however, focuses on "the other side of the report card," the development of what we all know and believe are the essential skill sets that young people today need to be successful in school and in life. Perhaps the lens used by the Association of Curriculum Development (ASCD) the development of the "whole child" best describes the efforts for which we will come together during this two-day event. The ultimate goal is, no matter what the initiative, to assure that we create and implement sustainable policies and practices in schools across the globe.

Civics Education

Civics education as we describe it is specifically drawn from efforts in citizenship education from Latin American and The United States. Recent trends in citizenship education refer to the development of "students capacities to participate effectively in the different roles that citizens have in the civic and political life of their communities. For example, students are expected to take part, presently or in the future, in processes of collective decision-making, conflict resolution and negotiation, the discussion of controversial social and political issues, or the monitoring of government action on behalf of public interests (OAS course, 2008, session)." Professor Fernando Reimer of Harvard University (2008,p. 18) in his review of the research on reform in policy and practice of civic education in Latin America defines three categories of skills agreed upon by the Latin American countries who participating in the International Civic and Citizenship Study (ICCS 2001) and supported by the development of the Inter-American Program for Democratic Values and Practices of the Organization of American States in 2006. These are:

a) Skills for living together in peace (resolve interpersonal and group conflict peacefully, assertiveness, management of emotions, communicative skills, etc.)
b) Skills for democratic participation (participate in group decision-making processes, advocate for interests of others, communicate ideas to groups;)
c) Skills for plurality and diversity (consider different perspectives; confront discrimination and exclusion with democratic means.)

Citizenship Education in the United States is a broad term that is not clearly defined or is often interchangeable with civics education. Perhaps The National Center has proposed the best definition for citizenship education in the US for Learning and Citizenship (NCLC), "the values, knowledge, skills, sense of efficacy and commitment that define an active and principled citizen (Eyler and Giles, 1999, in ECS report 2004, p. 5). Important to note, however, is that the term citizenship education can be considered exclusionary in the United States given the large numbers of immigrants to our country who attend our school and contribute to our workforce, and are not US citizens.

An effective method of teaching citizenship education in the United States is Service Learning. *Service-learning is a philosophy, pedagogy, and model for community development that is used as an instructional strategy to meet learning goals and/or content standards.* As policymakers, education leaders, practitioners and other education stakeholders consider effective teaching and learning strategies for students to achieve social emotional, conflict resolution, peace and civic competencies service-learning should be strongly considered.

For service-learning to be effective advocates need to ensure that there are intentional links between the pedagogy and the anticipated outcomes. That is, if service-learning is employed for students to acquire/enhance social emotional competencies then the activities, reflections and assessments must focus on social emotional learning.

There are seven characteristics of quality service-learning:

<u>Meaningful Service</u>

Service-learning actively engages participants in meaningful and personally relevant service activities.

Link to Curriculum

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

Reflection

Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.

Diversity

Service-learning promotes understanding of diversity and mutual respect among all participants.

Youth Voice

Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

Partnerships

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

Progress Monitoring

Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Duration and Intensity

Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Quality does matter in integrating service-learning - ensuring these seven characteristics are present – along with intentionally focusing on the anticipated student outcomes.

In summary, as we refer to the term Civics/Citizenship Education at this Summit, we will refer to the dissemination of these skills in light of intellectual skills, more cognitive core knowledge i.e. understanding of historical conflicts over the meaning of the word constitution, or understanding the role of media and the press in a democracy; participatory skills such as the ability to understand, analyze and check the reliability of information about government from medial sources and political communications or the ability to express one's opinion on a political or civic matter when contacting an elected official or media outlet; and dispositions or motivations for behavior and values/attitudes such as support for justice, equality and other democratic values and procedures, respect for human rights and a willingness to search out and listen to others' views (ECS Policy Brief, July 2006). Furthermore, for us, the acquisition of skill sets that foster active involvement in society includes the social emotional skills, the core set of skills that build the character and inner resiliency to participate as active citizens in a democracy. Finally, teaching of effective citizenship education requires that the conditions for learning are present. The school climate in which young people learn must support the teaching of these skills. In schools that promote "citizenship competencies," children are more engaged in school and more able to learn. Therefore, all school-based efforts in citizenship/civic education must be comprehensive and supportive of any classroom-based skill development.

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) is a process for helping children and even adults develop fundamental skills for success in school and life. SEL teaches the personal and interpersonal skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically They are the skills that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. Many of the programs that teach SEL skills have now been rigorously

evaluated and found to have positive impacts. According to reliable research, schools are a highly effective setting for teaching SEL skills. SEL is also a framework for school improvement. Teaching SEL skills helps create and maintain safe, caring learning environments. The most provide sequential and developmentally appropriate instruction in SEL skills. They are implemented in a coordinated manner, school wide, from preschool through high school. Lessons are reinforced in the classroom, during out-of-school activities, and at home. Educators receive ongoing professional development in SEL. And families and schools work together to promote children's social, emotional, and academic success.

CASEL has identified five core groups of social and emotional competencies:

> **Self-awareness**—accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence
> **Self-management**—regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately
> **Social awareness**—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources
> **Relationship skills**—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
> **Responsible decision-making**—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one's school and community

With regard to *self-awareness*, children in the elementary grades should be able to recognize and accurately label simple emotions such as sadness, anger, and happiness. In middle school, students should be able to analyze factors that trigger their stress reactions. Students in high school are expected to analyze how various expressions of emotion affect other people.

With regard to *self-management*, elementary school children are expected to describe the steps of setting and working toward goals. In middle school they should be able to set and make a plan to achieve a short-term personal or academic goal. High school students should be able to identify strategies to make use of available school and community resources and overcome obstacles in achieving a long-term goal.

In the area of *social awareness*, elementary school students should be able to identify verbal, physical, and situational cues indicating how others feel. Those in middle school should be able to predict others' feelings and perspectives in various situations. High school students should be able to evaluate their ability to empathize with others.

In the area of *relationship skills*, in elementary school, students should have an ability to describe approaches to making and keeping friends. Middle school students are expected to demonstrate cooperation and teamwork to promote group goals. In high school students are expected to evaluate uses of communication skills with peers, teachers, and family members.

Finally, with regard to *responsible decision-making*, elementary school students should be able to identify a range of decisions they make at school. Middle school students should be able to evaluate strategies for resisting peer pressure to engage in unsafe or unethical activities. High-school students should be able to analyze how their current decision-making affects their college and career prospects.

(Excerpted from the CASEL website, www.casel.org)

Conflict Resolution Education

Conflict resolution education "models and teaches, in culturally meaningful ways, a variety of processes, practices and skills that help address individual, interpersonal, and institutional conflicts, and create safe and welcoming communities. These processes, practices and skills help individuals understand conflict processes and empower them to use communication and creative thinking to build relationships and manage and resolve conflicts fairly and peacefully"(Association for Conflict Resolution, 2002). Conflict resolution skills and strategies have positively impacted schools across the globe since the early 70's. CRE programs include a variety of efforts, which focus around four key topic areas:

The topic area, **Understanding Conflict**, generally includes:

- Common definitions of conflict management and related terms such as consensus, mediation, negotiation, brainstorming, etc.
- Making the connection between humans' desire to have their needs (William Glasser's power, belonging, freedom, fun, and security) met and conflict that arises from those attempts.

The topic area, **Understanding How Emotions/Feelings Influence Conflict**, generally includes:

- Definition of feelings and emotions, including a listing of feeling words.
- The root causes of anger
- Emotional triggers for us and how our behavior may trigger negative emotions in others.
- How our behavior and the behavior of others can escalate a conflict and strategies for de-escalation.
- Strategies for handling our own feelings and the ability to empathize with others.

The topic area, **Communication Skills**, generally includes;

- Verbal communication skills
- Non-verbal communication, including the use of facial expressions, stance, hand gestures, eye contact, etc.
- The use of I-Statements, learning a mechanism for owning ones feelings and actions, while communicating to the other what one wants to change or to happen.
- The use of active listening such as summarizing portions of the statement that someone has said to you back to them, making sure you understand them correctly, and asking questions if needed for clarification.
- Use of questions and answers in a way that invite dialogue verses leading to or escalating a conflict, such as open ended questions which invite more than a yes or no answer, and the use of questions other than "why".
- Use of neutral language versus name calling
- The role that perceptions play in conflict, as each party in the dispute may have a different perception of what they thought happened based on their world view, role in the conflict, etc.

The topic area, **Problem Solving**, generally includes:

- Styles of approaching and responding to conflict such as competing, collaborating, withdrawing, accommodating, and compromising.
- Learning how to brainstorm options, listing all potential solutions without judgment.
- Analyzing possible solutions weighing the benefits and costs of each before making a selection.
- Positions and Interests

- Reviewing various formal and informal models for problem solving including the use of mediation which pulls all the major conflict management skills into a formal model, consensus, restorative justice, class meetings, negotiation, etc.

Conflict Resolution Education uses a variety of program models such as:

- Curriculum integration of these core skills across disciplines, ideally for all students in the school
- Mediation program approach – stand alone programs such as peer mediation
- Whole classroom methodology – this includes curriculum integration, and conflict management as a classroom management approach
- Whole school approaches - this includes curriculum integration, conflict management as a classroom management technique, staff/faculty/administration development, parent training, integration of methods into disciplinary procedures

The overall goals of CRE are to:

- Enhance Students' Social and Emotional Development
- Create a Safe Learning Environment
- Create a Constructive Learning Environment
- Create a Constructive Conflict Community

Linkages Between CRE and other Fields

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2003), SEL "is the process of developing the ability to recognize and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations effectively. SEL provides schools with a framework for preventing problems and promoting students well-being and success."

For many in conflict management, this definition looks very similar to that of conflict management. In fact, many of the highest rated programs evaluated in CASELs *Safe and Sound, An Educational Leader's Guide to Evidence Based Social and Emotional Learning (SEL) Programs* (2003) are conflict management programs. So what is the difference? In Rachel Kessler's chapter on SEL in *Kids Working it Out, Stories and Strategies for Making Peace in Our Schools* (2003) , she suggests that SEL strategies can help lay the foundation for effectively introducing youth to conflict resolution. She states that many SEL practitioners feel that the skills of CRE are essential to an SEL program, and that many CRE educators consider the practices and principles of the field of SEL to be critical to a comprehensive approach in their field.

According to the Education Commission of the States (2007) "Citizenship education' describes efforts to prepare students for effective, principled citizenship. Citizenship education can include instruction in history and government, civics lessons on the rights and duties of citizens in a democracy, discussion of current events, service-learning, mock trials and elections, character education and other approaches. Citizenship education can also take place through student government, extracurricular and co-curricular activities, and by involving students in school, district and community decision making."

Citizenship Education also described in some states and countries as democracy education often includes conflict management skills as a component. Many of the 34 member countries of the Organization of American States, including North, Central, South America and the Caribbean have some form of education policy requirement or recommendation on citizenship/democracy education. The skills of conflict management are seen as important for students to be good citizens and to live in a diverse, democratic society.

See below for linkages between CRE and peace education.

Peace Education (PE)

Peace education is currently considered to be both a philosophy and a process involving skills, including listening, reflection, problem-solving cooperation and conflict resolution. The process involves empowering people with the skills, attitudes and knowledge to create a safe world and build a sustainable environment. The philosophy teaches nonviolence, love, compassion and reverence for all life. Peace education confronts indirectly the forms of violence that dominate society by teaching about its causes and providing knowledge of alternatives. Peace education also seeks to transform the human condition by, as noted educator, Betty Reardon states, "changing social structures and patterns of thought that have created it." Peace education is taught in many different settings, from nursery school to college and beyond. Community groups teach peace education to adults and to children….PE aims to create in the human consciousness a similar commitment if not greater, commitment to the ways of peace. Just as a doctor learns to minister to the sick, students in peace education classes learn how to solve problems caused by violence." (Excerpted from Harris, I, M and Morrison, M.L. (2003) Peace education) 2nd edition, chapter 1, p.9)

The United Nations named this decade, 2000 to 2010, the Decade for a Culture of Peace and Nonviolence for the Children of the world; second, to promote the education of all teachers to teach for peace. The term peace education is often either embraced or rejected by world citizens dependent upon the political context of that country. For some it implies the development of school curriculum; others view it as the means to social change; still, others view it as a liberal philosophical movement that undermines more conservative autocratic leadership. For us peace education is a fluid multidimensional concept, a set of beliefs, principles, abilities and behaviors that guide our daily behavior. It involves education around relationship building and social skills acquisition, recognition of harm done, and the ability to make reparations. Peacemaking is also about becoming more self aware and taking personal responsibility, recognizing the impact that each one of us has on others. It is about acknowledging someone else's rights, in addition to one's own. It involves an understanding, knowledge, and literacy with the language of human rights. It demystifies groups we have been taught to hate. It is about experiencing others in their humanity, Peacemaking teachers us to appreciate history and intergenerational healing. It involves controlling one's impulses to harm others, manage rage, anger and disappointment. It is about the holistic interdependence of our lives, not a set of compartmentalized behaviors we choose to access at one's convenience. …David and Roger Johnson, experts on creating school climates conducive to peace education, defined five essential elements that are necessary for a school to promote peace:

1. compulsory attendance for all children and youth that allows for children of diverse backgrounds to build positive relationships;
2. mutual goals with a just distribution of benefits from those goals and a common identity;
3. constructive controversy procedures that ensure that young people know how to make difficult decisions and engage in political discourse;
4. integrative negotiations and peer mediation to resolve conflicts constructively;
5. civic values that focus students on the long-term common good of society (2005).

(Excerpted from Patti, J., Sermeno, S. and Martin, C (2008) *Peace education, international trends*. Elsevier, Inc.)

The Whole Child

Whole Child Education stresses that students learn best when their academic, emotional, physical, and social needs are met. The Association of Supervision and Curriculum Development (ASCD) has established a major multi-year initiative that provides a broader definition of educational achievement and accountability. Specifically, the initiative calls for communities to make sure each student:

- Enters school healthy and learns about and practices a healthy lifestyle;
- Learns in an intellectually challenging environment that is physically and emotionally safe for students and adults;
- Is actively engaged in learning and is connected to the school and broader community;
- Has access to personalized learning and is supported by qualified, caring adults;
- Is challenged by a well-balanced curriculum and is prepared for success in college or further study and for employment in a global environment.

Promoting physical, social, and emotional health as the foundation for success in school is the essence of the approach defined by The Whole Child. As such, the initiative recognizes SEL as an essential component of local, state and national policies and practices to support healthy and high-quality education for all students. ASCD's report on The Whole Child specifically calls for SEL polices and practices, using the SEL policy work established in the state of Illinois as an example. (See pp. 12-14 of *The Learning Compact Redefined: A Call to Action* at www.ascd.org)

Compiled by Janet Patti, 6/10/2009.

Participant/Country Responses

Ghana

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Introduction

The West African sub-region has experienced violent conflicts in the past two decades. These conflicts have had devastating consequences on the sub-region, including, but not limited to: widespread violations of human rights. Several hundreds of thousands of people have lost their lives. A disproportional number of women and children have been killed as a result of the violence. The economic and social consequences include increased poverty, loss of livelihoods, and the breakdown of culturally significant social units such as the family. In the past, these social units (families) have played a vital role in preserving positive social values within African traditions. Unfortunately, the negative consequences associated with the violence and deterioration of the family has contributed immensely to an erosion of positive values of humanity and created a culture of violence especially among young people in our societies.

A significant number of youth have been both victims and perpetrators of the atrocities referenced above. The effects of violent juvenile crime in the sub-region have included the devaluing of human life and a lack of respect for oneself and his or her family. These factors have contributed to the loss of positive social values such as discipline and respect. It was therefore urgent and imperative that measures be taken to revitalize our social values beginning with the younger generation. It was in this light that the West Africa Network for Peacebuilding (WANEP) and its partners deemed it imperative to promote peace and social reconciliation among youth across the sub-region. The Peace Education programme was therefore an effort to respond to the high levels of violence in our schools, communities, homes, and places of worship.

In collaboration with the Curriculum Research and Development Division (CRDD) of the Ghana Education Service, WANEP undertook the Peace Education programme. The process involved education experts, teachers and other key stakeholders. Through workshops, the CRDD and teachers contributed immensely to both the development of materials and the strategic direction of the peace education programme. Through this collaboration, the programme has now been institutionalized in schools. A key product of this collaboration is the “Peace Education Manual” that is being used in schools at the basic level.

GHANA CONTINUED - THE DEFINITION AND STATE OF SEL / CRE / PE / CE

The Curriculum and Peace Education

Peace Education in Ghana was an initiative that was led by the West Africa Network for Peacebuilding (WANEP). It was officially launched in August 2000 and became effective in May 2001. This project was funded by CORDAID and the EU. The project was started as a pilot project carried out in 7 countries namely Cote d'Ivoire, Guinea Conakry, Liberia, Sierra Leone, Nigeria, Togo and Ghana. The programme was implemented through the Ministries of Education in the respective countries. In Ghana, WANEP worked closely with the Curriculum Research and Development Division (CRDD) of the Ghana Ministry of Education and other development partners. This collaboration was very strategic as there was the urgent need to introduce Peace Education into the Curriculum.

A lot of initial activities, including training workshops for writers (teachers selected from all levels of education in the country) and peer mediation programs were undertaken. All these culminated in the development and printing of a manual on Peace Education for Basic School Teachers in 2005. The rationale for developing the manual was to compile in one book all the information and skill development activities necessary for the establishment of a culture of peace amongst children and the youth. It is believed that the *Development of Peace and Peaceful Living* curriculum will bode well for the future of individuals and communities throughout Ghana. This was envisaged to help:

- Lay a foundation in children upon whom the culture of peace will be promoted and sustained, by developing in them the principles and values of tolerance.

- Provide young people with the knowledge and skills required to ensure the promotion of positive life skills and attitudes that will help lead to a culture of non-violence

- Inculcate in young people those values which allow them to grow with heightened awareness of their human rights and duties, as well as their responsibilities

- Eradicate ignorance of the consequences of war and violence, and enable youth to make positive choices in life.

This exercise was funded by the United Nations Children's Fund (UNICEF).

Training of Trainers in Peace Education

The development of the Teachers Manual on Peace Education was followed by a Training of Trainers (TOT) workshop organized in two phases for facilitators who would in turn train classroom teachers on how to use the manual. These activities were undertaken by the CRDD and WANEP. Copies of the manual have been supplied and are being used in Basic Schools and Training Colleges nationwide.

To date, lessons on conflict management, conflict resolution, and peace education have been mainstreamed across the curriculum, with widespread integration in the following subject areas: Environmental Studies (for Kindergarten Level), Social Studies, Religious/Moral Education, and Language Arts (English and Ghanaian Languages) at the Basic School Level.

Human Rights Manual

The Commission on Human Rights and Administrative Justice (CHRAJ) in collaboration with the GES has also produced a human rights training manual for teachers entitled "Human Rights Simplified for Basic Schools". This was first printed in June 2007 and reprinted in August 2008. The aim is to equip teachers with knowledge and skills that will enable them to deliver human rights lessons in schools to promote a culture of human rights in the school environment. Copies of these books have been distributed to schools nationwide.

Manual on Psycho-social Skills.

Furthermore, the GES, funded by UNICEF has developed a Manual for Teaching Psychosocial skills (which can be likened to Social and Emotional Learning) in Basic Schools. The aim is to help teachers inculcate into students those skills and competencies that will enable individuals to know and appreciate themselves, get along with others, and deal positively with the challenges of everyday life in today's global world.

UNICEF again provided both technical and financial support for the production of a manual on strategies for assessing Psychosocial Skills in schools.

Issues on psychosocial skills as well as human rights have been mainstreamed into the entire Basic School Syllabuses. School Officials have also been trained in the use of the Psychosocial Skills Manual.

The Curriculum and Citizenship Education

Since 2007, *Citizenship Education* has been taught as a subject at the Basic School Level (Primary 4 – 6) Citizenship Education in the Ghanaian curriculum is aimed at producing competent, reflective and participatory citizens who will contribute to the development of their communities and the nation in the spirit of patriotism and democracy. The subject exposes learners to the persistent issues hindering the development of the nation as well as the desired attitudes, values and skills needed to solve these problems.

Furthermore, aspects of Social and Emotional Learning are treated in social studies, religious, and moral education.

Mandates / Policies / Legislations about SEL / CRE / PE / CE in Ghana

Ghana is making tremendous efforts to transform its social and economic status to a middle income level by the year 2015. To achieve this, there is the need for peace and stability which can best be attained when appropriate policies are put in place within the formal and informal sectors.

In the formal sector and within Ghana's educational system, there is an underlying philosophy which seeks to create a well balanced individual (intellectually, spiritually emotionally and physically) with the requisite knowledge, skills, values and aptitudes for self-actualization and for socio-economic and political transformation of the nation. It is in that direction that Education comes in handy, contributing to improved security, health, prosperity and ecological equilibrium in the world. It promotes peace, tolerance, economic and cultural development as well as international co-operation.

Evidence from Sub-Saharan Africa reveals that education plays an important role in building support for multi-party democracy and challenges to autocracy.

Some underlying philosophy, principles and assumptions which inform pre-tertiary curriculum policy are as follows:

(a) Focus on the Child or Young Person

Education policy should be based on the needs, interest, and aspirations of children or young people and the needs of society as a whole. This requires that education policy must take into account child rights as expressed in the constitution of the Ghana and the International Convention on the Rights of the Child (CRC to which Ghana was the first signatory). The convention also makes it mandatory that all children should have access to education.
Hence, once peace education is a component of the curricula, so long as many children stay in the school system, they will imbibe skills on peace education.

(b) Focus on the School

Education policy also focuses on the school plant itself because all educational policies and strategies involving teaching and learning ultimately take effect in the school. Schools must therefore be designed and equipped in such a way as to provide the facilities and type of learning children require for their development.

(c) Focus on the Child and the School as part of Communities.

School and community relationship is also a focus of the educational system. Young people are educated to contribute their knowledge and skills to the development of their communities and the nation. Schools should therefore develop strong relationships with their communities and tailor some of their programs toward assisting in the development projects of their respective communities. Each subject on the school curriculum should have a school-community focus to make children aware of their obligation in applying their knowledge to the development of their communities. Hence students act as agents of change including that for peaceful living in their communities.

Curriculum Goals

Curriculum goals reflect the goals and intentions of the society for producing citizens with specified characteristics. The broad goal of pre-tertiary education is to enable each learner to reach their full potential and contribute to the social and economic development of Ghana.

Among the goals of Ghana's Pre-Tertiary Curriculum are the following:

- Promote national unity, liberty, justice and democracy.
- Promote human rights, respect for oneself and for others.
- Foster high moral, ethical and spiritual values such as integrity, responsibility, equality and reverence for life.
- Provide the type of education that prepares children and the youth for life.
- Encourage perseverance, reliability, accountability and respect for the value and dignity of work.
- Develop, understanding of the natural and social environment, civic responsibility, social skills and promote physical and mental health.

- Develop knowledge, understanding and values, creativity and practical skills as a solid foundation for academic or vocational training and for creative, meaningful and productive adult life.

- Foster and promote the spiritual and moral well being of the learner, considering the diversity and freedom of beliefs of individuals.

- Extend national unity to the promotion of regional, African and international understanding, co-operation and peace.

Although there are no policies in place on SEL/CRE/PE/CE in Ghana, inference can be made from several existing policies bordering on the rights of children and equality to education. These aim at curbing discrimination against individuals and groups and also provide individuals with quality education that will make them responsible members of the society who will lead meaningful and peaceful lives. Major ones among them are the following:

THE LEGAL FRAMEWORK OF EDUCATION

The FCUBE

The **Education Act** of 1961 established the policy of Free and Compulsory Universal Basic Education (FCUBE) for all children of school-going age in Ghana. In 1983, the Government enacted the **PNDC Law 42** to modify and reinforce the Education act of 1961. The government declared that without the provision of universal basic education for as many of our children as possible for the challenges of this environment, we would only be turning them into misfits and denying ourselves the most essential resources for national development.

Since Ghana's return to constitutional rule in 1992, the government has set up institutions for the promotion of democratic rule and socio-economic advancement. The 1992 Constitution specifically directed that:

- The State shall provide educational facilities at all levels in the Regions of Ghana, and shall, to the greatest extent feasible, make those facilities available to all citizens;

- The Government shall, within two years after Parliament first meets after coming into force of this Constitution, draw up a program for implementation within the following ten years for the provision of free, compulsory and universal basic education;

  Convention on the Rights of the Child (CRC) 1989. Ghana was the first country to ratify the treaty in 1990 and subsequent legislation was passed based on the provisions of the treaty
  Article 19: Covers child protection from all physical, mental violence, injury or abuse or neglect and exploitation
  Article 34: Protects children from sexual exploitation and abuse, pornography and any other unlawful activities.
  Article 36: Protects children from all forms of exploitative activities not in their welfare

  The 1992 Constitution entrenches Rights of Children

- **1992** - Ghana establishes a 10 year National Program of Action for Children entitled "**The Child Cannot Wait**"

Government's Policy on Special Needs Education

The Universal Declaration of Human Rights in 1949, the United Nations General Assembly Charter in 1959, and the United Nation Convention on the Rights of the Child, in 1989 all treated education as a human issue. The consequence of this right is that all children have a right to receive the kind of education that does not discriminate on grounds of language, ethnicity, disability, gender, religion, etc. A principle of the 1959 Charter states that "**The child who is physically, mentally and socially handicapped shall be given special treatment and care required of his particular condition.**"

The following is a list of recent international treaties ratified by Ghana and other countries on education for **CHILDREN WITH DISABILITIES / SPECIAL EDUCATION NEEDS** that have influenced the government's outlook towards SENs.

The 1990 World Conference on Education for all (EFA) at Jomtien, Thailand, where the world community re-affirmed its commitment to EFA;

- The 1993 United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (PWDs), which urged nations to ensure that education of PWDs be made integral part of the education system;

- The Salamanca Statement and Framework for Action on Special Needs Education, which was adopted by the "World Conference on Special Needs Education: Access and Quality" at Salamanca, Spain, in 1994 asserts that ; "Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving Education for All."

- The principle of inclusion adopted at the Salamanca World Conference on Special Needs Education was restated at the Dakar World Education Forum in April, 2000:- "The key challenge is to ensure that broad vision of Education for All as an inclusive concept is reflected in national government and funding agency policies".

The 2001 EFA Flagship on Education and Disability, which aimed to place disability issues squarely on the development agenda and advance inclusive education as a primary approach to achieving EFA.

Complementary Basic Education (CBE)

Complementary Basic Education policy seeks to provide alternative quality education to out-of-school children to enable them have access to formal education.

It is for those children who are disadvantaged as a result of unfavorable socio-economic and cultural practices, to acquire minimum knowledge and skills for continuing education in the formal sector.

The systems generally provide structured programs of learning outside the formal school system. The learning activities take place in flexible school schedules and timetables with learner centered, skill-based and often accelerated functional literacy curriculums which sustain learners' interest and quickens the pace of learning. It is child-centered and participatory using local language/mother tongue as the medium of instruction.

There is a healthy collaboration between Government and NGOs pursuing the outlined initiatives. One of the major collaborations between the Ministry of Education and NGOs in relation to Peace Education the one as mentioned above between WANEP and the Ministry. The collaboration started right from the conception, the design of training materials, training of teachers and peer mediators through to the final development of the Peace education manual.

Furthermore, a lot of financial support towards interventions are provided by many of the NGOs and Development Partners as well as Government. Some of the NGOs and Educational agencies provide technical support towards interventions in schools while Government also provides Human Resource and other Material resources including infrastructure, and Transport facilities to personnel.

What has made the initiatives successful

The willingness of NGOs and other development partners to collaborate with the Ghana Education Service in which case the key issues have been developed into a curriculum; The enthusiasm with which some of the teachers contribute to the implementation of this initiative; The methods used to teach, e.g.: use of songs, rhymes, plays and case studies. The method is also such that the teacher does not teach but rather plays the role of facilitator. This creates a very conducive environment for the students to come out and feel more confident and part of the process. They thus are able to contribute to the discussion as openly as they can. In brief, these are very practical and student-centered.

Challenges

- Inadequate funds for replication of training of classroom teachers by regional and district trainers;
- Overburdened timetables and overpopulated classrooms;
- Very few professional teachers particularly in the rural communities;
- There is low morale and inadequate motivation of some of the teachers;
- One of the major challenges has to do with how to reconcile non-violence principles with schools authorities and the African societies' preference for corporal punishment;
- Drop-outs youths;
- Sustaining the process has been extremely challenging at various levels especially with WANEP's experience. First of all, the programme has faced challenges raising funds to continue the various initiatives on the ground and to monitor effectively the impact of the programme so far;
- The transfer of teachers and changing of schools of students involved in the programme also affects the programme;
- Though students and school authorities are doing their best to provide alternative non-violent solutions to problems through mediation, adequate and appropriate space for mediation continues to be an issue. In most schools, mediation sessions were held outdoors somewhere on the compounds of the schools the programme was started. Obviously with no space, keeping of records of mediation sessions became another challenge in itself;

- At the school level, tensions between the use of mediation to resolve problems and the use of other punitive measures preferred by some teachers and schools authorities;

- The influence of acts of violence by youth groups within the non-formal sector continues to pose a huge challenge to development of personal non-violent skills;

- Tensions between the use of mediation to resolve problems and the use of other punitive measures preferred by some teachers and schools authorities;

- Replicating Peace Education and Conflict resolution skills in Non-formal Education.

Way Forward

- Development of audio-visual aids to support the teachers and learning of CE, PE;

- Mentoring and evaluation of CE and PE;

- Revamping peer mediation and peace clubs in schools;

- Reviewing and publishing the peer mediation manual for students mediation in schools;

- Training of teachers and students in the implementation of peer mediation in school with the help of a manual;

- Introducing conflict resolution education and peace education in the non formal education sector;

- WANEP will strengthen its collaboration with the Ghana Education Service in the review and subsequent inculcation of peer mediation principles into mainstream education.

Kenya

Participant: Ministry of Education Kenya

Submitted by: Mary Mugo

AN OVERVIEW OF THE COUNTRY AND EDUCATION IN KENYA:

Kenya is a country in East Africa with an area of 580,367 sq meters with a population of 38.3 million and per capita income of $630 (USD) as of 2006. Education receives about 7% of GDP and the share of education expenditure to total expenditure is over 35%.

The country currently follows the 8.4.4 system of education which was introduced in 1985. It encompasses 3-5 years Early Childhood Education (ECDE), 8 years of Primary level, 4 years in Secondary and 4 years at the University.
The Literacy rate is about 61.5% and the number of children in ECDE is 954,893, while those at Primary schools are 8.3 million. Those in high schools (Secondary) are 1.4million. There are 19,804 public primary schools and 4500 secondary institutions. The official language of instruction is English.

Ministry of Education Initiatives focused on SEL/CRE/PE/CE

Introduction of Life Skills Curriculum:
The Kenya Ministry of Education has developed a life skills curriculum which broadly addresses the following subject areas: living with oneself and others, critical thinking skills, and problem solving. Some of the specific competencies learners are expected to exhibit include, but are not limited to: effective oral and written communication, ability to resolve conflicts peacefully, and a demonstrated capacity to handle stressful situations in a non-violent manner.

Peace Education:
Peace education is a programme aimed at equipping learners with skills and values to enable them to appreciate diversity, resolve conflicts peacefully, respect sanctity of life and take care of the environment.

Co-curricular Activities:
This is a component in the curriculum that plays a major role in nurturing and exploiting the unique talents of the learners in Kenyan educational institutions. These co-curricular activities include sports, music and participation in drama festivals and the Science Congress.

Psychosocial intervention programme
This is an initiative by ministry of education –Kenya aimed at addressing learners psychological and social needs. It encompasses components of enhancing learners' resilience and facilitating individual well-being.

Mandates/Policies/Legislation on SEL/CRE/PE/CE

The All-Around Citizen
The Kenya government has ratified the commitments made at various levels, including the attainment of Education for All (EFA) and the Millennium Development Goals (MDGs). In pursuit of these commitments, the emphasis is on education which produces a well rounded citizen.

Policy Framework
Kenya has a policy blueprint which guides education called the "Sessional Paper 1 of 2005: "Policy Framework for Education, Training and Research". This policy sets out four major thrusts to guide the provision of education in Kenya, namely: Access, Relevance, Equity and Quality. A notable objective stated in this policy is that education should "improve the quality of all aspects of education and training so that recognized and measurable learning outcomes are achieved especially in literacy and life skills essential to the world of work by 2010"

System Reforms
The education system has been undergoing reforms to align the general education curriculum with the needs and goals of the people of Kenya. Special emphasis is being placed on preparing learners for life and work.

Partnerships and Collaborations
The Ministry of Education works in partnership and collaboration with Development partners and other education stakeholders. This initiative has been formalised through formation of the Kenya Education Sector Support Programme (KESSP) which helps in supporting various education investment programmes. Other partnerships include Nairobi Peace Initiative-Africa (NPI-Africa) which supports peace building through education.

Current state of SEL/CRE/PE/CE in Formal and Non-formal Education

There are efforts to initiate and implement SEL/CRE/PE/CE at all levels of education.

Child Friendly Schools
This is a new concept which is being implemented in schools. The essence of this programme is to create a friendly and welcoming school environment which allows students of all abilities, gender, and religion to learn without discrimination. Equally important, local communities directly support student success by providing school security and helping facilitate a safe and healthy learning environment.

The most promising programmes are those that take into account address the needs of each community while positively impacting student behaviour.

Policy supports in developing and implementing policy on SEL/CRE/PE/CE.

Sessional Paper 1
A national education stakeholders' conference was held in November 2003, and it impressed upon the government the urgency of providing education that is relevant to the needs of the domestic economy and equips learners with skills necessary for competing in the global market. It is on the basis of this meeting that the Ministry of Education developed its policy blueprint to guide education, called Sessional Paper 1 of 2005 on "Policy Framework for Education, Training and Research".

Holistic Approach
Ministry of Education initiatives are based on education policy and goals with a focus on helping learners through a holistic approach. For example, the introduction of guidance counselling in schools, peace

education, and life skills is an indication of the good will and support by many players in implementing policy on SEL/CRE/PE/CE.

Policy challenges in the development and implementation of SEL/CRE/PE/CE

- The peace education programme which has been infused in the life skills curriculum, and in other related subjects, is negated by the overloaded general education curriculum.
- Financing various aspects of the programme such as monitoring and evaluation of the programme, producing and dissemination teaching materials, improving teacher pedagogical skills, and the cost of activities which promote SEL/CRE/PE/CE, like sports or music, are a significant policy challenge.
- There is need to have technical assistance in monitoring and evaluation of the programme.
- The teachers are pre-occupied producing very high grades and not developing a holistic person. In addition, there is negative attitude by teachers towards learning new methodologies to teaching.
- Cultural barriers have a direct bearing on SEL/CRE/PE/CE policy. Some communities still practice retrogressive cultural practices such as gender discrimination. Other damaging cultural practices are cattle raids among the nomadic and pastoral communities in Kenya. For them raiding neighbouring tribes and stealing their cattle is regarded as heroic. A child brought up in that environment does not see anything wrong with stealing or harming a neighbour. Therefore, changing the attitude of such children to respect others' property and appreciate diversity will take more time than expected.

Overcoming Policy Challenges

Some of the challenges are being addressed through advocacy programmes with NGOs, Members of Civil Society, and Faith-based groups. In other instances, rescue centres for children in hostile environments have been established.

Useful assistance to address the challenges

The best assistance is to strengthen and build more partnerships and facilitate all players to identify existing gaps which they would be interested in getting involved. For example, there is already a major need to roll out the recently introduced peace education programme, especially in capacity building and production of peace education and psychosocial intervention materials.

Current and planned infrastructures support SEL/CRE/PE/CE

- Training of teachers on life skills and peace education is on going to prepare them for implementation of the programmes at the school level. Over 6,000 education officers and teachers have been trained on peace education and on the new pedagogical approaches for teaching the subject.

- A Training Manual and Teacher Activity Books on peace education for classes 1-8 have been developed and 50,000 of these learning materials have been distributed to schools all over the country.

- A school safety schools and standards manual has been developed and disseminated to schools.

- Teachers are encouraged to participate in professional development workshops that highlight new approaches to teaching. Most teachers are yet to embrace child-centred learning approaches where learners are motivated to acquire skills through self discovery.

- Curriculum specialists are undertaking a countrywide assessment of the general education curriculum identifying areas that require adjustments.

- Sensitization of the decision makers to appreciate and understand the need for a curriculum prepares children for life and work is imperative.

- Co-curricular activities have contributed significantly in preparing students for life, work, and the promotion of national and regional unity. For instance, the East African Regional Ball Games and essay writing competitions are held annually on a rotational basis. This interaction at the regional level has increased student awareness of the importance of international cooperation. It has also helped expose the students' talents at an early age.

- Science Congress is another annual programme which promotes creativity, innovation, and the ability to engage in healthy competition.

- Learning institutions are holding parent-teacher conferences and meetings as a way of strengthening relationships.

- Learners participate in community service in an effort to instil a sense of responsibility in them.

- School managers are allowed to rent/loan school facilities to members of the community. This helps to strengthen relationships and ownership of the school by community members.

- Peace education in Kenya is participatory and activity oriented. This is making the learning process more interesting to students.

Montenegro

Participant: Montenegro

Submitted by: Ivana Gajović

Please provide a brief description of the current state of SEL/CRE/PE/CE in your country, state, or national/international organization in terms of the following:

Having in mind important fact that Montenegro is into integrative processes and being conscious of the fact that we are part of the region that is still in post-conflict phase, there is a strong need for introducing new educational methodologies and alternative approaches as there's consensus on adopting and implementing societal changes. Montenegro being multiethnic is dynamic society with need for better knowledge on the ethnicities living and sharing the same living space. Regarding this dynamic, multiethnic society educational sector seems to be platform for better understanding and adoption of the values and characteristics of all the cultures, ethnicities. "Lessons learned" from the previous period have been in connection to the luck of knowledge on other and different, especially in the schools' curricula.

With modern, developed, life the level of conflicts within the school life seems to be increasing. There is some kind of unsatisfaction both among the pupils and teachers and sometimes conflicts occur as natural part of generation gap, but also as part of different needs and perceptions. With classical methodology where schools' administrations are oriented toward short-term problem solving, there is a strong need for introducing school mediation as alternative dispute resolution and the best tool in longer-term problem solving. With the experiences of more developed countries "Whole school approach" with inclusive process toward all actors in a daily school life system, seems to be the new and needed in Montenegro.

The mission of NDC lies in supporting reforms, integration processes and raising of democratic potentials of Montenegro through institution building and human capital development and through promotion of values and practice of dialogue, methods of non-violent communication and respect of human rights and freedoms.

NDCMN has initiated a "pioneer project" on school mediation in a primary school "Marko Miljanov" in Podgorica in 2008/2009. With very good feedback first, satisfactory results we are empowered to keep on with the project in another school in Montenegro in 2009. Most of the recommendations by Council of Europe and UNESCO's "Culture of Peace" are supporting the idea of alternative dispute resolution.

Regarding participation at the working group for Peace Education, where Nansen Network is actively participating since 2003, more topic based activities have been initiated since 2006. Nansen Network has recognized the need and importance in active participation and global creation of policies on peace education. The glocal approach in this work encompass activities on local, regional and global level where lessons learnt and experiences are shared but also new approaches and methodologies are introduced and discussed. Within the working group there are many possibilities for exchange of information, inter-regional networking, introducing of new evaluation methodologies and creating of policies toward sustainable peace.

As regional networking is a need, active participation at South East European Mediation Forum fulfills the essential values that correspond with the NDCMN's mission and goals. Working on local and regional level and having a strong recourse on know-how, trainers' teams, and platform for learning and exchange,

NDCMN's participation in SEEMf seems to be natural cooperation. SEEMF is also a platform for strengthening human relations, cross-border cooperation and social inclusion.

What mandates/policies/legislation about SEL/CRE/PE/CE exist in your country, state, or are promoted by your national/international organization?

- Strategy on Education of Adults (adopted at the Government's session on March 30, 2006);
- The Plan on Education of Adults from 2006-2010 (adopted at the Government's session on April 13, 2006);

STRATEGIC PLAN OF THE REFORM IN EDUCATION FOR THE PERIOD 2005-2009-THIS IS CONSTISTING OF THE SUB-STRATEGIES:

- *Strategy on cooperation between Government and Non-Governmental Organisations*, in addition to the Action Plan (still in the process of adoption);
- *Strategy on Civic Education, Strategy on Reforms in Education, Action Plan for Children* (in cooperation between UNICEF, Ministry of Health, Welafre and Work and Ministry of Education and Science),
- *Action Plan for Youth* (in cooperation with Ministry of Culture and Ministry of Education and Science),
- *National Report on status of Children's Rights in Montenegro, and School Mediation*.

All the startegies could be found on: http://www.gov.me/eng/minprosv/

What are the current partnerships or collaborative initiatives formalized between government and Non-governmental organizations (NGOs) and/or colleges and universities?

Nansen Dialogue Center Monteengro and Ministry of Education and Science in Montenegro, signed Memorandum on Cooperation on December 26, 2008, for the project: "Support to Education System Reform Process in Montenegro". The project is consisting of several sub-projects: "Nansen School of Dialogue"-4 month programme for social science teachers, "School Mediation"-5 modules programme for members of the schools' communities, etc.

Nansen Dialogue Center Montenegro, got the accreditation for the programmes "Support to Education System Reform Process in Montenegro", by The Bureau for Education Services in Montenegro and Ministry of Education and Science in Montenegro on May 20, 2009. It provided us with needed institutional recognition and our programmes will be part of offered non-formal education to schools' stakeholders.

Teachers that will be participating on our programmes will got the chance for professional development that will be scored and recognize. One word, cooperation between GO and NGOs is existing and it is growing and developing in terms of need for joint actions and better cooperation.

Cooperation between NGOs and University of Montenegro has been existing from the early stage of establishing NGO scene in Montenegro. Mostly the professors and the academic community is cooperating and giving the expertise or actively participate in the activities of the NGOs in Montenegro.

Most of the expertise is coming as the result of the "filed work" that NGOs are performing with their activities that are denoting the need for more research that could be performed in the best manner by the academic community. Still in my opinion, the connections and cooperation between NGOs and academic community could be stronger in terms that all mentioned actors are belonging to CSOs.

How would you describe the current extent of SEL/CRE/PE/CE in formal and non-formal Education in your state/country/or as promoted in your national/international organizations policies? Can you refer us to data sources you are using to draw these conclusions?

The current status on SEL/CRE/PE/CE in Montenegro has legal framework that provides possibility for introduction and development of SEL/CRE/PE/CE, in both formal and non-formal education. The General Law on Education and Upbringing defines protection of pupils in relation to the teachers where there are sub-legal documents of the Ministry of Science and Education in relation to the pronouncing of the pedagogical measures for the pupils.

In connection to the curriculum, most of the social science subjects introduces and incorporated the vales of SEL/CRE/PE/CE in formal and non-formal Education. It is of importance to emphasize that inter-curricular approach is introduced in all the sciences but is the matter of evaluation how the implementation process is performed. Most of the results will be known after conducting the evaluation.

National sources:

Strategy on Education of Adults (adopted at the Governernment's session on March 30, 2006); The Plan on Education of Adults from 2006-2010 (adopted at the Governernment's session on April 13, 2006); STRATEGIC PLAN OF THE REFORM IN EDUCATION FOR THE PERIOD 2005-2009-THIS IS CONSTISTING OF THE SUB-STRATEGIES: Strategy on cooperation between Government and Non-Governmental Organisations, in addition to the Action Plan (still in the process of adoption); Strategy on Civic Education, Strategy on Reforms in Education, Action Plan for Children (in cooperation between UNICEF, Ministry of Health, Welafre and Work and Ministry of Education and Science), Action Plan for Youth (in cooperation with Ministry of Culture and Ministry of Education and Science), Nacional Report on status of Children's Rights in Montenegro, and School Mediation.

All the startegies could be found on: http://www.gov.me/eng/minprosv/.

International sources:

http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_412/l_41220061230en00440050.pdf- Decision No 1983/2006 EC of the European Parliament and of the Council of 18 December 2006 concerning the European Year of Intercultural Dialogue (2008)

http://ec.europa.eu/culture/portal/events/current/dialogue2008_en.htm- The European Commission proposes that 2008 be "European Year of Intercultural Dialogue"

http://conventions.coe.int/Treaty/EN/Treaties/Html/148.htm- European Charter for Regional or Minority Languages; Strasbourg, 5.XI.1992

https://wcd.coe.int/ViewDoc.jsp?id=313139&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75- COUNCIL OF EUROPE,COMMITTEE OF MINISTERS -**Recommendation Rec (2002)12 of the Committee of Ministers to member states on education for democratic citizenship**

(Adopted by the Committee of Ministers on 16 October 2002
at the 812th meeting of the Ministers' Deputies)

http://assembly.coe.int/Main.asp?link=/Documents/WorkingDocs/Doc07/EDOC11297.htm- **Doc. 11297,** June 2007-**The dangers of creationism in education;Report Committee on Culture, Science and Education; Rapporteur: Mr Guy LENGAGNE, France, Socialist Group**

How would you summarize the best or most promising programs/practices in SEL/CRE/PE/CE in your state/country/or national/international organization?

One word, one should be devoted and persistence and do a lot of meetings and talking with good arguments to many important stakeholders in educational sector. It means if inter-sector cooperation is active one then approach to all the stakeholders could be done in easier manner. If education is a part of the state strategy in terms of societal changes or if we want to achieve societal changes then educated generations on values and principles of SEL/CRE/PE/CE would be able to face and actively contribute in creating conditions for sustainable peace, especially in the post-conflict areas.

In case of cooperation between Nansen Dialogue Center Montenegro and Ministry of Education and Science in Montenegro it happened that both actors realized important fact that it is much easier to cooperate and that way to achieve better and measurable results. In connection to the curricula of the programmes that are most promising the fact is that societal changes are happening, especially in dynamic societies such as ours is, the most important aspect would be to follow up and trace all the changes and see what would be the needs at the momentum. Therefore, cooperation between various stakeholders cooperating in the same field is need that should be elaborated properly in order to include as much as possible actors that will actively participate and that way contribute to desired changes.

What are some policy supports in terms of things that are most influential in helping you develop and implement policy about SEL/CRE/PE/CE? How did you achieve those supports?

Most of support lays in a fact that one should be familiar with the policy, strategy papers adopted. With that information the process of lobbying and advocacy could be facilitated.

National sources:

Strategy on Education of Adults (adopted at the Governernment's session on March 30, 2006); The Plan on Education of Adults from 2006-2010 (adopted at the Governernment's session on April 13, 2006); STRATEGIC PLAN OF THE REFORM IN EDUCATION FOR THE PERIOD 2005-2009-THIS IS CONSTISTING OF THE SUB-STRATEGIES: Strategy on cooperation between Government and Non-Governmental Organisations, in addition to the Action Plan (still in the process of adoption); Strategy on Civic Education, Strategy on Reforms in Education, Action Plan for Children (in cooperation between UNICEF, Ministry of Health, Welafre and Work and Ministry of Education and Science), Action Plan for Youth (in cooperation with Ministry of Culture and Ministry of Education and Science), Nacional Report on status of Children's Rights in Montenegro, and School Mediation. All the startegies could be found on: http://www.gov.me/eng/minprosv/.

International sources:

http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_412/l_41220061230en00440050.pdf- Decision No 1983/2006 EC of the European Parliament and of the Council of 18 December 2006 concerning the European Year of Intercultural Dialogue (2008)
http://ec.europa.eu/culture/portal/events/current/dialogue2008_en.htm- The European Commission proposes that 2008 be "European Year of Intercultural Dialogue"

http://conventions.coe.int/Treaty/EN/Treaties/Html/148.htm- European Charter for Regional or Minority Languages; Strasbourg, 5.XI.1992

https://wcd.coe.int/ViewDoc.jsp?id=313139&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75- COUNCIL OF EUROPE,COMMITTEE OF MINISTERS -Recommendation Rec (2002)12 of the Committee of Ministers to member states on education for democratic citizenship (Adopted by the Committee of Ministers on 16 October 2002
at the 812th meeting of the Ministers' Deputies)

http://assembly.coe.int/Main.asp?link=/Documents/WorkingDocs/Doc07/EDOC11297.htm- Doc. 11297, June 2007-The dangers of creationism in education;Report Committee on Culture, Science and Education; Rapporteur: Mr Guy LENGAGNE, France, Socialist Group

Please provide a brief (up to 5 page) summary of current and planned infrastructures (for example, teacher education programs through the Ministry/Department of Education; After-school or community programs coordinated with schools; community peace and safety networks linking police, business, and schools) that have been developed to support SEL/CRE/PE/CE work in your state/country/or national/international organizations?

Nansen Dialogue Center Montenegro through the activities has goal to substantially contribution to the reform of education system in Montenegro through alternative education of teachers/professors from multiethnic communities and pioneer work on introduction of school mediation as a new method for conflict management. "Support to Education System Reform process in Montenegro" is consisting of "Nansen School of Dialogue", "School Mediation", work within "South East European Mediation Forum-SEEMF" and work within Global Partership for Prevention of Armed Conflicts, namely its working group on Peace Education.

"Nansen School of Dialogue" is a four month programme for social science teachers from primary and secondary schools from multiethnic communities in Montenegro with goal to contribute to adopting/implementing new methodologies in social sciences and better understanding and cohabitation in multiethnic communities. After seven generations of "Nansen School of dialogue" performed in many areas in Montenegro we have witnessed this programe as the best platform for continuous follow up and recourse for our complete programes on education reforms programmes. It means that most active participants are actively participating on local and regional programmes but also are the "agents of change" within their communities. The School is performed twice a year at one of multiethnic communities in Montenegro.
Background: Having in mind the essential preconditions for successful establishing and maintaining dialogue practice in one society, we try to identify the roots of the existing reluctance in practicing dialogue in specific Montenegrin context.

We find out that the main problem lies in the lack of knowledge and acceptance and respect of the values of dialogue, from educational programs of our schools to current practice of political positional / oppositional parties and in public sphere in general. This problem is not "exclusivity" of Montenegro, meaning, it corresponds more to the regional "phenomenon". The lack of dialogue (mutual understanding and respect) in important segments of social life (between majority and minority of population, in understanding of status of minorities and the level of protection of their rights) has become core of huge and serious conflicts in previous decade with the potential to jeopardize again the peace in the region. People cannot always come across as sensitive, open and flexible regarding inter-ethnic issues, and there is a need for more careful and meaningful introduction and learning about the "other", in order to face with the stereotypes and breaking them. There is a strong need for open and honest perception and acceptance of the Other as difference which not endangers ones personality. After experience of "terrible '90", people became extremely rigid and intolerant toward other nationalities / ethnicities in perception of their human rights being also still imprisoned by different stereotypes regarding other.

As Montenegro represents multiethnic society, with its different nations and ethnicities, establishment of functional, balanced and harmonious interethnic society might be supported through alternative education programs like this Nansen School of Dialogue.

Goal: -Spreading the culture of dialogue and tolerance, and its active implementation. This program will offer important alternative approach to the education, bringing other views and methodologies, and giving the opportunity to develop the skills that will help the sincere dialogue. We find this program line very useful in order to provide more education on how dialogue skills are practiced and implemented among population in general, but also within various groups. This program also enables higher understanding of tolerance, understanding of differences, non-violent communication, etc.

- Objectives: Providing the participants-TEACHERS, with skills of sensitive understanding and tolerating of the other and different;
- Assisting the participants in obtaining skills that are needed for participation in processes, for negotiation, for debate on different attitudes, for enabling dialogue skills;
- Developing usage of tolerant language and a sense for mutual help;
- Developing and improving ethic and aesthetic values in dialogue;
- Enabling good communication and understanding for the students' needs and between various target groups.

Linking and bringing citizens closer to their governments-
This project directly works with quite sensitive target group, such as teacher in Primary and Secondary schools are. The curriculum of Nansen School of dialogue corresponds with education for peace elements, civic education and demythologization of the sensitive school subjects. Therefore, this project might be seen as link with citizens-teachers with authorities on local level-directors, where both parties could identify common interest in participating in the project.

Activity Plan: Having in mind important data that education of teachers at multiethnic communities is crucial, we have decided to work closely with the teachers, in order to enable them learning opportunity for better understanding of "Other".

The topics and facilitators on School are: **"The concept of Nansen Dialogue**", facilitator: Goran Lojancic, Nansen Dialogue Center Serbia, Belgrade; "**The Ethics in Dialogue", f**acilitator: Professor Cedomir Cupic, PhD, Political Science Faculty, Belgrade; "**Active listening and non-violent communication", f**acilitator: Zorica Razic-psychologist/communicologist, ACCD; "**The role of dialogue in conflict prevention", f**acilitator: Boris Raonic, NDC Coordinator; **" Teaching of history, dialogue within history", f**acilitator: Professor Slobodan Markovic, PhD, Political Science Faculty Belgrade; **"Demythologization in history",**

facilitator: Professor Zivko Andrijasevic PhD, Philosophy Faculty department for History, Niksic; "**The power of dialogue in media", f**acilitator: Professor Cedomir Cupic, PhD, Political Science Faculty, Belgrade; **"Contemporary trend in social sciences with special attention on History",** Professor Serbo Rastoder PhD, Philosophy Faculty department for History, Niksic; "**Religious dialogue", f**acilitator: Professor Sonja Tomovic-Sundic, Political Science Faculty, Podgorica; "**Negotiation skills", f**acilitator: Bego Begu, FOSI; "**Tolerance", f**acilitator: Esad Kocan, edito-in-chief weekly "Monitor"; **"The practice and values of Nansen dialogue",** facilitator: Professor Divna Vuksanovic, PhD-Drama Art Faculty, Belgrade-**Lillehammer alumni; -**"**Dialogue among Gender",** facilitator Nada Drobnjak, chief of the Office for Gender Equality; "**The anthropological dimension of dialogue, closing remarks on dialogue", f**acilitator: Professor Steinar Bryn, PhD-Nansenskolen, Norway; "**The socio-linguistic dimension of dialogue", f**acilitator: professor Igor Lakic**,** PhD**,** Institute for Foreign Languages, Podgorica.

'School Mediation" is a newly established programe from 2008, where all stakeholders (e.g. pupils, teachers, school administration, parents'reps, Ministry of Education reps, inspectors, etc) important in schools' operation are involved in mediation training programme in order to develop mediation corners in the schools and that way directly work on reforms in broader sense, on reforms in education. With school mediation programme idea is to introduce values of education for peace and nonviolent conflict resolution. After first generation of training on school mediation, a first generation of school mediators is ready to assist to the second generation of school mediators with whom cooperation will be established in 2009. It means that in second part of 2009 one more school in multiethnic community in Montenegro will be trained on school mediation. In order to contribute in establishing network of school mediators in Montenegro who will seriosly work on cases in school surrounding and promote school mediation in the schools' surrounding and promote mediation as best alternative dispute resolution tool.

"Global Partnership for Prevention of Armed Conflicts-GPPAC" is a global network where Nansen Network with a lot of activities has actively participated from 2003. From 2006, Nansen Network, with Nansen Dialogue Center Serbia, as Regional Secretariat is actively participating at the global/regional working group on Peace Education. It is important to emphasize that Peace Education is pronounced as priority both on regional and global level, within GPPAC. Since 2008, rep from NDCMN is representing Nansen network in global group for peace education. It is a first pilot on peace education and conflict resolution in schools. Connecting the theory and the practice of civil society activities on this topic by documenting, analyzing, developing and disseminating essential knowledge on approaches, good practices lessons learned and evaluations.

"South East European Mediation Forum-SEEMF" is a regional network of mediators that supports and advocates the development of mediation as a conflict resolution tool in South Eastern Europe – the former Yugoslavia and Albania. SEEMF was initiated in October 2005 by CSSP project for Integrative Mediation (CSSP, www.cssproject.org) in an effort to connect all mediators and mediation organisations in the region. The purpose was to create a platform for exchange and dialogue to improve good practice, cooperation, and strengthen human relationships.

SEEMF promotes mediation through direct activities, like trainings, conferences, and exchanges, and by interacting with local and external networks and organizations focusing on conflict resolution. It includes mediators specialized in all fields of mediation and seeks to raise awareness of the contribution mediation can make in the regional peacebuilding process by helping resolve conflicts nonviolently. SEEMF seeks to advocate the legal frameworks for mediation in the individual countries. NDCMN's rep is a SEEMF Country Coordinator and member of the SEEMF's Advisory Board.
During 2009, SEEMF's activities will be focused on network's strategic planning and working on legal framework of the network.

Ministry of Education and Science in Montenegro in cooperation with the partners from public and civil sector is conducting projects and activities that are shaped toward educational institutions. After research done in eight, pilot schools in Montenegro, Ministry in cooperation with the UNICEF in 2006 have started project "School without violence-toward safe and surrounding for children". The results of the research conducted showed that violence is present in all piloted schools and the project is devoted to pupils but also to teachers and administration, parents, and whole schools' communities with aim to decrease violence between school children in Montenegro. Through this programme pupils and adults are learning different techniques of conflict resolution and non-violent communication but also restorative justice.

The topics of violence and trafficking have been conducted in "Schools' Parliaments" within project conducted by "Center for Children's Rights" and the activities on prevention of trafficking in Montenegrin schools are realized within project of "Montenegrin Women's Lobby". NGOs in Montenegro are conducting different types of competition: arts, literary or similar and that way trying to motivate pupils on forming affirmative and positive attitudes toward peaceful conflict resolution and prevention of violence in schools.

At schools, within obligatory or optional subjects also within activities of psychological-pedagogical offices in schools and work of the head teacher special attention is paid to prevention of violence in schools. Obligatory subject that is dealing with this topic is: Civic Education, while optional ones, dealing with violence and trafficking are: Healthy Life Styles-in primary schools, Individual within a Group, Sociology of Culture, Communicology and Debate-subjects in secondary schools.

What is the extent/utilization of SEL/CRE/PE/CE?

Best findings on extent/utilization of SEL/CRE/PE/CE, might be found in evaluation of the Civic Education in Montenegro: "An Evaluation on Teaching and Learning", done in May-June 2008, by Tomislav Reškovac and Johanna Crighton for the Bureau for Educational Services (BES) and Foundation Open Society Institute – Representative Office Montenegro (FOSI-ROM) in May-June 2008. The web-address is: http://195.66.163.162/download/civic_educ_in_mne-en.pdf.

What is the documented effectiveness of SEL/CRE/PE/CE?

The same goes for the effectiveness, might be found in evaluation of the Civic Education in Montenegro: "An Evaluation on Teaching and Learning", done in May-June 2008, by Tomislav Reškovac and Johanna Crighton for the Bureau for Educational Services (BES) and Foundation Open Society Institute – Representative Office Montenegro (FOSI-ROM) in May-June 2008. The web-address is: http://195.66.163.162/download/civic_educ_in_mne-en.pdf. One important data: namely, on public pool opinion on what is their most likely optional subject, secondary schools' students replied more then 50% that it is Civic Education.

The research on the impact of small arms on children and young people in Montenegro was commissioned by the Small Arms and Light Weapons (SALW) Education (Curriculum) component of the EU Western Balkans SALW Control Support Plan 2006 project implemented by the South Eastern and Eastern Europe Clearinghouse for the Control of SALW (SEESAC). „Knowledge and attitudes of children, youth and parents towards small arms in Montenegro (participatory research. It may be found on: http://www.seesac.org/reports/Children%20and%20weapons%20in%20Montenegro%20English%20version.pdf

What are best practices in successful implementation of SEL/CRE/PE/CE?

In case of Nansen Dialogue Center Montenegro, the best practice in successful implementation is consensus of all important stakeholders in education that School Mediation and values and practice of Peace education and Civic education are most needed elements to be implemented as values in schools' curricula and schools' corporate culture. Regarding that we have got the full support and with inclusive process, where we continuously meet and talk to all actors informing them on upcoming and results we successfully circle the activities at the first part of 2009. It should be emphasized that preparatory activities happened during 2008 and that way with putting strong infrastructure, network and connections we have managed to get to some results that will be monitored and followed up in second part of 2009 and further. As an example, it should be said that reps from the Ministry of Education and Science in Montenegro took part in our activities on "School Mediation" programme which made all the process more open and the level of understanding and support for the activities increased proportionally. This methodology of inclusive approach, proved to be the best model to include, motivate and create conditions for better understanding of all the stakeholders/participants that should contribute to successful implementation of SEL/CRE/PE/CE in Montenegro.

Regarding Civic Education in Montenegro, it proved that model of including 40+27+27+100 teachers from primary and secondary schools in Montenegro gave the first results in promoting and implementation of the obligatory subject in primary schools and optional subject in secondary schools. Huge support and strategic campaign on informing on values and need for CE thought us to include as many stakeholders as possible as good example of participatory process that enables societal changes on long term, through education, either formal or non-formal.

What areas of research are most needed to help you in your efforts to promote SEL/CRE/PE/CE?

Closer cooperation with the University of Montenegro in field of research and evaluation should be increasing in period to come. Cooperation on national and international arenas in order to exchange "lessons learned" should be better coordinated, maybe using GPPAC's global working group on PE as good model.

The researches on subjects related to comparative religious or history of civilizations should be exchanged, or should be conducted, not only in Montenegro but in the Balkan region. Us, being multiethnic societies need to learn and do on researches more in order to better know the cultural patterns and traditions in order to decrease the levels of stereotypes and prejudices that come out as a result of ignorance.

Philippines

Participant: Center for Peace Education, Philippines

Submitted by: Loreta N. Castro

Note: My replies are on Peace Education (PE) initiatives underway within the Philippines

A brief description of the current state of PE in the Philippines

My organization's definition of PE: Peace Education, or an academic program that promotes a culture of peace, is essentially transformative. It cultivates the knowledge base, skills, attitudes and values that seek to transform people's mindsets, attitudes and behaviors that, in the first place, have either created or exacerbated violent conflicts. It seeks this transformation by building awareness and understanding, developing concern and challenging personal and social action that will enable people to live, relate and create conditions and systems that actualize nonviolence, justice, environmental care and other peace values.

Mandate or policy about PE that exists in the Philippines: Executive Order or EO 570 (by the Philippine President) – "Institutionalization of Peace Education in Basic Education and Teacher Education." It can be accessed on-line, please see http://elibrary.judiciary.gov.ph/index10.php?doctype=Executive%

Current collaboration formalized between government and NGOs, and role that each play:

The Peace Education Network, represented by its coordinator, was invited to serve as a member of the Technical Working Group that would draw up the "Implementing Guidelines for the E.O. 570" as a civil society representative. All other members/ representatives are from government agencies, i.e., Department of Education, Commission on Higher Education and Office of the Presidential Adviser on the Peace Process (OPAPP).

Current extent of PE in the formal and non-formal education in the Philippines:

There is some compliance within primary and secondary education. In fact, even prior to the promulgation of E.O. 570 in September 2006, the Department of Education (DepEd) has taken some steps to support peace education. In 2003, DepEd's Staff Development Division had organized teacher-training seminars which had featured the basics of peace education. The DepEd and OPAPP have produced PE Teaching Exemplars (sample lessons) for the Grade School and High School levels, with the help of civil society representatives. It is not currently known how extensively these materials are being used.

In October 2008, after the Implementing Guidelines came out, the DepEd issued a memorandum directing its constituencies to comply with the guidelines, which include integration into the curriculum and teacher training. It remains to be seen how this memorandum will be actualized on the ground.

There are also PE initiatives from individual educational institutions and efforts in Metro Manila were documented 5 years ago. This documentation, which was done by the Center for Peace Education(CPE), is not available online but an e-copy/CD will be provided by the CPE, for uploading in the INCREPE website.

The efforts include teacher-training, integration of peace concepts in existing subjects, introduction of new peace-oriented courses, conflict resolution training, peer mediation training, production of instructional materials, etc.

Most promising programs/practices in the Philippine:

- Formation of a core group of kindred spirits to serve as catalysts of peace education in a school community
- Adoption of the "whole school approach"
- Engagement of formal peace educators with community-based peace educators and other relevant NGOs/networks for mutual enrichment
- Cooperation with relevant government agencies for more effective collective efforts
- Setting up of a local Peace Education Network for exchanges and mutual support
- Collaborative project between culturally diverse schools/students (Example: Collaboration between Muslim and Christian students who are also geographically distant) to break down barriers of prejudice through the exchange of letters, joint workshops, joint newsletters, etc.

Summary of the Most Critical Supports and Policy Challenges

Policy supports include, but are not limited to: the availability of funding, commitment and political will of the policy maker, the moral and financial support from the school management, and a cooperative spirit among educators who are involved in the implementation process.

Policy challenges include, but are not limited to: lack of focus by the Commission on Higher Education (CHED) on implementation of existing policy, lack of time because the implementors have very heavy workloads, and a lack of funding.

How to overcome these policy challenges? First, we plan to request a meeting with CHED to where we will offer to help facilitate the integration of peace education in teacher education at no cost. Second, we would like to learn better time management skills that will allow us to more efficiently utilize volunteer faculty members and interns. Third, we are seeking to maximize local resources and designing projects that will allow us to be more successful in acquiring external funding/staffing resources.

Brief Summary of Current and Planned Infrastructures

- **The Peace Education Network-** a network of formal and community-based educators that was established in 1999. It has succeeded in not only sharing resources and ideas but also in undertaking collaborative projects.

- **Planned teacher-training programs** by the Department of education

- Recent establishment of a consortium of academic institutions in the Bicol region, to lead in the advocacy of peace and development issues. It is called the **Bicol Consortium for Peace Education and Development.**

- **The Act for Peace Program-** a program that has been helping 42 schools in Mindanao (a conflict-affected area) to enable them to be "schools of peace"

State of Research on PE

To date there seems to be very little research that has been done on PE in the Philippines. Most of the studies have been done by undergraduate or graduate students as part of their normal course work. A 2004 study sought to document PE initiatives in Metro Manila's academic institutions. At the same time it sought to examine the impact of peace education on the students' attitudes and ideas. The latter indicated positive results.

The same study indicated enabling factors as follows:

- The presence of committed and enthusiastic faculty
- Institutional support or support from administrators
- Linkages with other groups and organizations (for example, through the Peace Education Network)
- Inspiration drawn from the school's vision-mission

What areas of research would be most needed to help in the efforts to promote PE?

It would be helpful to learn more about evidence based evaluation practices being used in other areas of the world.

United States of America
New York

Participant: New York State Office of Mental Health

Submitted by: Mary McHugh

The New York State Office of Mental Health is actively engaged in the advancement of the social and emotional development and learning for all children from infancy to young adulthood. What is now known as "The Children's Plan: Improving the Social and Emotional Well Being of New York's Children and Their Families" initially began as "The Children's Mental Health Plan, a document required under legislation to address mental health needs of children and social emotional learning in schools. The legislation required the Office of Mental Health to develop a plan to improve the mental health service system and child mental health outcomes. It also charged the Commissioner of Education in cooperation with the Commissioner of Mental Health to develop guidelines for voluntary implementation by school districts to incorporate social and emotional development and learning into elementary and secondary school education programs.

What grew out of the legislative mandate was The Children's Plan, a visionary document, charting a course of action for improving children's services throughout New York State over the next five to ten years http://www.omh.state.ny.us/omhweb/engage. The Plan articulates a blueprint to move us from intensive and expensive services for a small population of youth, toward an array of services focused on early intervention, increased collaboration with parents, more effective treatment and improved outcomes for our most vulnerable children.

While the Plan outlines recommendations for system change, in reality, it communicates the collective vision of families, young people, providers, teachers, child care workers and caring adults invested in promoting the social and emotional development of all of New York's young people. In the end, over 1200 individuals had a hand in developing, crafting, and providing feedback on the Plan.

From these collaborative efforts a consistent message was shared: The social and emotional development of children is not any one system's responsibility, but all of our responsibility. As a result, The Children's Mental Health Plan was renamed "The Children's Plan**"** and endorsed by ALL nine child-serving state agency Commissioners. Under the leadership of the Council for Children and Families, the Department of Health, State Education, Office of Children and Family Services, Office of Alcoholism and Substance Abuse Services, Office of Mental Retardation and Developmental Disabilities, Commission of Quality Care, Department of Probation and Correctional Alternatives and Office of Mental Health are working together on The Children's Plan. This unified commitment to children's social and emotional development reflects an unprecedented and historic level of collaboration on behalf of our State's children and families.

All nine state agencies are taking action on twenty-two (22) joint initiatives to ensure that real change occurs in children's services. Even in this difficult economic time, agencies are working across agency boundaries to deliver on the Plan's promise to children and families. The joint agency initiatives are focused on enhancing our system's capacity to better serve children and their families. Some examples include:

- Cross training and consultation on social emotional development

- Releasing voluntary guidelines on Social and Emotional Development and Learning to all of New York State's public school districts.
- Bringing more mental health expertise and services where children are including: in schools, foster care agencies, and pediatrician's offices;
- Expanding and coordinating parent education initiatives to help support parents and caregivers in raising healthy children;
- Increasing youth involvement and youth voice in policy and program planning to ensure services are youth-guided

As with the crafting of The Children's Plan, families, youth, providers, advocates and other caring adults invested in promoting social and emotional development continue to be involved in helping us to developing action steps to accomplish these initiatives.

At least two state agencies are involved in each of the twenty-two joint initiatives and meet on a regular basis to ensure progress is being made. The Council on Children and Families is charged to coordinate the state health, education and human services systems as a means to provide more effective systems of care for children and families. Established as Chapter 757 of the Laws of 1977 and administratively merged with the New York State Office of Children and Family Services since 2003, the Council's work remains true to its original intent— to be a neutral body within state government capable of negotiating solutions to interagency issues.

The formal council includes the Commissioners and Directors of the state's twelve health, education and human services agencies. The Council has spearheaded cross-systems approaches that improve the effectiveness and efficiency of service delivery systems, consider new or emerging service needs, and promote coordinated, rational and consistent policies as a means to improve outcomes for children and families. CCF maintains two websites that promote the social and emotional development of children and families www.earlychildhood.org and www.nysfamilyresouces.org and provide a resource to the community at large. Lastly, CCF coordinates The NYS Early Childhood Comprehensive Systems Partnership which promotes the importance of children's social-emotional development and has established the Early Childhood Advisory Council which reports to the Governor's Children's Cabinet at http://www.ccf.state.ny.us/Initiatives/CabHome.htm.

A promising program/practice that is underway in NYS

The New York Promise Zones for Urban Education is a major joint initiative designed to provide a fundamental framework for promoting our COMMON GOALS of student engagement, academic achievement, dropout prevention, widespread implementation of social and emotional learning and promotion of positive school culture and safety. This framework allows for a common pursuit of these goals in individual school districts through a model that can be replicated statewide. Three sites have been identified in Buffalo, Syracuse and New York City to implement this framework. The following graph highlights the framework and vision for the integration of social emotional development in schools along with the supports necessary to ensure all children are successful in school, work and life.

***Please see Appendix for addition material on the New York Promise Zones.**

United States of America

New York

Participant: New York State Department of Education

Submitted by: Mark Barth

Your organizations definition of whichever initiatives your work is focused on - SEL/CRE/PE/CE.

Guidelines for "Social and Emotional Development and Learning" (SEDL) in New York State is a compilation of research and strategies found to be promising in resolving mental health problems and in promoting social and emotional wellness among children and adolescents. Most information regarding NYS's initiative to date can be found at http://www.emsc.nysed.gov/sss/SEDL.htm. Guidelines are available at http://www.emsc.nysed.gov/sss/DRAFT-Guidelines-NYS-latest.pdf

I expect to have an updated version of the Guidelines posted before the CRETE conference.

It is important to point out that SEDL is broader than SEL or CRE in that SEDL can be achieved through a combination of approaches: attention to school and classroom environment; outreach to and engagement of families and community; instruction and mentoring in "head, heart, and hand" skills; after school, out-of-school, extra curricular and service learning programs; coordinated district and community social, health and mental health services; and staff development for administrative, instructional, student support staff and willing partners.

NYSED released its 10 Standards for High Quality Professional Development "to enhance students' cognitive, social, emotional and academic achievement throughout its schools." Standard 6 addresses Student Learning Environments and has three indicators:

- Everyone participates in maintaining a climate of caring, respect, and high achievement.

- Educators collaborate with school psychologists and social workers to develop effective strategies for student behavior and classroom management, and to seek creative solutions to conflicts.

- Educators analyze and use data about student behavior (such as discipline referrals, suspension information, school climate surveys, and social-emotional data) to refine educational practices and promote optimal learning environments.

What mandates/policies/legislation about SEL/CRE/PE/CE exist in your country, state, or are promoted by your national/international organization?

The NYS Children's Mental Health Act of 2006 amended Education Law Section and requires the Commissioner of the State Education Department (NYSED) in cooperation with the Commissioner of Mental Health to "develop guidelines for voluntary implementation by school districts that incorporate social and emotional development into elementary and secondary school education programs."

What are the current partnerships or collaborative initiatives formalized between government and Non-governmental organizations (NGOs) and/or colleges and universities? What role do each of the partners play?

First, a partnership with NYS Office of Mental Health in developing the Children's Plan 2008. Second, a lot of collaboration with the Collaborative for Academic, Social, and Emotional Learning (CASEL). Third, see Acknowledgments on p 29 of the Guidelines for other collaborations; see also the Guidelines Appendix D: SEDL Focus Group Albany, NY October 3, 2008 for the 25 educators from across NY State that spent a day drafting guidance to families, communities and educators.

How would you describe the current extent of SEL/CRE/PE/CE in formal and non-formal Education in your state?

Through an unscientific survey conducted online in June 2008, I can draw tentative conclusions: Schools typically approach social and emotional development as a "problem prevention" strategy rather than a "proactive school environment and student skill development" strategy. A second finding was that the role teachers can play is overlooked. Thirdly, participants listed the research-based programs their districts or schools currently use to promote children's SEDL. PBIS was the most frequently cited program, followed by Second Step. After school programs, school-based guidance programs, assets development, social and emotional learning, character education, school violence reduction and bullying prevention were categories of program most often cited. See also Response #4

How would you summarize the best or most promising programs/practices in SEL/CRE/PE/CE in your state/country/or national/international organization?

NYSED is new to this work and the agency is learning (largely through me) of SEL/CRE activities around the state. I cannot offer a summary, but I can point to a few illustrations.

- On pp. 14-16 of the Guidelines there is a section describing "What SEDL Programming Looks Like."

- On Long Island there is a Social-Emotional Learning Forum (SELF) that has been active four years and holds an annual conference.

- NYSED has invested in PBIS programming in selected NYS schools through it special education division VESID.

What are some policy supports in terms of things that are most influential in helping you develop and implement policy about SEL/CRE/PE/CE? How did you achieve those supports?

The Children's Mental Health Act of 2006 in New York amended Education Law and required the state education agency to "develop guidelines for voluntary implementation by school districts that incorporate social and emotional development into elementary and secondary school education programs." The Board of Regents P-16 Education Plan incorporates this action. I was designated to develop the guidance document.

What are some policy challenges for the development and implementation of SEL/CRE/PE/CE policy?

The work load of all parts of P-16 in NYSED competes for the attention I seek from colleagues. What will rivet attention are federal grant announcements to support SEDL and public pressure.

Summary of current and planned infrastructures that have been developed to support SEL/CRE/PE/CE work in your state.

There are no specific new plans to support SEDL in NYS. The State Education Department does fund allowable programs through Title IV Safe and Drug Free Schools and Communities Act to prevent violence in schools and drug and substance abuse. There is also the PBIS initiative which will be expanded in the coming year.

United States of America
Ohio

Participant: Ohio Commission on Dispute Resolution and Conflict Management

Submitted by: Sarah Wallis

Your organizations definition of whichever initiatives your work is focused on - SEL/CRE/PE/CE.

The Commission is working on the following initiatives in CRE/SEL:

Coordinating trainings for educators and juvenile detention professionals.
Laying groundwork for CRE/SEL state standards for teacher preparation
Developing conflict management techniques and tools
Working to address bullying prevention and school climate issues through interagency collaboration.
Works with universities and colleges of education to incorporate conflict management skills into pre-service teacher coursework.

What mandates/policies/legislation about SEL/CRE/PE/CE exist in your country, state, or are promoted by your national/international organization?

Ohio schools are mandated to have a bullying prevention policy in place.
Ohio has recommended school climate guidelines from the Ohio Department of Education.

What are the current partnerships or collaborative initiatives formalized between government and Non-governmental organizations (NGOs) and/or colleges and universities? What role do each of the partners play?

The Commission currently partners with the Ohio Department of Education and the Ohio Attorney General's office o present on Bullying prevention policies, symptoms, and resources. Generally speaking the Department of Education speaks to policy issues, The commission speaks to symptoms, indicators and resources and the Attorney General's office focuses on the aspect of technology in this issue and remedies to address bullying behavior.

The Commission collaborates with a number of NGOs in order to conduct trainings throughout the state.
The Commission is involved in grant initiatives that involve Ohio colleges of education integrating conflict management into their curriculums.

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What are some policy supports in terms of things that are most influential in helping you develop and implement policy about SEL/CRE/PE/CE? How did you achieve those supports?

The most influential supports currently are the interagency networks and collaborations. The openness to the topic and the willingness to not stand in the way if they can not support the initiative overtly. The supports were achieved by having an ongoing relationship with the agencies and through meeting with identified stakeholders.

United States of America
Ohio

Participant: Ohio Department of Education

Question 1:

The State Board and the Ohio Department of Education (ODE) are committed to improving the performance of Ohio's schools and the academic achievement of the children they serve. We have made significant progress in aligning Ohio's educational system, raising expectations and providing tools and resources to help educators increase student achievement. While increases in test results and graduation rates show that we are making progress, our standards for curriculum and instruction alone cannot ensure higher achievement. School climate can affect student learning just as much as aligned standards based curriculum and assessments and a highly qualified teacher in the classroom.

School environment affects the ability of students, teachers and staff to effectively perform their roles. Students cannot focus on learning and teachers cannot effectively teach when they are worried about internal or external threats, whether these threats are from peers, adults or the environment. It is in a safe and respectful workplace that teachers, administrators and staff can embrace and set high expectations for academic learning and student behavior. When students receive high levels of support from teachers, administrators and staff, they can embrace a sense of safety and a connection to the school and community, and will be motivated to achieve success in the schools that promote a positive school climate.

A positive school climate can be described in many ways. However, there are several factors that have been identified as critical for schools to integrate into their plans for ensuring school safety:

1. Keeping students and staff safe from both internal and external threats;
2. Helping students learn to behave in nonviolent ways;
3. Identifying students early on who exhibit warning signs that may lead to violent behaviors; and
4. Ensuring that those students who are identified get the help they need.

In 2004, the State Board and ODE began to investigate the policies and resources in place to support school districts and communities in addressing issues such as crisis management, violence prevention and school climate. These findings set the foundation for Ohio's School Climate Guidelines, which the State Board adopted in 2004. Nine areas are addressed in the guidelines:

1. Bolster academic achievement through partnerships with schools, parents and communities.
2. Integrate social and civic responsibilities into the district's school improvement framework.
3. Evaluate the learning environment and ensure its ongoing improvement.
4. Maintain caring, engaging and well-managed classrooms.
5. Deal with threats to safety for a better focus on learning.
6. Teach social and civic responsibility skills to foster student success.
7. Involve parents and families to maximize student learning.
8. Connect students with schools by empowering them in responsible roles.
9. Provide high-quality food service and emphasize physical activity.

These School Climate Guidelines serve as a foundation in effecting change in Ohio's schools to promote positive school climate that leads to higher achievement. Since their adoption and based on current

research, ODE efforts to ensure that the right conditions and motivations are prevalent in Ohio's schools include the following:

1. In 2006, ODE began to strategically investigate what state policies and opportunities are needed to ensure systematic and consistent improvements in school safety and learning conditions.
2. In 2007, in partnership with the Attorney General's Office, a series of six Safe School Summits was held. The testimony, both oral and written, coupled with an online survey, formulated a snapshot of the overlapping array of forces educators and parents face daily and the program, practices, and services schools and community-based organizations provide to address the safety and well being of students and staff.
   Source: http://www.ode.state.oh.us/ (Keyword search: school summits)
3. An analysis recently conducted reviewed each of the 50 state's school safety legislation, policies and practices. The purpose of the review was to determine how Ohio measures up to national best practices.

The Ohio's Safe School Summits, policy analyses, and national comparisons formulate the framework of Ohio's progress towards establishing the right conditions and motivation for student learning. More importantly, they serve as the basis for articulating legislative policy recommendations that ensure safe and positive learning environments in Ohio's schools.

The ODE, Office of Safety, Health, and Nutrition (OSHN) has undertaken various initiatives to better understand school climate and safety and offers a variety of products and services to school districts. These include, in addition to the Safe School Summits, the following:

1. **School Climate Survey Pilot.** Conducted during the 2006-2007 school year, the initial pilot survey collected baseline data from approximately 8,000 students. During the 2007-2008 school year ODE funded a continued pilot survey to measure opinions of school climate to approximately 39,000 students in middle and high schools. The study was conducted by the Center for Social and Emotional Education (CSEE), a nonprofit organization dedicated to translating research and best practices from a variety of sources including school reform and school-based mental health. The Center for Social and Emotional Education's Comprehensive School Climate Inventory (CSCI) are being used as platforms for building school-home-community partnerships, promoting student involvement, and creating collaborative plans for school improvement.
   Source: http://www.ode.state.oh.us/ (Key word search: school climate)

2. **Bullying Model Policy Web Resources and Fact Sheet.** Ohio House Bill 276 effective March 30, 2007 mandated that local boards of public schools adopt policies prohibiting harassment, intimidation or bullying by December 30, 2007. ODE developed for Ohio's schools a State Board model policy, multiple training resources, state and national Web site links, and a description of free printed materials available through the Ohio Resource Network (ORN) at the University of Cincinnati's College of Education. Resources continue to be developed and available to the districts.
   Source: http://www.ode.state.oh.us/ (Key word search: bullying resource)

3. **Ohio Safe School Center**. Funded by ODE, the Safe School Center supports Ohio administrators, teachers, parents, prevention professionals, faith leaders and others in establishing safe, disciplined and drug-free schools and communities. The Center is operated by ORN. Resources for ensuring safe schools include information on crisis management, bullying prevention and intervention and model community programs and policies. ORN provides a variety of in-service training sessions and e-learning modules that promote safe and positive school climates.
   Source: http://www.ebasedprevention.org

4. **Parent Academy on School Climate**. ODE has developed this training presentation and conducts sessions that help parents understand non-academic barriers to learning, including school violence and bullying.
   Source: http://www.ode.state.oh.us/ (Key word search: parent academy)

5. **Violence Prevention Curriculum**. Ohio House Bill 276 on March 30, 2007 expanded the in-service child abuse training. ODE, in collaboration with the Ohio Suicide Prevention Foundation developed a four hour, in-service curriculum designed for elementary school professionals. The trainings increase faculty and staff knowledge of student behavioral issues including violence, depression, suicide, substance abuse, bullying, and child abuse. All elementary professionals employed on the effective date of the legislation were required to fulfill the expanded in-service requirements by March 30, 2009.
   Source: http://www.ode.state.oh.us/ (Key word search: violence prevention)

As educators, we want our students to develop the skills that will help them flourish after school, both on the job and in their personal lives. We know that graduates who can communicate, collaborate, solve problems and lead others are most likely to find meaningful jobs and to enjoy successful, fulfilling lives.

Ohio Governor Ted Strickland identified the characteristics described above as some of the 21st century skills students will develop through his Evidence-Based Education Plan. We have found that schools where students acquire these aptitudes through the process of Social-Emotional Learning (SEL), academic achievement markedly improves.

To promote safe and civil school climates, research and best practices suggest that school leaders need to be focused on coordinating the following five practices over time: (1) Instruction designed to promote student as well as adult social, emotional, civic and intellectual skills and dispositions; (2) Systemic interventions designed to create a climate of safety and learning; (3) Crisis preparedness; (4) Evaluations that recognize social, emotional and civic as well as intellectual development and learning; and, (5) Aligning state/district policy with building practice.

For district personnel interested in improving the climate and safety of their schools, ODE is presenting a series of learning opportunities through the Safe and Civil Schools Program. Through this initiative, school personnel can learn new approaches by reading the Safe and Civil School Newsletter and by requesting that workshops are presented onsite. ODE is offering these resources in partnership with the Center for Social and Emotional Education and the Safe School Center of the Ohio Resource Network.
Source: http://www.ode.state.oh.us (Keyword search: safe and civil program)

Questions 2 & 3: An Ohio Context

Over the last decade and with the authorization of the No Child Left Behind Act of 2001 (NCLB), the major focus within Ohio as with all states has been on standards-based reform, assessment and accountability. In the past two years there has been an acknowledgement that Ohio schools need to focus on school wide prevention and early intervention strategies to promote physically, socially and emotionally healthy children and youth.

The most effective school prevention approach has three components with the primary foundation consisting of prevention activities that promote social emotional development and pro-social behavior for all students. Second, when data indicate that problems such as substance abuse, bullying or dating violence are occurring, additional school wide prevention programs oriented to these issues are then in order. The third part of the picture involves identifying specific students whose needs for intervention go beyond those that can be provided by schools.

Teamwork between schools and local agencies is essential in serving those students who need more intensive interventions. By aligning interventions and resources with those of local agencies, schools are able to assist in meeting the needs of such students while they are in school. Teams can work with the family and not just the child. They can find alternative placements for children in need and provide transition services to allow re-entry to the student's home school. By extending the system of student support with community-based providers, students and families are well served by community-based specialists in settings that are most comfortable to them (e.g., their homes, at the school building, or in other community settings.)

Local partnerships among child-serving agencies, program providers, law enforcement officials, faith-based organizations and other community-based services leverage scarce human and fiscal resources. These partnerships

allow schools to focus on teaching and learning and provide students and families with access to health and human services.

Existing State Policies that Support School Climate and Safety

Throughout the years, the Ohio General Assembly and the State Board of Education have reviewed, discussed and adopted various laws, policies and guidance that provide support to schools and families in the promotion of positive school climates.

Ohio Statutes

Hazing. (Ohio Revised Code 2903.31, Effective March 1983) prohibits any act or coercing another to do any act of initiation that "causes or creates a substantial risk of causing mental or physical harm to another".

Zero Tolerance. (Ohio Revised Code Section 3313.534, Effective July 1998) requires school districts to establish a policy of zero tolerance for "violent, disruptive, or inappropriate behavior, including excessive truancy". Districts were further charged to develop prevention and intervention strategies to address such behavior.

Weapons. (Ohio Revised Code Section 2923.122, Effective April 2004, Amended March 2007) prohibits the conveyance, possession of a deadly weapon or ordnance or dangerous ordnance into a school safety zone. Moreover, (Ohio Revised Code Section 2923.161, Effective October 2002) prohibits the discharge of a firearm "at, in, or into a school safety zone".

School Safety Plans. (Ohio Revised Code Section 3313.536, Amended, Effective March 2007) requires schools to develop a comprehensive school safety plan that "addresses serious threats to the safety of the school property, students, employees or administration" for each building. In developing the plan, schools are required to involve the community law enforcement and safety officials, parents of students educated in the building and teaching/non-teaching staff working in the building.

State Board of Education Policies and Guidance

Anti-Harassment and Bullying Policy. Adopted in October 2004, this policy is based upon the belief that Ohio schools must provide physically safe and emotionally secure environments for all students and school personnel.

Ohio School Climate Guidelines. Effective October 2004, the guidelines were established to support State Board policies surrounding positive learning environments. These guidelines describe how schools can create environments in which every student feels welcomed, respected and motivated to learn.

School Substance Abuse and Violence Prevention Policy. Effective March 2006, this policy directs ODE to build the capacity of school districts for creating safe, caring learning environments with practices and programs for students that prevent them from engaging in alcohol and other drug use, violence and other self-destructive behaviors including suicide.

A Comprehensive System of Learning Supports Guidelines. Adopted July 10, 2007, these guidelines were developed to provide intervention and prevention guidance that focus on academic and non-academic barriers to learning. Ultimately, these guidelines help ensure that schools provide academic programs and support services that address the needs of all students.
Source: http://www.ode.state.oh.us/ (Key word search: comprehensive system)

Anti- Harassment, Anti-Intimidation or Anti-Bullying Policy. This policy was adopted July 10, 2007, pursuant to Amended Substitute House Bill 276 of the 126th General Assembly. The bill directs the State Board to develop a

model policy for prohibiting harassment, intimidation, or bullying to assist school districts, and mandates that districts develop their own policies under section 3313.666 of the Revised Code by December 30, 2007.

Ohio's Current Policy vs. National Perspective

A review of the national landscape regarding each state's school safety/climate legislation, policies and practices revealed that while Ohio has made strides in some non-academic systems, as compared to national practices, we lack policy and enforcement in collaboration with law enforcement agencies, positive school climate, general school safety statutes and teacher preparation in health education. For example, Kentucky is a shining center that is the main driver of positive school climate assessment and development at the local level. Similarly, states like Louisiana, Minnesota, North Carolina and Utah are first-rate examples of states that are equipped with a comprehensive school safety/climate programs that are enforceable through authoritative statutes and guiding standards regarding supportive learning environments.

Identification of Policy Gaps for Positive School Climate

Based on the aforementioned resources and research in Ohio on school safety and positive school climate, the question arises as to how many schools and districts are utilizing the established resources in Ohio as a source to ensure a positive school climate, which in effect promotes school safety, enforces the non-academic systems and leads to higher achievement?

The only data ODE has that may be indicative of these numbers are the data that school districts provide as their EMIS discipline data. As referenced previously, these data reveal that the number of fighting/violence incidences in Ohio's schools have not significantly decreased over the last six years. Moreover, if we analyze this issue statewide, it is clear that as a state, we have not effectively used the resources established to promote a positive school climate in Ohio's schools. As a State, in order to provide students with the right conditions and motivation for learning (non-academic system) and ultimately produce higher academic achievement for Ohio's students, the State Board should consider the adoption of the following legislative recommendations that recognize the need for a comprehensive and enforceable non-academic system.

Recommendation # 1:
Mandate Comprehensive School Climate Program

Adopt legislative recommendations that mandate a comprehensive school climate program that is enforceable through an authoritative statute and guiding standards regarding supportive learning environments.

As a State we have adopted guidelines and policies to promote a positive school climate; however, they are not enforceable. While such policies and guidelines are implemented by some districts and schools, statewide data indicate that a stronger accountability is necessary to effect change in our schools.

Adoption of a comprehensive school climate program provides for stronger accountability for Ohio's non-academic system and ensures "that all students have their identified needs met." Furthermore, through the adoption of guiding standards to support a comprehensive school climate program in the areas of non-academic instructional delivery, district and school collaboration and pre-service and in-service professional development we ensure that there is support, and a seamless continuum of services so that students have the right conditions and motivation for learning.

Recommendation #2:
Require Reporting and Measurement of Non-Academic Systems

Consistent with the principles of NCLB, adopt legislative recommendations that require the reporting and measurement of non-academic systems (i.e., school climate data) on the local report card and hold schools accountable for reporting on these measures.

Reporting the non-academic systems on the local report card will increase accountability and inform the public of the status of school climate in Ohio's schools. Factors of school climate that can be reported to develop transparency in our schools include:

- Discipline incidents and reasons; and
- Statewide student climate survey results.

Similarly, based on the recommendations of the Achieve, Inc. report, Creating a World-Class Education System in Ohio, through the adoption of this legislative recommendation, we "motivate and holistically support students to meet high expectations by addressing their unique needs" by developing a systemic approach to diagnosing academic and non-academic needs and the development of indicators that identify individual student's academic and non-academic needs.

Recommendation #3:
Redefine the Funding Distribution

Redefine the funding distribution to target those districts and schools identified as the most in need of resources and provide incentives for schools and districts that demonstrate improvement in school climate.

Currently there is no statewide mandate to provide interventions to address non-academic barriers. However, districts and schools do receive Title IV dollars that assist schools in providing extended learning day/year activities and support school violence/drug alcohol prevention and intervention programs. Under this biennium budget, districts must use poverty-based assistance (PBA) funding to support academic and non-academic student intervention in schools. Because all of these funds are formula based, they may not be distributed equitably throughout the state. This distribution system forces schools to look for funding elsewhere or deprives them of the needed resources necessary to promote their non-academic success. By redefining the funding distribution to target districts and schools identified as most in need of resources, we enable districts and schools to effectively focus.

Question 4:

Student achievement is comprised of two interrelated systems; academic and non-academic. While the academic system focuses on student learning in the content areas measured by statewide assessments based on a set of standards, non-academic systems focus on the social and emotional factors that impact on students' ability and motivation to learn. It is both the academic and non-academic systems combined that are necessary to produce higher achievement for all students. The Comprehensive System of Learning Support Guidelines adopted by the State Board in July 2007 currently enjoys national recognition and form the basis for standards that can be both implemented and measured.

The guidelines are based on a systems theory model and include set forth standards that both the academic and non-academic needs of all students including the environmental (climate) and student factors (risk) that either promote or interfere with student success. State data tells us that a school's performance index and student perception of the school's climate is directly related. Students in high performing schools rate their schools' climate as positive on all four constructs: safety (physical and psychological); relationships (staff and student); high expectations (academic and behavior); and, high support (academic, social and emotional and character development). The reverse is also the case. Another important finding is that climate scores for high schools have a direct relationship with graduation rates. The graduation rate in schools with high climate scores is about 93% compared to 77% in schools with the lowest climate scores.

In a literature review of a 2007 Buckeye Institute Report it was suggested that three factors (risk indictors) contribute to students being at risk for not passing the achievement or graduation tests. Those three factors are number of days students are out of the classroom because of discipline incidents, being absent, and moving between schools. When state level discipline, absence, and mobility data are analyzed we found as at risk increases while performance diminishes. This indicates that we need to pay even more attention to getting the conditions right for teaching and learning to see continued growth.

These risk indicators are simply red flags or symptoms that something else is going on with the child. To assist the districts to recognize these red flags we are focusing on creating high-functioning leadership teams that help superintendents and building principals to move beyond test scores to help school build classroom environments where teachers want to teach and students want to learn. Our intent is to assist district and building teams to seek out and reflect on more explanatory relationships as they review the data. By making individual risk profiles to districts and schools we are encouraging them to reflect on and dig deeper into data trends that may be of concern. Additional questions are provided to help leadership teams analyze other data relationships and reflect on the contextual factors and trends to help explain the risk indicators. These questions encourage the teams to examine the risk indicators in light of other characteristics about their students, schools and communities and reflect on the consequences of school and district-level policies and practices affecting student risk and achievement.

***Please see Appendix for a copy the Ohio brochure on CSLS.**

Organization/Association Responses

Participant: Association for Supervision and Curriculum Development (ASCD)

Submitted by: Molly McCloskey

Founded in 1943, ASCD is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner. The nonprofit, nonpartisan membership association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

ASCD's Whole Child Initiative

Rather than focus on a single field (SEL/CRE/PE/CE), ASCD proposes a broader definition of achievement and accountability that promotes the development of children who are healthy, safe, engaged, supported and challenged.

ASCD's Whole Child Tenets

- Each student enters school **healthy** and learns about and practices a healthy lifestyle.
- Each student learns in an intellectually challenging environment that is physically and emotionally **safe** for students and adults.
- Each student is actively **engaged** in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is **supported** by qualified, caring adults
- Each graduate is **challenged** academically and prepared for success in college or further study and for employment in a global environment

Throughout the four year history of its Whole Child Initiative, ASCD has partnered with leading voices (organizational and individual) including CASEL, the Campaign for the Civic Mission of Schools, the Center for Civic Education, the Center for Social and Emotional Education, the Character Education Partnership, Educators for Social Responsibility, and the Forum for Education and Democracy. These partnerships elevate the work of each organization in their field of expertise through cross referenced materials and presentations, shared resources, and professional collaboration focused on what is best for each child in each school in each community.

ASCD is helping schools, districts and communities move from rhetoric about educating the whole child to reality. No single person, institution or system can work in isolation to achieve such results so we have launched a website (www.wholechildeducation.org) for educators, families, community members and policymakers to share their stories, access resources, assess their progress, and advocate for children. This website includes a petition targeting state boards of education, opportunities to send direct messages to federal policy makers in support of whole child education friendly policy decisions, a twice monthly newsletter on current policy and practice issues, and links to our partners in this work. In addition, we have developed products specific to school improvement based on the whole child tenets, professional

development in capacity building for such school improvement, and a series of social networking forums for community building.

Since its beginning in 1943, ASCD has been a strong voice in the debate about educational issues that affect learning and teaching. As a nonpartisan education association, ASCD continues to advocate for policies and practices that ensure each child has access to educational excellence and equity. Our board adopted positions include stances on social and emotional learning, peace education, living with and educating about our deepest differences, public education in a democracy, and educating students in a changing world.

Beyond the very specific, recent and intentional work within the Whole Child Initiative, ASCD, as a leading education association, has published books and articles and established demonstration projects of merit in support of each field. Of particular note are Promoting Social and Emotional Learning: Guidelines for Educators, published in 1997, which in some ways launched the field of SEL, and The First Amendment in Schools, published in 2003, followed by the establishment of **First Amendment Schools: Educating for Freedom and Responsibility** (www.firstamendmentschools.org), a school renewal pilot program. The First Amendment Schools (FAS) project, co-founded with the First Amendment Center, engaged schools across the United States as laboratories of democratic freedom in which the entire school community committed to honoring inalienable rights and civic responsibility, engaging all stakeholders, and translating civic education into community engagement. Their work clearly demonstrated the value of community wide commitment to core civic habits and the development of scholar activists, who do not act without knowledge, but with knowledge are compelled to act. Although no longer a funded program, the work of the FAS schools has been integrated into the broader agenda of the whole child initiative and informed it at a high level.

Policy supports and challenges

The enactment of the No Child Left Behind Act was the apotheosis of the standards-based reform movement in the United States, elevating the singular concept of student performance on standardized state assessments in reading and math to national attention. Ironically, this defining triumph of standards and assessments has generated a backlash against such a narrow educational focus on two academic subjects as well as measuring student achievement based solely on a single standardized test.

This reaction, which importantly spans across all state and local stakeholder groups (policymakers, community leaders, educators, parents and students themselves), has resulted in a growing interest in and receptivity to the Whole Child's broader educational approach—one that ensures the conditions for children to thrive and a learning environment which allows for a comprehensive education. Moreover, the increased awareness of the need for "21st Century skills," along with increased global labor competitiveness generally, have also facilitated an appreciation of the need for more school development of a student's creative and collaborative talents which are quickly becoming prerequisites to succeed in the knowledge-based economy.

It is incumbent for Whole Child supporters to harness the public's intuition in support of these principles to an active inclination. One of the primary policy challenges is to educate leaders and the public about the specifics of the Whole Child vision so that this hazy sense of purpose takes on greater definition and clarity of what exactly is being referred to and established. Indeed, the first components of ASCD's Whole Child project might essentially be considered an information and education campaign.

The next phase of our Whole Child policy efforts involves the adoption of specific recommendations at the state level. This policy agenda focuses on state-level institutions and policies because states hold the

authority and leverage to effect significant change. These recommendations recognize both the need for enhanced core academic standards and a different infrastructure supporting the education system. The institutions and agencies that affect young people and their families must find ways to better coordinate their resources and services.

Recommendations:

1. Establish a statewide commission in each state to ensure policies and practices that support the whole child. These blue ribbon commissions on the whole child would be comprised of key leaders from business, policy, education, social services, health and recreation, public safety, and the arts.
2. Align and coordinate services, resources and data across state agencies that serve children.
3. Publish an annual state report card that measures the health, safety, and education of children and families.

At the federal level, ASCD and its 175,000 members have long been leaders in advocating for high school redesign that provides the necessary academic supports and vital comprehensive services to meet the needs of the whole child and lead to successful high school graduates. ASCD supports high school redesign that includes a rich and rigorous curriculum, meaningful and relevant learning experiences, and relationships with caring adults who know students well. Our legislative agenda demands implementation of proven strategies, such as

- Mentoring programs where students are supported and encouraged by adults in the school building.
- More flexible use of time that enables students to fulfill graduation requirements not through seat time but by demonstrating their knowledge and skills.
- Incentives for businesses and community organizations to offer expanded student learning opportunities and innovative programs for earning credit.
- Incentives for school–university partnerships to align curriculum between secondary and postsecondary education to increase college readiness.
- Alternative opportunities for students who are not succeeding in traditional high school programs.

ASCD members made innovative high school redesign a priority in our Legislative Agenda this year, calling for the 111th Congress to enact the Secondary School Innovation Fund Act which was introduced earlier this month by U.S. Senate Majority Leader Harry Reid (D-NV) and Representative Dave Loebsack (D-IA). The Secondary School Innovation Fund Act would supply competitive grants for states, districts, schools, higher-education institutes, businesses, and community-based organizations to promote transformative models and programs in our nation's middle and high schools that improve student achievement and prepare students for success in postsecondary education and the workforce. Specifically, the legislation would

- Expand on the success of emerging models like multiple pathways to graduation, early college high schools and dual enrollment, and early warning intervention systems.
- Support a variety of secondary school redesign strategies such as personalization, improved transitions into and out of high school, expanded learning time, postsecondary and work-based learning opportunities, and a rigorous curriculum aligned across grades and with postsecondary education and the workforce.
- Provide resources for high-quality research and evaluation to ensure funding goes to programs with a proven track record in raising student achievement.

Other challenges to these ASCD state and federal policy priorities include funding, staff time, and the school calendar, particularly in this extraordinarily difficult economic times where budgets are being cut, school personnel laid off, and everyone is being asked to do more (or at least the same) with significantly less. This is especially problematic as we try to overcome this "hunker down" mindset while simultaneously changing perceptions, policies, and practices.

But perhaps the greatest policy obstacle for the Whole Child initiative is the same one that brought it to the fore to begin with. To wit, the No Child Left Behind Act; the law giveth, and the law taketh away. As long as the existing federal law's dictates govern the fundamental state policies concerning standards, assessment, and accountability it will be difficult implement the far-reaching Whole Child goals. State policymakers and local educators simply don't have the systemic space and incentives to promote the Whole Child compared to the practices and consequences detailed by NCLB.

Fortunately, NCLB is up for reauthorization during this congressional term which presents not only an opportunity to eliminate some of the law's more stringent requirements which have limited the expansion of Whole Child goals, the but the legislative process itself affords an opening to include in federal law Whole Child language to facilitate the adoption of such policies at the state and local level.

Current and planned infrastructures

a. www.wholechildeducation.org: Comprehensive, grassroots website targeting the community at large to support educational and community development and governance policies and practices which ensure children are healthy, safe, supported and challenged. The website includes a daily news feed and blog, a baseline assessment instrument for schools and communities, largely free resources aligned with each tenet, a series of public service announcements which can be used for free, archived newsletters and podcasts, and a policy action center.

b. The Whole Child Podcast: Changing the Conversation about Education: The Whole Child Podcast features educators and policymakers from around the globe who share their insights about sound education policies and practices that ensure that all children are healthy, safe, engaged, supported, and challenged. Released the first Thursday of each month, podcast topics have included student voice, developing students' global understanding, and high school re-design for the whole child.

c. Community Conversations Project: Whole Child Community Conversations Project. (free web guides) ASCD offers a framework to explore and discuss the best ways to support the whole child. Three versions of a facilitator's guide are available for local community and student engagement including a version designed specifically for high school students.

d. Whole Child Resolution Tool Kit (web resource): A tool kit for parents, educators, and community members to work with policymakers to pass a whole child resolution in your community-an important first step in raising awareness and support across the country.

e. Educating the Whole Child: An ASCD Action Tool for practical resources such as sample strategic plans, observation rubrics, checklists for sustaining momentum, and action research questions.

f. Engaging the Whole Child: Reflections on Best Practices in Learning, Teaching, and Leadership: The first in a planned series of e-books which includes a collection of articles about how to inspire trust and confidence, deepen students' thinking, instill the desire to achieve, build on student interests, and more.

g. www.firstamendmentschools.org: Although no longer a funded program, the FAS website continues to provide resources including sample lesson plans, frequently asked questions, sample policies, and links to participating schools and other likeminded organizations.

Research

ASCD is not a research organization and has not directly participated in any research. We do, however, often coordinate with our partner organizations to publicize relevant research and contribute to practitioners'' understanding of its application to the school setting. The whole child website includes seminal research efforts related to SEL/CRE/PE/CE.

Organization/Association Responses

Participant: Collaboration for Social and Emotional Learning (CASEL)

Submitted by: Cheryl Gray

Your organizations definition of whichever initiatives your work is focused on - SEL/CRE/PE/CE.

Social and Emotional Learning (SEL) is a process for helping children and even adults develop fundamental skills for success in school and life. SEL teaches the personal and interpersonal skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically.

What mandates/policies/legislation about SEL/CRE/PE/CE are promoted by your national/international organization?

The Illinois Children's Mental Health (CMH) Act of 2003 (http://icmhp.org/aboutus/icmhact.html) was created to develop a comprehensive system of community and state programs, services and resources that promote the mental health and well-being of children ages birth to eighteen, intervene early to address potential mental health needs, and provide comprehensive mental health services for children who need them, including services and supports for youth ages 19-21 who are transitioning out of key public programs (e.g., child welfare, school, the mental health system). This groundbreaking Act represented the work of over 100 multi-disciplinary agencies, organizations and families committed to the well-being of Illinois children.

The CMH Act of 2003 created the Illinois Children's Mental Health Partnership (ICMHP) to develop a plan to build a comprehensive, coordinated Children's Mental Health system. In June 2005 the ICMHP published a Strategic Plan for Building a Comprehensive Children's Mental Health System in Illinois. The Plan (http://icmhp.org/aboutus/ICMHP_Strategic_Plan.pdf) identified one of six priority goals as:

> "Incorporate the social and emotional development of children as an integral component to the mission of schools, critical to the development of the whole child, and necessary to academic readiness and school success, in accordance with existing Illinois and federal confidentiality, consent, reporting, and privacy laws and policies."

The following recommendations were offered as the means to achieve this goal:

I. Recommendation: Work with the Illinois State Board of Education (ISBE) to ensure that all Illinois school districts develop a policy for incorporating social and emotional development into the district's education program. The policy shall address social and emotional learning, and protocols (i.e., guidelines) for responding to children with social, emotional, or mental health needs.

II. Recommendation: Work with ISBE to ensure that the plan, submitted to the Governor on December 31, 2004, is implemented to incorporate social and emotional learning standards as part of the Illinois Learning Standards.

III. Recommendation: Promote increased collaboration and partnerships among schools and school-based mental health, community mental health, health care, juvenile justice, substance abuse, developmental disability agencies, Early Intervention (Part C of IDEA), child care programs and systems, and families/caregivers and others to promote optimal social and emotional development in children and youth, and access to appropriate services.

The Illinois State Board of Education created the Social and Emotional Learning standards (http://www.isbe.net/ils/social_emotional/standards.htm) in August 2005 as part of the Illinois Learning Standards, an Implementation Plan, and a Professional Development Plan to enhance children's school readiness and ability to achieve academic success.

What are the current partnerships or collaborative initiatives?

The ICMHP, ISBE, the Collaborative for Academic, Social and Emotional Learning (CASEL), and the Illinois Violence Prevention Authority (IVPA) began implementing the statewide SEL Standards Professional Development Project (Project), through two grant programs in July 2007. With the SEL Standards Professional Development Grant, a statewide Cadre of trainers and technical assistance providers was hired and trained to work with school districts to implement the standards. The SEL Standards Implementation Grant afforded school districts across the state the opportunity to select local schools to receive SEL implementation training and ongoing technical assistance from the Cadre. Key outcomes achieved to date are:

- Supported professional development and the creation of a three-year plan for implementation of the SEL Standards in 82 participating schools by providing small grants to 39 school districts in FY 08 across the state.
- Established an SEL Cadre of trainers and coaches to support the participating schools by providing grants to six Regional Offices of Education (ROEs), an Intermediate Service Center, and a Chicago technical assistance agency in FY 08.
- Trained 18 SEL Cadre members to provide training and ongoing coaching to the 82 participating schools across Illinois, in partnership with ISBE and the Collaborative for Academic, Social and Emotional Learning (CASEL).
- Created a network of Parent Advocates to assist parents and school districts in their area to form partnerships for implementing the SEL Standards in school and reinforcing them at home.

How would you describe the current extent of SEL/CRE/PE/CE in formal and non-formal Education in your state or as promoted in your organization's policies?

Each Illinois school district has developed a policy for incorporating social and emotional development into school educational programs and for responding to children with mental health needs. Implementation of SEL programming varies across the state's 900+ districts. In the 82 pilot school sites initial findings are that school leaders, though committed, falter at the point of resource allocation and implementation of SEL curriculum.

Summarize the best or most promising programs/practices in SEL/CRE/PE/CE in your state and organization:

Over the past several years CASEL has provided leadership support to several groups of Illinois principals. From 2003-2009, the organization worked intensively with nine schools from around the state of IL on school-wide SEL implementation. The principals of each of these schools attended a series to develop and deepen leadership knowledge and skills, and provide an opportunity to share experiences and problem solve about the work of school-wide SEL with peers in a relaxed and supportive atmosphere.

CASEL designed a Peer Development of Emotional Intelligence (PDEI) Project that involved eight elementary school principals and eight high-school principals from the Chicago Public Schools. The groups met monthly for a highly structured three-hour meeting in which participants developed their own social emotional skills in a safe (confidential, supportive) problem-solving context. Cohort members also attended a two-day retreat and agreed to meet periodically over a two-year period.

CASEL provided leadership support to two groups of Chicago Public School (CPS) principals during the 2008-2009 school years. For the Area 16 project, technical assistance program with the principals from four CPS schools that had participated in one of our two-day trainings was offered. This follow-up assistance included monthly coaching support and e-newsletters with helpful resources and media links to facilitate school-wide SEL implementation. The second project involved 10 CPS principals in a multi-year professional development opportunity designed to develop their knowledge, skills, and motivation to successfully lead school-wide SEL efforts. At its core, the PD consisted of the development of a professional learning community (PLC) among the principals, facilitated by a nationally renowned SEL trainer, CASEL training staff, and a former CPS principal serving as a consultant to the project. The PLC began with a 2-day retreat for the principals, in which SEL and its benefits for students was described, the goals of the state-funded effort reviewed, and the goals of the PLC explained. The retreat was also used to help participants examine their goals as school leaders, their own experiences as learners, their dreams for their students, and to begin to build trust and confidence in one another and the facilitating staff. The PLC continued with six 3-hour meetings across the school year in Year One, and four sessions in Year Two.

The Chicago Public Schools has also become the first large urban district to systematically measure and publicly report information on social and emotional factors—termed by CPS as “conditions and capacities for learning” that affect learning in the districts' schools. The Student Connection portion of a school's score card summarizes student perceptions of four non-cognitive factors known to affect student learning. They are: (1) safety in the school (physical and psychological), (2) high educational expectations from teachers (“challenge”), (3) social and emotional support provided by the school (these three factors are referred to as conditions for learning), and (4) student-body social and emotional skills (termed capacities for learning). Extracurricular participation is also assessed.

What are some policy supports in terms of things that are most influential in helping you develop and implement policy about SEL/CRE/PE/CE? How did you achieve those supports?

The CMH Act created the Illinois Children’s Mental Health Partnership (ICMHP) and charged it with developing a Children’s Mental Health Plan, a strategic roadmap containing short-term and long-term recommendations for providing comprehensive, coordinated mental health prevention, early intervention, and treatment services for children from birth to age 18. The Plan embodies the collective vision and work of over 250 individuals representing families, children and youth, policymakers, advocates, and key systems including mental health, education, early childhood, health, child welfare, substance abuse prevention, violence prevention, and juvenile justice.

This ICMHP Annual Report, which is required by the CMH Act, reports on the progress of ICMHP and its member agencies and organizations in implementing the recommendations set forth in the ICMHP Strategic Plan. It provides an overview of key activities, accomplishments and related outcomes by ICMHP and its member agencies and organizations to achieve Strategic Plan priorities.

What are some policy challenges for the development and implementation of SEL/CRE/PE/CE policy? What did you do to overcome those challenges or what could you do?

1. Increased funding for SEL priorities in FY 10 consistent with the goal to bring implementation strategies to scale statewide.
2. ISBE policies consistent with the goal to bring SEL implementation strategies to scale in districts throughout the state.

Summary of current and planned infrastructures that have been developed to support SEL/CRE/PE/CE work in your state organization?

ICMHP and ISBE are implementing a three-year Social and Emotional Learning (SEL) Standards Professional Development Plan for educators to enhance children's school readiness and ability to achieve academic success. The SEL Standards Professional Development Plan calls for development of a cadre of trainers across the state in Regional Offices of Education (ROEs) and other technical assistance entities to support school districts as they infuse the SEL Standards into school climates, classrooms, and teaching strategies.

CASEL is developing and continuing partnerships with schools and districts across the state to offer training. The training is designed to give school teams a clear understanding of SEL, and its relationship to high quality education and academic success. Teams develop a plan for the initial steps of SEL implementation, identify strategies to translate that plan into action, consider long-term sustainability factors, and start the implementation process.

Another key to infrastructure is the development of assessments of the SEL Standards. An SEL Assessment Workgroup comprised of representatives from ISBE, the Chicago Public Schools, CASEL, mental health organizations, and other groups are charged with identifying key objectives and steps in assessing the implementation of the SEL standards, developing a plan to carry out such an assessment, and recommending appropriate tools to assess school climate and student SEL skills and competencies.

Communication is central to infrastructure development. An SEL awareness plan and awareness materials, including a power point presentation for use in promoting the importance of SEL across a wide variety of stakeholders including educators, community members and parents is being created to assist with this task.

Summary of the state of research on SEL/CRE/PE/CE that has been done in your state or organizations in terms of the following:

Several hundred studies conducted using experimental designs with control groups have documented the positive effects of SEL programming on children of diverse backgrounds from preschool through high school in urban, suburban, and rural settings. Some of the best reviews of this body of research have been

done by Greenberg, et al., 2003; and Zins, et al., 2004). Joe Durlak of Loyola University (Chicago) and Roger Weissberg of the University of Illinois at Chicago have recently completed a research synthesis of 300 studies of such programs. The research clearly demonstrates that SEL programming significantly improves children's academic performance on standardized tests. Moreover, compared to control groups, children who have participated in SEL programs have significantly better school attendance records, less disruptive classroom behavior, like school more, and perform better in school. The research also indicates that children who have participated in SEL programs are less likely than children in control groups to be suspended or otherwise disciplined. These outcomes have been achieved through SEL's impact on important mental health variables that improve children's social relationships, increase their attachment to school and motivation to learn, and reduce anti-social, violent, and drug-using behaviors. The research also indicates that SEL programs with the best outcomes are multi-year in duration, use interactive rather than purely knowledge-based instructional methods, and are integrated into the life of the school rather than being implemented as marginal add-ons. (CASEL, Safe and Sound, 2005)

Universal school-based social and emotional learning (SEL) programs yield benefits in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school achievement. More specifically, youth show improvement in social and emotional skills, school bonding, pro-social norms, self-perceptions, positive social behaviors, and academic achievement and significant reductions occur in such areas as conduct problems, substance use, and internalizing symptoms. The gains produced by school-based programs translates into a(n):

23% improvement in social and emotional skills
9% improvement in attitudes about self, others, and school
9% improvement in school and classroom behavior
9% decrease in conduct problems such as classroom misbehavior and aggression
10% decrease in emotional distress such as anxiety and depression
11 percentile point gain in achievement test scores

Based on the studies that collected follow-up data in each of the above categories, the positive benefits to students are found to persist over time.

Programs are most effective when conducted by teachers rather than researchers, and need to be well-implemented in order to attain positive results.

Organization/Association Responses

Participant: Organization of American States (OAS)

Submitted by: Adriana Cepeda

The Organization of American States (OAS) brings together 34 countries of the Western Hemisphere to strengthen cooperation and advance common interests. It is the region's premier forum for multilateral dialogue and concerted action.

The Inter-American Program on Education for Democratic Values and Practices is an alliance which was officially adopted by the ministers of education of OAS member states through CIDI/RME/RES. 12 (IV-O/05) at the IV Meeting of the Ministers of Education held in Scarborough, Trinidad and Tobago on August 11th and 12th, 2005. The main objective of the program is to promote a culture of democracy and peace through education. It has multiple activities in three main lines of action: (1) Research and analysis (2) Professional development and educational resources, and (3) Cooperation and information exchange.

The Program has an over-arching conceptual approach to SEL/CRE/PE/CE (and others) to incorporate the diverse context-specific frameworks of OAS member countries. Basically, any educational policy/initiative which develops democracy/peace/human rights, and related areas, would be considered to be a part of this alliance. The main mandate in this area is to support this alliance. The adopted resolution for this Program is available on our website (see below).

Although the OAS is an inter-governmental organization, it offers multiple spaces and opportunities for civil society participation. Within the Inter-American Program itself, there are several informal and formal alliances with universities (such as the University of the West Indies in the Caribbean), and the Program's advisory board is composed of participants from government and civil society (see Board participants on website).

The current extent of SEL/CRE/PE/CE can be estimated in the Americas, by a recent report we published on national policies on the topic. 76% of the countries (19 out of 25) which replied the survey reported having a national policy on democratic citizenship education and related areas. Please see the executive summary and the full report for more detail (on our website). We are currently constructing a portfolio of promising initiatives in education for democratic citizenship and related areas (such as SEL/CRE/PE) in the Americas. The portfolio will be available on our website for future reference. The main challenges though are not only policy building, but also the quality of these policies, the degree to which these policies are implemented, and there monitoring and evaluation.

Some of our challenges to influence policy are the diversity in contexts in the Hemisphere (some countries have a decentralized system which makes this diversity even greater), and also our philosophy of respecting these contexts and responding to member country approved mandates. Many countries (or individual states/provinces within them) already have policy in one area or another (or many), others are beginning the process. Funding is always a challenge for us and also for member countries.

We have several projects to develop SEL/CRE/PE/CE in member countries. For example, a pilot project in the Caribbean to train teachers to develop democratic classrooms, which involves the Ministries of Education. We have recently launched a horizontal cooperation fund to support technical assistance missions between countries. We have just completed a pilot course online on evaluation of policies and programs which involved participants from government and civil society from 22 countries in the Americas.

You can find more information on the Program and its activities at: http://www.educadem.oas.org If you have any questions or would like additional information not found on the website, feel free to contact us.

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Organization/Association Responses

Participant: National Peace Academy

Submitted by: Dot Maver

From March 2-4, 2009, more than 170 academicians, business leaders, government officials, field practitioners, and community leaders gathered at Case Western Reserve University in Cleveland, Ohio, to participate in a Global Stakeholder Design Summit to establish a National Peace Academy (NPA) in the United States. Summit participants enthusiastically endorsed the need for a new institution of learning dedicated to the full development of the peace-builder; from the personal to the professional. Through a process of appreciative inquiry, participants engaged in rich dialogue and worked in action teams leading to the development of prototype programs and an emergent vision of the NPA.

A core development/management team emerged from the Summit to coordinate the development process and further articulate the actions, goals and purpose of the NPA. From the inputs of the stakeholders, the purpose of the NPA is to: support, advance and nurture cultures of peace by conducting research and facilitating learning toward the development of peace systems – local to global – and the development of the full spectrum of the peace-builder – inner and outer, personal and professional. In fulfilling this purpose, the National Peace Academy embodies and reflects the principles and processes of peace.

The programs of the NPA will integrate four dimensions of peace learning and action: Peace Education, Peace Research, Peace Practice, and Peace Policy/Advocacy. Some of the first NPA programs will focus on facilitating peace learning in and with communities; developing and demonstrating new community-base learning models, fostering reciprocal learning relationships, teaching the principles and processes of peace, and providing technical support. The NPA has also adopted a positive peace research agenda that will expand the theoretical foundation of peace, advance its application and practice, and evaluate new and existing peace education efforts, practices, and pedagogies.

The uniqueness and potential of the NPA can be found in its faithfulness to its principle-based design. It functions both as an institution of learning and a learning institution. As an institution of transdisciplinary peace learning the NPA integrates college-level degree and non-degree education, research, applied practice, and policy advocacy across disciplines. As a learning institution, the principles and processes of peace are infused in all its programmatic and administrative systems and operations, both internal and external. The NPA also operates as a networked organization, complementing, adding value to, and working synergistically and collaboratively through and with existing and emerging programs and institutions at all levels of civil society, business, and government.

Organization/Association Responses

Participant: American Association for Health Education (AAHE)

Submitted by: Becky Smith

The American Association for Health Education (AAHE) has continuing interest and some programming in the areas of conflict resolution, injury prevention, bullying, risk reduction and health protection.

1. Please provide a brief (up to 3 pages) description of the current state of SEL/CRE/PE/CE in your country, state, or national/international organization in terms of the following:

❖ Your organizations definition of whichever initiatives your work is focused on - SEL/CRE/PE/CE.

The American Association for Health Education (AAHE) has continuing interest and some programming in the areas of conflict resolution, injury prevention, bullying, risk reduction and health protection.
Relevant definitions may include the following (1):

- Health Education – "Any combination of planned learning experiences based on sound theories that provide individuals, groups, and communities the opportunity to acquire information and the skills needed to make quality health decisions."
- Health Educator- "A professionally prepared individual who serves in a variety of roles and is specifically trained to use appropriate educational strategies and methods to facilitate the development of policies, procedures, interventions, and systems conducive to the health of individuals, groups, and communities."
- Health Protection – "Any planned intervention or services designed to provide individuals and communities with resistance to health threats, often by modifying policy or the environment to decrease potentially harmful interactions."
- Prevention – "Actions and interventions designed to identify risks and reduce susceptibility or exposure to health threats prior to disease onset, (primary prevention) detect and treat disease in early stages to prevent progress or recurrence, (secondary prevention) and alleviate the effects of disease and injury (tertiary prevention). "
- Risk Reduction- "Actions that can successfully decrease the probability that individuals, groups, or communities will experience disease or debilitating health conditions."

❖ What mandates/policies/legislation about SEL/CRE/PE/CE exist in your country, state, or are promoted by your national/international organization? (After providing the brief summary, if this information can also be accessed on-line, please site the exact URL/Web-page where it can be found.)

In the United States the school codes and/or legislation that provide guidance on the topics to be covered in the school health education curriculum vary from state to state; however, historically injury prevention has been one of the topics in nearly every state. In recent decades this area has expanded to include the area of violence prevention. At the beginning of the 21st century the document *Health People 2010: Health Objectives for the Nation* included a number of important objectives related to injury and violence prevention. Health education plays an important role in achieving those objectives. Although it is recognized that risks are a part of growing up and that risk taking behavior is normal human behavior, learning to manage risks and distinguish between safe and unsafe risks are an important part of survival skills.

Injury and violence prevention is one of the primary areas of risk for adolescent behavior as defined by the U.S. Centers for Disease Control and Prevention. It is therefore a strong programmatic focus for the American Association for Health Education in relationship to school and community programs for children and youth.

❖ What are the current partnerships or collaborative initiatives formalized between government and Non-governmental organizations (NGOs) and/or colleges and universities? What role do each of the partners play?

In 2003 the American Association for Health Education (AAHE) published a supplement to the American Journal of Health Education (September/October, Vol. 34, No.5) which was co-sponsored by two government agencies – the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention, HHS and the Injury/Emergency Medical Services Branch of the Maternal and Child Health Bureau, Health Resources and Services Administration, HHS. Although we do not have current funded programming from either of these administrative units we keep in continual communication to promote programs and initiatives for national distribution.

The CDC Center for Chronic Disease Prevention and Health Promotion has conducted data collection on school involvement with disease prevention and health promotion including injury prevention (unintentional and intentional injury) through the School Health Policies and Program Study in 1994, 2000, and 2006. The next such study is planned for 2012.

❖ How would you describe the current extent of SEL/CRE/PE/CE in formal and non-formal Education in your state/country/or as promoted in your national/international organizations policies? Can you refer us to data sources you are using to draw these conclusions?

The following data on violence prevention is provided by the 2006 School Health Policies and Program Study (SHPPS) of the CDC Division of Adolescent and School Health (CDC/DASH)

- The percentage of elementary schools and middle schools that participated in a program to prevent bullying increased from 63.0% in 2000 to 77.3% in 2006.
- The percentage of districts that required schools to use security or surveillance cameras increased from 2000 to 2006 for all school levels (elementary schools, from 11.0% to 29.1%; middle schools, from 16.4% to 37.2%; high schools, from 19.2% to 46.4%).
- The percentage of districts that required schools to conduct routine locker searches increased from 35.4% to 57.1% for middle schools and from 44.0% to 63.4% for high schools.

The SHPPS study also determined that currently 32 states require violence prevention as part of the elementary health education program. 34 states require the health education curriculum at the middle and high school levels to address violence prevention as a specific topic. (2)

❖ How would you summarize the best or most promising programs/practices in SEL/CRE/PE/CE in your state/country/or national/international organization?

The best practices for programs in the United States would be those that result in the attainment of skills for the utilization of knowledge learned as well as knowledge itself. The National Health Education Standards for the United States for Grades PreK-12 are skill based. (3) The standards are below – each state and/or local school district may select what health topics to use as the basis for the discussion and implementation of the skills based standards.

The National Health Education Standards (NHES) are the framework for health instruction in schools. The NHES were designed to support schools in meeting the essential goal of enabling students to acquire the knowledge and skills needed to promote personal, family and community health. The eight standard statements enable education

professionals to align health education curriculum, instruction and assessment practices. Following are the eight standards:

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

2. Please provide a brief (up to 2 pages) summary of the most critical policy supports and

policy challenges in your SEL/CRE/PE/CE work:

❖ What are some policy supports in terms of things that are most influential in helping you develop and implement policy about SEL/CRE/PE/CE? How did you achieve those supports?

The current position statement on Violence Prevention by the Board of Directors of the American Association for Health Education is as follows:

Violence Prevention and Intervention in Schools and Community
A Position Statement of the American Association of Health Education (AAHE)
Revised 2005
Statement

Youth are being exposed to increasing levels of violent acts, both as witnesses and as victims. Acts of violence include but are not limited to threats, slapping, hitting, punching, shoving, shouting, emotional abuse, physical abuse, harassment, sexist and racist innuendoes, violent environments (domestic violence), bullying, as well as trivial lawsuits. Schools play a significant role in reducing the occurrence of violence in our society. Violence prevention and intervention in the schools must be comprehensive in nature in order to achieve effective results. The planning and implementation of violence prevention and intervention programs must involve home, school, peers, health care and social service agencies, religious institutions, law enforcement and judicial systems, civic organizations, business and industry, and the media. By involving all facets of the community, schools will be able to create an atmosphere that encourages teachers, students and staff to focus their efforts on learning. These efforts should include: 1) developing an ethic of caring for teachers, students, and staff, 2) creating a safe school environment to facilitate productive use of time, 3) developing fair and consistently applied behavioral standards for students and school personnel including peaceful solutions for resolving conflict, 4) facilitating student and school personnel understanding of the negative consequences of violence, 5) providing opportunities for teacher, student and staff training, 6) providing opportunities to showcase life affirming activities and programs

throughout the school community and 7) applying early intervention strategies to eliminate violence. For evaluation purposes, baseline data should be collected prior to any school violence prevention efforts. A comprehensive violence prevention program and intervention should be an integral part of any coordinated school health program. Working with communities, schools are capable of tailoring a comprehensive violence prevention program within a coordinated school health program model.

Rationale

Violence in our society has the potential to directly and indirectly impact the lives of all individuals. Therefore, it is imperative that schools and communities address this growing problem. The underlying causes of violence are varied and as complex as the individual acts and people involved. Factors that contribute to acts of violence include, but are not limited to, poverty, unemployment, hopelessness, lack of education, inadequate housing, poor parental role models, cultural beliefs that objectify women and empower men to be the aggressors, lack of societal support systems, discrimination, ignorance about people who are different, religious self-righteousness, stress, economic uncertainty, substance abuse, and portrayal of violence in the media. In addition, the more individuals are exposed to violence, the greater the potential for violence to be normalized. A comprehensive approach to violence prevention in the schools will be attained when program planners recognize the developmental and socio-cultural risk factors that increase the likelihood of violent behavior and implement effective process, impact, and outcome evaluations to measure program success.

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Social Justice and Health Education
A Position Statement of the American Association of Health Education (AAHE)
Adopted 2008

Inequities have long been a thread running throughout society. These inequities have contributed to different levels of health status among various groups.[1] Health inequities have been identified as an injustice, and the elimination of health disparities has been incorporated as an overarching goal of the Healthy People 2010 initiative. Health disparities include differences in health status relating to gender, race, ethnicity, education or income, geographic location, sexual orientation and disability.[2] Health disparities persist, and in some cases have been widening, in the United States population in all categories.[3] These health disparities are of particular concern because many result from conditions and policies outside the realm of control of the affected populations.[4] Decreasing or eliminating these disparities will likely contribute greatly to increasing social justice.

Social justice is rooted in humanistic philosophy wherein it is recognized that all humans have intrinsic worth. It supports the notion that individuals, as citizens, should be able to have their basic needs met.[5] Themes of social justice also include that individuals should have access to life opportunities and shared access and influence to forward social goals. [4, 6] Social justice relating to health is supported by the International Covenant on Economic, Social and Cultural Rights, indicating that "everyone has a right to the highest attainable standard of physical and mental health."[7(p.32)]

The values of social justice play an important role for effective and just health education initiatives. The planning, implementation and evaluation of health education and promotion programs require that social inequities be addressed in order to decrease health disparities and enhance the overall health of the population. The tenets of social justice applied to health education also mandate for the advocacy of beneficence, non-malfeasance and empowerment for all people, particularly for those most affected by health and social inequities.[6]

Therefore, the American Association for Health Education actively supports the planning, implementation and evaluation of health education and promotion programs that address the
themes of social justice, identifying and addressing factors that contribute to social inequities and health disparities in the population. The association also supports health advocacy efforts addressing health as an economic, social and human right.

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References for the position statement on Social Justice

1. Satcher D, Rust G. Achieving health equity in America. *Ethnicity and disease* 2006; 16, S3-8-S3-13.
2. United States Department of Health and Human Service, Office of Disease Prevention and Health Promotion. Healthy People 2010 Web site. Available at: www.healthypeople.gov. Accessed May 25, 2007.

3. Eliminating Racial and Ethnic Health Disparities. Centers for Disease Control Office of Minority Health Web site. Available at: http://www.cdc.gov/omh/AboutUs/disparities.htm. Accessed May 13, 2007.
4. Creating Health Equity through Social Justice. National Association of County and City Health Officials Web Site. Available at: www.naccho.org. Accessed May 20, 2007.
5. Franklin J, ed. *Social Policy and Social Justice.* Polity, Cambridge: The Institute of Public Policy; 1998.
6. Racher FE. The evolution of ethics for community practice. *J Commun Health Nurs* 2007; 24, 65-76.
7. Earle S. Promoting public health; part 1. *Nurs Manage* 2006; 13, 32-35.

❖ What are some policy challenges for the development and implementation of SEL/CRE/PE/CE policy? What did you do to overcome those challenges or what could you do? What assistance would you find useful to address these challenges?

In the U.S. the major challenges include the following:

a. Local control of curricula – there is no national curriculum that specifically addresses SEL/CRE/PE/CE – thus each state and/or local school district may choose to include or not include such learning.
b. Teachers are seldom prepared during their pre-service preparation to deliver instruction SEL/CRE/PE/CE – this creates the constant need for in-service professional development of teachers who may be called upon to deliver such instruction.
c. There is a general acceptance by educators regarding the need and value for conflict resolution education and bullying prevention however there is not a widespread acceptance and common thought (or definition and understanding) on Social and Emotional Learning, Peace Education and Character Education – indeed some of these topics could/would be seen as controversial in some communities by parents as well as educators.

3. Please provide a brief (up to 5 page) summary of current and planned infrastructures (for example, teacher education programs through the Ministry/Department of Education; After-school or community programs coordinated with schools; community peace and safety networks linking police, business, and schools) that have been developed to support SEL/CRE/PE/CE work in your state/country/or national/international organizations?

The Bureau of Maternal and Child Health in the U.S. Department of Health and Human Services has been supporting bullying prevention programs for a number of years. The campaign was developed by HHS' Health Resources and Services Administration (HRSA) in partnership with more than 70 health, safety, education and faith-based organizations. In addition, a Youth Expert Panel comprised of eighteen 9- through 13-year-olds provided creative direction during the development of the campaign. Information may be found at http://usgovinfo.about.com/cs/healthmedical/a/antibully.htm (4)

The Office of Safe and Drug Free Schools in the U.S. Department of Education has provided leadership in effective programming in Character Education. Information may be found at http://www.ed.gov/about/offices/list/osdfs/resources.html (5) They also offer on-line courses for schools focused on drug and violence prevention education.

There are huge numbers of private non-profit and for-profit organizations and agencies in the U.S. offering curricula and instructional materials for schools in SEL/CRE/PE/CE work. However systematic evaluation of the quality and efficacy of the materials is generally lacking.

The 2009 National Health Education Teacher Preparation Standards developed by the American Association for Health Education follow

Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.

Key Element A: Candidates describe the theoretical foundations of health behavior and principles of learning.
Key Element B: Candidates describe the National Health Education Standards
Key Element C: Candidates describe practices that promote health or safety
Key Element D: Candidates describe behaviors that might compromise health or safety
Key Element E: Candidates describe disease etiology and prevention practices.
Key Element F: Candidates demonstrate the health literacy skills of an informed consumer of health products and services.

Standard II: Needs Assessment: Candidates assess needs to determine priorities for school health education.

Key Element A: Candidates access a variety of reliable data sources related to health.
Key Element B: Candidates collect health-related data.
Key Element C: Candidates infer needs for health education from data obtained.

Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.

Key Element A: Candidates design strategies for involving key individuals and organizations in program planning for School Health Education.
Key Element B: Candidates design a logical scope and sequence of learning experiences that accommodate all students.
Key Element C: Candidates create appropriate and measure-able learner objectives that align with assessments and scoring guides.
Key Element D: Candidates select developmentally appropriate strategies to meet learning objectives.
Key Element E: Candidates align health education curricula with needs assessment data and the National Health Education Standards.
Key Element F: Candidates analyze the feasibility of implementing selected strategies.

Standard IV: Implementation: Candidates implement health education instruction

Key Element A: Candidates demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.
Key Element B: Candidates utilize technology and resources that provide instruction in challenging, clear and compelling ways and engage diverse learners.
Key Element C: Candidates exhibit competence in classroom management.
Key Element D: Candidates reflect on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.

Standard V: Assessment. Candidates assess student learning.

Key Element A: Candidates develop assessment plans.
Key Element B: Candidates analyze available assessment instruments.
Key Element C: Candidates develop instruments to assess student learning.
Key Element D: Candidates implement plans to assess student learning.
Key Element E: Candidates utilize assessment results to guide future instruction.

Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.

Key Element A: Candidates develop a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP).
Key Element B: Candidates explain how a health education program fits the culture of a school and contributes to the school's mission.
Key Element C: Candidates design a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.

Standard VII: Being a Resource. Candidates serve as a resource person in health education.

Key Element A: Candidates use health information resources.
Key Element B: Candidates respond to requests for health information.

Key Element C: Candidates select educational resource materials for dissemination.
Key Element D: Candidates describe ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.

Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.

Key Element A: Candidates analyze and respond to factors that impact current and future needs in comprehensive school health education.
Key Element B: Candidates apply a variety of communication methods and techniques
Key Element C: Candidates advocate for school health education.
Key Element D: Candidates demonstrate professionalism.

4. Please provide a brief (1 page) summary of the state of research on SEL/CRE/PE/CE that has been done in your state/country/or national/international organizations in terms of the following:

- What is the extent/utilization of SEL/CRE/PE/CE?

  There is a general acceptance by educators regarding the need and value for conflict resolution education and bullying prevention however there is not a widespread acceptance and common thought (or definition and understanding) on Social and Emotional Learning, Peace Education and Character Education – indeed some of these topics could/would be seen as controversial in some communities by parents as well as educators.

  About a decade ago AAHE collaborated with the Ohio Commission on Conflict Resolution to create a professional development training workshop for health education professional preparation faculty at the university level. The training was offered to faculty in Ohio on several occasions and was very positively received. The goal of the training was to encourage health education faculty to introduce conflict resolution concepts and strategies into their preparation of future health educators who might be working in school or community settings.

  It is our current hope to work further with CRETE to build upon this success and engage the broader health education community.

- What is the documented effectiveness of SEL/CRE/PE/CE?
  This is not an area where AAHE has kept abreast of current practice and research

- What are best practices in successful implementation of SEL/CRE/PE/CE?
  As stated above the most successful implementation will combine skill and knowledge development.

- What areas of research are most needed to help you in your efforts to promote SEL/CRE/PE/CE?

Additional research on the impact of SEL/CRE/PE/CE on reducing violent behavior will be very welcome.

References:

1. All definitions are from: Report of the 2000 Joint Committee on Health Education and Promotion Terminology. ***American Journal of Health Education***, March/April 2001, Vol. 32, No.2.
2. CDC Healthy Youth website http://www.cdc.gov/HealthyYouth/shpps/2006/summaries/index.htm

SHPPS: School Health Policies and Programs Study, National Center for Chronic Disease Prevention and Health Promotion

3. The copyright for the National Health Education Standards – 2007 is held by the American Cancer Society – information may be found on their website at http://www.cancer.org/docroot/PED/content/PED_13_2x_National_Health_Ed_Standards.asp?sitearea=&level= or on the AAHE website at www.aaheinfo.org

4. HHS Anti-bullying campaign http://usgovinfo.about.com/cs/healthmedical/a/antibully.htm

5. Office of Safe and Drug Free Schools Drug and Violence Prevention Courses for Schools and Character Education information http://www.ed.gov/about/offices/list/osdfs/resources.html

Appendices

Montenegro List of International Sources on SEL/CRE/PE/CE

International sources:
http://eur-lex.europa.eu/LexUriServ/site/en/oj/2006/l_412/l_41220061230en00440050.pdf- Decision No 1983/2006 **EC of the European Parliament and of the Council of 18 December 2006 concerning the European Year of Intercultural Dialogue (2008**)
http://ec.europa.eu/culture/portal/events/current/dialogue2008_en.htm- **The European Commission proposes that 2008 be "European Year of Intercultural Dialogue"**

http://conventions.coe.int/Treaty/EN/Treaties/Html/148.htm- European Charter for Regional or Minority Languages; Strasbourg, 5.XI.1992

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What Is a Learning Supports System?

A CSLS refers to the collection of resources, strategies and practices – as well as environmental and cultural factors extending beyond the classroom – that together provide the physical, cognitive, social and emotional support that every student needs to succeed in school and in life (State of California, SB 288; Adelman and Taylor, 2006; Ohio Department of Education [ODE] CSLS Guidelines, 2007).

This system, presented in Figure 1, is comprehensive because it encompasses school, community and family resources, programs, services and strategies. Tailored to fit the characteristics of local schools and districts, a CSLS system focuses on five improvement priorities:

- Assessing children's individual characteristics as well as the risk and protective factors at school and in students' family, school and community settings;
- Selecting appropriate intervention strategies (ranging from prevention to early or intensive intervention);
- Providing experiences that encourage young people to make positives choices and become responsible, caring adults;
- Looking beyond the school to establish a system of care that offers resources, programs and services for children and their families; and
- Incorporating fiscal, human resources, accountability and instructional considerations into the process of providing resources and strategies best tailored for children's needs.

From Ohio Department of Education, Center for Schools, Families and Communities

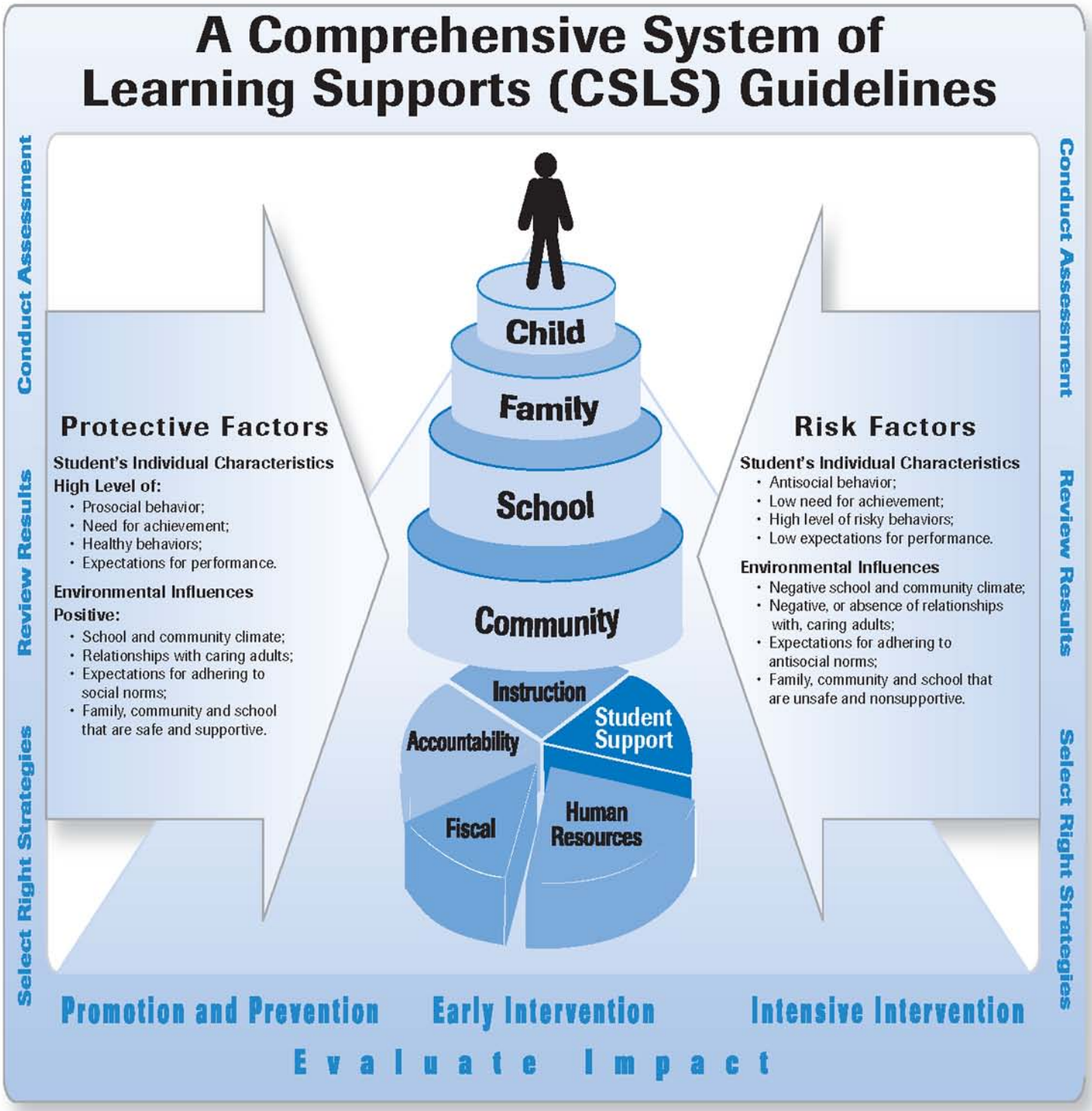

Figure 1