



boost

Building social and emotional skills to BOOST mental health resilience in children and young people in Europe

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About the BOOST project

The BOOST project will develop, implement, and test a **new school-based population approach for social and emotional learning**, which will involve school staff's skills development, organisational development, and school implementation. The approach will be tested in mainstream school environments by regular school staff in three diverse European contexts in Norway, Spain and Poland.

EU H2020 Program: Demographic change and well-being/
Call: Promoting mental health and well-being in the young

Timeframe:

2018-2021 (original timeframe)/ 2018-2023 (has applied for 18 months extension)



www.boostproject.eu



About the BOOST project



BOOST aims to create an innovative approach in order to strengthen **social and emotional** skills among children and young people in primary school, and thus **promote mental health and well-being.**

About Social and Emotional Learning (SEL)

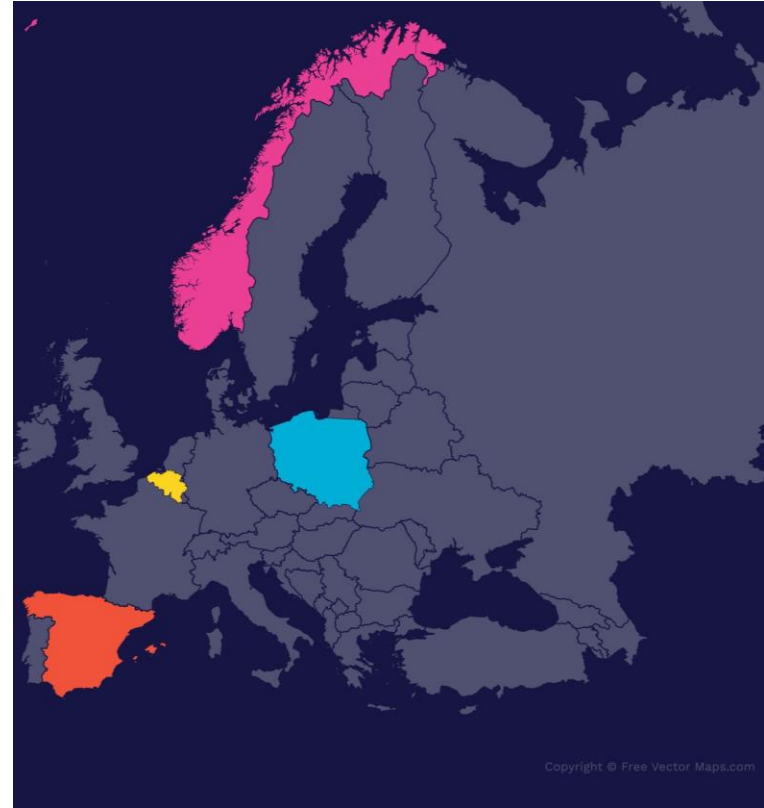
Promoting five key competences in children and young people;

1. self-awareness
2. self-management
3. social awareness
4. relationship skills
5. responsible decision making



BOOST Consortium

- Norway: SINTEF (Coordinator, leader WP4 and WP6)
- Poland: AWF – Poznan Univ. School of Physical Education (leader WP1 and WP2)
- Spain: UCO – Universidad de Córdoba (leader WP3 and WP5)
- Norway: Viken County Municipality (leader WP8)
- Belgium: European Regional and Local Health Authorities (EUREGHA) (leader WP7)
- Norway: Modum Municipality, Norway (School owner)



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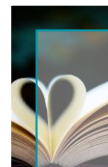


The need for a more systematic approach to promoting mental wellbeing among children in schools

The project undertook a Formative study in Norway, Spain and Poland consisting of a **literature** review, review of national, regional and local **policies**, also EU level policies. As well as a series of in- depth **interviews** among school personnel, children and their parents.



Review of policies



Literature review



Qualitative studies



Message from the BOOST policy brief

While the findings show that social and emotional wellbeing and learning is addressed by educational policies, there is a lack of consistency in policy formulation and implementation across policy levels, leading to insufficient resources and capacities to integrate and deliver high quality Social and Emotional Learning (SEL) programmes in schools, in a sustainable way.

13 recommendations based on findings from the formative study



13 Recommendations

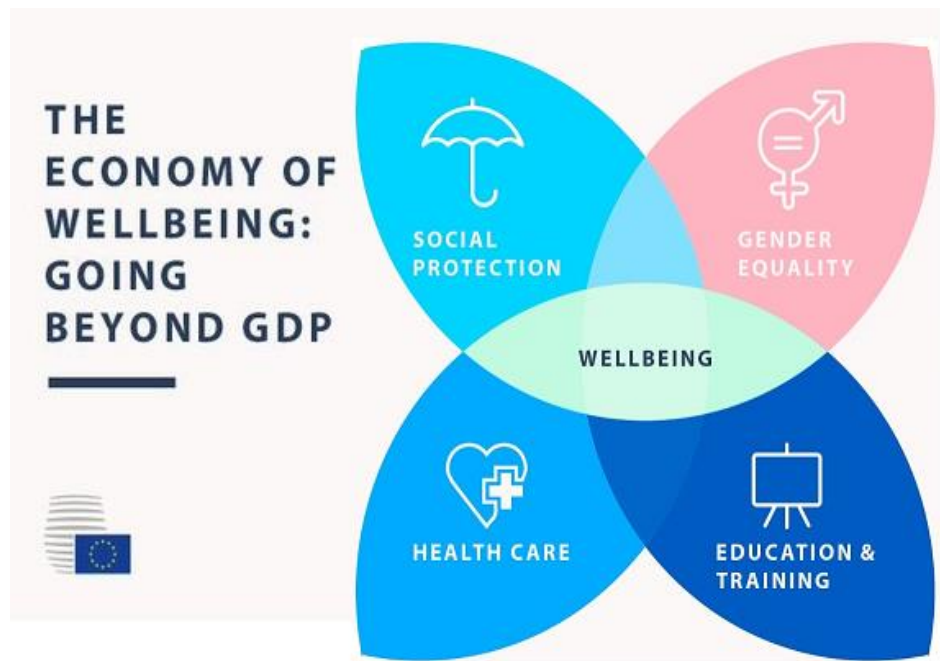
- https://www.boostproject.eu/wp-content/uploads/2021/01/Policy_brief_def-English.pdf



Recommendation 1: Work with policies needs to be done systematically at all policy levels.

There is a need to put more effort in systematically working with SEL at European, national, regional and local levels.

This is to ensure that policies on SEL align across the relevant levels of government, enabling schools to deliver good quality, sustainable SEL programmes.



Recommendation 2: There is a need for a set of obligatory goals and plans with measurable indicators in national policies.

- At national level, policies should include a set of goals and mandatory plans so that school owners/system level and school staff feel obligated to work actively with SEL.
- Having a mandatory plan with measurable indicators or checks, can make implementation goals verifiable even though implementation itself might be done differently at school level or if schools use different tools.



Recommendation 4: EU countries should find inspiration in EUs 8 key competences for life-long learning.



Recommendation 5: School owners and system level must ensure that there is continuity and agreement between their SEL policies and the SEL policies in school.

School owners and system level must also work with SEL in a more systematic way. School owners must take responsibility to ensure that a common thread runs from their policies to what school management and school staff are doing locally in order to avoid SEL work from being an individual decision left up to individual school staff.



Recommendation 6: School owner and system level policies must also develop clear plans and measurable indicators.

School owners and system level must develop robust SEL policies to ensure that schools work systematically with SEL as well. Just like with national policies, policies affecting schools should also come with mandatory plans and measurable indicators.



Conclusion

- The BOOST project is currently developing an approach which aims to build SEL capacity of school staff and providing schools with a model for service delivery to ensure a whole-school-approach
- We hope that the results of the implementation of the approach in our test schools will confirm that the BOOST approach is a good way of working with SEL in schools.
- However, creating an approach for schools to use is not enough if necessary policies are not in place. **With the recommendations listed above we hope to draw attention to the need for policy implementation at all levels in order to promote SEL at school level.**



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Thank you for your attention

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