

REFI INSIGHT

The ROCKWOOL Foundation Interventions Unit
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Evaluation of the teaching material, Perspekt 2.0

More structure on the schools'
well-being initiatives,
but no change in social well-being

Summary

Can Perspekt 2.0 enhance the social well-being of pupils through a structured, class-based teaching programme? This is the question we have sought to answer in an evaluation of the Perspekt 2.0 material. The results of the evaluation and the methods applied are presented in this RFI Insight report. Here is a quick overview:

Results

Perspekt 2.0, the structured social and emotional learning programme, has not succeeded in improving social well-being among pupils. The level of social well-being is neither higher nor lower in the classes that worked with Perspekt 2.0 than in the classes that received the usual well-being initiatives at the schools. On the other hand, both teachers and pupils are pleased with Perspekt 2.0, considering it relevant and meaningful to apply structure to a part of the work with pupil well-being. In the light of this positive reception, it may seem surprising that Perspekt 2.0 has failed to have an impact on social well-being, and this emphasises the importance of applying rigorous methods when striving to establish whether an initiative has an impact.

Social well-being is generally high at primary and lower secondary schools in Denmark, with relatively few pupils experiencing poor social well-being. As a classroom-based initiative, Perspekt 2.0 did not succeed in raising the level of well-being among the pupils who are faring worst socially. The evaluation reveals that as the effect on social well-being is neither positive nor negative, the Perspekt 2.0 material would appear to be just as good an element in the schools' work with well-being as the other activities that normally take place. It may be suitable for applying structure to a part of the work with well-being if you wish. However, we still lack knowledge about what is required to support those pupils who are experiencing low well-being today.

Studies

The evaluation is built on knowledge from three different studies:

- **Analyses of social well-being**, which paint a picture of social well-being at municipal public schools (Folkeskolen) in Denmark, of which pupils and classes experience low social well-being, and of the inter-relationship between well-being, absenteeism and academic results. The material was prepared by Professor Marianne Simonsen from Aarhus University and the ROCKWOOL Foundation Interventions Unit.
- An **impact evaluation**, which measured the extent to which the programme fulfilled its purpose of improving social well-being among pupils as measured in the national well-being survey. This material was also prepared by Professor Marianne Simonsen from Aarhus University in partnership with the ROCKWOOL Foundation Interventions Unit.
- An **implementation evaluation**, which has examined how the schools have received and implemented Perspekt 2.0. This material was prepared by the Danish Centre of Educational Environment (DCUM) and the Danish Center for Social Science Research (VIVE).

Background

The Perspekt programme was originally developed by Jane Vinter and Allan Mads Knægt with support from the ROCKWOOL Foundation. In 2016, the rights to Perspekt were transferred to the Danish Centre of Educational Environment (DCUM), which has revised the material to produce a new version, known as Perspekt 2.0. The transfer to DCUM has ensured that the material is still available for use in work with social and emotional learning at Danish schools, and has made it possible to complete an evaluation with the participation of more than three hundred Grade 4 and Grade 5 classes from 70 schools from different parts of the country. The evaluation was financed by the ROCKWOOL Foundation as the final contribution of the ROCKWOOL Foundation to the material.

Access to the Perspekt 2.0 material

Perspekt 2.0 is available in three modules intended for Grades 0–3, Grades 4–6 and Grades 7–9. DCUM makes the material for all three modules available free of charge online at:

www.perspekt2.dk



Content

- 4 Can Perspekt 2.0 improve the social well-being of pupils through a systematic and structured programme of social and emotional learning?
- 6 What is Perspekt 2.0?
- 8 Evaluation of Perspekt 2.0
- 11 Social well-being in Danish primary and lower secondary schools
- 14 Perspekt 2.0 does not improve pupils' social well-being
- 16 How has Perspekt 2.0 been received?
- 18 Conclusion: no change in social well-being despite a structured programme of social and emotional learning

Can Perspekt 2.0 improve the social well-being of pupils through a systematic and structured programme of social and emotional learning?

There is a general consensus that the social well-being of the pupils is important: a national target for the development of primary and lower secondary schools is to improve pupils' social well-being, and education researchers highlight the fact that children's social and emotional skills are important in promoting their academic learning.

A large number of different well-being activities are run in Danish primary and lower secondary schools, but there are relatively few structured teaching programmes for social and emotional learning initiatives, and none of these has previously been the subject of a stringent impact evaluation.

The question that remains to be answered is whether a systematic and structured programme can help improve the pupils' social well-being.

It can hence be difficult for a school principal or teacher to decide how to arrange the social and emotional learning programme for a given class or year, or for an entire school.

Perspekt 2.0 is a proposal for such a programme: it comprises class-based teaching material encompassing 15–16 chapters. Corresponding material in the United States has had a positive effect on the social and emotional skills of schoolchildren.

Our aim in the evaluation of Perspekt 2.0 was therefore to establish: how is Perspekt 2.0 received by teachers and pupils in the last years of primary school? Can Perspekt 2.0 enhance the pupils' social well-being? And, in particular, does the programme have the capacity to improve well-being among pupils who have previously reported low well-being?



Here are our findings

Both teachers and pupils were pleased with the Perspekt 2.0 material. The teachers emphasised that the material is well structured and easy to use in the lessons, and many of the pupils stated that they found the Perspekt classes relevant and meaningful. The material has largely been used as intended.

In spite of the positive reception, however, social well-being has not improved to a greater extent among the pupils who were taught according to the programme than among those pupils who received treatment as usual. Nor did we find any improvement in social well-being among the group of pupils who expressed having low well-being prior to the experiment.

So what have we learned?

Even though Perspekt 2.0 was enthusiastically received at the schools, the pupils' social well-being has not improved – despite this being the principal purpose of the programme. This undesirable result highlights the importance of performing thorough impact analyses if you wish to be certain that a given initiative has had the desired effect.

We have also established that the majority of pupils attending Danish municipal public schools experience high levels of social well-being. Only around one pupil per class experiences low social well-being. This is a positive and important finding, which indicates that the schools' existing frameworks and well-being initiatives are succeeding to a certain extent.

A wide range of social and emotional learning activities are currently being run at the schools. The evaluation demonstrates that Perspekt 2.0 functions equally well as an element in the work to promote social well-being as the other activities that normally take place in the schools. It is neither worse nor better.

Perspekt 2.0 is thus a good option if a school principal or teacher wishes to apply structure to a specific part of the well-being initiatives and activities.

As a social and emotional learning initiative for the classroom as a whole, however, Perspekt 2.0 has failed to improve well-being among the small group of pupils who continue to experience low well-being. So what is needed to improve well-being among these pupils? That remains an open question.

What is Perspekt 2.0?

The purpose of Perspekt 2.0 is to reinforce the pupils' emotional, social and personal skills so as to strengthen the sense of community and well-being of the entire classroom. Perspekt 2.0 uses conversations, classroom exercises and small group activities to give pupils tools to express their feelings in words, to resolve conflicts and to talk about diversity and relationships.

Perspekt is built on knowledge from what are known as SEL (Social and Emotional Learning) programmes, which seek to reinforce pupils' self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Perspekt 2.0 consists of three modules intended for Grades 0–3, Grades 4–6 and Grades 7–9. This evaluation focused on the module for the middle range, i.e. Grades 4–6. The learning outcomes for each chapter are clearly stated, and the teacher is guided through the specific exercises. Perspekt 2.0 was developed in connection with DCUM's revision of Perspekt, so the mate-

rial requires no preceding skills development of the teachers, only ordinary preparation time.

Perspekt 2.0 is closely linked to practice and the learning perspective takes as its starting point the individual child and his/her preconditions, although it focuses to an equal extent on the community of which the child forms a part.

The material is targeted at promoting the pupils':

- Understanding that people are diverse
- Knowledge of how to communicate appropriately – also in a digital context
- Understanding of the difference between knowing something, believing something and assuming something
- Understanding that all actions have consequences
- Awareness of own signals in relation to others
- Ability to relate to the rules, regulations and expectations of the community



BOX 1:

Social, emotional and personal skills that Perspekt 2.0 works with¹

Self-awareness

Skills in recognising your own emotions, thoughts and values, and how they affect behaviour.

Self-management

Skills in managing your emotions, thoughts and behaviours in different situations, and in controlling your impulses.

Social awareness

Skills in viewing things from other people's perspectives and displaying empathy.

Relationship skills

Skills in maintaining healthy relationships through clear communication and by listening actively, resisting inappropriate peer pressure and negotiating constructively in conflicts.

Responsible decision-making

Skills in assessing the consequences of different actions, and the ability to make constructive choices in your personal behaviour.

Development of Perspekt 2.0

The Perspekt programme was originally developed by Jane Vinter and Allan Mads Knægt with support from the ROCKWOOL Foundation. The material was developed in partnership with psychologists and a number of teachers at a range of primary and lower secondary schools. The teachers contributed authentic situations and everyday problem issues, which assured the material a high degree of practical relevance.

In 2016, the rights to Perspekt were transferred to the Danish Centre of Educational Environment (DCUM), which has revised the material to produce a new version: Perspekt 2.0. In the new version, the material has been adapted to current everyday situations in Danish primary schools in that, for example, the material now encompasses digital communication.

¹ <https://casel.org/what-is-sel/>

Evaluation of Perspekt 2.0

In order to understand how Perspekt 2.0 is utilised and the extent to which it can improve pupils' social well-being compared to the current social and emotional learning programme, 70 primary and lower secondary schools from all parts of Denmark participated in an evaluation of Perspekt 2.0. A total of 315 classes and almost 7,000 Grade 4 and 5 pupils took part in the evaluation in the school year 2018/19. Half of these classes used the Perspekt 2.0 material, while the other half received well-being treatment as usual, thus functioning as the control group. The purpose, methods and parties responsible are all described in boxes 2, 3 and 4. We then review the results of the three analyses.

BOX 2:

Analyses of social well-being in Danish primary and lower secondary schools

Why?

The purpose of the analyses is to paint a picture of social well-being in Danish primary and lower secondary schools: what distinguishes the pupils who report low well-being? What distinguishes their parents, their teachers, their classroom? To what extent does a pupil's social well-being change over time? And what, if anything, is the relationship between well-being, absenteeism and academic results? This is important knowledge given that we are measuring the impact of Perspekt 2.0 on social well-being. The analyses provide a good pool of background knowledge for the evaluation findings and help put them in perspective.

How?

We have analysed social well-being in primary and lower secondary schools for the 380,000 or so pupils attending Grades 1–9 in the school year 2018/19. We have used data from the national well-being survey for both 2019 and the pupils' responses from the two preceding years in order to examine the persistence of their social well-being over time. These data were then linked to background data from Statistics Denmark regarding the pupil in question and his/her parents. Using data from the Danish Ministry of Children and Education, we have also linked the pupils' responses to information regarding absence, results from national tests, information about their Danish and mathematics teachers, and about classroom composition. All linking of data has been performed by Statistics Denmark, and the data were used in anonymised form.

Who?

Professor Marianne Simonsen of Aarhus University and the ROCKWOOL Foundation Interventions Unit prepared the analyses, with contributions from Afonso Câmara Leme, PhD Student at Universidade Nova de Lisboa.

Click [here](#) to read all the analyses of social well-being in Danish primary and lower secondary schools

BOX 3.

Quantitative impact evaluation

Why?

Can Perspekt 2.0 improve the pupils' social well-being to a greater extent than the usual well-being initiatives? The purpose of the quantitative impact evaluation was to answer this question. The evaluation focused in particular on those pupils who reported low social well-being initially.

How?

Randomisation was applied to decide which classrooms would be allowed to use Perspekt 2.0 and which would follow the school's usual well-being activities and thus function as control classrooms. Some schools were randomised to teach Perspekt 2.0 to the Grade 4 classes, while others were chosen to teach Perspekt 2.0 to Grade 5. Randomisation enables us to ensure that the Perspekt classrooms and the control classrooms are as similar as possible.

**Watch this [video](#) to learn more about
why we use randomised controlled trials (in Danish)**

We have used data from the national well-being survey linked to background data from Statistics Denmark (in anonymised form) for the pupils who participated in the evaluation. Using these data, we have examined whether social well-being is higher among pupils taught with the Perspekt 2.0 material than among those who took part in the usual well-being activities. The majority of the pupils completed a supplementary questionnaire both before and after the Perspekt 2.0 trial, and their responses were linked to the other data. We use these data to examine whether Perspekt 2.0 has had an impact on other social and emotional skills, worries and problem behaviour measured in the questionnaire. Because a large number of pupils participated in the evaluation, the analyses produce a statistically reliable result. We have also used questionnaire data from the teachers to gain a better understanding of the existing well-being initiatives and activities.

Who?

Professor Marianne Simonsen from Aarhus University has conducted the impact evaluation in partnership with the ROCKWOOL Foundation Interventions Unit.

Click [here](#) to read the entire impact evaluation.

BOX 4.

Implementation evaluation

Why?

The purpose was to establish how the implementation of Perspekt 2.0 progressed, including how the material was received and the extent to which it was used as intended at the schools.

How?

The implementation evaluation is built on three different types of data from the classes that were randomised to receive Perspekt 2.0:

Continuous registration: In order to establish the extent to which Perspekt 2.0 was carried out as intended, the teachers in the treatment classrooms continuously registered which chapters and exercises they completed, and when.

Questionnaire survey: The teachers completed a questionnaire both mid-way through the process and on completion of the Perspekt 2.0 trial. The purpose of the questionnaire was to elucidate how the individual teacher conducted Perspekt 2.0, as well as his/her experience in teaching Perspekt 2.0.

Interviews and observations: In order to compile more in-depth and multifaceted knowledge, case visits were carried out at eleven selected schools, involving group and individual interviews of teachers, group interviews of pupils, and observation of a Perspekt classroom at each of the participating case schools.

Who?

The Danish Center for Social Science Research (VIVE) and the Danish Centre of Educational Environment (DCUM) conducted the implementation evaluation.

Click [here](#) to read the entire implementation evaluation (in Danish)

Social well-being in Danish primary and lower secondary schools

Social well-being is generally high in Danish primary and lower secondary schools. Responses from pupils at all primary and lower secondary schools in Denmark indicate a generally high level of social well-being. In an average class of 21 pupils, there are 11 who report a high level of social well-being, and six of these children have reported elevated social well-being for three years in a row.

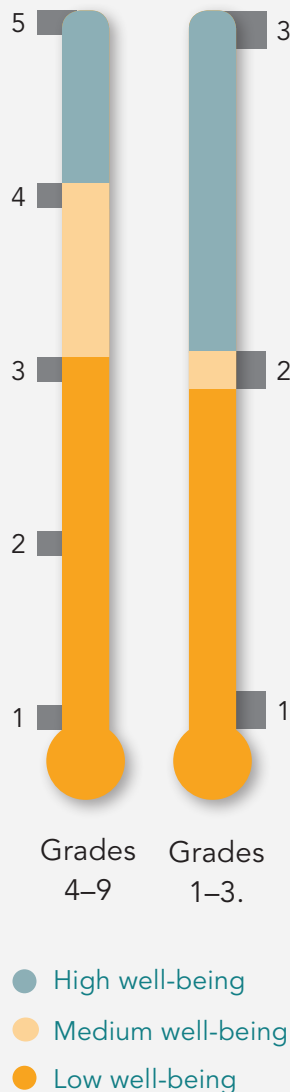
A small minority of pupils report low well-being: on average, slightly more than one pupil per class reports low well-being, and only a tenth of these pupils report low well-being three years in a row. Here, however, it is important to note that on average there were three pupils in each class who did not respond to the well-being survey, and the analyses suggest that these pupils are generally likely to have lower well-being. For this reason, the proportion of pupils with low well-being may be underestimated.



BOX 5:

How do we measure social well-being?

The national well-being survey of children in Grades 4–9 consists of 40 questions, which the Danish Ministry of Children and Education divides into four well-being indicators: academic well-being, social well-being, calm and order, as well as support and inspiration. The social well-being indicator encompasses ten questions about the pupil's relationship to the school and his/her classmates, as well as the pupil's emotions in the context of school. Each question has five response options valued at 1 to 5, where 5 is always the most positive. The indicator is then calculated as an average of the values for the ten questions. We categorise the pupils who return a social well-being score of more than 4 as having a high level of well-being, while pupils scoring 3 or lower have a low level of well-being.



The well-being measurement for children in Grades 0–3 is slightly different: Here, the pupils answer 20 questions, which each have three response options. The ministry has only designed a well-being indicator for Grades 4–9, so we have designed a corresponding measurement for Grades 1–3 so that we could also include early well-being in the analyses. Of the ten questions that enter the social well-being indicator for the older pupils, we have found eight questions in the material for preparatory schooling that align well, and we use the average of these as a measurement for social well-being among pupils in preparatory schooling. As there are only three response options, the indicator here is from 1 to 3, where 3 is the most positive. We categorise Grade 1–3 pupils who score higher than 2 in social well-being as pupils with a high level of well-being, while those who score lower than 2 are categorised as having low well-being.

Which pupils, on average, report lower social well-being?

Pupils who experience low social well-being one year, generally continue to display low well-being the following year. Girls generally experience lower social well-being than boys. In addition, the pupils with low social well-being are often children with special needs or who are otherwise disadvantaged; for example:

- Special needs pupils in ordinary classes
- Pupils who have
 - been in contact with a psychiatric hospital
 - received social preventive measures from the municipality
 - switched school, started school late or have re-taken a year

These are some of the key factors for predicting low well-being, but they provide little information about what actually causes the low well-being. For example, a pupil may switch school on account of low well-being, so it is not necessarily the act of switching school that causes the decline in well-being. We have also found that parents of children with low social well-being typically have lower incomes and a shorter education history – and they may further have been in contact with psychiatric care or have committed crimes. These results indicate in which families we are more likely to find children with low well-being, but it does not explain why the child is not doing well.

What distinguishes the teacher and the classroom?

Teachers naturally play an important role in the general well-being of the classroom, but the well-being of the classroom may possibly also influence who is teaching the class. We have found that social well-being is generally higher in classrooms where the Danish teacher is a woman, and where the Danish and mathematics teacher has long tenure at the school. In contrast, well-being is lower when these teachers are often absent. We do not know the extent to which – or how – the gender, tenure and absence history of the teachers affects well-being in the classroom, nor whether these correlations could, for example, be explained by female teachers in classrooms with well-being problems experiencing more sick leave than male teachers, and that the substitute teachers called in to replace them are less experienced. More data and additional analyses are required in order to find the answers to these questions.

There is good reason to believe that the social well-being of a given pupil also depends on his/her classmates. In contrast, the general well-being of the classroom may result in some pupils switching school, and new pupils at the school being placed in the classroom in question. An examination of classroom composition indicates that classrooms with a higher proportion of boys tend to have a lower level of well-being.

The same applies if several parents in the class have committed a crime. In contrast, the level of well-being is higher when several of the parents have medium or long further education, and several pupils have started school late. This last condition is surprising, given that pupils who have started school late generally display lower well-being, but it may be because these pupils are more mature, which benefits the other pupils.

Is there a relationship between well-being, absenteeism and academic results?

The short answer to this question is “yes”. Pupils who experience higher well-being are less absent from school and perform better in Danish and mathematics in the national tests. They also obtain a higher grade point average on their final examinations in Grade 9. However, this is not to say that a pupil will achieve better academic results if he/she has experienced improvement in his/her social well-being, because other factors can also be at play. For example, dyslexia can result in both academic problems and low social well-being in some cases.

What does this tell us about the pupils Perspekt 2.0 is to elevate?

The small group of pupils with low social well-being is often composed of children who, for one reason or another, are disadvantaged in relation to their classmates, and some of them have experienced low social well-being for longer periods of time. Given that a pupil typically reports the same level of well-being several years in succession, this indicates that the measurement is picking up on an underlying condition in the pupil, and that it is not particularly influenced by incidents during the break immediately before completing the questionnaire, for example, or by whether the class was being taught by a substitute teacher that day. Relationships between a pupil's social well-being and the background variables of the pupil and his/her parents are to a great extent meaningful and paint a picture of the group of pupils Perspekt 2.0 was to benefit in order to improve the level of social well-being.

Perspekt 2.0 does not improve pupils' social well-being

The impact evaluation demonstrates that the level of social well-being is neither higher nor lower in the classes that worked with Perspekt 2.0 than in the classes that participated in the existing, standard well-being activities. A large proportion of the pupils already enjoy a high level of well-being, which makes it difficult to raise the average well-being score. However, even when we focus on the quartile of the pupils with the lowest social well-being prior to the programme, we still cannot identify any impact of Perspekt 2.0.

There is already a broad range of well-being initiatives at the schools, and Perspekt 2.0 has been included as an element in the well-being activities. The Perspekt material has primarily been used in Danish lessons and in the supportive teaching. As the Perspekt lessons have replaced some of the Danish lessons, we have examined whether this had a negative impact on the pupils' reading skills. This is not the case. The Grade 4 classes that worked with Perspekt 2.0 perform just as well on the national tests in Danish reading as the other Grade 4 classes.

Other outcomes

We have also examined whether Perspekt 2.0 has had an effect on the social, emotional and personal skills that the material works with (described in box 1). We found neither positive nor negative effects on any of these outcomes. Generally speaking, the pupils perform well and the results also indicate that the existing well-being activities contribute to the formation of these skills. In any case, Perspekt 2.0 does not raise the level any higher, not even for the pupils who were experiencing the lowest social well-being at the start of the programme. The same applies if we examine outcomes for the pupils' worries and problem behaviour. Box 6 presents the questions we asked the pupils to construct the

different outcomes. Finally, we have also examined whether Perspekt 2.0 has had an effect on pupils' absence in the school year 2018/19; this is not the case either.

Sub-groups of pupils

If, for example, Perspekt 2.0 had a positive effect on well-being among boys, but a negative effect on well-being among girls, these two effects might offset each other when we examine the average social well-being for all pupils together. We have therefore examined whether Perspekt 2.0 has had an impact on social well-being for a series of separate groups of pupils. We have divided up the pupils on the basis of their social well-being measured in the school year prior to the evaluation, and then examined whether Perspekt 2.0 had an effect on the half of the pupils with the lowest social well-being. We have likewise zoomed in on the lowest quartile, but found neither positive nor negative effects on these pupils. We have also examined boys and girls separately and split the pupils on the basis of their mother's level of education or their parents' country of origin. We found no effects of Perspekt 2.0 on the social well-being – neither positive nor negative – on any of these groups.

Taken together, the impact evaluation presents an unambiguous conclusion: Perspekt 2.0 has not succeeded in raising social well-being among pupils compared to the usual well-being initiatives and activities. As almost 7,000 pupils participated in the evaluation, we can reach this conclusion with high statistical certainty. Given that Perspekt 2.0 as a classroom-based programme has not had an impact on the social well-being of the small group of pupils who experience low social well-being, the question must be asked: what is needed to improve well-being among those pupils who are already experiencing low well-being?

BOX 6:

Construction of outcomes

The table below lists the statements from the pupil questionnaire that are included in the construction of the other outcomes.

Self-awareness

- I reach out to an adult if I need help during sessions.
- I reach out to other children if I need help during sessions.
- If I am sad, I keep my thoughts and feelings to myself.

Self-management

- I stay calm if someone says or writes something negative about me.
- If I get angry, I think before I react.
- I am the type of person who quickly forgets if something bad happens.
- I stay calm even though other children are upset.

Social awareness

- I do my best to understand the other children in my classroom even if I disagree with them.
- I feel sad if other children in my classroom are sad.

Relationship skills

- I do my best to help the other children in my classroom whenever they have a problem.
- It is easy for me to find new friends in school.
- I do my best to help the other children in my classroom when they end up in conflicts with each other.

Responsible decision-making

- I do my best to forgive the other children in my classroom when they apologize.
- I reach out to an adult if someone bullies a child in my classroom.
- I reach out to an adult if someone misbehaves towards me.

Worries

- I am the type of person who often worries.
- I am the type of person who often feels blue and sad.

Problem behaviour

- I am the type of person who initiates quarrels with others.

How has Perspekt 2.0 been received?

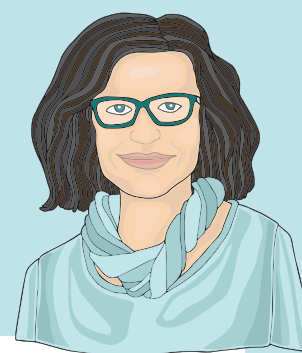
The implementation evaluation indicates that the Perspekt material has been used to a great extent in the treatment classes, and that the pupils have received Perspekt lessons as planned. Perspekt 2.0 has thus functioned as a new and relevant element among

the well-being activities in the treatment classes. This is an important result, because there are not many structured teaching programmes for social and emotional learning in primary and lower secondary schools.

What do the teachers say?

The teachers have generally welcomed the Perspekt material, which they consider to be well-structured and easy to work with. They find the themes relevant, and most of them consider the Perspekt material to be meaningful teaching material. The majority of the teachers likewise stated that they felt well-equipped to teach Perspekt 2.0. Half of the teachers spent between 15 and 30 minutes preparing each lesson, while one in four spent less than 15 minutes on preparation. The greatest scepticism the teachers initially show towards Perspekt 2.0, is the highly structured approach to the teaching that the material promotes. Having worked with the material, however, the teachers describe the structure as positive in that the programme ensures that as teachers, they cover all the key issues in the work with pupil well-being.

In the interviews conducted, the teachers state:



“ It’s really well structured. It’s easy to prepare for. There’s an action plan for you to follow, and as long as you follow it the course just flows.”

/ Teacher

“ What I think is that you’re pretty much assured that you’ll get through some things. You know, you have set aside a lesson for it, and there are some specific topics you cover so we make sure that we tackle the topic in a pretty sensible way.”

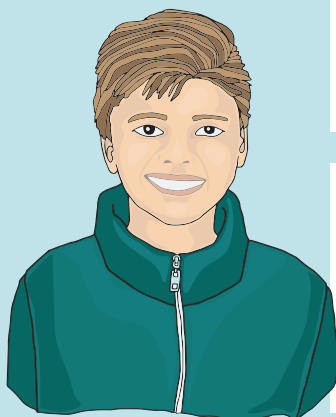
/ Teacher

“ The world is getting bigger for [the pupils]. It’s like they discover that OMG there are others that feel the same way, too. There are others who react in the same way. It’s not just me.”

/ Teacher

What do the pupils say?

Generally speaking, the pupils interviewed give the impression that they think Perspekt 2.0 is relevant and meaningful as a teaching process. The pupils experience developing a broader understanding of themselves and each other, and in that way, they find it easier to help one another in specific situations that may arise in the classroom. However, the implementation evaluation also indicates that it is important to establish a safe learning environment, and that some pupils do not participate actively in the Perspekt lessons if their classmates laugh at them.



In the interviews conducted, the pupils state for example:

!! *I think it's fun because there are ways to talk about how you actually feel when people do something. And it makes it a bit easier to understand the other people in your class. Sometimes there can be someone who gets upset, even though it was only a joke ... but you don't feel bad about it yourself, and so they do, and so sometimes it's a bit easier to understand why they got upset."*

/ Pupil

!! *I think it's good that we also learn to be a bit sensitive, and that not everyone feels the same way. It's cool. I think it's fun to learn a bit more about one another, about how you're feeling, so you can help each other a lot more."*

/ Pupil

!! *It was the body language and facial expressions [that were the most exciting] because they've got a lot to do with how you experience things."*

/ Pupil

!! *I think it's embarrassing, because it's awkward, and because if there's someone who laughs, then they think I'm really peculiar."*

/ Pupil

Conclusion: no change in social well-being despite a structured programme of social and emotional learning

When you launch a new initiative, one of the key questions has to be what change you are hoping to achieve.

To create change, you naturally need a programme that is relevant and meaningful for the people who are to use it. The programme has to be able to stand up in practice. That is the first step.

But that is not enough in and of itself. In order to establish whether a change has taken place, the next step is to follow up with a thorough impact evaluation. It is only then you can be sure whether you have succeeded in generating the change you desired.

New structure on a part of the schools' well-being initiatives

Perspekt 2.0 is relevant and meaningful material that presents a structured social and emotional learning programme in primary and lower secondary schools. This has been established in the implementation evaluation. Perspekt 2.0 is considered relevant and popular among both teachers and pupils. Even teachers who were originally sceptical about the material enjoy working with it once they engage with it. The material has thus succeeded in meeting the ongoing demand from schools that DCUM experiences for a structured teaching programme.

Social well-being remains unchanged

However, there is still some way to go in the work to improve the pupils' social well-being. The impact evaluation reveals that the material has not improved social well-being among the pupils in comparison with the usual well-being activities. Nor has it improved well-being for the pupils who had the lowest well-being to begin with.

Because the classes where the programme was taught were randomly chosen, we know that it is not the classes facing the biggest challenges nor those with the most enthusiastic teachers that received the treatment. Randomisation provided the best possible basis for assessing whether Perspekt 2.0 has generated any change. And the result is clear: social well-being among the pupils is neither better nor worse.

We also know that the lack of impact is not attributable to the material not being used. In this way, the implementation evaluation and the impact evaluation go hand in hand, and neither can stand alone to guide decision-making if you want to know how and to what extent we can improve the pupils' social well-being.

Perspekt 2.0 thus functions well as a classroom-based programme, but it cannot improve the well-being for the group of pupils who have the lowest well-being. The question of what is needed to improve well-being among these pupils thus remains open.

Contact details

About the evaluation

For additional information about the evaluation, contact Senior Research Economist Anna Folke Larsen from the ROCKWOOL Foundation Interventions Unit at afl@rfintervention.dk or on +45 61 66 11 59.

www.rockwoolfonden.dk/en/projects/perspekt/

To find out more about the three surveys the evaluation and this RFI insight are based on, see:

- [Analyses of social well-being in Danish primary and lower secondary schools](#)
- [Impact evaluation of Perspekt 2.0](#)
- [Implementation evaluation of Perspekt 2.0](#)

About Perspekt 2.0

For additional information about the Perspekt 2.0 material, contact Method and Analysis Consultant Lea H. Jeppesen from the Danish Centre of Educational Environment (DCUM) at perspekt@dcum.dk

[Find out more about Perspekt 2.0 \(in Danish\)](#)

You can access the Perspekt 2.0 material at www.perspekt2.dk (in Danish)

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