

Social and emotional education across the world: convergences and divergences in cultural perspectives

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What do we mean by social and emotional education?

- Broad range of topics discussed at conference
- Are we talking about educating all pupils or those with social, emotional and behavioural difficulties? Pre-school, adolescents, parents, families?
- Prevention programmes or targeted interventions? General skills or specific skills?
- What are the links between SEE and values, character education, academic learning, violence prevention, conflict resolution?

Defining SEE: Shared understanding?

<p>ENSEC (Europe)</p>	<p><u>Socio-emotional competence and resilience</u>; socio-emotional competence: knowledge, attitudes and skills relating to the intra and inter personal processes associated with pro-social behaviour, including problem solving skills, decision-making skills, stress management, self-reliance, anger regulation, collaborative skills and communication skills (<i>website</i>)</p>
<p>International Academy of Education (UNESCO)</p>	<p>“<u>Social-emotional skills</u>, or ‘<u>emotional intelligence</u>’, is the name given to the set of abilities that allows students to work with others, learn effectively, and serve essential roles in their families, communities and places of work” (<i>p.3</i>)</p>
<p>CASEL (US)</p>	<p><u>Social and Emotional Learning</u>: (Skills that) allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices (<i>website</i>)</p>
<p>Marcelino Botin Foundation (Spain)</p>	<p><u>Social and Emotional Education</u>: emotional competence: learning to regulate one’s emotions, behaviours, and attention; social competence: learning to relate well to other children and forming friendships (<i>p42</i>)</p>
<p>Department for Children, Schools and Families (England)</p>	<p><u>Social and Emotional Aspects of Learning (SEAL)</u> -underpin effective learning, positive behaviour, regular attendance, staff effectiveness and emotional health and well-being” (<i>p4</i>)</p>

Shared understanding of social and emotional skills?

ENSEC	IAE	CASEL	MBF	SEAL
prosocial behaviour collaborative skills communication skills	forming relationships communicating effectively getting along with others	establishing positive relationships	relate well to other children and forming friendships	social skills.
stress management anger regulation		recognizing and managing our emotions	learning to regulate one's emotions, behaviours,	managing feelings
	sensitive to others' needs	developing caring and concern for others		empathy
			learning to regulate one's attention	motivation
decision making skills		making responsible decisions		
self reliance				
		handling challenging situations constructively and ethically		
				self-awareness
problem solving skills				
	learning			

Implications

Definitions underpin social and emotional education programmes:

- **What** is taught
- **Why** it is taught
- **Who** is taught
- **How** it is taught

Social and Emotional Aspects of Learning (SEAL)

- **What:** general social and emotional skills - self-awareness, managing feelings, empathy, motivation, social skills.
- **Why:** effective learning, positive behaviour, school attendance, staff effectiveness, emotional health and well-being
- **Who:** Primary (5-11) and Secondary level (11-16) universal; small group work at primary level
- **How:** (i) direct teaching and learning – some curricular resources at primary level and secondary level up to age 14, but not always structured, sequenced lesson plans;
(ii) systemic, environmental changes

Second Step

- **What:** social competence, empathy, emotion management and social problem solving.
- **Why:** violence prevention; essential life skills
- **Who:** pre-school to Grade 8 (four levels); universal
- **How:** curriculum based; staff training

Intemo Programme

- **What:** emotional perception, use of emotions, understanding emotions, managing emotions
- **Why:** reduction of addictive substance abuse; teach emotional abilities
- **Who:** 12-18 yr olds; universal?
- **How:** direct teaching; 10, hour-long weekly sessions with psychologist

MindMatters

- **What:** social and emotional competency; resilience; dealing with bullying and harassment, grief and loss; understanding mental illness
- **Why:** promotion and protection of mental health, social and emotional wellbeing
- **Who:** secondary school pupils; universal and targeted
- **How:** promotion, prevention, early intervention resource (not a programme): whole school approach; staff training; school environment

Transferring Programmes

- All linked to social and emotional education, but programme origins vary

Implications for selecting programmes:

- Intended outcomes – what was evaluated?
- Does it meet specific needs?
- Is there a match between context of validation and context of practice?
(Castro *et al* 2002)

Transferring Programmes

- Programmes that have been evaluated and judged to be successful in one setting may not necessarily be as effective when transferred to a new setting
- Review of school bullying programmes (Ttofi and Farrington, 2008)
- Young People's Development Programme UK (Wiggins *et al* 2009)

Cultural differences

- Recognition and understanding of facial expressions (Elfenbein and Ambady, 2002)
- Emotional responses (Kitayama and Markus, 1994)
- Rules for display of positive and negative emotions (Zahn-Waxler *et al*, 1996; Lee *et al*, 2001)
- Moral judgements (Miller and Bersoff, 1992)

Implementation

- Programme adaptation likely across cultures: beliefs, values, staff acceptance and commitment; education system and policies affect delivery
- Programmes always adapted to some extent – contextual needs
- Reduced programme fidelity results in reduced outcomes (Durlak, 1998)

Transferring programmes

Can programmes be successfully transferred across cultural settings?

- Origins and aims of programmes
- Gap between context of validation and context of application
- Awareness of cultural differences
- Extent of fidelity/adaptation
- Continuously monitor and evaluate outcomes

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