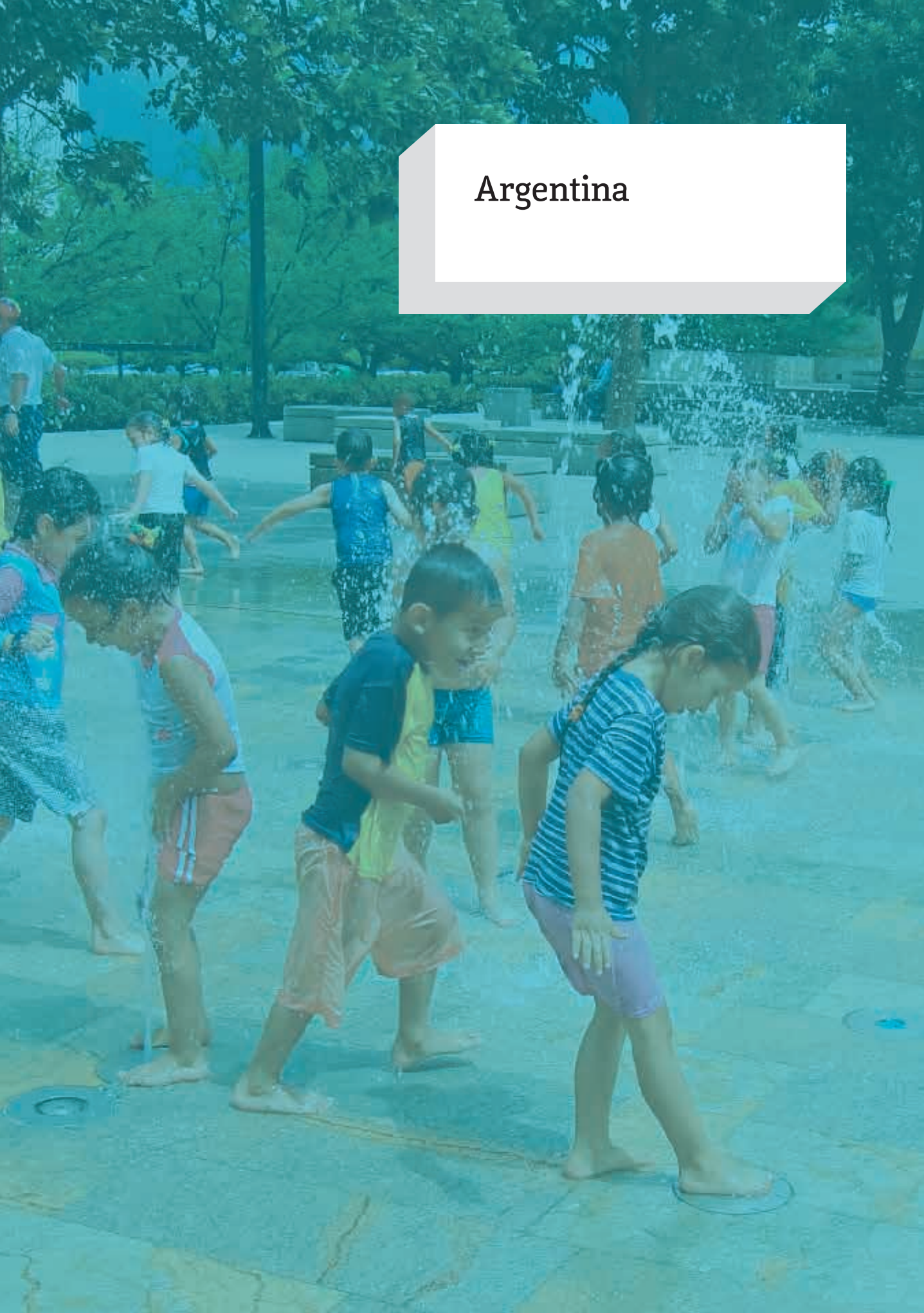


Argentina





Social and Emotional Education in Argentina: Amid Certainties and Hopes

Isabel María Mikulic

Abstract

Recent analysis of the field of education in Argentina presents us with a state of affairs in which exclusion and educational deficit at primary school level appear now as structural problems – social inequality is revealed as an enduring factor and one that has a clearly regressive effect on children who are most at risk. This is not a negligible matter if one takes into account that according to the latest statistics there are currently 42,087 primary and secondary schools in the country, of which 31,787 are state schools and 10,300 private schools, attended by 7,523,700 and 2,948,900 pupils, respectively. Primary and secondary education is both free and compulsory for children from 5 to 17/18 years old.

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In Argentina emotions have traditionally been largely overlooked as significant developmental processes, and this is especially true at schools where intellectual and cognitive aspects have absorbed, almost exclusively, all the attention. Over the last few decades, however, one can detect a growing concern among school principals and teachers who wish to offer the best that they can to the Argentinian educational scene and who have started thinking in terms of social and emotional education.

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Emotional Intelligence is the concept that arouses most interest in the field of education, perhaps because it represents the interrelation of two key terms: intelligence and emotion. Another main aspect of this approach is resilience, which arises from a need to find new approaches that work both in schools and in classrooms. Educational authorities and teachers have frequently encountered new problems and have attempted to use old solutions to deal with them, which often end up worsening the situation. Accordingly, new, innovative concepts are needed to build work strategies to harness optimism and hope. Three examples of this are:

Case Study 1. Emotional Education Programme at the Washington School

This private, bilingual, secular and co-educational school is located in the residential Belgrano district of the Autonomous City of Buenos Aires and was founded in 1950. It was designed to be a participatory place, open to free thought, creativity and acceptance of diversity for its 600+ pupils from 2 to 18 years old. It is an open-minded educational system, receptive to changes in teaching practice and didactics. Accordingly, it has developed and implemented an Emotional Education Programme that draws on the ideas of leading theoreticians and on the results obtained from prior educational programmes and research in this field carried out in various parts of the world. Since 2011 its plan for managing life, improving self-awareness, self-confidence, self-regulation of emotions and increasing empathy and collaboration, has been added to the ordinary school timetable. (The programme has been infused into the timetable – e.g SEE is part of language lessons, art lessons, mathematics lessons, and so on). The aim is to develop social and emotional competencies through a participatory and active methodology which facilitates questioning, dialogue and communication.

Case Study 2. “You Cannot Learn or Grow Without Affection.

A programme designed to strengthen affective, cognitive and linguistic resources”

This programme has been run since 2004 in Paraná, in the Entre Ríos province, under the supervision of researchers of the Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental (CIIPME - Interdisciplinary Research Center of Mathematical and Experimental Psychology) directed by Dr. Richaud. It is designed to attend to the educational needs of children who are at risk due to environmental factors. It is built upon three main pillars: the children, the parents and the teachers. Children, who begin taking part in the programme from the age of 4, are given prior cognitive and social and emotional evaluation at the two state schools with the highest psychosocial risk rates in the area. These children demonstrate high levels of undernourishment, high rates of having to repeat grades, a high percentage of unemployed parents, poverty and serious socio-affective problems such as family violence or abuse.

The programme is incorporated into the school curriculum and it involves the joint work of the research team with teachers in out-of-classroom meetings to add activities that strengthen resources in school planning in keeping with curricular content, in the classroom and during the entire time children attend school.

Case Study 3. “Positive Emotional Climate Programme (Clima Emocional Positivo en el Aula, CEPA)”

Positive Emotional Climate in Classrooms Programme (CEPA) has been developed by Lic. Marino.

This programme has been designed by Maria Cecilia Marino. In order to promote the training of teachers in social and emotional competences, she designed a specific toolset which provides teachers with resources to create a positive emotional climate in the classroom and respond to the particular needs of children between the ages of 5 and 9. These materials are divided into two groups a) those used with the whole class, b) those used individually. The aims of the programme are to:

- Promote metacognitive skills for better learning processes.
- Collaborate in creating a positive climate which reduces conflicts and helps learning.
- Give teachers the opportunity to reformulate their practice, use reflection in their practice and be trained professionally
- Develop in children self esteem, autonomy and self-knowledge in order to regulate their behaviours.

The featured case studies reflect progress and promising horizons, yet they also demonstrate unjust social inequality because only a very few children are beneficiaries of inclusion in Social and Emotional Education programmes. We are certain that Argentina as a country deserves to include these programmes to all school curricula and we shall not abandon the hope that the debt owed to children by providing them with social and emotional education will soon be paid in full.

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Introduction

Children in Argentina have the right to fully develop their potential; it is the State, however, which has the fundamental responsibility to generate the conditions in which this right may be exercised. This presents a major challenge and involves both the government and society as a whole. The evidence confirms that “early education” is a crucial aspect for broadening and improving children’s opportunities to receive stimulation and socialization (2012, ODSA-UCA-Fundación Arcor). Nevertheless, another quite striking detail is that school attendance alone cannot break down social inequality. Recent analysis

years Argentina has progressed rapidly towards acknowledging the rights of childhood (Law 26.061). In particular, the 2006 National Education Law (Law 26.206) constituted an important advance by regarding education as a social right that needs to be guaranteed by the State. Among its main objectives was to establish compulsory middle school education (13 – 17/18 years), full day school (from the morning to the afternoon) for primary schools (6 – 12 years of age) and the universalization of nursery place for 4 year olds at pre-school level (4 – 5 years old). In addition, the 2006 Educational Finance Law (Law 26.075) – the main ob-

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in Argentina presents us with a state of affairs in which exclusion and educational deficits at primary school level, and which is even worse at secondary level, appear now as structural problems. Social inequality is revealed as an enduring factor in Argentina and one that has a regressive effect on the boys, girls and teenagers who are most at risk (2010, ODSA-UCA-Fundación Arcor).

The Convention on the Rights of the Child (UN, 1989) meant a major step forwards towards the recognition of universal rights in childhood. However, two decades after its establishment, we need to ask ourselves whether it is being put into practice effectively in Argentina. Access to a quality education is a fundamental right declared in article 28 of the Convention. In the past few

jective of which was to increase investment in education, science and technology– to 6% of the country’s GNP. Currently, a new finance law for education is being debated with the aim of investing between 8.5% and 10% of the GNP in education, science and technology in 2015, increasing the investment per pupil and achieving a greater equity across the provinces of Argentina. This is not a negligible figure if one takes into account that there are currently 42,087 schools in the country (including both primary and secondary) of which 31,787 are state schools and 10,300 private schools: the former being attended by 7,523,700 pupils and the latter by 2,948,900 pupils.

From the perspective of adults in Argentina the principal “social debt” society owes to

children and young people is the right to a quality education (an opinion expressed by 62%; DII-ODSA, 2009). Regardless of the social status of the respondent this was the principal demand, viewed as a right which has yet to be put into practice, and one that is not dependent on social status, although it tends to be mentioned more often as the level of social status of the respondent increases (54% in very low levels, 60% in low levels, 61% in medium levels and 71% in the medium-high levels). Social inequality is very noticeable when taking into account the perceptions of the most or least satisfied respondents. Among higher social status re-

The factors affecting the growth of a child during the first years of life are not only related to physical health, habitat and food, but also to cognitive, social and emotional skills. During this process the multiple “emotional and social stimuli” children are exposed to provide opportunities for discovery, language-building, the development of imagination and concepts (Salvia, 2010). We know that half of infants between the ages of 2 and 4 do not receive schooling, and educational exclusion tends to increase in line with the levels of poverty (2009, ODSA-UCA-Fundación Arcor). In Argentina there are no opportunities for pre-school

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spondents the tendency to rate education as “very good” increases, whereas lower social status respondents tend to rate education as poor or average. These tendencies can be observed in relation to the type of school –for example, private education has a “very positive” image in comparison to state education, and likewise the poor or average rating of state schools is double that of private education (2010, ODSA-UCA-Fundación Arcor). No significant differences may be observed in these perceptions based on the region of the country, metropolitan area or inner city. The results suggest that there is a strong awareness of the shortcomings of educational quality in Argentina where nearly 7 out of every 10 adults recognize the need for and demand better education for children (2010, ODSA-UCA-Fundación Arcor).

infants and children to receive social and emotional education.

Until recently Argentina has been a collectivist society where people have valued and respected diversity. However, the socialization process is becoming increasingly individualistic. This style of socialization segments social groups: putting some children in sealed-off neighbourhoods, with clubs, exclusive sports grounds and play areas and schools with open-air spaces, and others in overcrowded schools with common playgrounds, passageways and corridors, football pitches and parks situated far away from where the children live. Another factor causing homogenization –which does not imply the building of relationships of equality – is the effect of commerce, which

targets infants as consumers and “customers”, proposing values and loaded concepts, redefining the meaning of childhood and designing new social routines. Why is it that despite recognizing the socializing force of commerce today, there are no proposals on the table to enable children to play with one another and exchange experiences in improved and enriched school environments, bringing boys and girls together in an independent and free framework and involving exploration, adventure, surprise and emotion? Why is social and emotional learning not included on the educational agendas of those in charge of guaranteeing the right to a wholistic education? Furthermore, to make progress in educational programmes for children and teenagers integrating emotional and social learning not only implies improving the quality of life today, but also invests in achieving rewarding lives for future generations (physically and mentally healthy citizens possessing productive and creative abilities within a socially integrated environment).

This is a challenge for state policies and for projects carried out by third sector organizations. It is not simply a question of providing more places at schools, building new schools, or of supplying more computers; but one of preparing teachers who can create classroom climates which support children’s educational, cultural, emotional and social needs. This will enable children to learn through having fun and to become future citizens of a better world.

The Argentinian Educational System

“Each of our nations is a people of peoples, developed through processes of biological and cultural interaction and mingling. The value of pluralism –of races, ethnic groups and cultures– is es-

sential to our identity and should be re-inforced through education.”

World Education Forum: Latin American Statement (Dakar, 2000)

To achieve a complete picture of social and emotional education in Argentina one needs to consider the various aspects involved in the educational system of this Latin American country – its underlying historical, cultural, religious, political and institutional aspects.

At the same time as the national states were founded in Latin America, at the end of the eighteenth century and the beginning of the nineteenth century, educational systems were established to organize, programme and coordinate educational tasks. These systems were based on three main pillars: national education, education contributing to increased social mobility and schools as a solution to social problems.

When the Europeans arrived in the fifteenth century the Americas already possessed highly developed centres of aboriginal culture spread across various regions of its vast territory. Little remains of them now, and in Argentina the native population accounts for less than 1% of the total population –which exceeded 42 million inhabitants in 2012. This is partly due to the establishment of major centres of Spanish, Italian and German immigrant populations which preferred Argentina to other Latin American countries. Of the fourteen original native groups, the main ones were the Araucanos or the Mapuches in the Patagonian provinces, the Collas in the northwest, the Tobas in the northeast and the Matacos across the whole of the north. Although most of the aforementioned native peoples had their own languages, they had a high degree of acculturation and the official language was Spanish, although in some areas Guaraní was used. Religion is another important aspect when it comes to

considering education in Argentina, as one cannot ignore the role of the Catholic Church since the colonial era. The majority of the population describe themselves as Catholic, despite there being freedom of worship. In Argentina not all provinces include religion as part of the official education curriculum.

Following the proclamation of Independence from Spain in 1816, Argentina became embroiled in internal power struggles until the

teenth century marked the beginning of an organized educational system when the Common Education Law, No. 1420, was promulgated. This law, passed in 1884, which had arisen from the need to improve literacy among both the native Argentinian population and the large waves of immigrants, made primary education –between the ages of six and thirteen– compulsory (Martínez, Larrechea & Chiancone, 2010). This education was typically:

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1850's when a period of national organization accompanied by a reorganization of education began. Domingo F. Sarmiento carried out laudable work in promoting state education and the establishment of schools. From 1850 to 1900, Argentina received a large influx of European immigrants, which swelled the ranks of the new working classes. These immigrants were integrated into the working classes and climbed the social ladder thanks to the importance that was awarded to education. New religious orders and congregations that combined their pastoral mission with educational work (both at primary and secondary level) arrived in Argentina during this same period. The second half of the nine-

- a Public (State)
- b Free
- c Organised into grades, by age
- d Secular

This law helped to strengthen national identity, to homogenize society, to socialize norms and values and to educate future citizens to live democratically in a young nation which was gradually being built up. Education contributed greatly to social cohesion, integrating immigrants, and it generated an upwardly mobile society. This was one of the factors that contributed to the formation of the middle-class in Argentina.

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In the last two decades of the nineteenth century and the beginning of the twentieth century, education played a fundamental role in the creation of a modern Argentina. The first Inter-American Conference on Education was held in 1882, and in 1883 a school census was held which revealed the low school attendance rate among children of school age. In those years numerous plans to globally organize the education system were implemented. Education practices in schools, however, remained unchanged. In this panorama of industrial growth, it was typical of schools to act as mediators in introducing immigrants and the working classes to political and economic life.

In the aftermath of the 1930's, with the world economic depression and the revolution, General Uriburu rose to power. At a cultural and educational level there began a strong search for national identity which produced a consequent re-evaluation of popular culture. In 1934 the first National Conference about Illiteracy was held, which reached an overriding conclusion about the need to coordinate national and provincial efforts in order to deal with this issue. Furthermore, in tune with the ascent of the working classes, skilled technical and professional education was intensified. During the governments of Domingo Perón (1945-1955), the Ministry of Education of the Nation was established (1949) which made two five-year plans which envisaged the creation of primary and middle level schools, the publishing of textbooks and the extension of school enrolment to the entire population.

From the sixties the new school movement began to exercise a strong influence especially through the thinking of Dewey (Campbell, 1995), who explored in his works the close relationship between democracy and education. Dewey's thinking fuelled the zeal of Argentinians to build a future

democratic society. However, in 1966 a revolution took place which installed the military in power until 1972. A short-lived educational reform was proposed in this period based mainly on the concepts of educational planning and organization in conjunction with bringing subjects up to date and renewing teaching practice. In 1968, in keeping with the concepts of lifelong learning, the National Department of Adult Education and centres for further education and teacher training were strengthened during the *Justicialista* government (1973-1976) giving priority to primary education and adult training, the aim being to reduce the rates of illiteracy and semi-illiteracy.

Until the 1990's, the Argentinian educational system was regulated by legislation which brought the following levels into being: 1) preschool with a duration of two or three years for children from three to five years of age; 2) compulsory primary school with a duration of seven years; 3) middle school level with a duration of five or six years; 4) higher education consisting of universities, technical colleges and teacher training colleges. Political changes in the eighties and economic changes in the nineties brought about a new wave of educational reforms to improve the overall quality of the educational system and to implement genuine equal opportunities. After the military government (1976-1983) there was a return to democracy, which has continued as the form of government up until today. The new government showed special interest in education and in 1984 it organized the first National Teaching Conference designed as a consultation with the populace in order to design the country's education system.

The Argentina of the nineties set out to accomplish a structural transformation of education and the nation and it pledged to devote more resources towards these transformations.

In 1993 the Federal Education Law No. 24.195 was passed. Put into effect in 1996, the Law organized all levels of the educational system and extended compulsory schooling by two years, from age 5 to age 14 (i.e. to the ninth year of Basic General Education). The federalization of the educational system achieved by means of decentralization policies and the consolidation of the Federal Education Council, which was the project and programme coordinator, formed the backbone of these reform proposals. In 1993 the Social Educational Plan was implemented to remedy the failings of the educational system. It was especially aimed at the most needy sectors of the population and the National System of Evaluation of Educational Quality was established to periodically obtain information about the academic performance of pupils and other factors impacting on learning, such as self concept, school climate and so on. In 2006, the National Education Law No. 26.206, which replaced the Federal Education Law, was sanctioned. It posed reforms to the educational system's structure and further extended the length of compulsory schooling. Some of society's demands for the educational system were introduced, such as the teaching of a foreign language from primary level, universal compulsory education for all sectors of society in Argentina, the integration of people with special educational needs into ordinary schools, cultural diversity and sex education, among other things. The Nation State, the provinces and the Autonomous City of Buenos Aires, are responsible for planning, organizing, supervising and funding the national educational system in a coordinated and synchronised fashion. Primary and secondary education have a twelve-year duration but the various jurisdictions may opt for a system that consists of either 7 years of primary and 5 years of secondary or 6 years of primary and 6 years of secondary. The educational system's current structure according to the laws in force consists of:

- INITIAL LEVEL: 45 days old to five years olds (from five years old education is free and compulsory, from 45 days old to five years old is free but not compulsory).
- PRIMARY LEVEL: first grade to sixth/seventh grade (6 to 11/12 year-olds) - free and compulsory education
- SECONDARY LEVEL: from first to fifth/sixth year (11/12 to 17/18 year-olds) - free and compulsory education
- UNIVERSITY AND NON-UNIVERSITY HIGHER EDUCATION: courses lasting 4, 5 or 6 years - free - not compulsory.
- QUATERNARY EDUCATION: Post-graduate courses, Masters, Doctorates and specializations.

Free, compulsory education was extended to cover 5 year-olds up to the completion of secondary education (17/18 year-olds).

Social and Emotional Education

In today's Argentina, in which the real significance of education is the fundamental contribution it makes to building a fairer society, education is perceived in legal terms as a public benefit and a personal and social right guaranteed by the state. Despite proposals aiming to improve educational quality (Federal Council Assembly Meeting on the 27th of November 2003) it remains to be seen how education's basic goal, namely the full development of each individual's whole personality, is to be achieved. As part of this development, one would expect both cognitive and emotional aspects to come to the fore as central factors needing to be fostered. In Argentina, as in many other countries, emotions have traditionally been largely overlooked as significant developmental processes, and this is especially true of schools where intellectual and cognitive aspects have demanded, almost exclusively, all the attention. Over the last few decades, however, one can detect a growing concern among those who wish to offer the best of

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themselves in the Argentinian educational scene and who have started thinking in terms of social and emotional education. In the light of the progress made in the subjects of psychology and education and the profound behavioural changes that have affected pupils' interaction and coexistence (such as violent behaviour and bullying), these teachers, psychologists, psycho-pedagoguesⁱ and other educational experts –often working alone and occasionally supported by the management staff at the schools where they work– feel the time is ripe for a transformation of the teaching-learning process. Today's socio-cultural situation demands a change from educational institutions, where the emphasis should no longer be entirely on the transmission of knowledge, but on the possibilities to improve pupils' overall development (Filella, Ribes, Agulló & Soldevila, 2002).

Emotional education is by definition an ongoing educational process, the central objective of which lies in encouraging emotional development as an indispensable complement to cognitive aspects, since both are essential for the comprehensive development of an individual's personality (Bisquerra, 2000). Argentina has taken its first steps in using this approach, supported along the way by two contemporaneous occurrences: a) the rise of Positive Psychology as a new way to evaluate the strengths, rather than the pathologies of individuals, in educational en-

vironments and, b) the application of the concept of emotional intelligence to educational settings.

In order to understand the interconnection of the concepts of emotion and cognition in the recent birth of social and emotional education in Argentina, one needs to look at how these same concepts have been traditionally treated and how the need to put them in relation to one another first arose.

A) Positive Psychology and new ways of evaluating strengths in education

Over the years, the predominant growth of theory and research in psychology has been centred on negative emotions, and on human weakness in general, which has given rise to a disciplinary framework with a strong bias towards the pathogenic, and this has led in part to psychology being identified as psychopathology or psychotherapy (Vera, 2006). Psychology, a product of that almost exclusively pathological approach, has developed effective and efficient intervention models for numerous psychological problems, to the detriment of progressing in developing methods and strategies aimed at obtaining and optimizing the resources and strengths of individuals (Vázquez, 2006). However, the study of subjective wellbeing, i.e. the exploration of human strengths and the factors that contribute to human happiness, has very recently begun to be regarded as a relevant

subject. This is how Positive Psychology came into being. It began so recently that the official launch of so-called Positive Psychology is generally accepted as occurring at the inaugural lecture given by Martin Seligman (1999) in which he described it as the scientific study of positive experiences, positive individual traits, the institutions facilitating its growth and the programmes helping individuals to improve their quality of life.

In Argentina, as in the rest of the world, a great change has occurred in psychological research which demonstrates a predisposition to deal with the positive and preventative aspects rather than the negative and patholog-

life, mainly due to the lack of an effective evaluative toolset, required by those interested in this subject.

In the realm of education it is essential to attend to the healthy development of children and teenagers as a key part of their social development, thus reflecting the importance of focussing on protective aspects, on the development of their potential and on their personal and community skills, more than on the risk factors. This new perspective, brought by Positive Psychology, provides educational practitioners with new tools for promoting a reduction of vulnerability, centering on the acquisition of competencies to allow life's ad-

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ical ones which have traditionally been the object of study (Guerrero & Vera, 2003; Simonon & Baumeister, 2005). The objective of Positive Psychology is precisely to direct this change in Psychology towards the development of people's strengths. Accordingly, the main task for prevention is to study and understand how these strengths and virtues are adopted by children and teenagers. This is the key to preventing so-called mental disorders (Seligman & Christopher, 2000). Although in South America Positive Psychology has devoted much time to studying infants (Kotliarenco, Cáceres & Alvarez, 1998) little research has been done targeting the evaluation of strengths in school environments and focussing on this vitally important stage of

versities and risks to be confronted creatively, to overcome negative outlooks, to encourage this change of perspective and instil in children the ability to responsibly control their own destinies. Therefore, in addition to the need to generate programmes and trials based on social and emotional education, one must underline the importance of having access to specific tools capable of evaluating the effectiveness of the practical work and interventions undertaken along these lines. As has been pointed out previously, one of the challenges of implementing emotional education programmes is related to the difficulties in obtaining reliable data to check whether the aforesaid programmes have brought about any improvement (Bisquerra, 2006).

EVALUATION INSTRUMENTS	VARIABLES STUDIED
Social and Emotional Competencies Inventory (Mikulic, 2013)	Evaluation of social and emotional competences considering nine dimensions: empathy, emotions regulation, assertiveness, communication, autonomy, self-efficacy, optimism, consciousness, prosocialization,
Inventory of Child-Adolescent Quality of Life (ICV, Mikulic, 2004)	Evaluation of satisfaction/dissatisfaction with life in 19 domains of life, such as, for example: health, self-esteem, religion, recreation, study, creativity, family relationships, environment, community, and teachers as resilient guides.
Structured Interview to Evaluate Risk and Protective Factors and Resilience Potential in Adults (ERA, Mikulic & Crespi, 2003, 2007)	Evaluation of Resilience Potential by means of gathering and categorizing risk and protective factors, taking into consideration the ecological framework of which the subject is part: <ul style="list-style-type: none"> • Personal (self-esteem, optimism, humour, introspection, affective style in coping with difficulties, creativity and independence) • Familial (unconditional acceptance, familial support, positive emotional atmosphere, communication, flexibility) • Social (social community support, social participation, work and school opportunities).
Structured Interview to Evaluate Strengths in Children and Adolescents (EFNA, Mikulic & Fernández, 2005)	Study of Strengths based on the following dimensions: <ul style="list-style-type: none"> • Personal Factors (self-esteem, sense of purpose and of future possibilities, problem solving ability, optimism, mood) • Factors (ability to relate to others, capacity to forgive, ability to build significant relationships) • Underlying Family Strengths (presence of significant others, capacity to provide support, presence of positive models, support given) • Strengths in Friend and Peer Groups (trust within peer groups, emotional support, integration in the group) • Strengths at School (possibility to study, integration into a school).
Structured Interview for the Evaluation of Teaching Practices (EPD, Mikulic & García Labandal, 2006)	Evaluation of teaching practice considering the following dimensions: <ul style="list-style-type: none"> • Personal • Interpersonal • Institutional • Social • Didactic • Values
Structured Interview to Evaluate Strengths in Children and Adolescents in School Contexts (EFNA-E, Mikulic & García Labandal, 2008)	Evaluation of the strengths in children and adolescents in school contexts, from the point of view of Resilience. It consists of 4 levels of analysis. Personal, familial, friendships and school.
Inventory of Resilient Potential of the Family (IPRF) (Caruso & Mikulic, 2009)	Evaluation of Resilience Potential of the Family according to three dimensions: <ul style="list-style-type: none"> • Family System of Beliefs • Family Organizational Patterns • Family Communication
Trait Emotional Intelligence Questionnaire (TEIQue, Petrides & Furnham, 2001, 2003; Argentinean Adaptation, Mikulic, 2010)	This instrument is based on the Trait Emotional Intelligence model which measures various dispositions of domains of personality, such as empathy, impulsiveness, assertiveness, self-esteem. It includes 15 subscales and 4 EI factors.
Emotional Skills and Competencies Questionnaire (Vladimir Takši, 2000; Argentinean Adaptation, Mikulic, 2010)	Evaluation of Emotional Intelligence using the dimensions: <ul style="list-style-type: none"> • Emotional Perception and Understanding • Emotional Expression • Emotional Management
Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer, Salovey & Caruso, 2002; Argentinean Adaptation, Mikulic, 2012)	Evaluation of Emotional Intelligence using the dimensions: <ul style="list-style-type: none"> • Emotional Perception and Understanding • Emotional Expression • Emotional Management
Positive Emotions Scale in Children (Oros, 2008)	Evaluation of Positive Emotions based on the five core emotions: joy, serenity, gratitude, friendliness and personal satisfaction.
Analogical-Visual Joy/Happiness Scale (Oros, 2008)	This scale consists of prints of facial expressions arranged sequentially from happy to sad (including a neutral expression). Using this tool children are asked to point to the facial expression which best reflects their emotional state.
Interview for Evaluating Serenity (Oros, 2008)	An evaluation of serenity based on teachers' reports. It consists of a questionnaire the teacher has to fill out for each of his or her pupils.
Prosocial Reasoning Scale in Children (Lemos & Minzi, 2010)	Evaluation of prosocial reasoning in 7 to 8 year-old children.
Experience of Flow Questionnaire for Children and Adolescents (Mesurado, 2008)	Evaluates two aspects of the experience of flow: affective quality and cognitive activation on the one hand, and achievement perception and positive feedback on the other.

Figure 1. Instruments to assess social and emotional education in children, young people and adults.

In the light of the need for valid and trustworthy evaluation tools, over the last few decades in Argentina much effort has been put into building, adapting and validating tools to permit some of the pillars of emotional education – resilience, positive emotions,

Capacity for Innovation; Emotional Support; Significant Others, Resilient Guides.³) The Friends or Peer Relationship level consider : Close Friend; Emotional Support in Peer Groups; Confidence in Peer Groups; Group Self-esteem and Significant Relationships in

Children's perceptions of their own strengths at school focused on Problem Solving; Self-confidence; Empathy; Optimism; Self-esteem, Life Purpose and Morality.

strengths, emotional intelligence and social and emotional competencies – to be evaluated. Some of these are described in Figure 1.

The aforementioned instruments have been proven to be valid and reliable and they can be used both in research and practice, in particular in the implementation and evaluation of programmes seeking to incorporate the emotional factor into educational settings. As an example, we will describe the strengths evaluated by means of a tool specifically designed in Argentina for this purpose called the **Structured Interview for Evaluating Strengths in Children and Adolescents in School Contexts** (EFNA-E, Mikulic & García Labandal, 2008). This test evaluates strengths in children and teenagers in school contexts, from resilience approach, and it consists of 4 levels of analysis: Personal, Family, Friends, and, School. 1) The Personal level consists of a variety of protective factors such as: Self-esteem; Problem Solving; Personal Recognition; Humour; Self-confidence; Empathy; Optimism; Initiative; Satisfaction with Life; Introspection; Acceptance of Limitations; Capacity for Forgiveness; Independence; Social Skills; Creativity; Life Purpose and Morality. 2) The Family level include: the Capacity to provide Support to others; Dialogue; the

Peer Groups. 4) The School level consists of: School as a Protective Shield; Personal Characteristics of Teachers; School Rules; School Climate; having the possibility to study; Teacher Morality; Significant Relationships in the School Context; Teacher Acceptance; and Teacher as a Resilient Guide.

In a research conducted in Buenos Aires City with the participation of four schools from low-income areas, 516 students (59% girls, 41% boys) showed strengths coming from personal level were significantly important. Children's perceptions of their own strengths at school focused on Problem Solving; Self-confidence; Empathy; Optimism; Self-esteem, Life Purpose and Morality. They also admitted that the Recognition as an expression of the acceptance and attachment of the others, was one of their weak points as they felt vulnerable due to the lack of them. In the family level, children stressed the strengths referred to the Capacity to provide Support to others; Significant Others and Emotional Support. And they distinguish as their weak point the lack of dialogue. In the friends level, as the group of reference, they perceived as strengths to have Close Friends; their Confidence in Peer Groups and Significant Relationships in Peer Groups, especially

classmates. In the school level there are specific resources or strengths as perceiving School as a Protective Shield; their Relationship with their Teachers; School Rules; their Possibility to study; Significant Relationships in the School Context; and Teacher as a Resilient Guide showing their satisfaction with the process teaching-learning. The weak points reported by the children focused on the school climate and the personal characteristics of the teacher.

This analysis allowed school authorities to design some strategies of intervention considering both strong and weak points perceived by the children in the school context as they informed them. Not only children's perception has been taken into consideration but also it was used to better school conditions of the teaching-learning process.

Emotional Intelligence in Schools

In Argentina, Emotional Intelligence is the concept that elicits the most interest in the field of education perhaps because it represents the interrelationship of two key terms: intelligence and emotion. Despite attempts by several theories to demonstrate the predominance of one term over the other, numerous other theories defend the important role both aspects play in the comprehensive development of the individual (Gardner, 1995; Goleman, 1995; Mayer, Di Paolo & Salovey, 1990; Salovey & Mayer, 1990). Historically, the debate around the construct of intelligence has focussed on identifying its principal components and the factors that may explain individual differences. Alfred Binet (1817-1911) developed the first intelligence scale for children which aimed to detect learning disabilities and allowed a child's mental age to be calculated. In 1920, Thorndike pointed out that there were three kinds of intelligence: abstract, mechanical and social. In this manner, he added the social component to his definition, since he

understood social intelligence to mean the ability to act wisely in human relationships (Thorndike, 1920). Years later in the United States, Wechsler regarded intelligence as an individual's overall capacity to act purposefully, to think rationally, and to deal effectively with his/her environment (Wechsler, 1944). Spearman (1927) defended the notion of general intelligence or a "g" factor, that is, he regarded intelligence as a single entity (Peña del Agua, 2004). In contrast, Thurstone (1938) defended the notion of an intelligence made up of independent aptitudes ("s" factors). It was out of this context of debate that in the 1990s the focus of attention shifted towards other forms of intelligence such as Multiple Intelligences (Gardner, 1993), Successful Intelligence (Sternberg, 1995), Social Intelligence and Emotional Intelligence (Salovey & Mayer, 1990). Howard Gardner's (1993) ideas, unlike those of Sternberg, made a big impact in Argentina because, as he himself remarked during a visit to the country, they help us to understand the conditions in which education occurs, since the seven forms of intelligence allow for seven ways of teaching instead of just one (Hatch & Gardner, 1993).

Emotional Intelligence is the concept which has generated the greatest acceptance among those who wish to bring about changes in education in Argentina. Salovey & Mayer used the construct of Emotional Intelligence for the first time in psychology in 1990 (Mayer, DiPaolo, & Salovey, 1990; Salovey & Mayer, 1990). The ability model proposed by these authors defines Emotional Intelligence as the capacity to manage and regulate emotions in both ourselves and in others, and to harness the emotions as guides for thought and action (Mayer & Salovey, 1995; Mayer, Salovey & Caruso, 2008). Originally developed to explain why some people appear to be more emotionally competent than others, it consists of four interrelated abilities (Mayer &

Salovey, 1995): a) the ability to accurately perceive emotions, includes the ability involved in identifying emotions in faces, voices, photographs, music and other stimuli

petencies, motivational aspects and a variety of cognitive abilities (Boyatzis, Goleman & Rhee, 2000). Another Emotional Intelligence model, unlike the others, views the ability to

Some authors (Salovey & Sluyter, 1997) have identified five basic aspects of emotional competence: cooperation, assertiveness, responsibility, empathy and self-control.

(Grewal & Salovey, 2005). b) the ability to use emotions so they may facilitate thought and reasoning, involves the ability to harness emotional information in order to facilitate other cognitive processes. c) the ability to understand emotions, in particular the language of emotions: to comprehend information about relationships through the emotions and to understand and navigate the transitions from one emotion to another. This ability is also used to describe emotions. d) the ability to manage emotions in both ourselves and in others; this trait is the one most often associated with the definition of Emotional Intelligence (Mayer & Salovey, 1993; Mayer & Salovey, 1995).

The ability model, however, is not the only model. Petrides & Furnham (2000, 2001) conceptualized Emotional Intelligence as a personality trait or as emotional self-efficacy. In this fashion, the construct may be described as a collection of self-perceptions and behavioural dispositions related to emotions which mould the affective personality traits of normal adults (Petrides & Furnham, 2000; 2001). Additionally, a mixed model of Social and Emotional Intelligence was developed (Bar-On, Tranel, Denburg & Berchara, 2003) which takes a very broad view and regards Emotional Intelligence as a collection of stable personality traits, socio-emotional com-

petencies, motivational aspects and a variety of cognitive abilities (Boyatzis, Goleman & Rhee, 2000). Another Emotional Intelligence model, unlike the others, views the ability to process relevant emotional information as being independent from stable personality traits (Grewal & Salovey, 2005).

Along these lines, another concept –which refers to socio-emotional competencies– is proving to be particularly important in the development and support of Argentinian ventures in social and emotional education. This notion has been derived from Emotional Intelligence theories combining all the knowledge, capacities, abilities and attitudes needed to appropriately understand, express and regulate emotional phenomena (Bisquerra, 2002). Two major aspects may be discerned in these socio-emotional competencies: a) self-reflective abilities (intrapersonal intelligence), related to the identification of one's own emotions and to an appropriate regulation of them; b) the ability to identify what other people are thinking and feeling (interpersonal intelligence), an aspect that involves social skills, empathy, and appreciation of non-verbal communication, among other things. Some authors (Salovey & Sluyter, 1997) have identified five basic aspects of emotional competence: cooperation, assertiveness, responsibility, empathy and self-control. This viewpoint is coherent with the concept of Emotional Intelligence developed by the aforementioned authors.

More recently other theoretical models have appeared, proposing a description and classification of socio-emotional competencies, in particular the proposals by Graczyk (2000), Payton et al. (2000), Saarni (1997, 2000), Bisquerra (2003) and CASEL (2006). Despite the differences between the models mentioned here, all of the authors agree in situating socio-emotional competencies as generic or “key” competencies, in consideration of their importance and their applicabil-

Furthermore, there is empirical evidence attesting to the relationship between socio-emotional competencies and academic success, and, by extension, success in life (Zins, Weissberg, Wang & Walberg, 2004).

In light of those results, the development of socio-emotional competencies would appear to be an essential task and schools the perfect setting for fostering these competencies which positively contribute to children’s so-

Emotional education is an on-going and permanent process, and as such it needs to be present at all levels of the school curriculum and in further education at all ages too.

ity to a wide range of human life situations (Eurydice, 2002). The development of these competencies, considered essential for life, leads to an emotional education that is an *“on-going and permanent educational process, one that strives to foster the development of emotional competencies as an essential part of every individual’s comprehensive development, with the goal of preparing him or her for life. The objective of all this is to increase personal and social wellbeing”* (Bisquerra, 2003, p.27). Emotional education is an on-going and permanent process, and as such it needs to be present at all levels of the school curriculum and in further education at all ages too. A number of studies have confirmed that socio-emotional competencies affect the development of personal traits and skills that are enormously useful when facing the challenges of daily life and coping with adversity, in this manner promoting pupils’ health and psychological wellbeing (Fernández Berrocal & Extremera, 2002; Pena & Repetto, 2008; Vera Poseck, 2004).

cial and personal wellbeing. This calls for proper long-term social and emotional training and to achieve it this same education needs to be incorporated into Argentina’s basic objectives and curriculum content. If one wishes to incorporate social and emotional education into schools and Further Education it is important for teacher training and the building of significant competencies to be considered by strong social institutions (Martínez Larrechea & Chiancone, 2010), a challenge that Argentina must face as it looks toward the third millennium.

Teachers as Resilient Guides

The word “resilience” is a term of Latin origin (resiliens- lientis, active participle of *resiliere*: to bounce back) which social science has borrowed from physics. Over the last decades of the twentieth century a new aspect appeared in the arena of child care. The inspiration for it came from the quality of resistance observed in materials, namely resilience. This notion spread to the

Love and personalization are essential in schools where resilience is built in pupils, something that can be obtained by creating an environment based on affective personal relationships (Henderson & Milstein, 2003).

psycho-social sector where it was understood to mean the possibility of recovering from adverse situations. Broadly speaking one could say that it stands in opposition to the concept of vulnerability, which indicates the impossibility or difficulty of recovery from a challenging situation.

In Argentina the use of resilience in the field of education arises from a need to find new approaches that work both in schools and in classrooms. Educational authorities and teachers have frequently encountered new problems and have attempted to use old solutions to deal with them, which often end up worsening the situation. In order to deal with these problems innovative concepts are needed to build new strategies which harness optimism and hope. Love and personalization are essential in schools where resilience is built in pupils, something that can be obtained by creating an environment based on affective personal relationships (Henderson & Milstein, 2003). The main building block of resilience for each pupil is a trust relationship, even if this is with a single adult, from either within or outside the family.

Schools may nurture the development of resilient behaviour by building school climates characterized by encouraging close bonds, setting clear and strict limits and by teaching life skills (Nuñez, 2005). Additionally, provision of care and support, setting and conveying high expectations and offering opportunities for significant participation help to build resilience. The process of building resilient behaviour may be facilitated via personal interaction with the pupil. These interactions between teachers and pupils should communicate optimism and centre on the pupil's strengths, and should include the incorporation of resilience building factors into how the school is structured, its teaching strategies and programmes. Resilient children's behaviours can be understood as those capacities and actions which aim to bolster the struggle to retain a sense of the meaning of life and development in the face of adversity.

The most important aspects to encourage resilience are: self-esteem, creativity, a sense of humour, cooperation, affective relationships, a social network and personal ideology, among others (Vanistendael, 1995).

The most important aspects to encourage resilience are: self-esteem, creativity, a sense of humour, cooperation, affective relationships, a social network and personal ideology, among others (Vanistendael, 1995).

According to Melillo & Suárez Ojeda (2002) for individuals to be resilient it is of vital importance to have support from another significant person. This is because the fact that this person accompanies the individual through thick and thin, invariably expressing his or her unconditional love, even when this role includes repressing or forbidding a particular type of behaviour, is very effective. Accordingly, the teacher as a resilient guide is the person who stimulates and compliments the child or teenager on his or her achievements, creativity, humour, and initiative – the person who helps solve problems but still allows the individual to solve the problem him/herself. In this manner the educator takes on a role of significance afforded to him or her by the child or teenager. The introduction of this concept is key to evaluating children who are going through a stage in their lives in which the support networks around them play a major role. As their

(12 or 13 year-olds) to analyse whether teachers and teaching practice might act as guides for the development of resilient behaviour. The school population was made up of 516 pupils of both sexes (59.5% female and 40.5% male) from underprivileged socio-economic backgrounds enrolled at the City of Buenos Aires State Schools. 68 teachers were part of the study, 16% male and 84% female between the ages of 22 and 68, and the majority of whom (80%) had been teaching for more than 10 years. This research employed the Inventory of Child-Adolescent Quality of Life mentioned in Figure 1 (ICV, Mikulic, 2004) which allows satisfaction/dissatisfaction to be evaluated in 19 domains of life such as health, self-esteem, religion, recreation, study, creativity, family relationships, environment, community, and the teacher as a resilient guide. Pupils record the importance and satisfaction they assign to each of these domains and the positive or negative

Pupils derive enormous life satisfaction from the presence of a significant other from the school environment who works as a resilient guide.

identity is formed, the function of these “others” has a specific purpose, not only as people with whom they identify but also as guarantors of emotional and affective stability. There, if a child perceives his/her teacher as a resilient guide it is because the child feels supported by this teacher.

A study which demonstrated that teachers can act as resilient guides against adversity (G. Labandal, 2009), was carried out in Buenos Aires while researching situations that arise during the transition from Primary School (12 year-olds) to Secondary School

effects they have on their perceived quality of life. They also rate the availability of facilities they can utilise as sources of resilience. On examining the quality of life profiles as perceived by the pupils, their quality of life was seen to be strongly influenced by family and school variables. There is single point of convergence with regard to the Teacher as a Resilient Guide since this person is very important to the young person. Pupils derive enormous life satisfaction from the presence of a significant other from the school environment who works as a resilient guide.

When reviewing teachers' interviews, held using the Structured Interview for the Evaluation of Teaching Practices mentioned in Figure 1 (EPD, Mikulic & García Labandal, 2008), some interesting details come to light about aspects of teachers' work that can assist them in operating as resilient guides:

- The pleasure of teaching
- The choice of a teaching career is motivated by a desire to help and serve others
- A high regard for the vocation of teaching
- Social commitment to the vocation of teaching
- The importance of attachment
- Interpersonal relationships, humour and discussions with pupils

We might ask ourselves, therefore, whether being a resilient guide is part and parcel of "being a teacher". Teachers stress *"I didn't study in order to give classes to these kinds of kids"*, *"Nobody prepared me to cope with this kind of situation with these pupils"*, *"I need somebody to tell me what I need to do with them"*.

- What are they trying to tell us with these remarks?
- Are they saying there is more to teaching than knowing one's subject?
- What kind of preparation are they demanding?
- Why do they feel they need to resort to other experts for help with dealing with certain situations?

One teacher confesses *"In the capital there is a group of schools known as 'the violence belt schools'. I chose to work in one of them. Everybody told me 'that's the worst school of all, it's the worst of a bad bunch'". Hearing that made me want to panic and run in the opposite direction, yet, at the same time, it felt like a challenge. I felt it would be worthwhile. I chose the challenge of showing up"*.

Unpredictable and unique situations require decisions hard to foresee from the perspective of one's previous professional routines or from skills acquired in academia. Therefore teachers are obliged, among other things, to continuously reflect upon their practice, and revise it where necessary, taking into consideration not only their conceptual frameworks but also the reality. From this standpoint, teachers have to begin where their students are and to take their interactions with their students as the point of departure for a new teaching-learning process. Pupils will do less when less is expected of them. We should not forget that resilience is a capacity that can be learned and in order for this to happen it must be taught.

Positive Psychology and resilience seek to "nourish the best aspects" of children, guiding one's efforts as a teacher towards stimulating students' empathy, their capacity for forgiveness, achievement expectations, their ability to envisage a better future for themselves, and the ability to build significant relationships, among other things. For a while now, there has been an awareness in Argentina of the need to establish state policies favouring inclusion and integration. Furthermore, there is an increasing need to train teachers in the latest approaches to social and emotional education.

In recent times, interest in emotional education programmes –which other countries that are leading the way in this subject have implemented in schools– has notably increased thanks to progress made in the disciplines of psychology and education, and to profound changes that have taken place in the processes of interaction and coexistence among pupils. From the year 2000 onwards, individual efforts to transform teaching practices made by teachers, psycho-pedagogues, psychologists, principals and many other actors in the educational process may be

observed. Their wish to constantly improve their pedagogical proposals has led them to train themselves in social and emotional education. These “isolated cases” have started to build networks by means of publications, research, conferences and teacher training at educational institutions that have taken up the challenge of incorporating these incipient ideas into their study plans. Some examples of these are: I don’t want to quarrel (Sosa Cabrios, 2012), Emotions Click (Bosio,

school located in the Belgrano district of the Autonomous City of Buenos Aires. Founded by Mrs Mercedes Mallo Drobot Palmer in 1950, the School developed under the motto “A true education kindles the old, brings forth the new, involves a lifetime of learning”, and turned out to become a space of participation, open to reflection, creativity and acceptance of diversity. This school has more than 600 pupils from 2 to 18 years old, of different nationalities, and its objective is to offer a

... there are no national, provincial or municipal programmes including Social and Emotional Education as part of an official learning process at initial, primary or secondary levels.

Colantuono, Mazziotti and Paturllanne, 2011), the Emotional Education Teacher Training (Latorre, 2011) and Emotionally Positive Atmosphere in Classrooms Programme (CEPA, Marino, 2009). The CEPA programme is described in greater detail in the case study section of this chapter.

However, there are no national, provincial or municipal programmes including Social and Emotional Education as part of an official learning process at initial, primary or secondary levels. Sadly, only a few, very few, individual efforts have managed to bring programmes into existence, fuelled by the iron will of a few people who have resiliently fought against despondency. What follows in this chapter is in part a tribute to the determination of these pioneering individuals.

Case Study 1. Emotional Education Programme at the Washington School

The Washington School is a bilingual (Spanish-English), private, secular and mixed

quality educational service at a high academic level, which fosters the development of physical, intellectual and moral competencies, preparing people who are able to manage their own growth and who are able to act in a humanitarian and social manner. The school strives to stimulate the physical, psychological and spiritual abilities of its pupils, an appreciation of culture in the building of identity, the promotion of ethical values – such as respect, truth, peace, justice, solidarity and critical thought– as well as the exercise of responsible freedom. It is an open-minded educational system, receptive to changes arising in teaching practice and didactics. This openness to change, exploration of values, personalized monitoring of pupils and emotional stability, are its main identifying features.

This school has developed and launched an Emotional Education Programme (EEP) based on the ideas of leading researchers in this area and on the results obtained from



Figure 2. Emotional Education Programme Axis (Eep)

prior educational programmes carried out in various parts of the world. This EE Programme started as an answer to an underlying need to find support to bolster the building of intercultural relationships within the school. The design stage of this programme adhered to the premise of keeping an open mind, being flexible and integrating

by Vivas, Gallego y Gonzalez (2006) on emotional intelligence and education, have proved especially valuable in developing this programme's accessible approach. In this programme Emotional Intelligence (EI) refers to the ability to identify and manage emotions, both one's own and those of others. This is the foundation of emotional compe-

... when chronic anxiety, rage or feelings of sadness interfere with a child's thoughts, working memory has less power to process learning. This implies, at least partly, that academic success depends upon the ability of the student to maintain positive social interactions.

contributions from several disciplines such as Neuroscience, Positive Psychology and Cognitive Psychology, among others. The succinct contributions of the book "Educate Emotions",

tence, understood as an acquired skill that can be developed through training and education. In keeping with P. Fernandez Berrocal, an author whose work has played an important

role in this programme, EI is defined as “the ability to recognize, understand and regulate emotions in ourselves and in others” (Fernandez Berrocal & Ramos, 2002 p. 20). From this viewpoint, EI is an ability involving three processes – perceiving, understanding, and regulating one’s own emotions.

Another author whose work – specifically her techniques to help children relax their bodies, calm their minds and pay more attention – has inspired this programme is L. Lantieri, who founded “CASEL” (Collaborative for Academic, Social and Emotional Learning) together with D. Goleman. The developers of this programme consider it important for educators and parents to be aware that when chronic anxiety, rage or feelings of sadness interfere with a child’s thoughts, working memory has less power to process learning. This implies, at least partly, that academic success depends upon the ability of the student to maintain positive social interactions. The most effective way for all children to obtain better heart lessons is for these to be included as part of the school day and as part of one’s home life. Additionally the programme has incorporated some of Bisquerra’s (2000, 2002, 2006) contributions regarding emotional competencies.

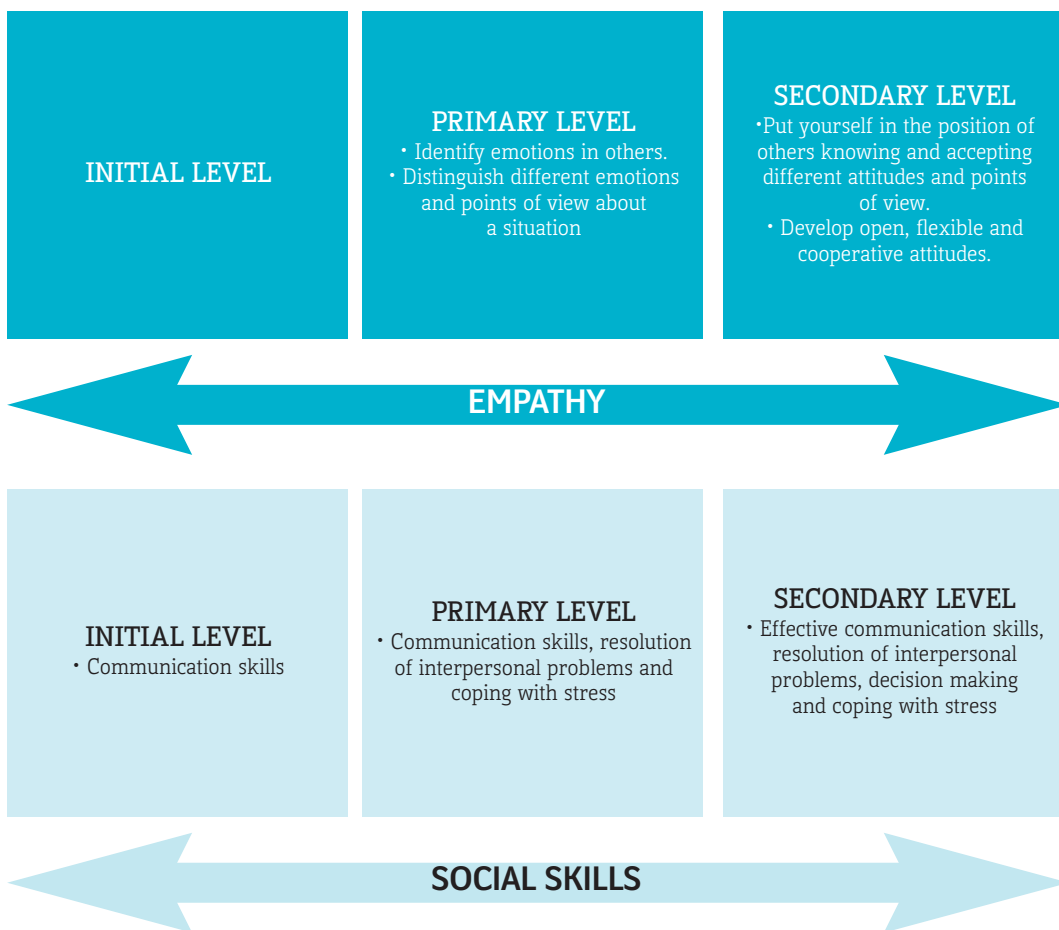
Since 2011 the programme has been a part of the ordinary school timetable and has included a plan for teaching the managing of life, improving self-awareness, self-confidence, the self-regulation of emotions and reducing those reactions which create minor disturbances in the classroom, getting in the way of learning, increasing empathy and collaboration. The aim is the development of children and teenager’s social and emotional competencies to help them face the challenges and opportunities of life, today and in the future, by stimulating personal and social wellbeing. To achieve this, a fuller knowledge and management of one’s own emotions and

the ability to effectively interpret, interact and relate to the emotions of others must be acquired. A participatory and active methodology is employed which elicits questioning, dialogue and communication. The didactic process is organized around a set of interconnected activities and around work arranged along the following four axes which focus and centre the tasks in the classroom;

- 1 **Emotional Self-Awareness:** is an awareness of one’s internal states, resources and intuitions. It is recognizing one’s emotions and the effect they have on one’s body, behaviour and thought.
- 2 **Emotional Regulation:** is the ability to adequately manage emotions. It entails becoming aware of the relationship between emotion, cognition and behaviour, having good coping strategies and the ability to self-generate positive emotions.
- 3 **Empathy:** is the ability to perceive other people’s inner emotional worlds and experience. It is the root of emotional communication and of building positive relationships with others.
- 4 **Social Skills:** are learned behaviours which manifest in interpersonal relationships and are characterized by knowing how to behave in a socially acceptable manner in a specific environment. They facilitate the disclosure of needs and conflict resolution, the expression of rejection of negative pressure and coping with criticism and hostility.

Below you will find a description of the objectives of the programme for initial and primary levels for each of the four axes:

- 1 Self-Awareness:
 - Initial Level** (2 to 5 years old): identify and name basic emotions such as joy, sadness, annoyance, surprise and fear.
 - Primary Level** (6 to 12 years old): identify and name basic and complex emotions



such as shame, euphoria, envy, anxiety, jealousy, guilt, etc.

2 Emotional Regulation:

Initial Level (2 to 5 years old) express emotions in words (taking the first steps in emotional literacy).

Primary Level (6 to 12 years old): express your emotions and learn about the interactions between emotion, cognition and behaviour.

3 Empathy: (this aspect is addressed first in primary school – 6 to 12 years old)

Primary Level (6 to 12 years old) Identify emotions in others. Distinguish emotions and different approaches to the same situation.

Secondary Level (13 to 17 years old) To learn and accept others' points of view or ways of thinking or feeling. To develop an open, flexible and cooperative attitude.

4 Social Skills:

Initial Level (3 to 5 years old) Communication skills

Primary Level (6 to 12 years old) Communication Skills, interpersonal problem solving, taking decisions, coping with stress.

Secondary Level (13 to 17 years old) Effective Communication Skills, interpersonal problem solving, taking decisions, coping with stress.

Expert Teacher Training and Preparation for Emotional Education

The developers of this emotional education programme at Washington School regard it as

the teachers themselves did not yet possess these qualities. On other occasions, they were asked to emotionally educate pupils when they themselves had not yet had the opportu-

“We cannot convey things we don’t have, nor demand things we cannot ourselves give” (Vaello Orts, 2009).

essential to provide teacher training and preparation in order to familiarize teachers with emotional self-awareness competencies, emotional regulation, understanding and emotional empathy and social and emotional abilities. This training seeks to avoid the controversy which rages at educational institutions today: “We cannot convey things we don’t have, nor demand things we cannot ourselves give.” (Vaello Orts, 2009). Often teachers have been asked to instruct children to be empathetic, assertive, considerate, motivated, enthusiastic and grateful, when

nity to be emotionally educated, nor to take part in training. Furthermore, one should not forget that many practicing teachers were trained according to an education aimed at mid-twentieth century schools. The expert teacher training and preparation programme being implemented parallel to the implementation of the EEP by the Washington School is aimed at settling this controversy by training emotionally competent teachers. The aim is to train emotionally intelligent teachers capable of creating an enthusiastic and flexible atmosphere in which pupils feel inspired to be

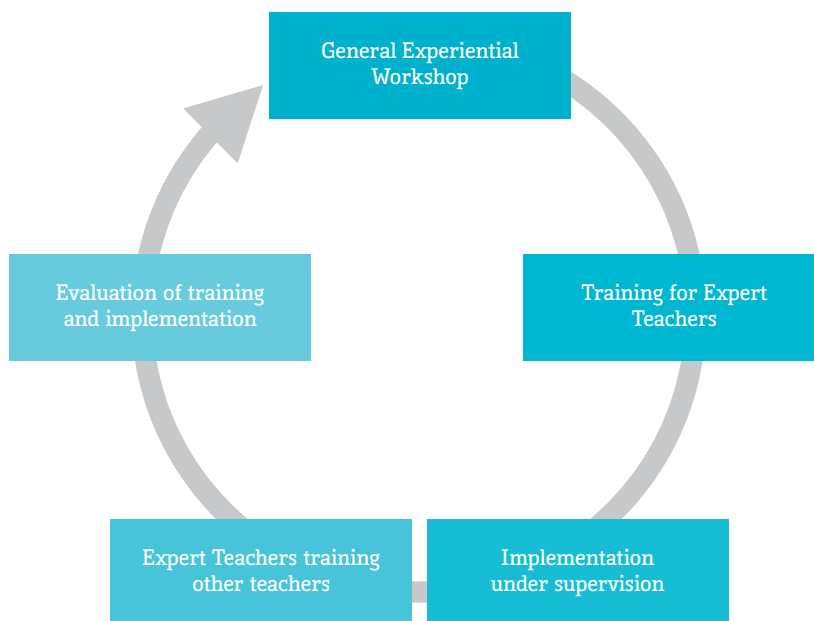


Figure 3: Expert Teacher Training and Preparation for Emotional Education.

more creative and to show what they are able to do. This does not mean that a teacher's main task is to create excitement, optimism and enthusiasm for tasks, but rather to en-

to develop both teachers' personal and social competencies in the classroom. It employs a methodology based on thoughtfulness and real life experience. Both group

... a teacher's main task is to ... encourage an atmosphere of cooperation and confidence in the classroom, something which is only possible by integrating the development of emotional intelligence into the curriculum (Davalillo, 2003).

courage an atmosphere of cooperation and confidence in the classroom, something which is only possible by integrating the development of emotional intelligence into the curriculum (Davalillo, 2003). This expert teacher training and preparation is designed as a dynamic and on-going process.

This Expert Teacher Training Programme for emotionally intelligent classrooms aims

and individual dynamics are worked on to refine a variety of social and emotional competencies using relaxation, mindfulness techniques, role-playing, storytelling, music, drama, art, the analysis of videos and films, and so on. Meetings are held fortnightly and they began in 2012. In addition, General Workshops dealing mainly with Emotional Education are held twice a year – one at the beginning of the school year and the other at

COMPETENCIES	PERSONAL COMPETENCIES "My emotions"	SOCIAL COMPETENCIES
Self-Awareness Emotional Perception And Expression	Emotional Awareness	Non-Verbal Messages
Empathy and Compassion	I can identify my feelings and those of my colleague	Empathy I know how to identify with the emotions felt by my pupils
Emotional Regulation and Social Skills	Regulation Of Our Emotional States. I Can Overcome My Frustration When Things Do Not Go Well.	Resolution Of Interpersonal Conflicts "I Am One Of The Teachers Who Creates Harmony At School"

the end – which are open to all the centre’s educational staff. These workshops provide an opportunity for staff to share their experiences, anecdotes and the emotions aroused by the implementation of the programme’s activities in their classes. The aim is to share experiences, ideas, acknowledgments and gratitude among colleagues in order to enrich each person’s emotional world and promote wellbeing.

The Expert Teacher Training Programme facilitates the use of teachers’ own emotional, social and creative competencies to attain a higher level of personal and social wellbeing; and to improve the quality of the teaching-learning processes through the use of these competencies. Training prepares them to master various tools of psycho-educational intervention by becoming familiar with innovation programmes from around the world that incorporate the promotion of social and emotional competencies into teaching practice.

Evaluation and Impact of the Emotional Education Programme

In order to comprehensively rate social and emotional learning, pupils, teachers, school management staff and parents alike take part in the programme’s evaluation process. It is an active and on-going process included as an

valuable competencies, such as the putting into practice of abilities and resources to resolve interpersonal conflicts experienced by pupils on a daily basis at school, are also rated.

Work takes into account an evaluation approach that includes classic measurement instruments based on questionnaires and self-reports filled out by both pupils and teachers. Throughout the year pupils and teachers perform self-reports and an open, written interview in which they are asked to evaluate the personal and social benefits of the programme and to rate their level of satisfaction. On most occasions, these questionnaires consist of short verbal statements in which pupils evaluate their EI by estimating their levels in specific emotional abilities by means of a scale used to obtain a “perceived or self-reported level of emotional intelligence” which reveals pupils’ beliefs and expectations about whether they can perceive, discriminate and regulate their emotions.

A second evaluative approach is also employed which groups together rate the so-called ability measurements or EI execution measurements comprising a variety of real, daily emotional tasks which the pupil has to resolve in school life (for example, participation in wellbeing campaigns, conflict resolution for interpersonal problems in the class-

The main objective of the (Programme) evaluation is to help guide and stimulate pupils’ judgement and self-evaluation.

emotional education activity. The main objective of the evaluation is to help guide and stimulate pupils’ judgement and self-evaluation. Consequently, the feedback they receive from teachers is very important. In addition,

room and coping with stressful situations). The real execution task is an alternative evaluation since it strives to change the predominant evaluation culture, which is centred on static evaluation instruments such as pencils

and paper and hence can only explore the realm of stated knowledge, whereas this alternative seeks to observe the pupils' competencies in action. To achieve this, teachers record situations in which pupils display assertiveness in their interpersonal relationships, use and management of uncomfortable emotions and promotion of positive emotions.

An example of this is the launching of campaigns promoting wellbeing at school, which seek to prepare the way for putting social and emotional competencies into practice. Each school grade has a week set aside to foster positive emotions within the school community. The First Level, for example, has a "Week of Joy Campaign". This campaign posits that emotions are contagious. How can this particular emotion be encouraged in the whole school? For example, the day starts with a morning greeting and a riddle, a joke, listening to a specific piece of music, or showing a video before the pupils enter the classrooms.

In 2013 a third evaluative approach is being added, via the application of psychological and pedagogical instruments for evaluating classroom atmosphere, emotional discrimination capacity, attention to positive emotions, affective regulation levels and the degree of tolerance when facing stress caused by frustration.

To learn about what they say about this experience we can hear what the teachers of the school have to say:

Nowadays, all students and teachers at Washington School - Primary- are sharing the benefits of systematic work on EE (Emotional Education) and this job has helped us achieve a common language in our daily work within and outside the classrooms. Many are the mo-

ments when we spontaneously find ourselves referring to our emotions or how to regulate them; empathy is hard but essential to the present and the future of all human beings, considering we are members of a society full of conflict and change. This year, 2013, Washington School has PEACE as a leading concept to work on. The Programme allows us to deepen our knowledge from a different perspective, knowing that this is a path we want to keep on walking along together with the whole community.

María Celia Méndez Casariego, Head of Primary

The Social and Emotional Educational Programme is a new perspective on education because nowadays it is necessary to create classes that develop social and emotional skills in order to help children develop their emotions. Our programme has a global view of the children considering their minds, bodies and emotions. It focuses on: social abilities, positive emotions, self-esteem, communication skills, empathy, self-confidence and awareness of their emotions and thoughts.

As a teacher, I could see that the programme encourages my students to be more responsible, persevering, creative, critical and more in contact with their emotions. In my class we work on their strengths, to recognize them and to see them in others. Once a week we do an activity in which two children receive positive words, phrases and feelings from their peers. First, they write them down, then we read them aloud and finally, we stick them on a poster which is given to the protagonists at the end of the day. This activity joins the group in a positive way and also encourages better learning conditions.

As a teacher, I could see that the programme encourages my students to be more responsible, persevering, creative, critical and more in contact with their emotions.

I think it is also very important to train teachers in this programme. In our school we have different workshops that help us put the programme into practice in a professional way. Last year, the focus on our training was to work on our own strengths. These meetings help us to know ourselves better in order to help others. We, teachers, have to create a safe environment in which students feel free to grow, to learn and to be themselves. We have to know how our children think, what they want, how they feel and what they need, in order to learn. David Sousa said: "When a concept fights with an emotion, the emotion wins." It is our responsibility to give significance to their learning, to show them that it has a connection with real life, that it's useful and relevant. In this way, we'll help them work with more commitment and enthusiasm.

Alejandra Rudniki. Spanish Teacher 4th Grade. Primary School.

Case Study 2. "You Cannot Learn or Grow Without Affection. A programme designed to strengthen affective, cognitive and linguistic abilities"

In 2004 a social and emotional evaluation and cognitive diagnosis of children was undertaken – at the request of the General Education Council (CGE) of Argentina's Entre Ríos province – at La Delfina School, who face the highest psycho-social risk in Paraná. The following year, 2005 and up until the present, an intervention programme began to be systematically, intensively and

longitudinally implemented with first grade children (six years old). At the request of the General Education Council (CGE), the programme was extended in 2007 to include at riskⁱ Initial Level pupils (4 and 5 years old) at the Nuestra Señora de Lourdes School.

La Delfina School is located in the San Agustín district of the city of Paraná, which is one of the largest emergency settlementsⁱⁱ in the Entre Ríos province. In this district the programme worked with children from the so-called Villa María which is located on the banks of the Antoñico stream – the most polluted waterway in Paraná because it receives waste from all of the city's sewers. In Villa María children have high levels of undernourishment, a significant number of children have to repeat grades at school, there is a high percentage of unemployed or sporadically employed parents doing odd jobs, eking a living from sifting through refuse, or doing low qualified work, and the majority of families live below the poverty line and suffer from serious socio-affective problems, such as family violence, abuse, ill treatment, drugs and alcoholism.

The Nuestra Señora de Lourdes School is located in the Nuestra Señora de Lourdes district, 10 blocks from the city centre. The children who attend this school come mainly from the poorer districts, their families have insufficient finances and, as before, with socio-affective and family problems.

The "You Cannot Learn or Grow Without Affection" is a programme developed to

At the same time the programme staff works with parents and careers ...

strengthen the emotional, cognitive and language resources of children at risk from extreme poverty. This programme is carried out thanks to the efforts of the research team at the Interdisciplinary Centre for Research in Mathematical and Experimental Psychology (in Spanish CIIPME, “Centro Interdisciplinario de Investigaciones en Psicología Matemática y Experimental” CONICET) The programme, which has been designed to provide relevant knowledge and can be used to help fulfil the educational demands of children at risk due to environmental factors, is built on three main pillars: the children, the parents and the teachers. It is intensive, because it is incorporated into the school curriculum and it involves joint working between the research team and the teachers. This joint working consists of: a) out-of-classroom meetings that add activities to strengthen these abilities in school planning in correspondence with curricular content, and b) in the classroom and during the entire time children are at school, by the work of the teacher assisted by a researcher who observes this work, the reactions of children and at the same time provides professional support when needed.

The programme is extensive and is intended to be carried out with the same group of children throughout their entire schooling from age 5 until the age of 18. The programme is run at the schools because there is some evidence to suggest that the results of external, sporadic and discontinuous SEE programmes may fade over time (Richaud de Minzi, 2007).

The project leaders regard it of utmost importance to work together with health centres and child protection associations, in order to attend simultaneously to the children’s mental and physical health. They take the problem of undernourishment seriously, managing and obtaining, by means of monitoring nutrition levels, the necessary increase in diet. There is a place inside the school where children have lunch. The school provides the meals and they can supervise that each child receives what is needed for a balanced diet. Special attention is paid to those having problems for not having enough food at home at night. At the same time the programme staff work with parents and carers because without them the results obtained at the school are diminished, if not lost altogether, when the child returns to his or her home (Richaud de Minzi, 2007).

The programme is extensive and is intended to be carried out with the same group of children throughout their entire schooling from age 5 until the age of 18.

The programme aims to reinforce the personal resources:

- 1 **Attachment.** The emergence of an attachment system is clearly regarded as critically important to our species; therefore to increase these strong and healthy bonds between children and their carers or any other significant adult for the child is an essential part of any intervention plan.
- 2 **Positive interpersonal relationships with parents** contribute to children's social and cognitive development and to socialization. This turns relationships with carers into an indispensable resource for satisfactory development (Richaud de Minzi, 2007).
- 3 **Executive functions**, which include skills of goals setting, planning, problem solving and self-regulation of behaviour, all of which are primordial aspects of attaining significant learning.

6 **Social skills** play a vital role in the acquisition of social, cultural and economic capital. Children who are not able to behave appropriately in social situations experience social alienation and rejection. Social competencies are critically important both for the present and future development of the child.

7 **Coping** refers to the strategies used to resolve conflict situations on and off the school premises. Functional coping styles predispose individuals to regard drawbacks and frustrations positively and these functional coping styles are predictors of psychological wellbeing.

The work with the parents

The first step with parents is to perform a survey, by means of interviews with the children and their parents, about the living conditions of each of the families of the children

Two main aspects are focused on in workshops with parents: the strengthening of parents' emotional resources and training parents so that they may also help strengthen their children's emotional resources.

- 4 **Linguistic capacity**, equips the child with the most powerful tool for communication and abstract conceptualization not to mention proficiency in the use of written language, which is absolutely essential in our society.
- 5 **Positive emotions** consist of joy, serenity, friendliness, gratitude and personal satisfaction, among other things. To frequently experience positive emotions favours effective, flexible and creative reasoning and encourages perseverance when facing possible failures.

recently enrolled in the programme. In addition to this, activities seeking to integrate parents into the life of the school and to involve them in the education of their children are held. It is considered important to influence parents and to produce changes not only in their attitudes, motivations and skills, but also in variables such as awareness and defence of civil rights and duties, health, diet, etc. (Richaud de Minzi, 2007).

Two main aspects are focused on in workshops with parents: the strengthening of

parents' emotional resources and training parents so that they may also help strengthen their children's emotional resources. Firstly, information related to the parents is gathered in order to start working in different workshops on alternative problem solving approaches where parents talk about their own problems with their children. For these children it is very important to have self-confident parents who can control their emotions and react adequately in the face of a crisis. Soon afterwards parents can draw on this work when interacting with their children – in other words, they learn to better perceive their own children by means of this prior self-reflection. The objective is to reinforce the emotional resources of the children's parents and/or family relatives, so they may realize the importance of supporting their children, and stimulating their self-esteem, social skills, etc., during childhood.

In addition, sometimes psycho-educational workshops led by experts are held at the schools, with the goal of: (a) Favouring better family-school-community ties, (b) strengthening parental competencies, namely the cognitive, emotional and behavioural abilities parents already possess, (c) providing adequate models of educational approaches and parenting practice, especially talking through and modelling alternatives to physical punishment and with-holding affection, (d) offering knowledge about family factors that support children becoming and remaining well balanced, with a special emphasis on positive emotions and, (e) teaching healthy styles of communication and skills for conflict resolution.

Independently of the conceptual content being taught and of the types of interaction chosen for each workshop, it is important to ensure the main theme selected for each meeting does not divert parents' attention towards their own flaws or incompetence

thus fuelling their feelings of guilt and frustration. Although this process of recognising one's areas for development is necessary to enable change to occur, the workshops strive to emphasize the parents' resources, not their shortcomings.

The work with teachers

Encompasses:

A Using the technique of modelling: one of the programme coordinators comes to the classroom twice a week, interacts with pupils, develops strategies with them to encourage an active coping approach to their problems, and works with the pupils on their social skills, cognitive abilities, controlling impulses and positive emotions.

- The teacher first observes and then participates in the same session. The teacher receives on-going feedback from the programme coordinator.

B Monthly meetings with teachers: these are held to provide training (theoretical and practical). Strategies for effective classroom interventions are taught (building up the pupils' resources: their social skills, coping abilities, positive emotions, cognitive abilities, etc.)

C Endeavour to provide teachers with the theoretical and methodological framework of the intervention. The rationale of the intervention is to strengthen the cognitive, social and emotional resources of children at risk of extreme poverty.

D Manuals for stimulating memory, attention, positive emotions, etc., are drafted for teachers to use in their work with the pupils.

E After this training, the teachers themselves design a school curriculum, proposing

teaching strategies and activities linked to fostering children's cognitive, social and emotional resources.

Basically, the teacher training plan includes: (a) on-going training for teachers at the schools participating in the programme; (b) a day of training once a month directed at teaching and management staff at the schools in the city of Paraná where the pupils are considered at risk of poverty. This theoretical and practical teacher training for initial and primary school levels has reached about 400 teachers, principals and supervisors; making an impact on 12 schools where the pupils are considered to be at risk.

The work with children

A programme aimed at developing children's resources was held for children at risk. The programme consisted of two weekly two-hour sessions over four weeks, at which a programme coordinator and an observer work with the children on reinforcing attachment, impulse control, planning and social skills.

- They played the “semaphore game”, which includes the rule of raising one's hand to speak, and not interrupting when someone else is speaking. For this purpose the teacher has a “semaphore poster” and she points the colour corresponding to the child in that moment. In the case of a conflict she also can use the “semaphore game” to solve it showing who was speaking and who was to listen. This is important as in some contexts the “semaphore” is not taken into account, it is a symbol very often disregarded by parents and children. Other activities include making up rhymes using the pupils' names, creating a friendly, affectionate atmosphere, paying attention to each pupil individually to build attachment, creating a feeling of belonging, providing a network of support to boost interpersonal confidence;

- Telling of personal experiences in order to understand events from children's daily lives in the classroom and help to produce stories which may be understood by people who do not share their environment;

By means of a meticulous diagnosis, which has the aim of adjusting the programme's interventions in the appropriate manner to each group, an evaluation is made of the children's cognitive, affective and social abilities.

Diagnosis and Evaluation

A precise *diagnosis* of the specific risk situation faced by a child is deemed necessary to decide the type of intervention that will be required. Accordingly, it makes no sense to talk about set programmes, but rather about *collections of strategies* which will be applied according to the resources that need reinforcing and the strengths which the pupils demonstrate that they possess.

Based on this meticulous diagnosis, and with the aim of deciding on the right type of intervention for each group, the children's cognitive abilities but also their emotional and social maturity are evaluated. To this end, tests have been designed and adapted to evaluate the abilities needed to initiate learning to read, to write and to do mathematics. The programme coordinators also make use of instruments to evaluate the children's emotional abilities (attachment, the quality of their relationships with their parents or carers, positive and negative emotions), cognitive abilities (impulse control, the ability to pay attention, to plan), social skills, personality, coping and phonological awareness. Depending on the diagnosis, work begins to develop the children's learning skills so that pupils may subsequently successfully begin to engage with the school curriculum. At the same time a number of psychological processes are addressed

Furthermore, a survey about the situation and circumstances of each of the families of the children is carried out by the team at the very beginning of the year and then once a month it is revised and subsequently worked on in psycho-educational workshops. Each child's personal situation is continuously monitored, and any changes are addressed by the teachers and parents quickly and in an appropriate manner. Included to this end are:

A the informative-formative aspect which is carried out along eight main axes: knowing and exercising civil rights and obligations, health, diet, education, family climate, housing, work and wages;

children, based on strengthening attachment, impulse control, inhibitory control, social skills, planning and meta-cognition. These results confirm that strengthening children's resources diminishes their perception of danger and permits them to cope more successfully (Richaud de Minzi, 2007). On the other hand the increase in attachment and therefore of impulse control, in parallel with the stimulation of planning and metacognition, help children to analyse a problem, restructuring it cognitively in a positive way and thus managing their emotions. At the same time, by increasing attachment and social skills the child trusts others and asks for help, which at the same time reinforces the

The results obtained so far have demonstrated a noticeable increase in the use of functional coping strategies by the at-risk children, based on strengthening attachment, impulse control, inhibitory control, social skills, planning and meta-cognition.

B the psycho-social aspect which focuses mainly on the following areas: 1) self-esteem, emotional bonds and social skills, creativity and humour, parents' social network and their feeling of belonging, 2) recognition and perception of children's resources, parents' communication styles and expressions of affection towards their children. The diagnostic process is carried out by means of administering several questionnaires either developed for the Argentinian context or adapted for it For details of the instruments employed please see Appendix A.

child emotionally (decreased emotional dyscontrol). Furthermore, the use of these strategies permits the child to resolve the problem successfully.

Lastly, with regard to the premise that discontinuing an intervention or intervening less intensively in these resources means they become weakened, it was recorded that interrupting an intervention does indeed have a negative effect on progress obtained in coping with threats. The results indicate that comprehensive interventions to support the resources of children at environmental risk seem to have a major positive effect on their development, especially in terms of the children being better able to cope with actual threats. However, for the intervention to

The results obtained so far have demonstrated a noticeable increase in the use of functional coping strategies by the at-risk

maintain, and even increase, its effectiveness on resources/strengths it needs to be intensive and continual (Richaud de Minzi 2007, 2008a, 2008b, 2008c, 2009a, 2009b; Musso, López, Iglesias, 2007; Oros, 2008; Lemos, 2007; Ghiglione, 2007; Lemos, 2010; Iglesia & López, 2009).

Case Study 3. “Positive Emotional Climate Programme (Clima Emocional Positivo en el Aula, CEPA)”

The Positive Emotional Climate in Classrooms Programme (CEPA - “Clima Emocional Positivo en el Aula”) has been developed by María Cecilia Marino who works as a psycho-pedagogue in primary and secondary schools. She founded an institution especially devoted to offering emotional and social education training to teachers, and she also edits books focused on this subject. She trains teachers and pedagogues in techniques regarding socio-emotional strategies to be applied in the classroom. Her experience as a teacher at primary level and her work as a professor at university level has helped her to understand the teachers’ needs as well as the needs of pupils. So Marino started training teachers in different schools (both primary and secondary

which provides teachers with resources to promote a positive emotional climate and respond to the particular needs of children between the ages of 5 and 9 in the classroom. These materials are divided into two groups a) those used with the whole class, b) those used individually. The aim is to empower teachers with their own potential resources especially regarding communication, emotional and personal skills

So this Programme has different aims:

- A Promote metacognitive skills for better learning processes.
- B Collaborate in creating a positive climate which reduces conflicts and helps learning.
- C Give teachers the opportunity to reformulate their practice, use reflection in their practice and be trained professionally.
- D Develop children’s self-esteem, autonomy and self-knowledge in order to regulate their behaviours.

The training takes into consideration emotional intelligence and some concepts regarding the functions of the brain in relation with emotions, in the classroom context. This

... this programme helps pupils’ impulsiveness, lack of confidence in schoolwork, concentration problems, problems connecting the content of different subjects together, (and) inflexible thinking ...

level), leading a team of psycho-pedagogues. She wrote a book called “Emotional Education: Programme of Activities for Initial and Primary Level” (Cappi, Christello, & Marino, 2011) with two colleagues and promotes the training of teachers in social and emotional competences. She designed a specific toolset

approach is centered in emotional education, emotional consciousness, self-esteem and social skills. It also provides an emotional vocabulary and works on the importance of understanding non-verbal cues. It stresses the importance of listening and communicating without violence. It proposes meditation and

body relaxation and breathing and many other techniques to calm down. Music is shown to be an important means of redirecting emotions. In this way, this programme helps pupils' impulsiveness, lack of confidence in schoolwork, concentration problems, problems connecting the content of different subjects together, inflexible thinking, etc. As an example one of the components of this toolset can be mentioned, a giant pair of glasses bigger than the face of the children and of a bright colour. The objective of these glasses is to use them to promote creativity and imagination, for example, by asking a child to put them on and enquire "What do you think you could see if you were a (specific) toy (a different toy may be mentioned according to different children's cultural roots) Or it could be said "These glasses turn whatever you want to be invisible. What would you like to be invisible and why?" Also, if there is a conflict, the teacher can give the glasses to one of the children and ask him/her about some positive aspect of the classmate. If the teacher needs to work with some emotion in particular she can give the glasses to the pupil and say that he/she can see his/her heart with those glasses and ask him/her to describe what he/she can see there.

Another interesting element is a very brightly coloured hat which is also used to promote creativity and imagination. Children can be asked to put the hat on and answer a question as if he/she were Santa Claus. The hat can be worn if it is the birthday of a pupil for him/her to be distinguished from the rest and receive some supporting wishes. Children can also put on the hat to represent a particular feeling, for example, anger or sadness.

Each of the elements in the toolset is described in a Teacher's Manual where the aim of the object is explained, the conceptual framework and the way it could be used, with some recommendations.

This Programme has been proved (Cappi, Christello, & Marino, 2011) to help the teachers to work in a pleasant climate and be satisfied with their teaching process. Also from the pupils' point of view, children feel that they can express their emotions, regulate feelings and better their interpersonal relationships. A long list of schools from different parts of Argentina, especially from Buenos Aires Province, are adopting this Programme at primary level. They receive an intensive training and start using the toolset to promote teacher training in social and emotional competences. Many testimonies recognize that pupils have registered an important change in their behaviours and interpersonal relationships and classroom climate has improved as a consequence. Though it depends exclusively on the goodwill of the teachers or some headteachers who are interested in transforming classroom climates, it is probably one of the best beginnings as it has been spread out only through teachers' recommendations. Teachers know what is good for their classes, so it is a hopeful beginning of something new.

Conclusions

On the 18th of May 2008, in El Salvador, the Ibero-American ministers of Education took what is now considered to be a historic decision: to promote «Educational Goals 2021: the education we would like for the Bicentenary generation» (Organization of IberoAmerican States for Education, Science and Culture (OEI), 2010) . The date chosen for this announcement was no accident. The project was introduced in the lead-up to the decade of the Bicentenaries of the Independence of the majority of Latin American countries (2010 to 2020). The idea was to take advantage of the motivation a historical event of such magnitude will generate in Latin American societies. Its goals are enormously ambitious: to improve the quality and equality of education in order to take a stand

against poverty and inequality and, in this manner, favour social inclusion. It sets out to tackle decisively, for once and for all, still unresolved challenges such as illiteracy, school dropout rates, child labour, the low academic performance of pupils and the poor quality of public education. At the same time as tackling these challenges, it seeks to face up to the demands of the information and knowledge society: incorporation of ICT in teaching and learning, focusing in innovation and creativity, and the development of research and scientific progress. One needs to walk briskly and boldly if you want to catch the carriages at the front of the train of history of the 21st century.

"Faced with this awesome reality that must have seemed a mere utopia through all of human time, we, the inventors of tales, who will believe anything, feel entitled to believe that it is not yet too late to engage in the creation of the opposite utopia. A new and sweeping utopia of life, where no one will be able to decide for others how they die, where love will prove true and happiness be possible, and where the races condemned to one hundred years of solitude will have, at last and forever, a second opportunity on earth.

Gabriel García Márquez. The Solitude of Latin America. Nobel Prize acceptance speech delivered to the Nobel Academy

In Argentina the last few decades have been dominated by aspects of context, such as the economic situation, the political-institutional framework and the underlying social conditions (in terms of educational and financial capital and family income resources), which constitute a set of factors which have led to an unequal distribution of opportunities, life projects and possibilities of social movements to the new generations, making evident the

existence of growing inequalities in childhood. The opportunities children have to sustain their lives and to develop to their maximum potential are usually less in homes experiencing poverty. Many studies have shown that an impoverished environment (with a low educational atmosphere and precarious living conditions, among other things) endangers children's rights to fully develop. Socio-economic hardship, poor living conditions, inadequate diet, among so many other problems, affect the quality of parental bonds and the child's upbringing and socialization environment. In Argentina it was estimated in 2011 that 23.7% of children under the age of 6 lived in homes in which basic needs were not satisfied (EDSA, 2011).

The schooling proposal for an education including the social and emotional, needs to be accompanied by policies designed from an integral viewpoint so as to guarantee greater equality and effective opportunities for social inclusion. At the present time several different management approaches coexist in Argentina's educational system, a variety of forms, models and work routines are accepted, and there is, in addition, a fundamentally unequal and unfair distribution of teaching resources. This means that an extra effort must be made to unify objectives, methods and aims, as well as to guarantee the infrastructure and the human and didactic resources provided for education, and especially to raise the almost non-existent implementation of social and emotional education in the current curriculum to the priority of place it deserves. Furthermore, an all-embracing type of training, consciousness raising and awareness regarding advice on how to bring up children for parents and carers should accompany this effort; and teachers involved in children's education should be shown the importance of their role in teaching and caring for children. The investment in the quality of life in childhood is closely

In Argentina it was estimated in 2011 that 23.7% of children under the age of 6 lived in homes in which basic needs were not satisfied (EDSA, 2011).

associated with future social development. Consequently, any advance in social and emotional educational programmes in childhood not only means improving the quality of life today but also advocates rewarding lives for the new generations. In countries like Argentina, in which social inequalities have proven to be persistent, it is essential to define the problems of human development at the start of life. The challenge is to promote Comprehensive Development in adherence to UNESCO's Early Childhood Care and Education proposal (ECCE). This refers to services and programmes that "support children's survival, growth, development and learning -including health, nutrition and hygiene, and cognitive, social, emotional and physical development- from birth to entry into primary school in formal, informal and non-formal settings".

In Argentina Social and Emotional Education needs to be included from early childhood to centre the learning individual and because the care provided by the emotional dimension, implies responding to "the need to guarantee the presence of an adult as a figure or reference of attachment with whom a bond may be built, and the necessary time to support and strengthen the child. Families and schools are privileged places where the child's subjectivity is built".

These principles are the backbone of the interventions designed for this age group. The way to organize them should be creatively thought out, they should cater to the needs of children and families and care should be

taken to avoid mechanical repetition of traditional school formats or of models not adapted to the child's actual environment.

As a whole the case studies featured in this chapter reflect progress and promising horizons, yet they also demonstrate unjust social inequality because only a very few children are beneficiaries of inclusion in Social and Emotional Education programmes in Argentina. If we are to respond to the innovation and development challenges of new pedagogical strategies we must recognize the need for a new relationship with knowledge, one that rethinks teaching styles and the frameworks in which learning is possible. We are certain that Argentina as a country deserves this significant and necessary debate and we shall not abandon the hope that the debt owed to children to provide them with good quality social and emotional education will soon be paid in full.

Endnotes

- ¹ In Argentina a psycho-pedagogue is a person who is trained to work in educational settings with children and young people with learning and behavioural difficulties.
- ² The CGE defines at risk children as follows: a) academic aspects: having to repeat a grade/s, no progress in reading or mathematics, low IQ, failing exams, incomplete daily homework, irregular performance, few or no study habits; b) personal behaviour: difficulties in accepting authority, incapable of solving problems, no change after disciplinary sanctions, not able to express emotions, no participation in school activities, not good at coping with stress, not able to make friends, not able to cope with new situations; c) family situation: those children who have been reported to the Juvenile Courts, adopted, with step-mother/father, father unemployed or without a stable job, recent losses, poor family use of language, immigrant or refugee, low educational level of the mother; d) relationship school-family: negligence, late arrivals at school, lack of support at home, being absent from school for more than twenty days and frequently playing truant.
- ³ "Emergency settlements" is the name given in Argentina to informal settlements characterized by a dense multiplication of precarious houses. These settlements appeared in Argentina after the crisis of the thirties and were created by migrants moving from the provinces to the capitals where there were better employment opportunities.

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Appendix A

Psychological Assessment Instruments used in the Programme “You cannot learn or grow without affection. A programme designed to strengthen affective, cognitive and linguistic abilities”

Child Attachment Story Task (Manchester Child Attachment Story Task, Green, Stanley, Smith and Goldwyn, 2000) which identifies and classifies patterns of attachment in 5 to 8 year-old children through their playing activities.

Argentinean Inventory of the Perception 4 to 5 year-old children have of their relationship with their parents (Ciipme-Conicet) Objective: the child’s perception of their relationship with their mother and father.

Argentinean Coping Questionnaire for Children (Ciipme-Conicet) Objective: evaluation of coping using the scales of: Logical analysis, Cognitive reframing, Cognitive avoidance, Support seeking, Acting on problems, Search for alternative gratification, Emotional control, Emotional paralysis and dyscontrol.

Kaufman Brief Intelligence Test, KBIT (Kaufman, A.S. & Kaufman, N.L., 2000). Objective: it may be used as screening to evaluate skills related to school learning. It may be used to measure both verbal and non-verbal intelligence.

Word Writing Test (Borzone & Diuk, 2001). Objective: this word writing test consists of dictating three sets of words, which allows the attained level of phonological awareness to be measured.

Matching Familiar Figures Test 20 (MFFT20 Cairns & Cammock, 1978). Objective: reflexivity-impulsivity construct.

- Stroop Style Sun-Moon Task (Adapted version of Archibald & Kerns, 1999) Objective: to evaluate selective attention and inhibitory.

