



Collection of the latest trends in skills and coaching techniques that work on Emotional Intelligence or Social and Emotional Education in secondary or high school

The following report aims to provide a comprehensive overview of the latest trends and skills in emotional intelligence (EI) and social-emotional education (SEE) within secondary and high schools, with a specific focus on the Czech Republic, Romania, and Spain. These three countries have each made significant strides in integrating emotional intelligence and social-emotional learning into their educational systems, recognizing the profound impact it can have on students' well-being and academic success.

By examining the approaches taken in these diverse nations, we can gain valuable insights into the commonalities and differences in the adoption of these practices.

COMMON TRENDS AND SKILLS

Emotional intelligence and social-emotional education have gained recognition as vital components of holistic education in all three countries. Across the board, educators and researchers emphasize the importance of incorporating emotional intelligence development within the curriculum to enhance students' overall well-being, academic performance, and social competencies. Several common trends can be identified among the Czech Republic, Romania, and Spain:

1. Integration into Curriculum

All three countries recognize the significance of integrating emotional intelligence into the formal curriculum. They acknowledge that providing students with opportunities to develop self-awareness, self-regulation, empathy, and effective interpersonal skills can lead to improved emotional literacy, conflict-resolution abilities, and overall social-emotional competence.

2. Programs and Methods

Social and Emotional Learning (SEL) programs are widely adopted in the Czech Republic and Romania, emphasizing skills such as self-awareness, self-management, social awareness, relationship-building, and responsible decision-making. Mindfulness-based interventions, such as Mindfulness-Based Stress Reduction (MBSR), have also found their way into schools, albeit to varying degrees. In Spain, the Pygmalion effect and the Multiple Intelligences theory have had a significant influence on the development of emotional education techniques. Techniques such as Suggestopedia, mindfulness, emotional journals, role-playing, and theatre are used in all three countries to enhance emotional education.



3. Educator Training

In all three countries, a key trend involves training and supporting educators in the implementation of emotional intelligence programs. This includes providing teachers with the tools and knowledge necessary to effectively incorporate emotional education into their teaching practices.

DIFFERENCES BETWEEN COUNTRIES

While there are common trends, there are also notable differences in the approaches taken by these countries:

1. Cultural Influence

The adoption and emphasis on specific emotional intelligence strategies and programs may be influenced by cultural factors. Each country's unique cultural background may shape their approach to emotional intelligence education.

2. Resource Allocation

Resource allocation varies between countries. While some, like the Czech Republic and Spain, have established initiatives and foundations supporting emotional education, Romania has a pilot program supported by associations, which might impact the scale and consistency of implementation.

3. Policy and Legislation

The role of policy and legislation in promoting emotional education can differ. Countries may have different levels of government support, which can affect the extent to which emotional intelligence is integrated into the education system.

CONCLUSIONS

In conclusion, the Czech Republic, Romania, and Spain all recognize the importance of emotional intelligence and social-emotional education in the development of students aged 14-18. While they share common trends, they also exhibit variations in their approaches, influenced by specific cultural, financial, and policy factors unique to each country.

For instance, in the Czech Republic, the emphasis on Social and Emotional Learning (SEL) programs reflects a national commitment to structured frameworks for emotional development. In Romania, a focus on 'Emotional Journals' and role-playing underscores a dedication to individual reflection and empathy-building. In Spain, the influence of theories like the Pygmalion Effect and Multiple Intelligences in the curriculum indicates a distinct pedagogical philosophy.



These diverse practices offer a valuable opportunity for cross-cultural learning, allowing educators and policymakers to exchange insights and adapt the best practices from each country to suit their own educational systems, thereby enhancing the global landscape of emotional education.

It is evident that all participating countries are taking significant steps towards nurturing students' emotional intelligence, which is fundamental for their future success and well-being in an increasingly complex world. As the importance of emotional education continues to grow, these countries' experiences will undoubtedly contribute to the global understanding of how to foster emotional intelligence in the next generation.

USEFUL SOURCES AND LINKS

English:

- *European Commission. (2018). Strengthening Social and Emotional Education as a core Curricular Area across the European Union. A Review on international evidence* https://nesetweb.eu/wp-content/uploads/2019/06/AR3_Full-Report_2018.pdf
- *OECD Study on Social and Emotional Skills – OECD. (2019). Assessing students' social and emotional skills through triangulation of assessment methods* [https://one.oecd.org/document/EDU/WKP\(2019\)16/En/pdf](https://one.oecd.org/document/EDU/WKP(2019)16/En/pdf)
- *The Association for Values in Education (AVE Romania) launches HumanKind, the socio-emotional education program – SEL* <https://outsourcing-today.ro/?p=6696>
- *Social-Emotional Development - Highlights in the Romanian Curriculum for Early Education* <http://educatia21.reviste.ubbcluj.ro/data/uploads/article/2021/ed21-no21-art18.pdf>
- *Teaching Emotional Intelligence to Teens and Students – including 3 examples of lesson plans, PPT, Questionnaires, and much more* <https://positivepsychology.com/teaching-emotional-intelligence/#lesson-plans>
- *Basic techniques used for teaching emotional intelligence* <https://www.theguardian.com/teacher-network/2017/nov/03/emotional-intelligence-why-it-matters-and-how-to-teach-it>
- *Emotional Intelligence and ELT (English Language Teaching), which refers to the field of teaching and learning the English language as a second or foreign language* <https://www.teachingenglish.org.uk/professional-development/teachers/understanding-learners/articles/emotional-intelligence-and-elt>
- *Study of the effect of emotional intelligence has on academic performance, examining the possible mediating role of flourishing and the moderating role of the teacher-student relationship. A convenience sample of 283 adolescents (49.8% female), aged 12–18 years participated the survey* <https://www.frontiersin.org/articles/10.3389/fpsyg.2021.695067/full>



Spanish:

- Body, L., Díaz, N. R., Recondo, O., y del Río, M. P. (2016). *Desarrollo de la Inteligencia Emocional a través del programa mindfulness para regular emociones (PINEP) en el profesorado*. *Revista interuniversitaria de formación del profesorado*, (87), 47-59. [Academic journals] <https://dialnet.unirioja.es/servlet/articulo?codigo=5802512>
- Gardner, H. (1987). *La teoría de las inteligencias múltiples* <https://dialnet.unirioja.es/download/articulo/4690236.pdf>
- *Ley Orgánica 3/2020, de 29 de diciembre por la que la Ley Orgánica 2/2006, del 3 de mayo de Educación es modificada (LOMLOE)* <https://www.boe.es/buscar/doc.php?id=BOE-A-2020-17264>
- *Revista de Educación, Universidad de Málaga*, (332), 2003. *La inteligencia emocional en el contexto educativo: hallazgos científicos de sus efectos en el aula*. [Academic journals] <https://www.educacionyfp.gob.es/dam/jcr:6b5bc679-e550-47d9-804e-e86b8f4b4603/re3320611443-pdf.pdf>
- *Revista Escuela Abierta*, 20, 35–46. (2017). *Desarrollar la inteligencia emocional para prevenir el acoso escolar*. [Academic journals] <https://ea.ceuandalucia.es/index.php/EA/article/view/12>

Romanian:

- *National Curriculum - Educational Policy Document* https://www.edu.ro/sites/default/files/DPC_31.10.19_consultare.pdf
- *The Teacher's Magazine: The plea for an emotional intelligence curriculum* <https://revistaprofesorului.ro/pledoarie-pentru-un-curriculum-de-inteligenta-emotionala/>

Czech:

- *Emotional intelligence in schools or about self-awareness and self-confidence* <https://www.rizeniskoly.cz/casopisy/rizeni-skoly/emocni-inteligence-ve-skolach-aneb-o-sebevedomeni-a-sebeduveri-serial-na-tema-7-inteligenci-v-ceskych-skolach.m-10693.html>
- *Why teachers need emotional intelligence to do their job 1* <https://zapojmevsechny.cz/clanek/proc-ucitel-ke-sve-praci-potrebuje-emocni-inteligenci-1>
- *Why teachers need emotional intelligence to do their job 2* <https://zapojmevsechny.cz/clanek/proc-ucitel-ke-sve-praci-potrebuje-emocni-inteligenci-2>