Abstract
Over the last 50 years Spanish society has seen a spectacular economical and social growth that has radically affected every single aspect of the daily lives of its citizens in both positive and negative ways. The complexity of present day Spanish society has also made an impact on schools, whose traditional methods that centre upon intellectual issues and fail to face the new challenges of the 21st century have been questioned. In this respect, Spanish educators, like their American and European counterparts, are concerned about the need to change schools in order to respond to pupils’ increased requirements and needs, as well as in order to include social and emotional aspects in the school curriculum.

By way of explaining the current state of the Social and Emotional Education (SEE) movement in Spain, this report analyses its origins in Spain in the 80’s and onwards up to the newest developments related to Emotional Intelligence and Positive Psychology.

The report that follows describes school management’s educational commitment towards providing the training requirements for teachers in the field of Social and Emotional Education. In addition to this, it introduces the various variants of SEE that presently coexist in Spain and their repercussion in the school environment.

Subsequently, four examples of various Social and Emotional Education projects being carried out in Spain have been selected for closer examination. These initiatives employ serious rigorous approaches to prove the efficiency of emotional education. The initiatives described herein are specifically: in Cantabria: Fundación Marcelino Botín; in Guipúzcoa: A Programme Emotional and Social Learning; in Cataluña: the GROP movement and in Andalucía: the INTEMO Project.

Lastly, this report concludes by looking at some of the implications of Social and Emotional Education and by making some recommendations about its present and future in the Spanish education system.

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In the space of 100 years, life-expectancy in Spain has increased by fifty years, and is now put at almost 80 years. In 1870, life-expectancy was barely 30 years, 10 less than in most other countries in Europe. Currently, life-expectancy is put at 79.7 years, above the European average (85 for women and 76 for men). In 1875, overall average height was 162.6 cm. This has now increased by over 12 centimetres, and in 2007 overall average height in Spain was over 175 cm. (Nicolau, 2005).

Professor Roberto Colom and his team, at the Universidad Autónoma de Madrid, have documented the repercussions of the Flynn Effect in Spain (Colom, Lluís-Fontb and Andrés-Pueyo, 2005). Specifically, they have made a comparative study of the IQs of Spanish children today with those of Spanish children in 1970. The results demonstrate that the average IQ of Spanish children has increased by 10 points, which confirms the predictions of the Flynn Effect.

But is this really the best of times?

1.2 | It was the worst of times

In the EU, 27.4% of people between 18 and 65 years old have been affected by some kind of psychological disorder in the last 12 months (Wittchen and Jacobi, 2005). Psychological problems, in general, are the most frequent cause of illness, coming above heart problems and cancer. Analysts calculate that one in four families have at least one person with psychological disorders. Psychological problems affect quality of life to a greater extent than chronic illnesses such as arthritis, diabetes or heart and lung problems. Depression is third on the list of principal causes of illness, after cardiac ischaemia and strokes, and it is estimated that depression will be the principal cause of illness in Europe by 2020. Currently, there are 58,000 suicides per annum in the EU as a whole. This figure is higher than the official figures registered for road accidents, AIDS and murders in the EU per annum. The effects and social repercussions of psychological problems are many and varied, starting with an inferior quality of life, and including social ostracism, and other negative social repercussions, such as falling standard of living, and other social and educational disadvantages. Psychological disorders even have serious consequences for the legal and penal system (Green Paper on Mental Health, October 2005; Appendix 2).

These figures have forced the EU to consider it a matter of urgency to investigate both how to approach mental illness and how...
It is estimated that depression will be the principal cause of illness in Europe by 2020. Currently, there are 58,000 suicides per annum in the EU as a whole. This figure is higher than the official figures registered for road accidents, AIDS and murders in the EU per annum. The effects and social repercussions of psychological problems include an inferior quality of life or even social ostracism to promote the psychological well-being of the population (Green Paper on Mental Health, October 2005). With this aim in mind, the Directorate-General of Health and Consumer Protection carried out a survey on mental health in the EU (Special Eurobarometer n° 248, Mental Well-being, 2006). The results demonstrate that during the four weeks before their interviews the majority of the people included in the EU survey had felt more positive than negative emotions (e.g. feelings of depression). Specifically, most Europeans felt happy (65%), full of life (64%) and full of energy (55%).

In Spain, perceived levels of mental well-being are comparable to the average levels registered for the rest of the EU. The figures are in fact even more positive, for us in Spain, in that we have one of the lowest suicide rates in the EU. However, the picture is different for Spain when we look at the population not included in the 65% of people who often have positive emotions. It has been calculated that, excluding disorders caused by drug abuse, 9% of the Spanish population is currently suffering from some kind of psychological disorder and that slightly over 15% of the population will suffer from some kind of psychological disorder during the course of their lives. These figures are likely to increase in the future. Psychological disorders affect more women than men, and increase with age (Ministry of Health, 2007a).

2 | And what about children and teenagers?
Without wanting to cause alarm, it is however clear that the picture we are getting of adult well-being, both physical and mental, in Spain, doesn’t give grounds for complacency. Is the situation similar in the case of children and teenagers? An interesting comparative study is made in the Innocenti Report “Perpectives on Infantile Poverty: the panorama of well-being in the rich countries of the world”, which was prepared by the United Nations Fund for Children (Unicef), in a study of 21 industrialized countries. Of the 21 countries selected, Holland holds first position on the list for the well-being of its minors, followed by Sweden, Denmark and Finland. However, both the United Kingdom and the United States of America are at the bottom of Unicef’s classification, below poorer countries like Poland and the Czech Republic. These statistics demonstrate that there is not a direct relationship between children’s well-being in any given country and that country’s GDP.

Spain is well-placed in the Unicef classification. Specifically, Spanish children and teenagers rate their well-being very highly, in terms of their own perception of their health and their degree of satisfaction with their lives. These variables, taken together with other factors that have also been analysed, put Spain in fifth place in the general classification of children’s well-being.

In respect of education, by which we understand level of academic success and the extent to which children remain in the education system, Greece, Italy, Spain and Portugal occupy the last four positions in the Unicef classification. The position of Spain here is due to the low level of academic achievement in this country, also reflected in the last PISA Report (2006).

We could thus be tempted to conclude that Spain is a country where children and young people are happy, but not stimulated or motivated by academic studies.

This positive picture, at least in respect of well-being in Spain, should, however, be seen in contrast with other recent statistics which demonstrate that very negative realities, destructive for young people, also exist simultaneously in our country. Two everyday examples show this. The first example is the number of adolescent girls in Spain between 15 and 19 years of age who had undesired pregnancies during 2005: the total figure recorded is 25,965 (INE, 2007), of whom approximately 49.6% decided to have abortions. The second example is the worrying panorama of drug abuse by adolescents in Spain. For example, 58% of teenagers consumed alcohol last month and 44.1% got drunk at least once in the same period. 9.8% of students aged between 14 and 18 declare that they have driven a vehicle (car, motorbike) at some point during the last 12 months under the effects of alcohol. This figure rises to 14.9% in students of 18 years old. As for taking illegal drugs, 20.1% of teenagers have smoked cannabis and 2.3% have consumed cocaine in the last 30 days (Ministry of Health, 2007b).

3 | What should we do?
Spanish society in the 21st century is submerged in a complexity that has been transmitted automatically to the school environment. This has shown everyone with a share of responsibility in the field of education (parents, teachers, politicians/administrators) that to provide education in our “knowledge society” is an impossible mission if other factors apparently “less intellectual” and aca-
In Spain too there exists an educational movement that is conscious of the limitations of the current educational system, and that is asking urgent questions about “what to do”. This movement is also trying to look at the “how”, that is, investigating procedures and resources that will include social and emotional development in the school curriculum.
the IQ: a Triarchic Theory of Human Intelligence" (Sternberg, 1985), which was translated into Spanish in 1990. This writer fiercely criticizes the classical concept of psychometric intelligence and proposes three types of intelligence: analytical, creative and practical. A balance in these three areas of intelligence ensures a successful intelligence, that is to say: a capacity to achieve the most relevant objectives for our lives (Sternberg, 1997). The numerous books published by Sternberg have also had a considerable influence on how educators in Spain conceive of intelligence, what they feel about its potential and how to educate it. Practical intelligence would appear to be the area of intelligence most closely related to Emotional Intelligence, because it involves making an analysis of the emotions and social relationships in everyday life, and how to control these in real life situations.

The concept of Emotional Intelligence was first developed by Professors Peter Salovey and John Mayer, in a scientific article in 1990 (Salovey and Mayer, 1990), but its publication passed unnoticed by educators, at least in Spain, and it was only in 1996 when Daniel Goleman’s bestseller, Emotional Intelligence was published in Spanish (the original had been published in 1995) that educators and teachers began to put words and arguments to their feelings about the need for change.

The latest influence for change came from Positive Psychology, in the work of Martin Seligman (2002), and the professors of the Universidad Complutense de Madrid, María Dolores Avia and Carmelo Vázquez (Avia and Vázquez, 1998), who attempted to develop and put greater emphasis on positive emotions, personal strengths and happiness, in the school environment and in everyday life.

5 | Involvement of the educational authorities

The involvement and response of the educational authorities to the training requirements of teachers in the social/emotional field has been channelled principally through two institutions: the Institutes of Education Sciences (Instituto de Ciencias de la Educación – ICE) and the Teacher Centres.

The Institutes of Education Sciences came into existence as a result of the General Education Law published in 1970, which stated: “The Institutes of Education Sciences will be integrated directly into every University, and will be responsible for training the university professors as and when they take up the teaching profession, at every level, and for further training of teachers who are already working, and of teachers who have management responsibilities and carry out and encourage educational research or lend their services and technical know-how to the Universities they belong to and to other centres in the educational system.” In practice, the various different Institutes of Education Sciences have contributed since their creation to the improvement of the quality of education throughout the teaching profession within the Spanish education system, including secondary education and also including educational management bodies.

The Teacher Centres operate under the authority of the various different autonomous communities, which are legally the competent authorities in respect of education. The different administrative centres in Spain have created Teacher Centres which operate as stable bases for all training, innovation and exchange of teaching information, and for providing training for study and working teams. The Teacher Centres are officially and legally authorised to operate as centres for meetings and debate, which has made it possible to arrange for appropriate training to be given to meet the requirements of the new education system and to develop different types of training, generated by the different teaching institutes for use in their own centres.

Both the Institutes for Education Sciences and the Teacher Centres have gradually been including in their training programmes, particularly in the last decade, social/emotional aspects of education, and currently almost every educational centre includes specific courses that address Emotional Education in general and also, in particular, Emotional Intelligence.

In addition, Central Government, or to be exact the Ministry of Education and Science, has taken certain initiatives such as to create, in March 2007, the State Observatory of Living and Working Together in Schools (“Observatorio Estatal de la Convivencia Escolar”, in Spanish), which contributes its efforts to the work already being done at a local and regional level in this area (for more information, see www.convivencia.mec.es/). The State Observatory for Living and Working Together in Schools aims to encourage certain basic principles in schools so as to ensure ‘well-ordered living and working together, learning to live with others, respect for others and acceptance that people are equal, whatever their race or their ideology, their sex or their religion.” The Ministry of Education and Science also has an ambitious State Plan to improve living and working together in schools which has been put into action by organizing training courses for teacher trainers in areas relating to living and working together, and is expected to provide training for 15,000 teachers during 2008.

6 | Perspectives on SEE in Spain

In March 2007, the Ministry of Education and Science organized the Third State Congress for living and working together under the title “From social and emotional education to education in moral values”. The Ministry advertised 400 openings for the Congress and received 5,800 applications. This figure gives an idea of the enormous interest that exists, in the area of Education as a whole in Spain, in social and emotional skills, bearing in mind that attendance tends to be scarce at this type of event.

Prizes for “coexistence”, awarded annually by the Ministry of Education and Science to educational experiments that are being carried out in specific educational centres, demonstrate that the theoretical framework within which the teachers operate, when they want to introduce new ideas and take part in social and emotional areas of education, is fairly open, and very similar to the SEL movement in the United States, or to SEAL in England.

We would like to draw the reader’s attention to the fact that the components of SEE are being put forward as an integrating framework, to coordinate all the specific educational programmes that are being put into effect in schools with the same basic premises in mind, namely that the problems that affect children and young people are caused by the same risk factors, at a social and emotional level (for further information see the chapter by Lanier). The best way to prevent these specific problems appears to be to develop children’s “resilience” by educating, in a practical manner, the emotional and social skills of children in a positive and stimulating atmosphere (Fernández-Berrocal and Extremera, 2005; Greenberg et al, 2003; Weissberg and O’Brien, 2004). The SEE programmes are inspired by, framed by and based on the concept of Emotional Intelligence (EI) developed by Peter Salovey and John Mayer in 1990 (Salovey and Mayer, 1990) and popularized by Daniel Goleman (Goleman, 1995). However, under the label “SEL programmes” there are many very different programmes: programmes to train basic abilities related directly to EI, such as emotional perception, emotional comprehension, and emotional adjustment; and also wider programmes related to personality, addressing self-respect, self-assertion and optimism; and also programmes on moral val-
ues (see for an overview Zins, Weissberg, Wang and Walberg, 2004).

In scientific publications we find that a similar distinction is made in respect of Emotional Intelligence. On one hand, there are the EI models that focus on mental abilities that make it possible to use the information that our emotions communicate to us so as to improve the cognitive process (these are called ‘ability models’); and on the other hand, the models that combine or mix mental abilities with different traits of personality, such as persistence, enthusiasm, optimism, etc. (called ‘mixed models’; see Mayer, Salovey and Caruso, 2000).

Taking the theoretical model of Salovey and Mayer, Emotional Intelligence is conceived of as ‘genuine intelligence’; intelligence based on the use of the emotions for the purpose of adjustment, to enable the individual to solve problems and adapt efficiently to his/her surroundings. The ability model of Mayer and Salovey argues that EI can be conceptualized through the following four basic abilities:

“Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth.”


However, the view of mixed models is more general and rather less defined, as its models are based on stable characteristics of behaviour, and on variables of personality and emotional adjustment (empathy, self-assertion, impulsiveness, etc.). In Spain, in the educational field, the mixed model has been the model that has been used most extensively, as a result of the publishing success that Goleman’s bestseller has proven to be, and also because the work of Salovey and Mayer has not been widely published. In Spain, the term most frequently employed is ‘emotional education’ or ‘social and emotional education’ and in some cases this is related, in a very broad sense, to education for health, life skills, education in moral values, or education for coexistence and peace.

Fortunately, the situation has become more balanced in the last 5 years or so, and the skills model is becoming increasingly well-known in the Spanish educational field. This has been achieved partly by the publication of Spanish translations of the most important work of Salovey and Mayer, and the spreading of their ideas in important national forums (Caruso and Salovey, 2005; Fernández-Berrocal and Extremera, 2006; Mestre and Fernández-Berrocal, 2007).

What is happening in Spain is similar to what is happening in other countries, and Spanish educators, like their American and European colleagues, are anxious to change schools to include emotional and social aspects of education in the school curriculum. One extra problem is that they don’t know how to go about doing it. In this admirable desire for change, teachers have approached the problem from the point of view of Goleman’s popularizing books, and, hoping above all for action, they have avoided attending boring discussions and academic debates about the real effects of the programmes for emotional education and their proven efficacy.

In other words, teachers simply assume that it is necessary to intervene in social and emotional matters and that the activities and programmes included in popularizing books are adequate and effective. Accordingly, for the majority of emotional education trials that have been held in Spain there is no...
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Our objective in education is to research, create, implement support and evaluate the resources and teaching techniques that could help children and young people nowadays to become self-motivating, responsible, mutually supportive and competent (both academically, emotionally and socially) – and also to involve, in this Project, the adults who are their frame of reference.

In order to get a proper focus on this objective we prepared, initially, a real situation in which to obtain practical experience in Cantabria – where the central offices of the Foundation are located. Our intention was to contribute new proposals and initiatives to the educational system with a view to facilitating and promoting emotional-affective, cognitive and social development in people from early childhood onwards; using a model of procedure in which family, school, and community, would all be involved.

It is the objective of Responsible Education, as we have called this Applied Educational Project, to promote in children and young people a well-rounded and healthy growth, by taking into account the physical, psychological and social aspects of each individual, in order to ensure balance and well-being, positive academic achievement – and, in addition, to develop the type of model that can be properly evaluated, and that can also be transferred to other places.

To date, 80 schools are involved in our Project (37% of the total number of infant and primary education centres). These include 853 teachers and 16,552 pupils and their families. We currently work with children from 3 to 12 years old – and in the next few years we will gradually incorporate secondary schools (12-18 years).

It is our declared objective – following on from the educational experience described above, in which we have achieved the active involvement of teachers, families, pupils and a considerable number of professional experts, in a coordinated manner – to initiate a process of social and educational change which, by ensuring a Social and Emotional Education to children and young people, will promote their well-being and balance. It is the intention of the Foundation to support this Project over the long-term, study the results obtained, and promote the Project in all educational centres in Cantabria, and possibly also in other places.

What follows is an explanation of exactly what Responsible Education consists of – its particular characteristics, and how it can be implemented. The model of procedure is also described, as well as the different lines of ap-

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| Cantabria: Fundación Marcelino Botín

Responsible Education: An applied teaching experience in Cantabria

The Fundación Marcelino Botín was created in 1964, with the objective of providing social assistance, and educational, cultural and scientific funding. The intention was to develop and lead initiatives in the national and international spheres, with a view to encouraging a fairer, freer, more efficient, and more responsible society, in Spain and worldwide.

From the beginning, the Foundation’s principal interest was training, as a priority strategy in all of the areas in which it was working: art, music, science, national heritage projects... It was in 2004, however, that the Foundation began to work specifically in the educational field. There can be no doubt that the best way to contribute to well-being, development and progress in our society is to support and promote a well-rounded education and healthy growth, from infancy upwards, in what is our most valuable asset, human capital – and throughout the entire lifespan of an individual.

The Foundation is an educational agent that is rooted in the community. It is conscious of the need to act in conjunction with others, and in a coordinated manner, to deal with the educational challenge that we are faced with. From the outset, we have worked closely with the Educational Council of the Regional Government of Cantabria, and with other official bodies with experience in this context, and we have made proposals that answer to the expectations and educational needs of young children, within the framework of school, family and society in the 21st century, where rapid and constant change is the order of the day, and so many open contradictions are apparent.

The geographical location of this initial Project gives it a considerable and unique value, because the particular characteristics of the province of Cantabria – in terms of its territory, its population, and its administrative and educational set-up – make it an ideal centre for an experiment in which the aim is to develop the type of model that can be properly evaluated.

Accordingly, for the majority of emotional education trials that have been held in Spain there is no proof as to whether they have been effective or not, mainly because they have never been properly evaluated.

The following section aims to show four specific examples of SEE initiatives being carried out in Spain that employ a systematic approach and attempt to reliably prove the effectiveness of emotional education and EI, not only as local education trials, but with the medium and long-term objective of attempting to change some schools, and even society as a whole. These initiatives are:

- Cantabria: Fundación Marcelino Botín
- Guipúzcoa: A program for Emotional and Social Learning
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It is the objective of Responsible Education, as we have called this Applied Educational Project, to promote in children and young people a well-rounded and healthy growth, by taking into account the physical, psychological and social aspects of each individual, in order to ensure balance and well-being, positive academic achievement—and, in addition, to develop protective elements that will serve as a preventive strategy against the type of risks that are likely to present themselves nowadays at an increasingly early stage in life (risks such as: violence, intolerance, failure, drugs, etc.).

proach that we are developing in these 80 schools in Cantabria.

1 | What is the work of Responsible Education? The content of the Project.

In 2004, we initiated our Project by working together with the FAD ("Fundación de Ayuda contra la Drogadicción" - Help Against Drug Addiction Foundation), using its programme "Prevent to live" in 41 schools in Cantabria. This programme, which is based on a biosocial, psychological, ecological and competency model, activates in children from 3 to 12 years old a series of protective mechanisms which reinforce their positive development, and make them less vulnerable to various possible areas of risk. Taking this model as our base, we employed and created other resources and educational aids to foster the well-rounded development of children, not only with the aim of foreseeing and preventing risks, but also with particular emphasis on children’s positive growth and their social and personal well-being.

You will see on Figure 2 the various components that we work on through different activities, games and concepts. It is of fundamental importance that we clarify here that the different variables are listed separately and in three different columns to make the table easier to understand – but that each of these variables is an inseparable part of the individual, and so they are all worked on simultaneously.

The aim of the programme is to help children, step by step, to know themselves, acquire self-esteem, and trust themselves; understand others, and respect them, by imagining themselves in their place; identify and express their emotions; develop self-control; take decisions in a responsible manner; value and protect their own health; relate sufficiently well to other people and defend their own ideas, avoid creating situations of conflict and being capable of resolving the difficulties they meet.

2 | How do we work in Responsible Education? Project Characteristics.

In order to develop a solid model of procedure that can be integrated into education centres, families and the community, it is necessary to reflect clearly, from the very outset and then at regular intervals, about the needs that should be met and the basic elements that must be in place to ensure that the Project has stability, and is fully integrated into the context in which it is to operate – and that it can evolve and adapt if necessary in order to achieve the defined objectives.

Some of the specific characteristics – or ingredients for success – of the Project of the Marcelino Botín Foundation are as follows:

A | We have enjoyed an excellent and close relationship with the Council for Education of the Regional Government of Cantabria – which has included both the active encouragement, and the direct participation of the Council at every stage of the Project.

B | Voluntary participation and commitment of all those involved in the Project. This ensures the Project’s stability, and is also clear proof of the interest aroused by the Project.

C | Global and joint initiative involving schools, families and the community. The Foundation is considered to belong to the community, and to all the people to whom the Project’s educational programmes are being directed.

D | Support and close supervision. We offer constant support, and it is our concern to take responsibility for meeting the needs that arise in the educational community. A climate of trust has therefore been created, which has enabled all those involved in the project to progress, in a united fashion, towards meeting the declared objectives of the Foundation, and overcome any difficulties encountered.

E | We have an excellent relationship with the University of Cantabria, and various different working teams from the University are directly involved in our Project – both in terms of development and evaluation.

F | All our initiatives are analysed in terms of their viability and their transferability, are implemented in a very clear and organized manner, and are evaluated.

G | The independence of the Foundation and the fact that it is self-funding mean that the Project can be planned for the long term.

3 | What strategies do we use in Responsible Education?

A | We use educational resources, materials and programmes that al-
4.1 | Extended Initiatives, involving a very considerable number of participants, but carried out with less intensity. (see Figure 4)

4.1.1 | Pupils:

- From 3–12 years (80 centres/853 teachers/16,552 pupils): From 2004 to date, we have used the programme Prevent to Live, created by the FAD Foundation. With this programme we work to develop the emotional, cognitive and social capacities of children, using up to 7 different activities, each requiring 1 or 2 sessions. As from the beginning of the school year 2008/2009, we intend to use a new audiovisual resource entitled “Audiovisual Toolkit for use in encouraging personal and social skills” (“Banco de Herramientas audiovisuales para la promoción de competencias personales y sociales”), created specially for this Project as a result of the suggestions made by teachers, carefully adapted to the ways in which children develop. This Toolkit will soon come to include activities intended for children who have reached the stage of secondary school (up to 16 years old).

- From 12–16 years (5 Secondary Schools). We will use the United Nations’ Model as a means to offer pupils the chance to open themselves up to a wider world, encouraging them to get involved and to form their own criteria in questions of international significance, while developing their personal and social skills and improving their English language skills too. So as to implement this programme, the Foundation is recruiting and training Fulbright scholars to work as teachers in the schools. In addition, other agents working within the local communities are being invited to participate in the Project.

4.1.2 | Teachers:

We believe in continuous training programmes that ensure the quality of the teachers involved in the Project. We offer teachers’ training seminars that are properly tailored to their needs, and which take place in the schools they teach in. The training programmes are run by experts – and supported, as well as participated in, and accredited by, the CIEFP (“Centros de Innovación Educativa y Formación del Profesorado” – Centres for Educational Innovation and Training), which is attached to the Council for Education of the Regional Government of Cantabria.

- The practical training programme helps teachers to understand and organize their particular contributions to the Project, and also helps them to apply and develop the specific educational resources and programmes (in sessions of between 1 and 2 hours).

- Teachers can also participate in training seminars at three different levels, providing 10 hours of tuition at each level. These seminars are intended for teachers who are currently working in schools – and also for future teachers who are still studying at University. The content of the seminars is both theoretical and practical, and is designed to encourage emotional–affective, cognitive and social development in two directions: both professional and personal. To date, 545 teachers have received this training.

4.1.3 | Families:

We have prepared an uncomplicated Home User’s Guide (“Guía de andar por casa”) on Responsible Education, in which some basic
concepts and ideas that are particularly relevant to family life are explored: the importance of rules, of affective relationships, of communication, of pleasure time and of free time. The aim of the guide is to inform, educate and support families, and to complement and reinforce all the work carried out in schools. It is hoped that in this way, the teaching in schools can be transferred to the pupils’ families, and beyond the frontiers of school life. The guide is discussed and distributed to the families of all the children involved in the Project (15,000 copies have been distributed to date). In addition, families are offered the chance to participate in the Project from home, to provide continuity to some of the activities employed by the teachers and the coordinator of the programme in each teaching centre.

4.1.4 | Courses within the local community:
Open courses are offered within the local community, targeted at different types of professionals (psychologists, pedagogical experts, educational psychologists, social workers, etc.). Various different techniques and educational strategies are explored in these courses (social and emotional development, audiovisual literacy, cooperative learning), which are run in association with the Summer Courses of the University of Cantabria.

4.1.5 | Evaluation:
To date, for the purposes of evaluation, we have been using a questionnaire prepared specifically with a view to evaluating the activities employed by the teachers and the coordinator of the programme in each teaching centre.

<table>
<thead>
<tr>
<th>Evaluation 2007 Some statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of satisfaction of the teachers participating in the programme: 91.8% of teachers were satisfied or very satisfied</td>
</tr>
<tr>
<td>Interest shown by pupils: 95.5% of teachers believe that their pupils showed considerable interest or great interest</td>
</tr>
<tr>
<td>Perception of the degree of difficulty involved in applying the programme: 89.3% of teachers consider it to be simple or very simple to apply</td>
</tr>
<tr>
<td>Integration of the programme into the general class timetable: 79.3% of the activities of the Project on pupils (2007).</td>
</tr>
</tbody>
</table>

Figure 5

4.2 | Intensive initiatives, held in few centres, and applied intensively. Taking the previous initiative as a starting point, our intention was to reinforce, improve and complete it. In 2006, we initiated a Pilot Project in educational innovation to promote, in an intensive manner and by developing personal and social skills, in children from 3 to 18 years in three educational centres in Cantabria: the Colegio Sagrados Corazones in Sierrapando-Torrelavega, (a school with a religious foundation but operating within the State education system), with a semi-urban and urban mix, including children and young people at all levels of education; the Colegio Marcial Solano in La Concha de Villaescusa, a rural State school, offering education at infant and primary levels; and the Instituto de Educación Secundaria Nuestra Señora de los Remedios in Guarnizo, where we continue to offer support and close supervision to State school pupils who attend this secondary school.

These educational centres are part of two (Santander and Torrelavega), of the total of three, Centres of Educational Innovation and Training of Teachers, of the Council for Education of the Regional Government of Cantabria. Our work in all matters related to questions of teacher training is carried out in tandem with the Council for Education.

In this experimental Project, which we have named ”VWE” (Vida y Valores en la Educación – “Live”, Life and Values in Education), specific activities and programmes are designed and put to use in order to work on the well-rounded development of pupils from three years old and upwards. This work is carried out in an ordered and coordinated way, making use of different areas of expertise and diverse education agents. If the results obtained prove to be positive, we will consider transferring our Project to the educational centres in Cantabria which are already participating in the extended initiative (80 schools).

<table>
<thead>
<tr>
<th>Experimental Project - 2008</th>
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</thead>
<tbody>
<tr>
<td>Centres</td>
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<tr>
<td>5</td>
</tr>
</tbody>
</table>

Figure 7

4.2.1 | Objectives:
- To encourage the well-rounded and maturing development of children and young people through the different areas of their personalities
- To increase educational quality, by ensuring that our Project has a favourable effect on the climate of each educational centre
- To promote positive communication between educators, pupils and families

4.2.2 | Our contribution to schools:
Teacher training: From the outset, teacher training has been of key importance for setting up all our initiatives in each of the education centres. This training is carried out at three different levels:

A | Training for the Project. Both the managerial team in the education centre and the entire teaching staff at the school have received training in the general concepts and philosophy of the Project. It is of fundamental importance that all the professionals working at the Education Centre are aware of the Project and fully understand it: its different elements, why it is being implemented at the school, with what objectives, how it is being developed and who is devel-
It is necessary that everyone knows and understands the Project, so that they can identify with it personally and involve themselves in its development.

**B | Training for each of the programmes and teaching aids.** “Exhaustive presentation sessions” is the name we have given to the seminars of 1 or 2 hours’ duration (which enable teachers to familiarize themselves with a programme, resource or activity). These sessions help teachers to think about how to set up the programmes and use the teaching aids in their own classrooms.

**C | In-depth training.** This is carried out in seminars which occupy a total of 10 or 20 hours, and examine techniques and new educational strategies that could help in developing the Project and thus achieve its declared objectives: cooperative learning, social and emotional development, resolving of situations of conflict, communication skills, techniques to modify pupils’ conduct, etc.

**Pupil training:** Figure 8 shows the initiatives that are being carried out in schools – in an integrated and tailor-made fashion – in the different subject areas. In some areas we have benefitted from

<table>
<thead>
<tr>
<th>Subject areas of work</th>
<th>Infant School 3-5 Years</th>
<th>Primary School 6-12 Years</th>
<th>Secondary School 13-16 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Environmental Awareness</strong></td>
<td>- Positive attitudes to health</td>
<td>- Relaxation</td>
<td>- Self-esteem - Empathy - Self-control - Social interaction</td>
</tr>
<tr>
<td>Universidad de Cantabria</td>
<td></td>
<td></td>
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<tr>
<td><strong>Physical Education</strong></td>
<td>- Self-esteem - Emotional expressivity - Empathy - Self-control - Healthy attitudes - Social interaction</td>
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<tr>
<td>Universidad de Cantabria</td>
<td></td>
<td></td>
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<tr>
<td><strong>School Tutorials</strong></td>
<td>What has been learnt at the primary school stage is furthered and adapted to suit the way in which pupils are developing</td>
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<td></td>
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<tr>
<td>FAD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>- Social, emotional and intellectual development - Values that support and contribute to society - Reading ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundación Germán Sánchez Ruipérez</td>
<td>- Self-esteem - Emotional expressivity - Healthy values &amp; attitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Film</strong></td>
<td>The Book Wizard: stories about seeing, feeling, touching, listening, singing... - Lively encouragement to read - Emotional expressivity - Healthy values &amp; attitudes</td>
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<td></td>
</tr>
<tr>
<td>FAD</td>
<td></td>
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</tr>
<tr>
<td><strong>Art</strong></td>
<td>Film &amp; education in values (1 film per year) - Values that support and contribute to society - Positive attitudes to health</td>
<td>Reflect on yourself (1 exhibition per year) - Self-esteem - Emotional identification and expression. Creativity</td>
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</tr>
<tr>
<td>Fundación Marcelino Botín</td>
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<tr>
<td>Universidad de Cantabria</td>
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<tr>
<td><strong>Music</strong></td>
<td>It is our intention to extend the programmes and initiatives in these areas to children of this age</td>
<td>Music, Values, TIC and Portfolio (1 concert per year) - Responsibility - Generosity - Honesty and righteousness - Respect and tolerance - Equality - Liberty - Solidarity - Loyalty</td>
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<tr>
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<td>Universidad de Cantabria</td>
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</tbody>
</table>
the advice and collaboration of official bodies such as the Fundación FAD, and the Fundación Germán Sánchez Ruipérez, which have both allowed us to adapt their educational programmes to our requirements. In other subject areas, such as Art, for example, we have adapted the programmes of our own Fundación Marcelino Botín, and developed programmes specifically designed for schools. Finally, in subject areas such as Music, we have created a specific programme for schools, working in conjunction with the Universidad de Cantabria. Each of these areas of activity has its particular methodology, and requires a specific training course for teachers in addition to requiring planning in order to involve families actively and to work effectively within the community. Each area of activity also has to be timetabled, and teaching materials organized.

Infant school education, from 3 to 5 years old:

A | Different activities and games are used to work directly on self-esteem, emotional expressivity, empathy, self-control, healthy attitudes and social skills. (5 activities, each spread over 2 sessions, at each level. Two of the activities are continued at home).

B | A lively programme to encourage reading, set up in conjunction with the Fundación Germán Sánchez Ruipérez. It includes stories about seeing, feeling, touching, listening, singing. Healthy values and attitudes are encouraged, and children are visited by a magician in three different sessions, which serve to stage the development of the programme. The stories are lent out to the children to take home with them.

Primary school education, from 6 to 12 years:

A | School tutorials. – Specific activities are used to develop self-esteem, empathy, self-control and social skills. There are 4 activities, each lasting over 2 sessions, at each educational level. Two of these activities are continued at home.

B | Awareness of the environment and physical education. – Positive attitudes to health and relaxation are worked on. There are 2 activities per educational level, each lasting over 2 sessions. These activities are then added to during the school year.

C | Language. – One book from the FAD’s programme – The Value of a Story – is read at each educational level both by each child individually and also together in class. Specific activities are developed before, during and after the reading, to work on social, emotional and intellectual development, and also to encourage values such as respect and tolerance, friendship, cooperation and mutual support.

D | Film. – Integrated with school tutorials or in the history class. A film chosen from the FAD film season is viewed at each level spread over two sessions, one prior to watching the film and another afterwards, exploring more deeply the values and positive attitudes conveyed by the film’s characters.

E | Art. – The Reflejarte Programme, specifically designed for this Project, employs art in order to foster the development of pupils’ self-esteem, self-awareness and emotional expressivity, and creativity. The programme is held over three sessions for each level, two of them in art class before and after the session at the Foundation’s exhibition venue. The resulting creative works produced by pupils are exhibited to the public in one of the Foundation’s exhibition venues.

F | Music. – A programme that links musical content learned in the classroom with the development of universal values, has been devised in collaboration with the Universidad de Cantabria. The programme employs TIC and portfolio as innovative tools to produce excellent results: the methodology of the work involves cooperative learning. It consists of 8 sessions for each level: 3 music sessions, two of which are continued with the family, 1 web quest session and 1 portfolio one. The Foundation complements this work with three additional sessions which revolve around an educative concert, one of these is set aside for rehearsing at school, another is held at the Foundation’s concert hall with the performers and conducted by an expert, focussing on working with emotional expression through music, and a last session back in the classroom again, which serves to assess and personalize the work of the previous sessions. The values worked on here progressively by 6 to 12 year-olds are: responsibility, generosity, honesty and righteousness, respect and tolerance, equality and liberty.

Secondary Education, 13 to 16 year olds:

All the work carried out in Primary Education is continued progressively at this level, adapted to student development.

4.2.3 | Family involvement:
It is essential that families participate and commit to the development of the Project. A variety of initiatives are implemented to facilitate the information, participation and development of the proposed activities, to support the educative role of the family and to foster the positive growth of children and young people:

A | Initial Training. Families are presented and informed about the Project at the beginning of each school year, and its objectives, progress, timetable, and the activities in which families may take part, are fully explained to them. Families’ support and backing of work undertaken in the education centre means that school learning filters through into all areas of the lives of children and young people.

B | Family Space. This is a place at schools specifically set aside for family use where they can share their educational experiences and learn together about children and young people’s physical, psychological-emotional and social development. The aim here is to work with families on what the pupils are learning in the classroom. The family space is used for 3 two-hour long sessions, each of which is supervised by a trained monitor. In the school year of 2007/2008 some 77 families took part.

C | Active Participation. Some activities carried out in the classroom in a number of subjects may be continued with the family:

• 5–5 year-olds: several carefully chosen stories catering to this age group in particular are lent out to be
read with the family. Two activities at each level, which foster emotional development and positive attitudes towards health, are carried out.

- 6-14 year-olds: two annual activities at each level dealing with emotional development and positive attitudes towards health and social relationships. Two annual activities involving music and linked to the various values explored by the programme.

D | Active Communication. Communication between families, pupils and teaching staff is encouraged. To achieve this several different educational, artistic and cultural activities are held in the school-community environment.

4.2.4 Reaching out to the Community: Another of the objectives of this Project is to involve the community and increase its awareness of the development of Responsible Education. To this end, a number of the activities at these centres reach out to the community with the aim of helping to promote the aims of the Project:

A | Sundays at the cinema and family games. On Sunday evenings a film is screened in sessions open to the general public. These sessions end in a game, played by both adults and children, that explores the positive aspects and attitudes to be found in the projected film.

B | We are creative. An initiative that came out of the art and music programmes carried out at these centres. The Foundation exhibits graphic works created by these 6 to 13 year-old artists at one of its venues open to the public. In this manner, the children express their emotions and thoughts after participating in artistic activities.

C | Literary Encounters. These encounters are held at the La Concha de Villaescusa cultural centre, which is located in the same neighbourhood as one of the schools. Pupils, teachers and the authors of the books read in class attend the encounters. The books are chosen for the positive values and attitudes they convey.

D | Book loans, emotion guaranteed. The stories that are used at the schools during the school year are made available by loan from the Foundation’s library to the general public. These include stories about seeing, touching, singing, feeling, listening, playing... for up to 5 year-olds.

4.2.5 Monitoring and evaluation: The Fundación Marcelino Botín, together with the Educational Council of the Regional Government, carries out ongoing monitoring and evaluation of all these activities, programmes and initiatives, with regular monitoring and assessment meetings to evaluate and coordinate the use of teaching equipment, guidelines and Project coordinators at the centres.

Furthermore, we have a close working relationship with the Universidad de Cantabria, which is the institution responsible for performing an external evaluation of this experience. Two teams of experts at the University’s Education Department evaluate the experience in two ways:

A | Evaluation of the psychological effects: A pre-test has been carried out on 8 to 10 year-old pupils, on the teachers and families in the two trial schools, and a control is performed at all four centres in order to compare and contrast pupils’ progress. When the Project has been in operation for three years, in May 2009, a post-test will be carried out on the same pupils to see whether significant changes are observable.

B | Evaluation of the process and teaching: A team of 4 professional experts periodically interview the teaching staff involved in the programme, attend a variety of the activities, training sessions, etc, in order to study and ascertain whether the process is going according to plan, to highlight its strengths and weaknesses and to make any necessary modifications.

4.3 Audiovisual media, a social fact that we cannot neglect is that we spend more and more of our time in front of screens (television, internet, video games, cell phones, etc.) and yet, we are still a long way from being truly literate in audiovisual language. We need to learn, both adults and children, to refine their audiovisual literacy from a young age, to be able to subsequently take a clear, personal stance with regard to them. If we neglect working with children to improve their audiovisual literacy from a young age, we will be leaving them alone and defenceless against the enormous amounts of not always positive information they receive continually through their screens.

Our goal in this line of work is to research, devise, create and disseminate enjoyable, fun to use, audiovisual tools for children and young people that are, at the same time, intelligent, beneficial and educational.

4.4 Research and study: the need to continue growing, innovating and advancing meant...
that in 2007 the Fundación Marcelino Botín directed its sights on the situation in both Spain and the rest of the world, seeking to find other real projects and trials, similar or not to Cantabria’s one, examine how they were carried out and learn from their experience.

We set up an international work group, consisting of experts from a variety of European countries (Germany, Spain, Holland, United Kingdom, Sweden) and the United States, which met together periodically at the Head Office of the Foundation to work jointly together researching, reviewing and collecting a variety of international educational trials related to the needs and around development of children and young people. The result of this work is the report you have in your hands.

The Foundation is ready to carry out the undertaking of collecting and publicizing the knowledge gathered, of improving our own experience, and with the objective over the next few years of encouraging a Joint International Platform accessible on the website http://educacion.fundacionmbotin.org in an effort to pool our knowledge about Emotional and Social Education and the progress being made in this field. New experiences and projects will be added to the website as they occur, and information is already available about already existing ones in other parts of the world.

5 | Conclusions:
After nearly 5 years spent on the development of this educational experience, we have to admit that our work is just beginning. Education is a slow, daily job, with long-term goals. For this reason we wish to progress step by step, adding our grain of sand, little by little, and setting down solid foundations to facilitate the growth, consolidation and extension of this experience over the years to come.

What have we achieved so far? A working model and a series of activities, explained above, which are particularly worthwhile because of their open and all-encompassing nature. Activities that have reached schools and the community and have been supported and well-received by them, since they treat Emotional Education as a fundamental and inseparable part of children and young people’s educational process and well-being.

There is, furthermore, something else we regard as truly important: the trust, partnership, and work we have been able to achieve jointly with the management, teaching staff, families and the numerous professional experts from around the world involved in this innovative experience; and to whom we are sincerely grateful for their efforts and their contributions.

In May 2009 we will have the first results of the evaluation carried out amongst the pupils in three experimental centres in Cantabria. They will help us to review and re-adapt our programmes and processes in order to continue with the educative task ahead.

For the next few years we will work steadfastly on some particularly relevant aspects of Responsible Education:

- Trained Personnel.- Foster and provide training for teaching staff, at educational centres, and for future teachers, at university, providing the necessary theoretical and practical skills, at a personal and a professional level, to facilitate the development of this type of initiative and also providing training in the use of educational resources and techniques that promote pupils’ emotional, cognitive and social growth.

- Families.- Offer guidelines, advice and information to families that find it useful for understanding and helping their children to grow up as responsible and competent individuals both in their lessons, on a personal level and in their relationships with others. It is vital to engage families in school life, encourage school-family communication and vice versa so as to present children and young people with a coherent model. We will continue to develop the Family Spaces inside schools and the community, where adults can begin their own personal adaptation and learning to help them know how to work with the children.

- Programmes and resources.- We would like to offer our experience, support, guidance for the development of educational, worthwhile and useful programmes and resources that can and are adapted and integrated, taking into account the distinguishing features of the different social, cultural and scholastic contexts, and that serve to set in motion processes of educational transformation both at school, in the family and in the community.

- Evaluation.- This is one of the greatest challenges in the field of Social and Emotional Education. We need to evaluate our experience in an ongoing and exhaustive fashion – despite the difficulties and the fact that at present, the concepts we are talking about are still subjective – so that little by little we can obtain objective results showing the impact of the activities being implemented. In addition, we will devise evaluation mechanisms adapted to each community to reliably measure the various variables at work.

- Exchange of experiences.- Another of the fundamental tasks facing us is to continue the work begun by this report. As we regard it as most necessary, we will support the pooling of knowledge, contacts, reviews and exchange of ideas and significant educational experiences developed in the field of Social and Emotional Education by means of an interactive online Joint International Platform, ac-

The Fundación Marcelino Botín wishes to support, develop and stimulate educational experiences that encourage in society as a whole the social and emotional development of children and young people, helping them to be independent, skilled and committed, improving their academic performance and attaining higher levels of well-being, balance and happiness. In short, we wish to contribute to the progress of society on the website educacion.fundacionmbotin.org, where one may contribute and consult similar experiences in this field, thus helping to publicize and share them.
The Fundación Marcelino Botín wishes to support, develop and stimulate educational experiences that encourage in society as a whole the social and emotional development of children and young people, helping them to be independent, skilled and committed, improving their academic performance and attaining higher levels of well-being, balance and happiness. In short, we wish to contribute to the progress of society.

2 | Guipúzcoa: A programme for Emotional and Social Learning

In 2004, the Diputación Foral de Guipúzcoa (Regional Government) launched a programme for Emotional and Social Learning in an endeavour to build a society based on knowledge, innovation and people as part of its “Innovative Guipúzcoa” Plan. This Plan is being implemented in several contexts (educational centres, families, community groups and organizations) with the ultimate aim of building an “emotionally intelligent society” (Guridi and Amondarain, 2007). The programme covers two distinct areas:

- EI awareness and training scheme
- The evaluation of EI educational requirements

Programme description: The programme that is the subject of this evaluation was mainly aimed at teaching staff that cater to a variety of different age groups and the management teams of Education Centres. It began to be implemented in January 2005 and is structured in 6 training courses consisting of 4 levels each. A) The first level takes it for granted that this is the teacher’s first experience in the subject. It provides basic training in 20 hours. B) The second level involves pro-active and operative training in the development of personal and professional emotional skills. It lasts 30 hours. C) The third level is aimed at learning the methodology of the Programme and the available resources that can help pupils to develop their EI. For school management teams this level focuses mostly on improving emotional leadership skills; whereas for teaching staff this level focuses more on tutorials. It lasts 15 hours. D) The Expert Level in Emotional Education aims at training those people in the teaching staff who want to focus chiefly on Emotional Education. It lasts 50 hours.

The effect of the training in schools on the total of non-university education centres in Guipúzcoa. In respect of the total number of educators who took part in the programme, the available data indicates that some 1,173 people were involved: 1,111 teachers (in other words, 12.19% of the total teaching staff of Guipúzcoa) and 62 principals of Education Centres.

Programme description: The Programme for families is 18 hours long, arranged into 6 sessions lasting 5 hours each. The first session provides a general introduction and aims at helping families understand the meaning and importance of emotions in life. Each one of the remaining sessions is direct-ed at practicing one of the following skills: Emotional Awareness, Emotional Management, Emotional Independence, Social/Emotional Skills, Life Skills and Well-being.

2.2 | Evaluation of the need for EI training.

2.2.1 | In Organizations.

In 2007, a thorough analysis was made of the need for training social/emotional skills at 5 companies in Guipúzcoa. A total of 5 managers and 91 staff participated in a programme combining qualitative methodology (e.g., focus group, interviews) and quantitative (filling out questionnaires). The results will be published in 2008.

2.2.2 | In Social-Communities.

In 2007, 12 groups (156 people consisting of 92 women, 67.7%, and 44 men, 32.3%) took part in the evaluation of social/emotional needs associated with their professions. These groups, in turn, were organized into 3 subgroups according to the nature of their work or occupation, and to the type of people they cater for:

- Social-community groups whose work is related to caring for people at risk or suffering from social ostracism:
  - Social Services monitors and community education officers
  - Social workers
  - Work Advice and Mediation officers
  - Teaching staff at work training centres
  - Teaching staff for occupational training at private centres

3 | Cataluña: psycho-pedagogic orientation research group (GROP).

Since 1997, GROP (Grup de Recerca en Ori-
entació Psicopedagògica), a multidisciplinary research group based in Cataluña coordinated by professor Rafael Bisquerra, has been researching psycho-pedagogic orientation. At the present time, GROP’s activities are focused on both research and training in Emotional Education. There are numerous publications about Emotional Education intervention programmes and some of which have been implemented outside Cataluña (Bisquerra, 2000; Muñoz and Bisquerra, 2006; Soldevilla, 2007; Soldevila, Filella and Agulló, 2007).

To observe the activities of GROP we will describe the teacher-training scheme carried out in Emotional Education in the province of Lleida by the teachers Anna Soldevila, Gemma Filella, María Jesús Agulló and Ramona Ríbes (see Soldevilla, Filella and Agulló, 2007).

This emotional education teaching training Project was accompanied by an advisory procedure led by a team of psychologists and psycho-pedagogues. A collaborative consultation model was elected from among all the possible evaluation methods. The hallmark of this model is that it considers it indispensable to establish a working collaboration between the teaching staff and the advisory team, and thus the emotional education programme to be implemented is designed jointly.

3.1 | Emotional education teacher-training scheme

3.1.1 | Project description

The general objective of the Project was to strengthen the personal and professional development of the teaching staff as individuals undergoing a process of growth and as educators of the emotions of their pupils.

Figure 10

3.1.2 | Results obtained

The contents developed during the advisory process are shown in Figure 11.

The following stages were implemented in order to fulfil the objectives of the Project (see Figure 10):

The advisory process has been carried out a total of 18 times, over eight years, at a variety of different centres: infant schools and primary schools, Rural Area Schools, Secondary Schools and Institutes, Priority Action Centres and Centres of Occupational Training Centres. The number of teachers who took part in the final sample of the Project was 469.

The contents developed during the advisory process are shown in Figure 11.

3.1.3 | Conclusion

From the perspective of this Project, the advisory process is considered complete when the approved work plan has been carried

### Figure 11

<table>
<thead>
<tr>
<th>Advisory stages</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>1</td>
<td>Initial contact or entry stage</td>
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<tr>
<td>2</td>
<td>Identifying and expressing the problem</td>
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<tr>
<td>3</td>
<td>Posing situations and work plan (counsellor – teachers)</td>
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<td>4</td>
<td>Implementation of the work plan</td>
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<td>5</td>
<td>Design of the advisory process evaluation</td>
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Figure 12 shows the percentiles of improvement in the previous knowledge of teachers concerning emotional education. The results show that teachers improve their understanding of emotional education in all realms between 16 and 19%.

In addition, the teachers were assessed with two devices:

- A | An observation record of each of the counselling sessions to monitor the group atmosphere and the general evaluation during the process. The indicators chosen were: attendance, level of participation (number of doubts and contributions) and fulfillment of the task imposed.
- B | An anonymous questionnaire about whether the advisory process met with expectations and about where there is room for improvement. The questionnaire was given after half of the counselling sessions had been held.

The results of these tests are not yet available.
out. On the one hand, the teaching staff have trained in emotional education in order to apply a practical programme and, on the other, the counsellor benefits from the results obtained based on daily school work and gathering teachers’ impressions about ways to improve the practical Emotional Education programme initially proposed. In this sense, the advisory process is deemed complete thanks to good collaboration: linking the teaching of these abilities depends primarily on training, practice and improvement.

4 | Intemo Project

The “Intemo Programme” is based on Mayer and Salovey’s Emotional Intelligence model (Mayer and Salovey, 1997). EI involves a set of abilities that can be learnt and improved by means of education. The “Intemo Programme”, an educational scheme funded by the Government Office for the National Drugs Plan (Plan Nacional sobre Drogas), is aimed at 12 to 18 year olds who are engaged in 10 hour-long weekly sessions, aimed at outside workers (psychologists), at a variety of different secondary schools in the province of Málaga over a period of three years. Nearly 2,000 pupils took part in it (Ruiz-Aranda, Cabello, Fernández-Berrocal, Salguero and Extremera, 2007). We will present some of the programme’s activities following the layout previously used in Figure 13.

Emotional Perception

The first step to develop EI abilities is to broaden our awareness of our own feelings. This entails learning to understand our emotions. To recognize our emotional states is the first step in predicting our acts and thoughts. One of the ways of practicing this ability in the classroom is to keep an emotional diary. To achieve this, pupils in each class should work in pairs. Each couple should observe each other mutually throughout a whole week in a variety of places (playtime, in class, leaving school...). Each pupil has a sheet to record his or her observations. They must make a note of how their companions, and they themselves, feel each day and why. Another task is to show pupils photographs of people interacting. Pupils must guess the emotion being felt by each of the characters in the photograph. Real life situations may also be used, as may scenes from films (see Figure 14).

Understanding emotions

This skill refers to the ability to understand emotions and use emotional knowledge.

We may employ “emotional dominos” to practice this skill. Two names of different emotional states appear on each piece of domino. Each player must gather together all the pieces that refer to the same emotion. In this fashion, pupils will learn new emotional terms as well as seeing the relationship between different emotions (see Figure 15).

If our aim is to understand the feelings of others, then we need to begin by understanding ourselves. We need to know our needs and desires, the people or situations that provoke certain feelings in us, the thoughts that generate those emotions, how they affect us and the reactions they arouse. By means of role-playing in the classroom we can act out different everyday situations (e.g.
Learning to be an individual with emotional intelligence directly depends on training and practicing emotional and social skills in a variety of daily situations. A rigorous and sustained effort is needed from both public and private organizations to fully implement this, as is the case in other countries.