

## **GIPUZKOA: A COMPROMISE TO SHARE THE INTEGRATION OF EMOTIONAL INTELLIGENCE IN THE EDUCATIONAL AREA**

### **0. A FEW CONCEPTS AND A COMMITMENT.-**

The [Department](#) of Innovation and Society of Knowledge of the Local Deputation of Gipuzkoa believes that the promotion of "emotional intelligence" is a strategy to integrate people and their vital and socio-economic entourage in the so-called knowledge society.

A compromise in line with the strategic objective of Gipuzkoa, i.e., to become a balanced territory combining the human and physical dimension with a solid intensity in values and a dynamic personal culture that is open to the rest of Basque territories and to the world. A territory that is intelligent and committed to future generations, one that guarantees the well-being of people, as well as an innovative place to be creative, competitive, and sustainable.

A commitment that, in the terms of the Basque Country, is exposed in the [Social competitiveness and innovation strategy of the Basque Country](#), based on faith in a society where knowledge and people are the key to competitiveness and where there is a need to advance toward a formative and educational model that applies the values and skills that the new surroundings demand. And, it is strongly stated, that we need creative, enterprising people open to their surroundings, committed and responsible, able to lead projects and adapt to changes. It's more, people with values such as the desire to overcome, openness to plurality, creativity, acceptance of change and diversity, tolerance, a predisposition to assume risks, curiosity, desire to learn, etc.

To this end, four years ago, the Department of Innovation and the Knowledge Society of the Local Deputation of Gipuzkoa launched a definitely territorial and social experience, based on the concept of learning throughout life; i.e. the possibility of acquiring key skills in a dynamic process integrating personal, professional, and social development.

This is a vision complemented by the [communitary recommendation](#) (European Union) which proposes to us that all persons will require an ample set of skills to adapt in flexible manner to a world that is quickly changing and shows multiple interconnections. And, we can see that, in its double function –social and economic– education and training must play a fundamental role to guarantee that all people acquire the key skills necessary to be able to adapt and show flexibility before these changes. A few key skills necessary for the full personal fulfilment, active citizenship, social cohesion, and employability in the society of knowledge.

And, in the case that concerns us, those skills which include personal, interpersonal, intercultural, and take in all the behavioural attitudes that prepare persons to participate in an

effective and constructive way in social and professional, especially in companies ever increasingly diversified and, if applicable for conflict resolution. Civic knowledge prepares people for full participation in civic life thanks to the knowledge of concepts and social and political structures, and to the commitment to active and democratic participation.

The fundamental elements of this skill include the capacity to communicate effectively in a variety of settings, to show tolerance, to express and understand different points of view, to negotiate while inspiring confidence, and to feel empathy. People must be capable to managing stress and frustration and express them in a constructive manner, as much as to distinguish the professional and the private spheres.

These skills are complemented by learning how to learn, a sense of initiative, and of cultural consciousness and expression; for an integral development of emotional intelligence.

And, all under the prism of learning throughout life it is assumed that skills are acquired in various surroundings<sup>1</sup> but also that the formal education environment has a primordial function, which is why this area is prioritised as the particular venue for the promotion of emotional education in people and, consequently, society.

### **TO DO WHILE DOING: A PILOT EXPERIENCE**

An initiative based on the following principles of action:

- the **public/private partnership**; as a formula of compromise between public and private agents before a common objective and as a mutual recognition dynamic;
- **subsidiary nature and proximity**; as the way to understand being close to the citizens and as the search for additional synergies (at the closest distance from the problem/the need is the closest to its solution/answer);
- **equality of opportunities**; as an assumption of accessibility as a base to attend to persons and various groups in their reality, and understanding positive action as linked to public policy and, in particular to equality between women and men;
- **use of technologies of information and telecommunications** as a medium which makes and gives value to the message; offering the virtual and social community as a base for participation; and
- **governance**, to define the design and development of all undertaking of public initiative.

The initiative to promote emotional and social learning in the Gipuzkoa educational centres has involved the following actions:

- **Design and development of a training path** (direction team, teachers and non-teaching personnel) in aspects related to discovery and sensitisation, acquisition of emotional skills, and programmes of intervention with the pupil. Formative actions that in their totality exceed 60 hours. And, with a special section for enabling facilitators that develop intervention programmes in school, (including in the family environment).

<sup>1</sup> Lo que ha supuesto definir iniciativas dirigidas a diferentes ámbitos: sistema educativo, familiar, socio-comunitario; y, organizacional y empresarial.

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- *Accompanying measures* through workshops, day activities, experience exchanges.
- *Pilot experiences* that have meant experimentation in learning centres of different models of intervention as much in the institution as a whole as specifically in the classroom.
- *Creation of a set of didactic and pedagogical materials* designed to develop and strengthen in the pupil (from 3 to 18 years: nursery, primary education, mandatory secondary education and additional secondary education) emotional skills (emotional conscience, emotional autonomy, socio-emotional skills and life and well-being abilities) that help them in the personal, professional, and social development.
- *Social spreading and disseminating actions*<sup>2</sup>: International days “How to create learning and creative skills” (2005); San Sebastian summer course “Emotional and social learning” (2006); Miramón International Days (2007) “*The emotionally intelligent society*”; 18<sup>th</sup> National Congress of Educational Investigation Models: “Coexistence, equality, quality”; First International Congress on emotional intelligence in Malaga 2007.
- *Launch of implementation and impact evaluation projects. Processes that have developed in three formats:*
  - Evaluation on the development of the initiative and satisfaction levels concerning the training, carried out by the [Universidad del País Vasco](http://www.univasc.edu) (team directed by Aitor Aritzeta);
  - Evaluation, taking place in five academic institutions, of the impact of the skills acquired and developed thanks to the initiative carried out in collaboration by the Universidad del País Vasco, the [Universidad de Barcelona](http://www.univasc.edu) (team directed by Rafael Bizquerria) and the [Universidad de Málaga](http://www.univasc.edu) (team directed by Pablo Fernández Berrocal).
  - A terrain study, complemented by a census count, that will be undertaken by the Universidad del País Vasco (team directed by Ana Vergara) where the main elements for evaluation are: emotional skills, implementation in the classroom, materials, centre plan and satisfaction with the training. The following groups will also be analysed: management teams, teachers, administration and services personnel, mother and fathers as well as students.

Some data (in quantitative terms) that can bring one closer to the reality of that which has been done to date are:

- 110 participating schools, or 30% of the non-university centres of Gipuzkoa.
- Over 1,500 persons<sup>3</sup> who have participated in over 220 training actions with nearly 3,000 participations; which means almost 15% of the personnel of the no—university schools of Gipuzkoa.

<sup>2</sup> Part supported by the document [http://www.igipuzkoa.net/inteligencia\\_emocional/esp/index.asp](http://www.igipuzkoa.net/inteligencia_emocional/esp/index.asp)

<sup>3</sup> Without including the family environment which only has been carried out experimentally in three town: over 800 people.

- There have been initiatives in 38 towns representing almost 90% of the population in a territory with a total population of almost 700,000.

Initiatives and data have been complemented by intervention in the family, socio-community (youth, sports, social well-being) and the organisational/business area (diagnostics and intervention milestones, experimentation in intervention plans.)

### **1. A FEW LESSONS LEARNED WE'D LIKE TO SHARE.-**

The results of the evaluation process tell us that the programme has been very positively evaluated by the participating people and entities and improvement areas have been identified with a view to include them in the new phase being started. Improvements in some areas of emotional intelligence have been noted among programme participants (fathers, mothers, and teachers).

As concerns students, data indicate that the training of those who educate (fathers, mothers, and teachers) has an impact on the different areas evaluated. Therefore it can be concluded that improvements are observed in the teaching community's perception of their students relative to aspects such as unhappiness, adaptability, study abilities, social abilities, leadership, somatisation, attitude toward school or confidence. This improvement is seen upon comparing reports provided by the instructors from the centres that participated in the programme on emotional education with those provided by instructors of a centre that acted as control group.

Furthermore, the evaluation reveals that these improvements are produced in students between 3 and 12 years of age, while in the 12 to 18 years group results are not so convincing.

Nevertheless, this result, far from invalidating the objective of the programme, consolidates it. This programme is a medium-to long term initiative. Results demonstrate that changes are easier to produce in the early schooling stages and, in our opinion, these changes should be consolidated throughout the time of training, thanks to the effort and dedication of educating teams and to the commitment of the centres in this Emotional Education project, in keeping with the philosophy of developing key skills for permanent learning, promoted by the European Parliament and the European Union Council.

Among the lessons learned, the following should be noted:

- Formation of a professional team scientifically monitoring the process (universities and prestigious consultancies);

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- Develop management dynamics based on personalisation and accessibility. In this area, we must discard the enactment of the so-called “personal learning accounts”<sup>4</sup> which has permitted, on the one hand, the individual commitment of all participating persons and, on the other, flexible management;
- Implementation in phases: (design, experimentation, learning, generalisation), which, at this time, supposes the design and articulation of the "Training Centre Strategy" (to get greater commitment from the schools with integral development of emotional and social learning in their centre: intervention programmes with the pupil, transversal implementation of the emotional skills in the centre...) as proposed by [CASEL](#);
- Relevance of integral proposals, i.e. visions and territorial proposals that include the topic of skills and learning throughout life; and
- The necessity to contrast with other experiences, in the scientific but also in the educational, territorial, etc. realms.

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4 El [CEDEFOP](#) has considered Gipuzkoa as a good worldwide application of this. See as an example <http://www4.gipuzkoa.net/corporac/eco/ikasmina/conocimiento/listaProgramasact.html>