

# Evaluation of the design of the AEdEm Programme for Emotional Education in Secondary Education

*Evaluación del diseño del programa AedEM de Educación Emocional para Educación Secundaria*

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## Abstract

The systematic interventions in the field of emotional education are a resource increasingly used to facilitate among adolescents acquisition of emotional skills. The review in this work of such interventions shows that most of them take the form of expert programs without integrating their activities within the school curriculum. This paper focuses on the evaluation design of the Programme of Emotional Education (hereinafter AEdEm), which is a compulsory subject in the 1st and 2nd academic years of E.S.O (Compulsory Secondary Education) at a secondary school in the province of Cádiz. This program developed by Sánchez Román y Sánchez Calleja (2015) aims to develop emotional competences following the contributions of Bisquerra & Perez-Escoda (2007) and Goleman (1995). The evaluation has been conducted through a validation by a panel of judges. 10 university teachers, from different Spanish universities and specialists in the field, participated. The objective was to know the rationale of the proposal and the coherence of its components. Following Osuna (2000), the selected criteria were: relevance, appropriateness, adequacy, usefulness and viability; a rating scale was used as the evaluation tool for the first four criteria whereas bottleneck analysis was used for the last criteria. The results show that the programme design is valid, more specifically the experts considered that the programme was highly adequate and quite relevant, appropriate and useful.

**Keywords:** Program design, secondary education, emotional intelligence, emotional development, program evaluation.

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## Resumen

Las intervenciones sistemáticas en el ámbito de la educación emocional son un recurso cada vez más utilizado para facilitar entre los adolescentes la adquisición de competencias emocionales. La revisión realizada en este trabajo de dichas intervenciones muestra que la mayor parte de ellas adopta la forma de programas de expertos sin llegar a integrar sus actuaciones dentro del currículo escolar. El presente trabajo detalla la evaluación del diseño del programa de la asignatura de Educación Emocional -Programa AEdEm- (Sánchez Román y Sánchez Calleja, 2015), impartida como obligatoria en 1º y 2º de la Educación Secundaria Obligatoria (ESO) de un Instituto de Educación Secundaria. Este programa, persigue el desarrollo de las competencias emocionales siguiendo las aportaciones de autores como Bisquerra y Pérez-Escoda (2007) y Goleman (1995). La evaluación se ha llevado a cabo a través de la validación por jueces. Hemos contado con 10 docentes de diversas universidades españolas especializados en la materia, con el objetivo de conocer la racionalidad de la propuesta y la coherencia de sus componentes. Los criterios siguiendo las aportaciones de Osuna (2000) han sido: relevancia, pertinencia, adecuación, utilidad y viabilidad. Utilizando como instrumentos una escala de evaluación, para los cuatro primeros y el análisis de cuellos de botella, para el último. Los resultados muestran que el diseño del programa es válido, concretamente los expertos opinan del programa que es muy adecuado y bastante relevante, pertinente y útil

**Palabras clave:** Diseño de programa, educación secundaria, inteligencia emocional, desarrollo emocional, evaluación de programas.

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The educational process is characterized not merely by the transmission of knowledge but also by the existence of interpersonal

relationships. Emotions are involved in these relationships and it should be remembered that they form part of our identity, that they affect and

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influence our actions and our thoughts and accompany us at every moment of our lives. Steiner (2011) argues that every action stimulates emotion and that emotion makes us act in one way or another, that is, it regulates our behaviour.

In particular, the interpersonal relationships that develop through the educational process encompass knowledge of emotions, expression of emotions and emotional regulation (Trianes & García, 2002). As Carpena says, (2010, p.46) "self-knowledge and good self-control influence otherness, the discovery and understanding of the other, and at the same time affects one's relationship with oneself."

Emotional education is part of lifelong learning that helps a person cope satisfactorily with their relationships with others. However, this education is particularly important at specific stages of people's lives – such as in adolescence –, a stage characterized by emotional instability due to the changes, tensions and conflicts experienced during this period. It is a difficult period during which dependency can emerge (González & Villanueva, 2014). If emotions were taught from childhood, adolescence might be more bearable and less nebulous as we would have some resources and tools to help us face these changes, tensions and conflicts differently, leading to, according to Extremera & Fernández-Berrocal (2014), better management of emotional problems and better health.

These characteristics typical of adolescence justify the fact that most systematic interventions in the field of emotional education focus on this vital stage. These interventions seek to develop adolescents' emotional competencies, i.e., a "set of knowledge, skills, abilities and attitudes necessary to become aware, understand, express and regulate appropriately emotional phenomena", Bisquerra (2010, p. 19). Other authors refer to the need for such interventions to support the development of emotional intelligence among adolescents, understood as "the ability to observe the feelings and emotions of oneself and others, to distinguish between them and to use this information to

guide one's own thinking and actions" (Salovey & Mayer, 1990, p.189).

Today we know that most of the skills that lead to a full life have an emotional and not just an intellectual nature (López Cassà, 2003), such that socio-emotional skills are a basic feature of human development, preparation for life and wellbeing. These skills help us meet the challenges of the society in which we live, itself full of stimuli that cause us emotional tensions. Consequently, we must educate people to face the new challenges that the information and communication society poses, not only in terms of a cognitive but also an emotional context (Alegret, Castanys & Sellarès, 2010).

Emotional Education is conceived as a "continuous and permanent educational process which leads to the development of emotional competencies as an element of human development" (Bisquerra, 2010, pp.11-12). This process, because of its complementarity, covers both intrapersonal and interpersonal dimensions (Carpena, 2010). This type of education is currently gaining strength and becoming more prominent in schools around the world. Thanks to the contributions from sciences such as psychology, neuroscience and pedagogy there is increasing recognition of the need and importance of achieving the integral development of the person, putting an end to the monopoly of school and academic performance as the only principles and aims of educational systems.

### **Emotional education programmes**

Emotional education that is delivered within the framework of educational institutions often takes the form of dedicated programmes. These programmes seek to deliver a planned and systematic intervention on pupils' emotions to the extent that they help to develop emotional skills, providing participants with a set of experiences (which are subject to evaluation and revision) and skills that allow them to fully develop themselves during their lifetimes (Pérez-González, 2008).

We define a programme in this context as a plan of action which integrates the aims we seek to achieve whilst taking into account the needs and interests of the participants, based on theoretical and practical principles. In the words

of Pérez Juste (2006, p.55), a programme is the "realization of the intervention to be carried out in the classroom." Meanwhile, Alvarez (2001, p.15), describes it as "a planned learning experience, the product of identified needs, directed towards specific goals, based on theoretical approaches that bring meaning and rigour to the activity, designed to meet the needs of students".

Following the work of Goleman (1995) in particular, the development and implementation of emotional education programmes in classrooms have been increasingly common. However, while it is true that there are some factors common to all of them, the disparity in their objectives and approaches, the skills they aim to develop, the content they cover, the methods they employ and the results they obtain, it is clear that the very nature of emotional education and its foundations are not yet fully established. It is therefore useful to evaluate some of the emotional education programmes that are currently offered both nationally and internationally.

As can be seen in Table 1, the emotional education programmes evaluated have very diverse structures (number of hours, number of activities and sessions) and approaches. However, after comparison, we can conclude that they all emphasize the development of intrapersonal and interpersonal dimensions of the participants in order to promote their development. In addition, it is worth noting that, among the theoretical foundations that underpin them, in the programmes developed in Spain all take as a reference point the theory of emotional intelligence. However, of the programmes developed in other countries, only four of the nine reviewed share this theoretical approach and, instead, incorporate other relevant aspects such as ethics, communication and social skills. Among the fundamentals underpinning these programmes are contributions taken from pedagogy or neuroscience, which indicate that in the construction of emotional education contributions are combined from a range of sciences.

From the comparative analysis of the programmes it is also useful to emphasize that they all present very challenging goals that require major changes in the participants. However, these goals are not always accompanied by a sufficient number of activities or sessions for converting the planned intervention into something that exceeds the merely anecdotal and isolated. For example, the programme "Ser persona y relacionarse" (Being a person and relating to others) aims to improve interpersonal relationships and, consequently, both prevent and serve as therapy for social problems, but it only includes 19 activities to address the development of cognitive skills, moral values and social skills.

When considering the nature of the programmes evaluated, although some of them refer to the possibility of being delivered in tutorials (e.g. Emotional Education: Proposals for tutorials, Programme for Emotional Education and the Prevention of Violence, Intemo, Emotional Intelligence, Emotional Education and ESO [Compulsory Secondary Education]) it should be noted that none form part of the school curriculum, rather they take the typical structure of expert programmes. These programmes are defined as planned interventions aimed at a specific population to achieve a goal, designed by an expert and delivered by other professionals. Such programmes are difficult to integrate into the curriculum because, by having a character that is independent of any institution, "they can lead to rejection" and therefore "they cannot adequately meet the new demands or needs that are generated by the very act of the intervention" (Álvarez Rojo et al., 2002, p. 96). An alternative would be to deliver a series of activities fully integrated into the school curriculum. With this concept in mind we have designed the Emotional Education Module Programme (AEdEm - Asignatura de Educación Emocional).

Table 1. Emotional education programmes for adolescents aged 12 to 16 years

Title Authors Location and Year	Target population	Theoretical basis	Aims	Thematic blocks	Duration (Hours or number of sessions or number of activities)	Results
Emotional Education Programme of activities for E.S.O. (Compulsory Secondary Education)  Cuadrado, M. & Pascual, V. (Coord). Barcelona. 2001	12-16 years	- Movements of educational innovation. - Counselling and psychotherapy. Theories of emotions. Multiple Intelligences Theory. Emotional-intelligence. -Neuroscience. -Psiconeuroimmunology -Research into subjective well-being. -Flow Concept (flow).	- To acquire a better understanding of emotions. - Identify the emotions of others. - Develop the ability to regulate one's own emotions. - Prevent the harmful effects of negative emotions. - Develop the ability to generate positive emotions. - Develop greater emotional competence in social relationships. - Acquire the skill of empathic understanding in interpersonal relationships. - Develop the ability to motivate yourself. - Adopt a positive attitude towards life. - Learn to flow. - Develop the ability to control stress, anxiety and depression. - Take awareness of the factors that lead to SWB. - Develop the ability to defer immediate favour of other higher-level but long-term rewards. - Develop tolerance to frustration. - Motivate for success.	1) Emotional Awareness 2) Emotional Control 3) Self-Esteem 4) Socio-emotional skills 5) Life Skills	Number of activities: 51	No scientific articles or reports on its implementation have been found.
Learning to be a person and live with others  Trianes, M.V. & Fernández-Figares, C. Málaga. 2001	12-16 years	-Psychology of education. -Emotional psychotherapy. Theory of emotions. Cognitive-psychology. Theory of multiple intelligences. - Theory of emotional intelligence (Salovey and Mayer & Goleman)	To demonstrate and provide contexts for the practice of socially responsible behaviour, valuing them directly and promoting a climate of security, trust and involvement of students in classroom life and the school.	1) Ethical and civic education. 2) Education for peace. 3) Education for life in society and with others.	Number of activities: 59	No scientific articles or reports on its implementation have been found.
Emotional Education: Proposals for Tutorials  Blasco, J.L., Bueno, V., Navarro, R. & Torregrosa, D. Valencia. 2002	12-16 years	-Delors Report. -Emotional intelligence. -Intrinsic Motivation -Creativity. -Emotional skills		1) Emotional awareness 2) Expression of emotions 3) Empathy 4) Self-control 5) Social behaviour 6) Electronic Communication 7) Creativity 8) Barriers 9) Mindsets	Number of activities: 27	No scientific articles or reports on its implementation have been found.

Be a person and relate to others	Segura, M. Tenerife. 2002	12-16 years	<ul style="list-style-type: none"> <li>-Gadner's Multiple intelligences</li> <li>-Spivack &amp; Shure's 5 Thoughts.</li> <li>- Piaget &amp; Kohlberg's ethical reasoning.</li> <li>- Emotional Intelligence according to Goleman &amp; Marina.</li> <li>-Training for social skills, as proposed by Goldstein.</li> </ul>	To improve interpersonal relationships and, consequently, prevent and act as therapy for social problems.	<ol style="list-style-type: none"> <li>1) Cognitive skills</li> <li>2) Ethical values</li> <li>3) Social skills</li> </ol>	Number of activities: <b>19</b>	-Improved social skills. -High levels of interest from staff and pupils.
Emotional Education and Prevention of Violence Programme	Caruana, A. (Coord) Alicante. 2007	12-16 years	<ul style="list-style-type: none"> <li>-Bronfrenbrenner's ecological model.</li> <li>-Biocultural programmes.</li> <li>-Neuroscience.</li> <li>-Delors report</li> <li>Emotional Intelligence (Goleman)</li> <li>-Group Emotional Intelligence (Goleman &amp; Cherniss)</li> </ul>	<ul style="list-style-type: none"> <li>- Prevent violence in the educational environment through Emotional Education.</li> <li>- Promote awareness of the emotional world and its effect on controlling relationships.</li> <li>-Encourage a better atmosphere in the classroom using emotional skills.</li> </ul>	<ol style="list-style-type: none"> <li>1) Self-awareness</li> <li>2) Self-management</li> <li>3) Social conscience</li> <li>4) Managing relationships</li> </ol>	Number of activities: <b>40</b>	No scientific articles or reports on its implementation have been found.
Emotional Intelligence	Ezeiza, B., Izagirre, A. & Lakunda, A. Gipuzkoa. 2008	12-14 years	<ul style="list-style-type: none"> <li>-<i>Emotional Intelligence</i>.</li> <li>-<i>Delors Report</i>.</li> <li>-<i>Gadner's multiple intelligences</i></li> </ul>	<ul style="list-style-type: none"> <li>-Increase the level of personal wellbeing</li> <li>-Become responsible, involved and cooperative individuals.</li> <li>-Improve your physical and emotional quality of life.</li> <li>-Increase your professional achievement.</li> </ul>	<ol style="list-style-type: none"> <li>1) Emotional awareness</li> <li>2) Emotional control</li> <li>3) Emotional autonomy</li> <li>4) Emotional skills.</li> <li>5) Life skills and wellbeing</li> </ol>	Number of activities: <b>49</b>	No scientific articles or reports on its implementation have been found.
Emotional Physical Education	Pellicer, I. Barcelona. 2011	12-16 years	<ul style="list-style-type: none"> <li>- Pedagogic Renewal Movement</li> <li>- Educational Innovation Movement.</li> <li>- Counselling y psychotherapy.</li> <li>-Theory of emotions.</li> <li>-Multiple intelligences theory.</li> <li>-Emotional Intelligence.</li> <li>-Neuroscience.</li> <li>-Psyconeuroimmunology.</li> <li>-Subjective wellbeing research.</li> <li>-Flow concept.</li> </ul>	<ul style="list-style-type: none"> <li>-Develop the level of emotional awareness</li> <li>-Improve control of emotions.</li> <li>-Develop social skills.</li> <li>-Increase life skills and wellbeing.</li> </ul>	<ol style="list-style-type: none"> <li>1) Emotional awareness</li> <li>2) Emotional control</li> <li>3) Emotional autonomy</li> <li>4) Social skills</li> <li>5) Life skills and wellbeing</li> </ol>	Number of activities: <b>50</b>	No scientific articles or reports on its implementation have been found.

<p><b>Emotional Education Programme with a Systemic Focus</b></p>	<p>Traveset, M. Barcelona. 2012</p>	<p>12-16 years</p>	<ul style="list-style-type: none"> <li>-Systems Theory.</li> <li>-Dynamic Psychology.</li> <li>-Social Psychology.</li> <li>-Group dynamics.</li> <li>-Constructivist Model.</li> <li>-Humanis Model.</li> <li>-Systemic Pedagogy</li> <li>- Neuroscience.</li> <li>-Emotional Intelligence Theory.</li> <li>- Personal Development and Growth Theory.</li> <li>-Multiple intelligence theory</li> <li>- Manuel Segura's Social Skills programme</li> </ul>	<ul style="list-style-type: none"> <li>-Encourages the pupil's integrated development.</li> <li>- Offers tools and strategies for conflict resolution.</li> <li>- Increases a sense of belonging and connection with family, school, neighbourhood...</li> <li>- Education for life, for death and tolerance of uncertainty.</li> <li>-Encourages the construction of good self-regard and clarification of identity.</li> </ul>	<ul style="list-style-type: none"> <li>1)The human condition and valuing life</li> <li>2) Construction of good self-regard and identity.</li> <li>3) Human relationships and connections</li> <li>4) Emotional skills.</li> <li>5) Cognitive skills</li> <li>6) Social skills</li> <li>7) Ethics and values</li> </ul>	<p>Number of activities: <b>61</b></p>	<p>No scientific articles or reports on its implementation have been found.</p>
<p><b>INTEMO</b></p>	<p>Ruiz Aranda, D. et al. Málaga. 2013</p>	<p>12-18 years</p>	<p>Mayer y Salovey's Theoretical Model of Emotional Intelligence (1997)</p>	<p>To train young people in the emotional skills that comprise EI, developing their ability to recognise, express, enable, understand and manage their emotions and the emotions of others.</p>	<ul style="list-style-type: none"> <li>1) Emotional perception and expression</li> <li>2) Emotional capacity</li> <li>3) Emotional repression</li> <li>4) Control of emotions</li> </ul>	<p>Number of sessions: <b>Introduction + 12</b></p>	<p>Generally effective</p>
<p><b>Dulcinea</b></p>	<p>Pérez-González, J.C., Cejudo, J. &amp; Benito, S. Toledo. 2014</p>	<p>12-18 years</p>	<ul style="list-style-type: none"> <li>-Circular Model of Trait Emotional Intelligence (Petrides &amp; Furnham, 2000,2001, 2003)</li> <li>- Mayer &amp; Salovey's Model (1997).</li> <li>- Skill Model (Mikolajczak, Quoidbach, Kotsou &amp; Nelis, 2009)</li> </ul>	<p>To develop basic emotional strategies. To improve empathetic, assertive and social skills. To encourage the integral development of personality to improve sociability in school and overall psychological adjustment state.</p>	<p>Theoretical dimension of Emotional Intelligence</p>	<p>Number de sessions: <b>17</b></p>	<p>Positive impact on the following variables: -Improved academic performance. -Avoidance or reduction in behavioural problems. -Promotion of positive attitudes.</p>
<p><b>Skills for Life Programme (Kishurei Chai'im) Israel. 1996</b></p>		<p>6-14 years</p>	<p>Skills for life: - Interpersonal relationships -Retaining friendships. -Team working. -Conflict resolution. -Leadership. -Social responsibility. -Stress management. Resilience skills: -Remaining positive. -Relaxation Methods. -Clarification of values.</p>	<p>To learn skills for cooperation and stress management in interpersonal or intrapersonal situations of risk or crisis, resilience skills, relaxation methods and clarification of values.</p>	<ul style="list-style-type: none"> <li>1) Self-awareness</li> <li>2) Self-regulation</li> <li>3) Interpersonal interaction</li> <li>4) Skills for learning, relaxation and play</li> <li>5) How to handle danger, stress and crisis</li> </ul>	<p>30 sessions in each academic year</p>	<ul style="list-style-type: none"> <li>- Increase in self-awareness</li> <li>- Improvement in self-efficacy</li> <li>-Reduction in in the level of violence in schools.</li> </ul>

Guidance for life Sudáfrica. 1997	5-15 years	-Constructivist theories. -Social learning. - Rudolf Steiner's concepts. - Non-violent communication.	To teach children how to look out for their own security at all times in all places and what to do in the event of an emergency.	1) My body 2) Security 3) Feelings 4) Bodily security 5) Personal development: emotions and bullying in school 6) Social responsibility 7) Personal development in society	37 hours	No scientific articles or reports on its implementation have been found.
KoSo (Social communication and skills) Wustinger, R. Viena. 2000-2001	15-19 years	-Global learning. -Communication. -Neurolinguistic programmes. -Social skills. -Luhman's Theory of Systems. -Constructivist theories. -Leadership theories.	In-depth study of the general nature of being and existence.	1) Personality (Changes) 2) Awareness (Decision making) 3) Social interaction (Communication)		No scientific articles or reports on its implementation have been found.
School-Connect Douglass, J. & Beland, K. EE.UU. 2003	13-18 years	-SEL (Emotional Intelligence, childhood development, classroom behaviour, prevention of challenging behaviour social and cognitive growth through neuroscience) -Positive development.	- To improve academic, social and emotional skills. - To strengthen relationships between students and teachers.	1) Creation of cooperative learning 2) Development of self-awareness and self-management 3) Construction of academic strengths and purpose 4) Conflict resolution and decision making	40 sessions	Positive
There is no learning or growth without affect Argentina. 2005	5-18 years	-The rise of the system of emotional attachment. -Human relationships (social, cognitive development) -Meaningful learning. - Executive functions. -Linguistic abilities. -Positive emotions. -Resolution of conflictive situations. -Family influence.	To reinforce the affective, cognitive and linguistic resources in children at risk of extreme poverty.	1) Emotional attachment 2) Positive interpersonal relationships with parents 3) Executive functions. 4) Linguistic abilities 5) Positive emotions 6) Social skills 7) Confrontation	2 sessions of 2h per week	Has shown significant increase in the use of functional confrontation strategies

<p><b>Strong Kids and Strong Teens</b> Merrell, K. W., Carrizales, D. C., Feuerborn, L., Gueldner, B. A., &amp; Tran, O.K. EE.UU. 2007</p>	<p>10-18 years Kids (8-14 years) Teens (14-18 years)</p>	<p>-SEL</p>	<p>-To increase awareness of social and emotional behaviour -To reduce the symptoms of negative feelings and emotional anxiety</p>	<p>1) Introduction 2) Understanding your emotions 3) Dealing with anger 4) Understanding what other people feel. 5) Clear thinking 6) The power of positive thought 7) Avoiding stress 8) Achieving your goals 9) Conclusion</p>	<p>12 sessions</p>	<p>2 of the 3 studies undertaken to analyse the results showed that the programme led to significant reduction in negative social and emotional symptoms. In all three studies an increase was found in awareness of social and emotional behaviour.</p>
<p><b>The emotional Curriculum for Early Teens KS3</b> Rae, T. &amp; Black, P. U.K. 2008</p>	<p>11-14 years</p>	<p>-Emotional Intelligence.</p>	<p>- To encourage emotional literacy. -To protect the emotional wellbeing of adolescents in your care.</p>	<p>1) Self-awareness 2) Conflict resolution 3) Communication 4) Managing feelings 5) Responsibility 6) Decision making 7) Self-regard 8) Stress management 9) Empathy</p>	<p>37 sessions</p>	<p>No scientific articles or reports on its implementation have been found.</p>
<p><b>Emotional Education Programme Washington School</b> Argentina. 2011</p>	<p>2-18 years</p>	<p>-Neurosciences. -Positive psychology. -Cognitive psychology. -Emotional Intelligence.</p>	<p>Life management, improve self-awareness and self-confidence, control worrying emotions and impulses, increase empathy and collaboration.</p>	<p>1) Emotional self-awareness 2) Management and control of emotions 3) Empathy and compassion 4) Social skills</p>	<p></p>	<p>No scientific articles or reports on its implementation have been found.</p>
<p><b>ART (Training to replace aggression)</b> Glick, B. &amp; Gibbs, J. C. EE.UU. adapted by Norway. 2011 (3rd edition)</p>	<p>6-16 years</p>	<p>-Cognitive-behaviour theories. - Bandura's social learning theory. -Work on anger management by Novaco (1975) &amp; Meichenbaum (1977). - Kohlberg's ethical development theory.</p>	<p>Prevent and deal with behavioural problems</p>	<p>1) Social skills 2) Anger management 3) Ethical and moral reasoning</p>	<p>30 sessions</p>	<p>Effectiveness confirmed in three studies in terms of: overall increase in social skills and reduction in behavioural problems</p>



## **The evaluation of emotional education programmes**

The number of existing emotional education programmes is significant, as demonstrated by the sample reviewed in Table 1, but their evaluation is not always as profound as is desirable. Results are given for only a few of the programmes and evaluation is scarcely mentioned in many cases. These aspects are critical for improving both the programmes themselves and for developing research to provide empirical data which will help us understand and improve the situation and make progress on the issue. (Filella-Guiu, Pérez-Escoda, Argulló & Oriol, 2014; Repetto, Pena & Lozano, 2007).

The evaluation of a programme is a key issue because it enables us to identify how it developed and what changes have occurred in people who have participated in it. It also provides evidence of the value of the intervention or actions carried out. At the same time it offers the possibility of identifying the extent to which we have achieved the objectives we set out to and, therefore, if we were able to respond to identified needs, acknowledging the intrinsic and instrumental value (Matthew, 2000). The evaluation is important, relevant and necessary because it allows us to make improvements to the programme. We have therefore decided to evaluate the design of the AEdEm programme prior to its implementation. This evaluation corresponds to stage one of the three stages that, according to Pérez Juste (1992), should take place when evaluating a programme:

1. Before: the programme itself, i.e. its design. This covers its entirety and is very important since we are evaluating the action plan that we put in place, so we must ensure that the conditions are optimal. According to Álvarez (2001), the programme design includes the following aspects: theoretical basis, objectives, content, activities, resources, timing, recipients, evaluation and costs.
2. During: the evaluation of the process of implementation or development of the

programme. This shows us how the programme is delivered, using monitoring.

3. After: the results. This stage informs us of the effectiveness of the programme, providing information about the effects it has. (Pérez Juste, 2000).

Similarly, Álvarez Rojo et al. (2002), also proposes three stages:

1. Planning: the needs and conceptualization or design will be evaluated.
2. Development: the application or implementation, its coverage and monitoring or follow-up will be evaluated.
3. Term: the results and impact will be assessed.

Given the paucity of published studies that evaluate the design of emotional education programmes, we have decided to address not only the design of a programme corresponding to the requirements specified above (an intervention that is part of a school curriculum) but also its evaluation.

## **Objectives**

The primary objective of the research presented in this study was to validate the design of the AEdEm programme, taking into account:

- a) The rationale of the programme, i.e. if its implementation can respond to and meet the identified needs.
- b) Its coherence, i.e. if the stated objectives are appropriate and if the strategies proposed will enable those objectives to be met.

## **Presentation of the AEdEM programme**

This programme originates from the needs identified by teachers of a Secondary School and expressed through numerous more or less explicit comments, questions and demands about the shortcomings of students in the field of emotional competencies and which were systematized in Sánchez Calleja & Sánchez Roman (2014). From these needs, the school's

Guidance Department prepared a draft programme to be integrated into the school curriculum, designed in accordance with some of the features mentioned in Obiols (2005) and which reflected the proposals made in the Botín Foundation Report (2008) entitled Social and Emotional Education. International analysis. These features are:

- a) Theoretical basis. For the development of this programme we have referred to contributions from various research areas such as psychology, education, neuroscience, etc. The theoretical framework within which it is set is Goleman's (1995) emotional competence model, including concepts relating to the same emotional skills put forward by Bisquerra & Pérez-Escoda (2007).
- b) Systematic application. This programme, as mentioned above, is delivered as a subject within the Secondary School curriculum and is compulsory for years 1 and 2 of E.S.O. (Compulsory Secondary Education). It is also offered as an elective for year 4 of E.S.O. and years 1 and 2 of High School, as one of a choice of integrated projects offered by the school. The course has been delivered within the school timetable since the 2011/2012 academic year. Consequently, it fulfils the requirements of duration and intensity, as set out in the report.

- c) To be highly interactive and participatory. It is delivered using an active, participatory and flexible methodology, incorporating appropriate activities as suggested by the ongoing working group. As a result, it stimulates the interest of the pupils, which leads to their greater participation and interest. A variety of teaching methods and techniques are employed: dialogue, relaxations, psycho-corporal dynamics, etc.
- d) The involvement of families and teacher training. The school runs a weekly workshop for families, which is attended exclusively by women. Specific training on the subject was provided for the teachers and many of them are continuing with ongoing training.

The AEdEm programme consists of 38 activities and typically each session is structured in three sections: introduction, a central core session and a concluding activity, as illustrated in Table 2. An emotional education classroom is used for the activities, to enable the pupils to maximise their development. These 38 activities constitute a toolbox that teachers can draw from depending on the specific demands and needs of the group.

Table 2. Description of the AEdEm Programme stages, activities and their duration

STAGES	ACTIVITIES	DURATION <sup>1</sup>
<b>1. INTRODUCTION</b> Preparing the Group	Stimulating our emotions (*)	10 to 15 minutes
	Body scan using relaxation	
	Beginning to relax	
	How do you feel?	
	Using relaxation to become aware	
	Relaxation-breathing-anger	
	Relaxation- being aware of my breathing using music	
	Quick massage	
	Emotional vocabulary	
	Reconstruct actions through emotions	
<b>2. CENTRAL SECTION</b> Planned or Improvised <sup>2</sup>	The three phrases	25 to 30 minutes
	Balance	
	Give it a number	
	Shower of positive qualities	
	Upper body massage	
	Our heart on a page	
	Cooperative chairs	
	A little piece of me	
	Circulation massage	
	Relaxation tension-stretching	
	Traffic lights	
	Action-emotion	
	Drawing how I feel	
	Needs and wants	
	Christmas presents (needs and wants)	
	I've got a right to....	
	Listening	
	Family photo	
	The positive page	
	What do we need to be a good team?	
Analysing group members		
Embarrassment		
Relaxation using cognitive distraction through music		
The diagonal		
Self-assessment sheet and commentary		
Group contributions		
<b>3. CONCLUSION</b> Goodbyes <sup>3</sup>	Taking stock of how we are feeling and/or what we thought about the session	10 to 15 minutes
	Quick massages	
	Hugs	
	Stimulating our emotions (*This activity can be used in both stages, using different music)	
	Emotional diary	

<sup>1</sup>The duration of each of the three stages and the activities delivered in them can be varied. This Table 2 offers only suggested timings as many other factors should also be taken into account: how the pupils are feeling, if there is any form of conflict within the group, if any individual pupil is experiencing personal conflict, etc.

<sup>2</sup> By Planned we mean any form of group activity, as listed in the Table 2. Activity can be Improvised when during the Introduction or at any other time, some particular issue arises from the group, at which point the activity can continue for the entire session, whilst providing opportunities for dialogue, analysis and reflection within the group.

<sup>3</sup> The concluding activities can vary according to what has happened during the two previous stages.

To enable comparison with the features of the national and international programmes

shown in Table 1 the AEdEm programme is shown in Table 3 in the same format.

Table 3. AEdEm Programme Description

Title and Year	Target population	Theoretical basis	Aims	Thematic blocks	Duration	Results
<b>AEdEm Programme</b>  (2015)	12-14 years	- Movements of Pedagogic Renovation and educational innovation. - Humanist psychology. -Theory of emotions. -Multiple intelligence theories. -Emotional intelligence. -Neuroscience -Expressive movement. -Systemic pedagogy. -Integral personal development paradigm.	To develop the emotional skills to contribute to the integral development of each pupils, providing them with a range of tools for daily life which help with interpersonal relations, self-knowledge and self-awareness, supporting their personal and social growth.	1. Emotional awareness 2. Control of emotions 3. Self esteem 4. Socio-emotional skills 5. Life skills 6. Instrumental skills	<b>One hour per week throughout the school year. Total number of activities: 38</b>	We are currently evaluating the programme design. When delivered and completed we will analyse its results.

## Methods

This research has focused on the design and evaluation of an emotional education programme - the AEdEm Programme. The design of the programme is based on a study of prior needs, as described in Sánchez Calleja & Sánchez Román (2014) and structured according to the principles in Obiols (2005) and the contributions included in the Report of the Botín Foundation (2008).

The evaluation of the programme has been carried out based on an analysis of its design. This type of evaluation is carried out before a programme is implemented and aims to

determine: a) the extent to which what is planned is relevant and appropriate to meet the identified needs (rationality of the programme); and b) the extent to which the strategy designed is appropriate to the objectives established for the programme (programme coherence) (Álvarez Rojo et al., 2002, p.202). In the evaluation of this design, two complementary procedures have been employed: expert assessment and bottleneck analysis.

### *Sample*

The focus of the evaluation of the design is the AEdEm Programme itself, meaning its

objectives, contents, activities, timing, resources, work method and evaluation. This is an evaluation prior to the implementation of this programme in the secondary school.

The participants in the evaluation of the design were ten lecturers (both genders) of different universities from across Spain, specialists in the subject of Emotional Education and/or in the evaluation of educational programmes.

*Data collection process*

During the process of the design evaluation, the experts were provided with full details of the AEdEm Programme. Specifically, the analysis of the needs within the school (students and families), the delivery of the programme, its justification, basis, objectives

and contents, as well as a detailed description of its activities (name, skills, development, observations and necessary material), the methodology used, the resources, the timing and the evaluation proposal.

The experts had to carry out a double analysis process. On the one hand, they would have to consider the rationality and coherence of the programme using a scale of evaluation of the Programme, and, on the other hand, carry out an analysis of the bottlenecks identified.

Table 4 presents the procedures that have been used to evaluate the design of the AEdEm Programme, following the evaluation criteria established by Osuna (2000, p.30).

Table 4. Evaluation criteria and procedures for data collection

	<b>Criteria</b>	<b>Procedures</b>	<b>Instruments</b>
<b>Rationale</b>	Importance	Analysis of diagnostic test	
	Relevance	Analysis of the quality of the objectives	
<b>Coherence</b>	Internal	Appropriateness	Evaluation scales
	External	Usefulness	Analysis of the tools offered by the programme
		Viability	Analysis of the logic of the planning

The AEdEm programme evaluation scale is a Likert scale of four options: None, A little, Quite a lot and A lot. The experts had to indicate their level of agreement with the statements presented by marking a cross

against their choice. They were also offered a space for text, so that they could provide comments on the issues. The items presented to the experts are listed in Table 5.

Table 5. Items in the Programme evaluation scale

<b>Importance</b>	The programme objectives are essential to meet the identified needs
	The content to be delivered through the programme will enable the identified needs to be met
	Meeting the identified needs is addressed through the programme's structure
<b>Relevance</b>	The objectives are clearly defined
	The objectives specified respond to the needs that the programme aims to address
	The objectives are consistent with the scientific-curricular approaches, with the needs of society and with the developmental characteristics of the target audience
	The methodology and activities that underpin the programme are consistent with the theoretical basis
	The methodology and activities used in the programme support the development of the skills and content specified
	The programme content is consistent with the objectives and the desired learning sequence
<b>Appropriateness</b>	The programme structure is appropriate for the objectives, the learning sequence and the content
	The schedule proposed is consistent with the structure and organisation of the programme
	The assessment is relevant to the objectives and anticipated results of the programme
	The resources and materials proposed are appropriate for the delivery of the programme
	The planned activities are sufficient to enable achievement of the desired objectives
	The proposed methodology is consistent with the type of teaching we want to deliver
	The Programme offers the pupils the tools to:
1. To understand your own emotions	
2. To analyse your own emotions	
3. To identify your strengths and weaknesses	
4. To deal with your weaknesses	
5. To resolve conflict	
6. To control your emotions	
<b>Usefulness</b>	It helps to create a context for pupil/teacher relationships that facilitates the teaching and learning process
	It increases pupils' conflict resolution skills inside and beyond the classroom

The second procedure used, *the bottleneck analysis*, consists of identifying or predicting the potential impediments that might restrict the systematic implementation of the AEdEm Programme. This procedure is used predominantly in fields such as biology and health sciences although it can also be applied in business and demographic studies, when it is referred to as obstacle analysis. Notable and relevant example of its use in the professional

sector include the approach of UNICEF (2010) who created a specific tool (WASH Bottleneck Analysis Tool) to undertake the analysis, and the studies published by Osuna (2000).

The experts were given instructions to identify *bottlenecks* that might hinder the operation of the AEdEm Programme. They were also shown the examples that appear in Table 6.

Table 6. Examples of bottlenecks

<b>Viability</b>	<p>The following issues relating to the Programme are offered as examples of bottlenecks:</p> <ol style="list-style-type: none"> <li>1. The lack of resources on behalf of teachers to respond to issues that emerge from the group</li> <li>2. The time available is insufficient to deal with the subject</li> <li>3. Some pupils are unwilling to share such personal issues</li> </ol>
	<p><b>Bottlenecks I foresee:</b></p>

### *Data analysis*

Kendall’s coefficient of concordance W was used to calculate the consistency of the evaluations made by the judges or experts who responded to the AEdEm Programme Evaluation Scale. This coefficient is applied in order to know the degree of association between k ranges (Escobar-Pérez & Cuervo-Martínez, 2008). It is often used to determine the degree of agreement among experts in the evaluation of particular constructs. In addition, a frequency analysis was carried out in relation to the value assigned to each of the items of the scale.

The bottlenecks identified by the experts were grouped into 16 categories and the frequency distribution of each of them was determined.

### **Results**

As can be seen in the data collected in Table 7, the highest percentage (80%) in the 'a lot'

value corresponds to the item “The programme content is consistent with the objectives and the desired learning sequence”, which belongs to the criterion of appropriateness. In relation to the same criterion, the item “The evaluation is appropriate to the objectives and anticipated results of the programme”, received the highest number of responses (40%) in the 'a little' category, therefore representing the least suitable aspect of the design according to the experts. The experts consider that the programme is quite important, relevant and useful, with the average of its scores being 43.33% for importance, 46% for relevance and 51.25% for usefulness. Finally, the average value of appropriateness is 47.14%, so it can be concluded that the programme designed is considered by experts as very appropriate. We can deduce that the design is coherent and rational since 60.87% of the valuations of the totality of the items corresponds to 'quite a lot' and 30.43% to 'a lot'.

Table 7. Experts' scores (percentages) on the Programme Evaluation Scale

CRITERIA	ITEMS	EVALUATION SCALE			
		None	A little	Quite a lot	A lot
<b>Importance</b>	The programme objectives are essential to meet the identified needs	10	40	50	
	The content to be delivered through the programme will enable the identified needs to be met	30	40	30	
	Meeting the identified needs is addressed through the programme's structure	30	50	20	
<b>Relevance</b>	The objectives are clearly defined	10	50	40	
	The objectives specified respond to the needs that the programme aims to address	30	40	30	
	The objectives are consistent with the scientific-curricular approaches, with the needs of society and with the developmental characteristics of the target audience	10	30	60	
	The methodology and activities that underpin the programme are consistent with the theoretical basis		60	40	
	The methodology and activities used in the programme support the development of the skills and content specified	10	10	50	30
<b>Appropriateness</b>	The programme content is consistent with the objectives and the desired learning sequence		20	80	
	The programme structure is appropriate for the objectives, the learning sequence and the content	10	30	60	
	The schedule proposed is consistent with the structure and organisation of the programme	20	20	60	
	The evaluation is appropriate to the objectives and anticipated results of the programme	10	40	30	20
	The resources and materials proposed are appropriate for the delivery of the programme	10	40	50	
	The planned activities are sufficient to enable achievement of the desired objectives	30	50	20	
	The proposed methodology is consistent with the type of teaching we want to deliver	10	50	40	
<b>Usefulness</b>	1. To understand your own emotions		60	40	
	2. To analyse your own emotions		60	40	
	3. To identify your strengths and weaknesses		70	30	
	4. To deal with your weaknesses	20	50	30	
	5. To resolve conflict	20	40	40	
	6. To control your emotions		60	40	
The programme provides pupils with tools to:	It helps to create a context for pupil/teacher relationships that facilitates the teaching and learning process	20	20	60	
	It increases pupils' conflict resolution skills inside and beyond the classroom	30	50	20	

Taking into account all of the experts' responses, the value of Kendall's coefficient of concordance  $W$  was 0.504, ( $p < 0.01$ , Chi squared = 104.23, 9 gl). Based on the range of

criteria presented in Table 8, the null hypothesis that rejects any agreement between the experts is therefore disproved with  $p < 0.01$ .



Table 8. Kendall's Coefficients of Concordance for the assessment criteria

Criterion	Kendall's W	Significance
Importance	0.839	.007
Relevance	0.569	.002
Appropriateness	0.512	.000
Usefulness	0.782	.000

Following analysis of concordance of the experts' opinions, the obstacles relating to them were then collated. The bottlenecks

identified by the experts were then grouped in categories as shown in Table 9.

Table 9. Bottlenecks: categories and examples of the observations made by the experts

Category	Examples of the observations made by the experts/judges
Teacher training and resources	<i>Teachers need a lot of prior training in order to deliver it.</i> (Expert 1)
Time	<i>Dedicating one hour per week: there are often unprogrammed events (holidays, excursions, unforeseen events, etc.) that shorten the programme.</i> (Expert 2) <i>In just one academic year it is hard to respond to all the issues raised.</i> (Expert 10)
Resistance (Pupils)	<i>Individual resistance to the work (which can be overcome).</i> (Expert 5) <i>No pupil should feel pressured to talk about personal issues if they are not comfortable sharing them with others.</i> (Expert 2)
Coordination and support (Management)	<i>Institutional support (management, teaching staff) is an essential element</i> (Expert 10)
Social skills	<i>Not dealing with social skills at the same time [is an issue], because social skills are needed as well as emotional control to achieve many of the objectives.</i> (Expert 3)
Age (Pupils)	<i>Not adapting the activities to different age groups of participants [is an issue] because what is right for older pupils should be adapted for the younger ones.</i> (Expert 3)
Listening in silence (Pupils)	<i>The difficulties in listening in silence, because of all the "noise" around us.</i> (Expert 5)
Group size	<i>Group size [is an issue] if there are more than 15-20 students.</i> (Expert 6)
Needs (Pupils)	<i>Not differentiating activities in terms of the real needs of the students (it needs to be remembered that in each group there will be students with greater or lesser emotional intelligence and, consequently, different skills that need developing).</i> (Expert 6)
Group relationships and atmosphere	<i>Relationships and atmosphere within the group.</i> (Expert 6)
Resistance to physical contact (Pupils)	<i>Re the massage activity it must be remembered that physical contact in adolescence can be uncomfortable.</i> (Expert 9)
Place (Pupils)	<i>Some people might not feel in the right place to deal with emotions more from a rational rather than an existential perspective (musical, bodily and plastic expression).</i> (Expert 7)
Curricular	<i>[It is an issue] if curricular factors take precedence over emotional ones.</i> (Expert 8)
Valuing emotions	<i>Not valuing the role of emotions sufficiently in the pupils' development [is an issue].</i> (Expert 8)
Family involvement	<i>The difficulties in achieving family involvement (especially of the parents, who are not present in schools).</i> (Expert 5)
Monitoring-evaluation	<i>Insufficient verification of group and individual achievement throughout the programme as a way of reinforcing acquired or modified behaviours.</i> (Expert 4)

A frequency distribution was calculated based on the above mentioned categories (see Figure 1), in which it can be seen that the bottlenecks mentioned most often by the experts relate to the teacher training and the resources required for the delivery of the AEdEm programme (60%), resistance from the students to participate in the proposed activities and the need for coordination and support from the management of the school and the teaching staff (both with 40%); followed (all at 20%) by the group relationship

and atmosphere, the physical contact required for delivery of some of the proposed activities in the programme and the encouragement of family involvement in the educational process of their children, specifically in the field of emotional education. Other bottlenecks were identified by only one expert. These bottlenecks are key to proposing modifications to the design and implementation of the programme for secondary school students.

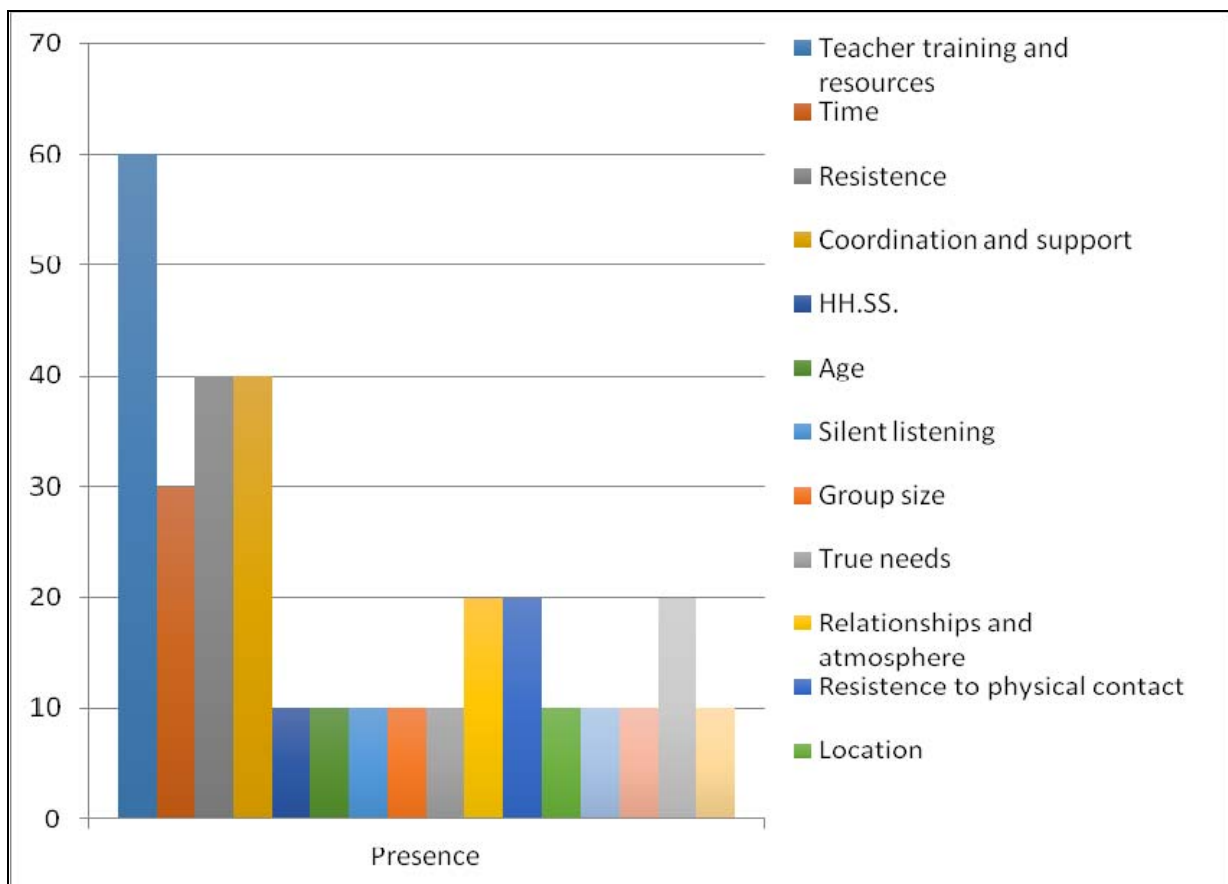


Figure 1. Bottlenecks identified (values in percentages)

## Discussion and conclusions

The evaluation of twenty Emotional Education programmes reveals that most of them are expert programmes that do not form part of the ordinary curriculum followed by secondary school pupils. Consequently, their viability is conditional on the willingness of the institutions and professionals that deliver them and their validity could be open to

question when we consider their relationship to the development of the school curriculum, since they are not integrated within it. One way to overcome this weakness is to have emotional education as part of the school curriculum. This idea has been proposed in a variety of studies carried out in Spain such as those by Bisquerra (2010), Carpena (2010), Fernández-Berrocal & Extremera (2002), Fernández Domínguez, Palomero Pescador &

Teruel Melero (2009), López Cassà (2005) and Sánchez Santamaría (2010) as well as in the international contributions that have emerged from CASEL (Collaborative for Academic, Social and Emotional Learning) or in the programmes developed within the framework of SEL (Social and Emotional Learning).

However, the creation of a real space for emotional education within the school curriculum must be created through programmes that guarantee its delivery in a proper and systematic way, rather than as purely anecdotal or isolated actions. The AEdEm Programme was developed to achieve this, being offered as an alternative to the predominant trend of interventions in the field of interpersonal relationships that pursue the development of emotional competences. Consequently, this programme has been developed on the basis that intervention in this area, within Secondary Education, must be carried out within the framework of the school curriculum: it must become a planned and systematic activity that takes place within the school timetable.

The AEdEm Programme is also founded on the notion that any intervention regarding interpersonal relationships must be implemented based on flexible proposals that initiate from a basic work scheme (analysis of interests and needs, interventions to respond to them taken from an activity bank, student assessment of the tasks they undertake and, in conclusion, collation of reflections and conclusions about the overall experience), that differs from the model of an expert programme. The programme's activities have been conceived to be carried out in groups in an open space within the school (e.g. multipurpose room, gymnasium, or a specific classroom as in our case) according to a standard format of initial preparation, central delivery session and closing, which involves listening to others and their situations, analysing emotions, changes in language (from physical to emotional, from emotional to physical), taking stock, valuing achievements and reorienting any setbacks etc., which is

adapted to the particular characteristics of the group and the needs of the moment. Outside of that format there are no pre-programmed activities.

The AEdEm Programme is also based around a specific set of resources, among which the most important are the capacity of the trainer and the abilities (often hidden) of the members of the group of students who participate in the training sessions; without them the programme lacks the capacity to transform social behaviours and habits. This way of understanding the intervention in the field of Emotional Education has been considered important, relevant, appropriate and useful by the experts in the development and evaluation of programmes that were consulted in the research that underpins this study.

The specific purpose of the AEdEm Programme is to develop pupils' emotional skills, to contribute to their overall development, providing them with a range of tools for their day to day activities that improve their interpersonal relationships and their self-knowledge and self-awareness and to foster their growth as individuals and within society. At the same time, AEdEm tries to address students' awareness, their understanding and regulation of their emotions, their acknowledgement of themselves and their peers, the development of the capacity to listen, the improvement in relationships, the construction of a realistic vision of themselves and their possibilities and to offer tools for the students to continue to develop throughout their life trajectory. These aspects coincide with the skills specified by Bisquerra & Pérez-Escoda (2007): emotional awareness, emotional regulation, emotional autonomy, social competence and life and wellness skills. Both these aspects, the objectives and the skills, have been validated by experts.

This conclusion supports the concept that teachers acquire a very important role in the classroom, since they must guide and orient the construction of knowledge, the

development of the approaches that will enable implementation of the skills acquired and for which they require training that should be incorporated into the initial training of all future teachers (Bisquerra, 2005; Extremera & Fernández-Berrocal, 2004; Palomera, Fernández-Berrocal & Brackett, 2008 and Pérez-Escoda, Filella-Guiu, Soldevilla & Fondevilla, 2013), and in the ongoing professional development of all existing teachers.

As the analysis of bottlenecks has shown, some of the strengths of the programme are also part of its weaknesses. The delivery of the programme relies heavily on the educational resources of the presenter, so that without adequate training of the presenter, the programme loses an important part of its potential to develop emotional skills. If the programme is not "determined" in advance but relies on implementing educational resources according to the specific needs of the group, then it is essential for the presenter to have the knowledge and teaching skills that allow them to address those needs appropriately and achieve the required objectives.

According to the experts' opinions, a programme that is fully integrated within the curriculum and aimed at working on and developing the skills outlined above, should be implemented according to the following principles:

1. The structure of the programme should support the work of teachers and students so that, following an initial analysis, it is possible to: a) determine the situation of the group of students in the here and now; b) respond to their demands with an activity that is of interest to the students and takes up the bulk of the central session; and, c) ends with a concluding activity that takes stock of the session and makes sense of it.

2. The activities to be delivered need to be flexible and open, that is, the design should not be determined prior to the start of the programme. The activities would have to develop in one direction or another depending on the needs of the group and, in particular,

those needs that emerge as the programme unfolds. The content and development of programmed activities must therefore vary depending on the demands of the group and their emotional situation.

3. The intervention should be delivered at least once or twice a week throughout a school year and be given to all levels or groups of pupils of the same educational stage.

The implementation of the AEdEm Programme also requires the effective involvement of the students who make up the target group. This involvement goes beyond their mere participation in the activities or their completion of the tasks that are proposed: the development of personal relationships to enhance emotional skills is only possible when sincere thoughts and emotions are brought to light, when physical contact occurs and the specific character of the group is fully shared, etc. To this end, as the analysis of bottlenecks reveals, the programme can only achieve its objectives when students overcome their resistance to sharing personal problems and emotions and are willing to get involved in improving the skills of their peers.

As the analysis of the bottlenecks has clearly revealed, for the effective delivery of the programme it is also very important to have coordination and support from the school, as well as a wider strategy that incorporates this activity so that it does not remain just an anecdotal and sporadic element within the wider activities carried out within the school. For a project of this type to succeed it should be, as Santos Guerra (2010) says, "a shared journey". Last but not least is the need to work with the students on any resistance they show and to encourage their participation and involvement in types of activities they are not accustomed to, whilst educating them emotionally. We want, therefore, to re-emphasize the importance of the role of the teacher. In their hands lies responsibility for creating and encouraging a good atmosphere within the group based on trust and respect and that provides the security needed for students to explore this much neglected area that is so

often hidden within our classrooms but that forms part of each individual.

Finally, another variable identified as a bottleneck within the AEdEm Programme is its length. The experts indicate that delivering the programme within one school year prevents it from being able to fully respond to all the issues it raises. We consider this view to be correct, hence the need for the programme to become either a new subject or discipline within the curriculum that is taught throughout Secondary Education or something that is addressed transversally through other subjects within the curriculum.

As a result of this study we therefore conclude from the research undertaken that it is increasingly vital to develop emotions as an inherent part of each individual in order to be able to contribute to their integral human development. It is a discipline that we must study more deeply as it offers a new perspective on education. According to López Cassá (2005, p.156): “Emotional education means to value emotions, to empathize with others, to help identify and articulate emotions that are being felt, to set boundaries, to teach acceptable forms of expression and relationships with others, to love and accept oneself, to respect others and to offer strategies to solve problems.”

We therefore believe it is extremely important that the activities carried out in different schools be researched, evaluated and published to provide informed knowledge about the results that can be derived from systematic interventions in terms of the development of emotional skills.

As we have seen in this evaluation of programmes at national and international level, it appears we are becoming increasingly aware of the importance and necessity of incorporating emotions into the educational field, given the number of programmes available. This allows us to affirm that emotions are no longer the great neglected issue within the educational system. However, we must continue to press our case to ensure they become ever more fully visible and

eventually form part of the curriculum and the daily work of all schools at different levels of education, instead of existing only as part of marginal programmes or as isolated activities.

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