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Nørrebro Park School, an Experience of Danish Primary School's Context, Priorities, and Practices

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Abstract: This article reports a practical experience of the implementation of the Social and Emotional Learning (SEL) project in a Danish primary school. The main purpose of the paper is to discuss the benefits, priorities, facilitators, and barriers in implementing the project, describing classroom interventions, teachers' methodology and students' responses. The research approach is qualitative, through planning, implementation, and evaluation of first-hand SEL activities in the classroom. The participants were 25 children, aged 9 and 10 years old, from the third grade in a multicultural public school located in the district of Nørrebro, an eclectic area in the centre of Copenhagen, Denmark. The results show all the SEL activities carried out with the students, together with the teacher's account of the student's reactions regarding engagement and participation. We discuss the project developed by two researchers, one of them is the children's class teacher and the other one is a Ph.D. student. For the first three months, the researchers worked together and for the last three months, the collaboration was carried out in an online format. In conclusion, the study contributes to developing research regarding field investigation experiences in the Danish system regarding social and emotional education. Furthermore, provides useful recommendations for educational professionals responsible for the application of methodology and practices to develop social and emotional competencies in a multicultural context.

Keywords: *Emotional learning, implementation, emotional competencies, school's project.*

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Introduction

It's assumed that education must prepare for life, consequently, in recent years, has generated a movement in favour of the importance of promoting, disseminating, and developing emotional education as an innovation (Pérez & Filella, 2019). Children's social-emotional competence has been a central topic in the last decades. It has been recognized that the key intrapersonal and interpersonal skills that build social-emotional competence include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Martinsone et al. 2022). Pérez & Filella (2019) reflects how emotional education advocates the prevention of problematic issues by focusing on the personal empowerment of future generations. The challenge is not simple: acquiring and using appropriate emotional and social skills at the right time is not comparable to learning knowledge but involves much greater complexity. SEL interventions significantly improved students' attitudes toward school, leading to higher motivation and better social attendance (Durlak & Wells, 1997; Ee & Lee Cheng, 2014).

According to a recently conducted United Nations Educational, Scientific and Cultural Organization study (2021), there seems to be an emphasis on the social and emotional dimension of learning, as concerns education for sustainable development (ESD) and global citizenship education (GCED) – from pre-primary (PPE) to upper secondary (USE) educational levels. Anxiety is arising especially among youth to whom we need to offer apedagogy for hope valuing SEL so that they can constructively engage in society. Recently, there was a big interest and investment in social-emotional education because of the growing evidence that SEL programs affect academic, behavioural, emotional, social, and cognitive outcomes. SEL programs produced statistically significant positive effects having the potential to impact both foundational and more complex cognitive skills, such as executive function tasks, mindfulness, cognitive concentration, and problem-solving (Jones et al., 2017).

The problem statements

The present study talks about a first implementation phase of a socio-emotional learning project developed in a school in the city of Copenhagen, Denmark. It describes the collaborative researchof the involved teacher, the description of the SEL activities and the evaluation of the project. Emotional awareness and emotional management competencies were prioritized in the

implementation of the project because there were often conflicts in the class and the children needed to learn to manage their emotions. The project was carried out from September 2021 to March 2022. In this paper, we first describe the definitions of social-emotionallearning and what we know from extant literature about effective approaches. Then, we present the background of the education system in Denmark, the specific context of Nørrebro Park School, and describe our research methods. Next, we present the results of our analysis of how activitiesare carried out, and the children's reactions. We then conclude with recommendations for our work for practice and future research.

Research questions

What are the conditions for implementing a socio-emotional education project in a Danish school? How to work on developing self-awareness and self-management emotional skills?

Purpose of the study

Specifically, the objectives of this study are:

1) To implement a socio-emotional learning program in a Danish primary school to develop, promote, or enhance socio-emotional competencies of self-awareness and self-management.
2) To present the activities done with a description of the methodology and the step-by-step implementation.
3) To analyze the initial satisfaction and degree of participation of the students who have joined the intervention program.

The importance of SEL

The Collaborative for Academic, Social and Emotional Learning (CASEL, 2019) coined the term social-emotional learning in the 1990s, defining SEL as the process of acquiring "the ability to understand, manage, and express the social and emotional aspects of one's life…. It includes self-awareness, control of impulsivity, working cooperatively, and caring about oneself and others" (Elias, 1997, p. 2). It's recognized that the SEL program can improve the quality of relationshipsbetween teachers, students, and peers in the classroom setting. Students may be more likely to engage in classroom activities, listen to their teacher, and ask teachers and peers for help with academic tasks (McCormick, et al., 2015). Marsh et al., (2018) explored the SEL (UNESCO, 2021) practices in onenetwork of California school districts that are working together to measure and improve SEL outcomes. They've found

it useful to advance SEL via some strategies, such as developing a positive campus climate and relationships; supporting positive behaviour; promoting engagement, relationships, and SEL-related skills using extracurricular activities; and using SEL-oriented classroom curricula. Researchers (Payton et al., 2008) report that students in SEL programs demonstrated improvement in different areas of their personal, social, and academic lives. SEL programs fostered positive effects on students' social-emotional skills; social behaviours; conduct problems; emotional distress; and academic performance. SEL interventions are effective in both the school and after-school setting and for students with and without presenting problems. They were also successful across the K-8 grade range, for schools in urban and rural areas and are effective when conducted by school staff, suggesting that these interventions can be incorporated into routine educational practice. In summary, the gains that the promotion of emotional and social skills can bring in a social environment - such as a school classroom for example - are evident, because the increase of these skills is aimed at promoting equitable and tolerant relationships inside the education system.

The well-being of the students in Denmark

Health and well-being are repeatedly recognized as global challenges facing societies. In Denmark, local authorities have governance responsibility of schools, especially to assume the paper for health promotion among citizens, including school-aged children (Simovska et al., 2015). The Ministry of Education sets national priorities, and most educated decisions inprimary and lower secondary schools (Folkeskole) are carried out by the 98 municipalities. Denmark invests a substantial number of resources in education prioritizing funding to meet local needs. To become primary and lower secondary teachers in Denmark, it's needed to complete a bachelor's degree in education and a teaching practicum (Organization for Economic Co-operation and Development, 2014). Well-being in the classroom is a key issue in Danish schooling. The *trivsel* represents well-being and the way each child grows and progresses; it is one of the most relevant assessments and families take it into account. Schools are obliged by law to administer a test to measure the level of well-being and then develop specific projects to keep the level as high as possible. All this is then made visible on the school's website (Alexander & Sandhal, 2014). The following table 1 shows the questions administered in the class group during March.

Table 1. Questionnaire to check student's wellbeing

The national well-being survey	Are you happy with your school? Are you happy with your class? Do you feel alone at school? Do you like the breaks at school? Do you like your teachers?
	Does your stomach hurt when you are at school? Does your head hurt when you are at school? Are you good at solving your problems? Can you concentrate in class? Are you good at helping each other in class?
	Do you think the other children in the class like you? Are the teachers good at helping you at school? Does anyone tease you so that you get upset? Are you afraid that the other children laugh at you at school? Do you help to decide what you will do in class?
	Are lessons boring? Do you learn anything interesting at school? Is it difficult to hear what the teacher says in class? Is your classroom nice to be in? Are the toilets at school clean?

Source: Ministry of Education IT Section and teaching. The national well-being survey Questionnaire for pupils

Ultimately, the focus on this issue starts from an assumption that if children are well, they learn well. If pupils perceive the school environment as safe, they have positive relationships with their peers and teachers, and they live better and perform better academically.

Nørrebro Park School

Nørrebro Park School is in a district in Copenhagen whose name is Nørrebro, a very young district. Most of the 80,565 people living in Nørrebro, 39,525 are aged 29 or under. Nørrebro is known for its ethnic diversity. Immigrants and descendants from non-Western countries currently make up 17.6% of the population in Nørrebro.

In the rest of Copenhagen, immigrants and descendants from non-Western countries currently account for 14.7% (Nørrebro Local Committee, 2022).

In Indre Nørrebro, there are 3 primary schools: Guldberg School, Blågård School and Nørrebro Park School. As many as 41 per cent of

schoolchildren go to private schools. This may be due toa self-reinforcing social polarization, where resourceful parents pull their children out of primary schools with many low-resource students and place them in private schools along with other well-functioning middle-class children.

Nørrebro Park School is a school in the middle of the green, surrounded by Nørrebro Parken, Assistenskirkegården and Hans Tavsens Park (NPS, 2021).

Well-being and learning are the cornerstones of Nørrebro Park School. The entire school processfor the individual student must be characterized by learning, self-confidence, and trust in the community. The school's well-being rules are discussed regularly at the year's first parent meetings.

It is a common responsibility among all parties to intervene when the school's well-being rules are violated.

In the autumn of 2008, the school board decided that well-being is granted by a dialogue between school and home with a distribution of roles.

The school year is characterized by specific weeks of holidays and various educational activities. In August there is an educational trip to the woods or the beach, in October a week of autumn holidays, together with the so-called *motionsdag,* a day of movement, with sports activities involving students and teachers. In December it is the celebration of the Day of Light, during the feast of St Lucia, with two weeks of Christmas holidays. During February, it's the time of the "sex week", with specific activities concerning sex education, and a week of winter holidays is granted, together with the celebration of Carnival Day. March is characterized by the celebration of Wellness Day and during April there are two weeks of Easter holidays. The school is closed for five weeks from the first of July, for the summer break.

Research methods

The research approach is qualitative, through planning, implementation, and evaluation of first-hand SEL activities in the classroom, taking into consideration the educational system and the specific multicultural context of Nørrebro Park School.

Participants

The sample is represented by a class of 25 children, aged 9/10 years old in total. Their families have roots in Somalia (2), Egypt (1), Norway (1), Thailand (2), North Korea (1), Palestine (1), Iceland (1), Spain-Morocco (1), Israel (1), Lebanon (1), Pakistan (1). The rest are of Danish origin. Some bilingual children speak their mother tongue at home, other languages than

Danish (7). There is a child with special needs diagnosis: Asperger's. This student has the support of a pedagogue 7 hours a week. There is also a child with epilepsy with recurrent seizures. This student has a pedagogue 3 days a week. There is an extra-pedagogue that comes 1 day a week to supportthe academic activities and the student's well-being.

Project design

We chose to work on emotional awareness and emotional control because it was what the group of students needed. We focused on self-awareness and self-management, introducing the class group to small meditation practices. We decided to develop a project with objectives, methodology, and definition of time and space, making explicit the forms of evaluation and all the activities to be developed in class.

Six months of implementation of SEL were conducted. For the first three months, the researchers worked together and for the last three months, the collaboration was carried out in an online format, through weekly calls, sharing of videos or links to show the activities, and creating a web space for sharing photos and reflections upon the research field.

We experienced positive reception from the students, who participated in all the activities that were proposed. Research shows that to consider a person emotionally intelligent, the four componentsof emotional intelligence must be developed. First, it is important to perceive and express emotions accurately; generate feelings that facilitate thinking; understand emotions and emotional awareness, and regulate them (Siguenza Marin et al., 2019).

The contents chosen referred to the recommendations made by Pérez & Filella (2019) consideringthe age range of 8-10 years (Table 2).

Table 2. Contents of emotional education

Range 8-10 years	Identification of emotions.
	Expansion of emotional vocabulary.
	Expression of emotions through music, drawing.
	Recognition of different emotional reactions when faced with a specific reaction.
	Knowledge and practice of different emotional relaxation techniques. Recognition of own qualities and limits
	Cooperative behavior.
	Understanding of other people's behavior from personality characteristics.

Note: own elaboration. Source Table: Pérez & Filella (2019)

It must be considered that the Danish language limitation justified running the project in a hybrid format. Especially after the emergency made by COVID-19, the virtual environment lends itself as a perfect medium for educators to share practices and in this case, learn about SEL together and to learn from one another.

Procedures

The investigation aimed to describe the initial process of testing a socio-emotional education project, showing a description of the activities developed together with a reflection on the problems and prospects. During the months of observation in the field, several observations were carried out and after analyzing the context of the class, we started the experimental project by proposing emotional control activities.

The activities were usually carried out at the beginning of the day. Some of the art lessons were used to draw and colour the different activities in small cards, so the students could keep them to remember the activities and use them when they needed them. The activities were carried out sometimes in an external classroom, called fællesrum, to create a more intimate space, different from the classroom where the students usually learn. The mindfulness activities were conducted outdoors, taking advantage of the open space, and the presence of a large nature with trees, plants, and good air. Sometimes, the teacher worked with a group of students to manage the relational dynamics that arose.

The classroom was arranged by providing specific corners and constant visual support. At the end of the activities, the students made their cards to remember the activities.

Each activity ended with the creation of a drawing, inspired by the experience, and then laminated to a card. All the cards were given to the pupils who kept and took them home to remember the moment they had experienced and reflect on the emotional competence they had worked on. This visual support was necessary to share the work with the other teachers in the school and then disseminate it in the network environment.

During the months in which the collaboration was online, the implementation of the activities was discussed and the reflections upon the experiences were shared via video calls.

Teaching strategies

The quality of classroom processes such as the interactions between teachers and students is important and linked to positive student

developmental outcomes. Students benefit in a variety of ways when they feel welcome and respected (Abry et al., 2017). Given the crucial roles of teachers in fostering the social and emotional competencies of their students, it is necessary to examine how they can apply effective practices in enhancing social and emotional learning in the classrooms.

As CASEL (2019) suggests the activities should be built with a balance of interactive and reflective experiences to meet the needs of everybody. Engaging strategies are efficient and defined as moments that require a connection between thinking and learning.

Through a deep reflection among the researchers, it appears that the time variable is important. SEL needs an everyday routine as a regular part of daily lesson planning, and meeting agendas to create a climate and culture of emotional well-being and to support strong and effective learning environments. Also, in the study by Abry et al., (2017) it is shown that teachers' use of morning meetings is associated with higher levels of emotional support and sharing activities foster respectful peer relationships and reveal students' social-emotional needs. It has been beneficial adopting peer learning modelling for giving feedback and promoting different skills among the students (Eriksson et al., 2018). It's important to guarantee active participation that encourages students to create their learning through reflections and new knowledge that we will guide through the development of activities carried out (Cejudo et al., 2021). This is possible through play, especially socio-dramatic and cooperative play. It sounds useful starting each class period with a welcoming activity or ritual that builds community and connects to the work ahead. Together with that, is essentially an optimistic closure, highlighting an individual and shared understanding of the importance of the work (CASEL, 2019).

Data collection

Concerning data analysis, a descriptive and narrative study was carried out using a qualitative, exploratory research design. Data was collected after the implementation of the activities, through conversations, video calling, learning diaries, and online shared space. As it is suggested by Álvarez et al., (2000), data collection is an important process before, during, and after a project's implementation. This study reports a case of formative evaluation, a kind of assessment during the realization of the project to see if the methodologies were good and if the activities would achieve the planned objectives and the emerging needs.

An online space was created, Padlet, where we shared the analysis of the activities, doubts, reflections, and pictures during the project.

Findings

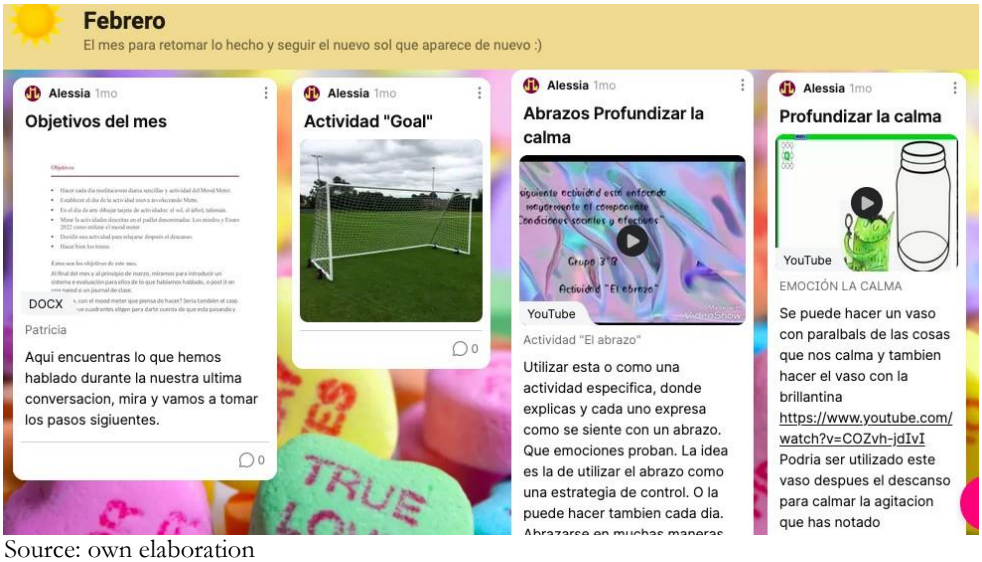
The following tables present the results of objectives 1 and 2. In more detail, they describe the implementation of the SEL program (objective 1) through the presentation of the shared online space (Figures 1 & 2) and by the activities carried out in the classroom (objective 2). Some of the practices promote self-awareness (Table 3), others self-management (Table 4), while some develop both skills simultaneously (Table 5).

Figure 1. The shared online space 1



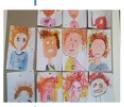
Source: own elaboration

Figure 2. The shared online space 2.



Source: own elaboration

Table 3. Activities to develop self-awareness

 Anger in a drawing. Teacher invites students to remind their mood when they are angry. What they do, why they feel this mood. They mimate some "angry faces".	 Sadness in a drawing. Teacher invites students to remind their moods when they are sad. They discuss about what they do when they feel this mood, how they can solve their sadness, finding good strategies.
 Inside the classroom, every student draw their face when they are angry, using the colours that rapresents anger.	 Inside the classroom, listening a peaceful music, every student draw their face when they are sad, using the colours that rapresents sadness.

Note: own elaboration: Lalomia (2022)

Table 4. Activities to develop self-management

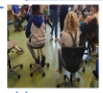
The mood meter The students are invited to Teacher divides the group-class in different groups made by six children. Everybody got a "mood meter". Teacher explains how it work and why it is good.	The goal setting. The teacher introduces "the goal" topic talking about the football. Then she introduce the picture of the "goal", giving some expamples. The goals can be different: to be concentrated, to have a new friend during the day, not to talk too much, the important thing is that it's concrete goal. Everyone starts to write. 
 She underlines that children can change their mood during the day, so they can change their name recognizing the mood, asking carefully why one feels sad or very upset, or in any case just respecting the silence.	At the end of the day the teacher asks if they have achieved their goals, reading some of them loudly, respecting the sensibility of every students. At the end of the week the teacher asks to reflect on the goal, if they have achieved it, what they have to do and setting other ones. 

Note: own elaboration: Lalomia (2022)

Table 5. Activities to develop self-management and self-awareness



The emotional barometer. Teacher reads some problematic situations. Students recognize how they feel by choosing a colour on the barometer.



Act and reflect: I play the role of. Teacher chooses some students to dramatize one or two problematic situations.

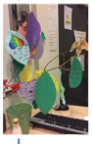


Students sit in circle and after reading the problematic situations they propose some solutions.



Through role playing students can reflect and share their opinions. They talk about how they feel, what they can do and how they can act.

Note: own elaboration: Lalomia (2022)



The tree of gratitude. Through a brainstorming activity, children focus on the words related to be grateful. They are invited to write them on one leaf of a tree in the corner of the classroom.



The corner of kindness. In a set of circle, the teacher speaks about the kindness. She makes a corner in the external classroom with different envelops with the names of every students and teachers.



Students in pairs share why they are grateful for. After that, they write down their thoughts and put the leave on the tree.



Everybody is invited to write a letter or some kind words to a classmate, leaving them inside the envelops every morning.



The beauty.

Teacher asks students to think about what they find beautiful, be aware that something beautiful make us feel calm. They went outside and took some picture.

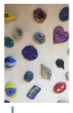
Talisman.



Students feel the need to have with them an object wich reminds to breathe, to remember what they have done inside the classroom. They work with arsilla and make a talisman, an object that can always bring with them.



Students draw what animals, things, people that inspire a sens of calmness, choosing green as a main colour to express their mood.



In group work asset, they work the arsilla and paint them drawing some natural element.

CC BY NC SA

Related to objective 3, the following table (Table 6) presents an activity realized to analyze the satisfaction and degree of participation of the students who have joined the intervention program.

Results show that the degree of students' participation was high and very positive. Pupils put their names on the cards of their preference: the talisman, the magic tree, the golden square, and their peace figures. The majority chose their peace figures, related to *beauty* activity, so they express social and emotional competencies by drawing or thinking of objects, people, or animals which give them a sense of calm and peace.

Table 6. Evaluation of student's favorite activities



The teacher asks the pupils to chooce the cards they would prefer to use, if they were not feeling good and needed to relax.



Pupils put their names on the cards of their preference: the talisman, the magic tree, the golden square and their own peace-figures.



The picture shows the % of students' preference.

Note: own elaboration: Lalomia, A, (2022). Evaluation of student's favourite activities, *Copenaghen*

Discussion

The implementation of the project brought out new reflections and perspectives. Analyzing the implemented practices, we realized we needed the support of a second teacher that could deal with students who were disturbing and interrupting the activities. Also, the lack of time to implement the activities was a challenge. Even if the assumption was that SEL was just as importantas or even more important than academic success, researchers feel that the time was not enough considering the number of activities prescripted on the school curriculum.

The project was interrupted for some periods due to the emergency represented by COVID-19, and the absence of the class group due to the numerous contagions slowed down the process of implementing and developing the project. In addition to this, there were also Christmas and winter holidays, as described previously together with other cultural activities and special days.

Among the methodologies and strategies, meditation, and relaxation activities, especially in the open air, were favoured. Children walked into nature feeling the pleasure of enjoying the fresh airof the park next to the school where they walked around old and beautiful trees. It also seems that role play offers an excellent context for educating social-emotional skills to allow for work in protected contexts in which feelings are not real. This strategy facilitates the exploration and practice of situations, reduces anxiety in unpleasant situations, and facilitates awareness and understanding of points of view different from one's own (Cejudo et al., 2021). The methodology used was playful, attractive, experiential, practical, group-based, dynamic, and participative, where through different dynamics and games they discovered the fascinating world of emotions. There is no doubt that it is extremely important to design educational programs to develop the emotional skills of young people. It is also necessary to scientifically evaluate these interventions to provide empirical evidence to validate these processes and their effects and their effectiveness, to help define the aspects that can be aspects that could be improved (Siguenza Marin et al., 2019).

The exciting aspect of the project came from finding better and better ideas for implementing the project. Passion and determination ensured that new activities were created based on the needs of the class group. The idea of having the children design and create their cards to carry with them was successful. The children felt the need to have amulets to remind them of their socio-emotional skills. They asked to always have something with them, to remind them to relax, take breaks and put into practice the strategies learned in class. It was exciting to see someof them breathing and finding small solutions to manage their emotions.

The need for a call for teacher training and the staff involved is evident. Research on how teachers study, develop and improve their social interaction skills is few (Talvio et al., 2013), although itis an assumption that such skills are recognized as key tools in a learning environment. In the research conducted by Wigelsworth et al., (2021), all the schools analyzed ranked SEL as a priority together with the necessity of increased training and recruitment as well as updating school methods and documentation curriculum in supporting SEL.

For these reasons, the most important imperatives for practice include:

- Sharing with the other's teachers to integrate social and emotional objectives with theeducational objectives in schools.
- Linking social and emotional learning promotion with the whole-school development plans.
- Ensuring the professional development of teachers.

Finally, we need to mention the aspect relative to correct ethics in the development of the project. Before starting the observation and use of technological tools (photos, videos) to record and disseminate the results of the activities, the head teacher was personally consulted. At the beginning of the school year, parents fill out online documentation to allow or not the use of such tools. In addition, parents had been informed of the presence of the PhD researcher in the school secured through the Erasmus Plus program and through an agreement between the University of Murcia and the Danish School.

Student's perspective

Here we share some reflections of the students during the implementation of the activities:

After creating their talisman, students expressed their thoughts. They were asked what they wanted their talisman to help them with:

- I would like to control my temper, help me to be more interested in the other person, not fall apart so quickly, be braver, not lie so much, get a boyfriend, talk nicely, do a lot morethings, and be more active.

- I would love to be a researcher, sleep faster, have more friends, have nice dreams, not worry so much, be sweeter, and be better at gymnastics, math, and reading. To be happier.

- I want to be a good gamer, and better at football, draw better, and have more time.

Teachers' perspective

The teacher, who is also a researcher in this study, made this comment: "I was amazed to hear the deep reflections of my students, they were more mature than I thought, they have a depth of the heart that left me speechless".

One of the most successful activities was the *magic tree* activity. The teacher went for a walk in the park with a group of students, to find the oldest tree in Copenhagen, a tree that could inspire calmness and peace. Once they found this tree, they embraced it and felt relaxed.

Another successful experience was the *mood meter*, where the children identified their emotions every morning. They set their names on the pictures showing sad, angry, happy, worried, and quiet faces. They felt confident participating in this activity and were open to comment on why they felt the way they did. Throughout the day they were invited to change their choices if they had new emotions. The children were free to share their emotions with their teacher and their classmates. The teacher encouraged the children to ask each other how they were feeling, showing interest and respect if they prefer not to talk. A sense of empathy was developed.

Finally, the *goal activity*, where the children focused on a specific goal for the day, seemed to be efficient. A child with the opposite behaviour had some problems identifying his goal. The teacher suggested the following: "Your goal can be to say yes". And during the day the child was relaxed because he said yes to working and playing in harmony with the other children.

Conclusions

The findings of this study highlight the importance of a social and emotional learning program in primary school. The purpose of the paper was to give an overview of the nature of how an SEL project is implemented in a Danish school to promote children's self-awareness and self-management skills.

On one hand, more research may be undertaken to develop innovative and creative tools to help children to be aware of social and emotional competence. With this purpose, it has been thought to create an accessible web space or an application for the students, something like the *Mood Meter app*, an easy step towards gamifying SEL (Farber, n.d.), a check-in tool that can empower children to become *emotion scientists*.

On the other hand, the present study has certain limitations. One is that data were collected through self-report and teacher's observations, yielding a kind of subjective information that is prone to some degree of bias. It could be scientifically better, to measure the emotional abilities of the children involved, but there is one problem with that which is the lack of ability measures for children in the age range investigated and the complexity of the assessments.

As a limit, the sample for this research includes only one classroom in the school, not offering a representative sample of the whole institution. In this case, the small sample size limits the transferability of these findings. Therefore, possible future research on a larger scale should include teachers at other school levels as well as teachers from different countries. In detail, this study represents a unique case that cannot be replicated due to the specificity

of each class. To show the effectiveness of the activities considering the general context of the institute, it would be necessary to construct an analysis of the different class contexts in grade three to assess the efficiency of the project in responding to the educational needs of each class. Only by disseminating the results and working on the sensitivity of the headteachers and other teachers would it be possible to obtain results on a broader scale. But some barriers are the lack of engagement from other coworkers who taught the same children butdid not follow the SEL project. As reported by Jones et al., (2017) we also have evidenced the remaining challenges such as the insufficient dosage and duration of SEL lessons. Fragmentation and marginalization are the other points because SEL skills aren't seen as a core part of the curricula; they may be viewed as extracurricular, add-ons.

As the study conducted by Darling-Hammond et al., (2017) shows, it could be a solution toimplement a process of professional development, creating a program of coaching for teachers. In addition, curricula should focus on enhancing the social and emotional learning of children tobetter guarantee the development of everybody, such as children with special needs or with emotional disorders. The creation of real space for emotional education within the schoolcurriculum must be created through systematic programs that guarantee its delivery a properly and commonly rather than as isolated actions.

Students and adults alike are a part of the lifelong learning process for developing and using strong SEL skills (CASEL, 2019). A big change in the daily education system could be possible if onlyteachers, leaders and out-of-school time agencies use these SEL practices to collaboratively build environments in which emotional well-being is the priority.

It is believed that only when the entire team collaborates it is possible to have a full impact. SELshould be consistently and thoughtfully to create a safe culture, resilient and emotionally developed.

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