



Making Social and Emotional Education Possible. An International Analysis

Christopher Clouder

cclouder@dsl.pipex.com

Botin Platform for Innovation in Education (Spain)

Abstract

An overview of EU educational policy and the place of social cohesion within the Lisbon process
 Political schizophrenia in policy making: looking for creativity and individual development in an increasingly stressful environment and accountability society
 Adult fear of risk and the limitation of children's imagination and play. Utilitarian mind-sets guiding national educational policies
 Global trends that cause economisation of education and the side-lining of a child centred approach
 Potential regressive influences on child well being – the demise of physical and imaginative playfulness through lack of facilities and free time, pervasive digital technology and rampant consumerism
 The urbanisation of childhood and its challenges. Recognition of need for change at governmental and IGO level. Grass roots involvement in creating schools with emergent pedagogies. Schools seeking change within and without the state sector. The brief of the international Analysis commissioned by Foundation Marcelino Botin

Finding good practice

Combining differing methodologies, cultural expectations and professional experience as an exercise in social and emotional education

International perspectives and cultural ambiguities as a resource

Findings in volume 1 Social and Emotional Education in the Botin report of 2009 – methodology and conclusions

The findings of the SEE1 report:

- The whole school approach
- Teaching as learning
- Foundation of relationships in childhood
- Evidence based or inspirational strategies?
- Implications for Teacher Education and school governance.
- Advocacy at a political level for SEE

The Botin international platform for innovation in education - future goals

Relational consciousness and life long learning