

SOCIO-EMOTIONAL SKILLS AND THE CONSTRUCT OF RESILIENCE: HEURISTIC PERSPECTIVES

COMPETENZE SOCIO-EMOTIVE E COSTRUTTO DI RESILIENZA: PROSPETTIVE EURISTICHE



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ABSTRACT

At a time of rapid global transformations, education must rethink its objectives. Educating for resilience promotes critical thinking and problem-solving, strengthening the emotional sphere. SEL provides useful tools to combine social-emotional skills and resilience, essential to face the present and the future. This approach creates an adaptable, responsive and inclusive learning environment. The analysis of good practices highlights strengths and areas for improvement, offering role models.

In un'epoca di rapide trasformazioni globali, l'educazione deve ripensare i suoi obiettivi. Educare alla resilienza promuove pensiero critico e problem-solving, rafforzando la sfera emotiva. Il SEL fornisce strumenti utili per combinare competenze socio-emotive e resilienza, essenziali per affrontare il presente e il futuro. Questo approccio crea un ambiente di apprendimento adattabile, responsivo e inclusivo. L'analisi di buone pratiche ne evidenzia punti di forza e aree di miglioramento, offrendo modelli di riferimento.

KEYWORDS

SEL, resilience, inclusion
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Introduction

Given the highly critical global situation—exacerbated by war, environmental emergencies, and other crises—resilience has become a central topic in contemporary pedagogical debate. This contribution aims to explore the possible connections between this concept and the educational implications of the plural realities of a territory in order to promote a human formation increasingly capable of increasing personal skills, especially socio-emotional ones, in support of an evolving personal existential projectuality. Sometimes, critical events that affect cities and places or personal history and ties of reference require education in resilience, existential re-planning, and even the elaboration of the possible traumatic experience. Communities experiencing social and material disintegration call for the outlining of synergic plans of educational interventions, both in the emergency and post-emergency, aimed precisely at reconstructing their cultural and social fabric. People who find themselves in such situations suddenly no longer recognise the reference coordinates they learned and used until a short time before in those places of life, and they can no longer make sense of them and what happens around them. However, the determination not to be crushed by events but to resume the direction of everyday life can suggest an orientation toward evolution, even in adversity (Vaccarelli, 2012). But how can such experiences be transformed into opportunities for growth and development? Education, in the encounter with the places of life, can develop new awareness, also of personal experiences and implement the capacity for resilience.

1. Education and resilience in the places of everyday life

While noting that individual responses to critical events, both personal and collective, can vary about age, the biological conditions of subjects and psychological ones, it is not infrequent to perceive circumstances in which the experience of stress, and its management, is also experienced as a real traumatic event (Vacchelli, 2022). In fact, “trauma is characterised as such when it exceeds the scope of 'normal' human experience, in the face of an event that generates fear, anguish, perception of threat to life, powerlessness, insecurity” (Vacchelli, 2016, pp. 26-27). Therefore, the traumatic experience is connoted by subjective experiences and perceptions and is a fact referable to the forms of reaction of each person or community group in the face of the stressful event. Reflection, from the perspective of activating personal and community processes to restore regenerated equilibria,

intends to trace orientative coordinates to make subjects acquire all those factors that contribute to the promotion of resilient responses to critical events that life confronts, going beyond situations of fragility and vulnerability. Educating for resilience fosters personal processes that support self-esteem, self-confidence, critical thinking, and the ability not to be overwhelmed by a situation. It also helps sharpen the ability to control and resolve problems. In this regard, it is interesting to do well on the concept of "resilience," as the human sciences define it as how people, in their life journeys, deal with situations of stress, emergency, or adversity, displaying proactive adaptive capacities and turning them into opportunities for growth and development (Jus, 2021). "Jumping backwards to take another direction is the meaning of the term *resilire*, from which the word resilience takes its form. It is the leap backwards, the finding oneself at an initial, or turning point, which, however, may involve, in addition to pain, disorientation, and feeling one's strength run out, new bets and possibilities for (trans)formation. [...] Resilience indicates the capacity to face adversity and to emerge strengthened and open to the search for new equilibrium' (Vaccarelli, 2022, p. 10). At an individual level, these considerations are reconnected with educational opportunities aimed at overcoming critical situations, through the possibility of communicating the personal emotional life that finds a way of expression in the encounter with the emblematic places experienced. 'In fact, '[...] territories are precisely the context in which personal lives and stories are embodied and significant interactions are woven, where memories, meanings, belonging are rooted and in which symbolic and affective reference points can be recognised" (Vacchelli, 2022, p. 78). The disorientation of identity caused by the emergency sometimes generates attitudes of rejection and withdrawal into oneself, hindering the possibility of creating networks of proximity and solidarity. A possible project orientation is found in educating the sense of place and sensitive empathy with them, a main opportunity for reconstructing personal identity that does not conceal the relevance of meeting emblematic places in the territory in intentionally defined paths (Ibid, pp. 78-79). However, it seems complicated to imagine bringing people, entire families and wounded communities closer to those same places and contexts that still convey images and memories harbingers of stress and trauma that continue to re-emerge. Gradually and by working in caring for each person, in strengthening community participatory processes, dialogues between generations and cultures, in the everyday life of living in such contexts and the sharing and expression of personal experiences and experiences, trajectories can be outlined for recreating the social fabric of the territory and of being together in common with greater resilience and

problem-solving capacity of each person. Suppose this educational planning, in the reconstruction phase, is capable, even in the multiple situations of complexity, of recreating or reactivating social networks of proximity, opportunities for dialogue and reciprocal relational exchange to tell one's story, to share one's own painful or redemption experiences. In that case, interweaving people's life stories can nourish their own and others' narrative identity, in the fruitful 'exchange of memories' (Malavasi, 2007, p. 202) that can still generate a desire for the future, a new development. In people's strong moments of difficulty, it seems that one of the most meaningful and helpful experiences is being 'held in the gaze' (Sità, 2016, p. 132) of someone who is close and cares for us. This caring of 'holding the other in the gaze' is one of the founding and essential prerequisites for care practices, that is, letting the other experience recognition for their human value without emphasising the dependency relationship of that moment (Sità, 2016). By sharing emotions, pauses and silences, in empathic co-participation, in supporting and making the person recognise all his or her potential resources available to overcome difficult situations, an educational pathway can contribute in making the traumatic experience be reworked to open up new life narratives and new experiences aimed at the future (Pati, 2016). The constantly nurtured imagination supports resilience processes. Indeed, narrative and the images produced in storytelling constitute an effective 'coping strategy' (Garista, 2018), in which 'metaphors, thoughts, [...] creativity, humour are all characteristics of resilient thinking to overturn predefined patterns, to discover possibilities where constraints are encountered' (Garista, 2020, p. 41).

2. SEL teaching for the acquisition of resilience

The concept of social-emotional learning (SEL), which stands for Social Emotional Learning, has its roots in the United States of America during the 1990s, with a significant initiative promoted by the Fetzer Institute in 1994. This founding moment triggered a movement of thought and practice that led to the definition of SEL as a dynamic process through which individuals acquire and refine the skills necessary to deeply understand and effectively manage their emotions, to establish and nurture healthy and constructive interpersonal relationships, and to pursue both personal and collective goals with purpose and awareness. It is important to emphasize that the current definition of SEL is not static, but has evolved

significantly over time, enriching and integrating with emerging theories of emotional intelligence, most notably the enlightening perspectives proposed by Daniel Goleman, which have contributed to a more nuanced and comprehensive understanding of the role of emotions in individual and social functioning. Goleman himself was one of the founders of CASEL (Collaborative for Academic, Social, and Emotional Learning) in 1994, an organization known for promoting the research and application of social and emotional learning: according to CASEL, SEL is a process by which people acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve goals, feel empathy for others, and establish meaningful relationships; in fact, five main areas are identified: self-awareness, self-control, social awareness, relationship management, and responsible decision-making. Since the 2000s, SEL has gained increasing global attention, with a growing number of studies and programs evaluating its effectiveness and implementing it in schools. The pronounced attention that the United States has historically given to the development of social and emotional competence in the developmental age groups-childhood and adolescence-has resulted, as early as the mid-1990s, in a prolific effort to design, implement and empirically validate a plurality of SEL frameworks. This intense research and development activity has been largely motivated by a growing body of longitudinal and meta-analytic studies that have corroborated the significantly positive impact of social and emotional learning on both school performance and psychological well-being of children and adolescents. Numerous studies, in fact, point to the fact that participation in SEL programs results in tangible improvement not only in academic performance, with higher grades and better scores on standardized tests, but also in classroom behavior and overall attitudes toward the school experience (Pallini, S., Vaiano, M.R., Sbergamo, M., Barcaccia, B., Eisenberg, N., Vecchio, G.M., 2016). The proliferation of such a large number of SEL frameworks has consequently made a rigorous and comprehensive mapping exercise imperative. Such systematic reconnaissance was necessary in order to highlight areas of focus, strategies for application and, most importantly, to provide the essential information to guide decisions regarding the educational implementation of these models. Importantly, the benefits of SEL do not end in the short term, but extend significantly over time. Students who have developed strong social-emotional skills tend to build healthier and more meaningful interpersonal relationships, achieve higher levels of education throughout their lives, and

manifest better outcomes in terms of mental health and overall psychological well-being. These skills, which include self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making, provide a solid foundation for meeting the challenges of adult life and thriving in a variety of social and professional contexts. Thus, as we saw earlier, the five skills promoted by CASEL are the key elements of emotional intelligence and are directly related to the resilience construct. In fact, these factors, developed together, contribute to a greater ability to cope with challenges and recover from setbacks: these factors, when well developed, enable an individual to cope with adversity with greater flexibility, to manage emotions better, to maintain good social support, and to find new solutions to problems, as in fact, students also learn to face challenges and setbacks with greater confidence and adaptability. Emotional resilience, then, takes the form of the ability to mobilize and use positive emotions as a strategic resource to cope effectively with adverse experiences and stressful situations. This process involves sophisticated emotional response regulation. To manifest accomplished emotional regulation, individuals must develop a deep awareness of their own emotions and those of others, be able to recognize and interpret the emotional information conveyed by such states, accurately distinguish and name both positive and negative emotions, and finally, consciously self-regulate their emotional reactions in order to preserve and promote a positive affective state. This inherent malleability of the emotional state, geared toward the maintenance of positive affect, has been shown to produce a number of significant beneficial effects by virtue of its high adaptive value in coping with life's challenges. Integrating social-emotional learning (SEL) into school curricula is also proving to be a significant catalyst for achieving the UN-defined Sustainable Development Goals (SDGs). Pilot experiences of SEL implemented in school settings demonstrate how the development of skills such as empathy, social responsibility and collaboration promote pro-social behavior and instill in students the awareness and motivation to take action geared toward the collective good. However, the full realization of this transformative potential requires a fundamental rethinking of the current educational paradigm. It is imperative to make a transition from an educational model focused almost exclusively on the acquisition of disciplinary skills to a pedagogical approach that values both intellectual and emotional intelligence in a balanced way. Only through a holistic formation of the person, integrating cognitive development with emotional and social growth, will it be possible to form citizens

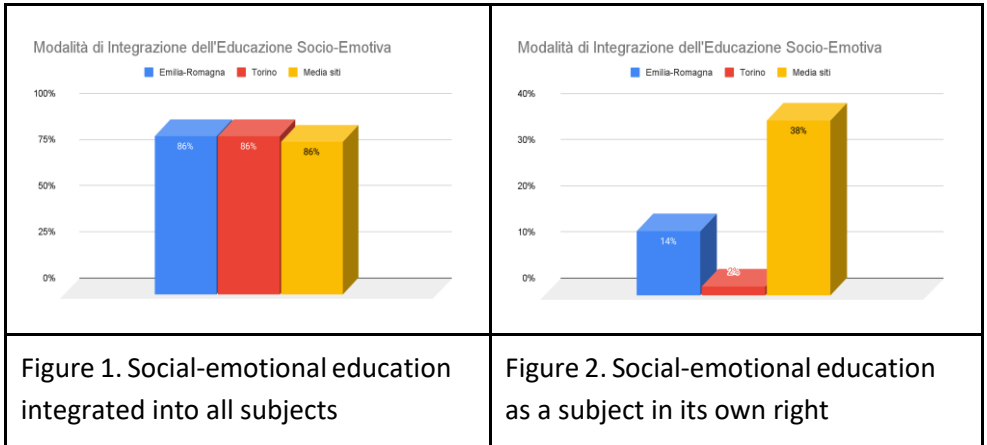
who are aware, responsible and actively engaged in building a sustainable future. Moreover, the acquisition of these skills by each student is of crucial importance to the building of authentically inclusive school environments. The concept of inclusion, while inherently dynamic in evolution (Operti, 2011), significantly reflects the renewed demands for justice and equity that emerge in response to both educational and social changes. However, as acutely observed by Elias (2004), the mere physical inclusion of students in the school setting does not emerge as a sufficient condition to ensure a fully satisfactory school and social life for those learners with special educational needs. Therefore, it becomes necessary and a priority to implement targeted educational interventions focused on the social and emotional dimension, aimed indiscriminately at all students. Here, too, central is the role of the acquisition of resilience by special students, who will be able to assimilate both adaptation strategies with respect to previous or subsequently intervened conditions of physical or mental difficulties, and to develop a resilience and “rebound” capacity with respect to adversity, succeeding in constructively enhancing their own peculiarities. It is thus becoming increasingly evident how much of a priority it is to invest in social-emotional learning in all school grades: from children to adolescents, since fully embracing this educational philosophy represents a forward-looking educational strategy that produces lasting benefits for individuals and society as a whole, because “a school curriculum that ignores children's emotional, social, or physical needs will eventually find that these unmet needs hinder the achievement of cognitive and academic goals” (Diamond, 2014).

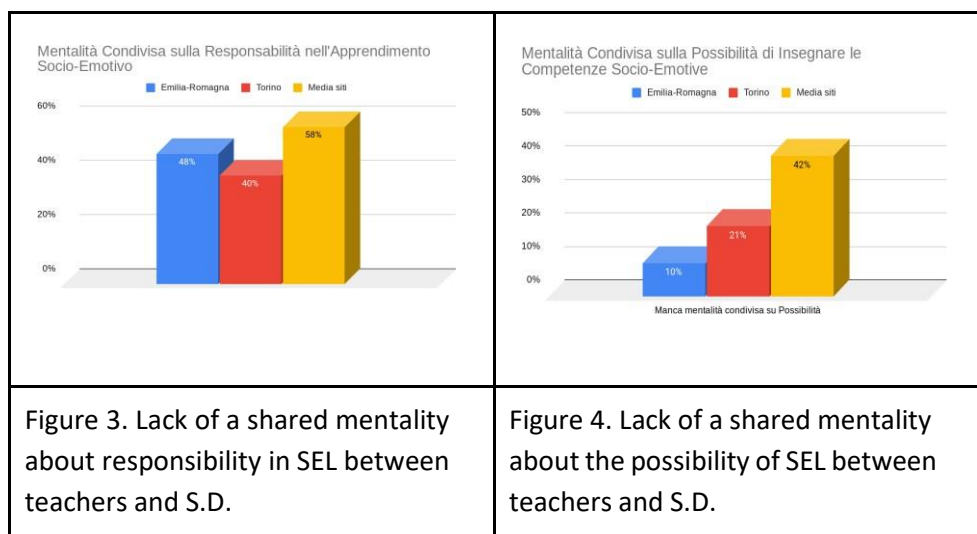
In order to have some recent reference on the prevalence of social-emotional learning in school, we report data from the OECD (2024), which collaborated with the Fondazione per la Scuola as a national partner in the project to implement the SSES (Social and Emotional Skills) being part of an internationally based survey project conducted in 6 states and 10 subnational entities (hereafter called “sites”) of OECD member countries between 2019 and 2023, and from which -following-available data about Emilia-Romagna and Turin were extrapolated, assessing the skills and learning environments of 15-year-old students. It emerged that “formal integration of the teaching of social-emotional skills into general practices, in all subjects, is widespread in schools in the Italian sites. In both Emilia-Romagna and Turin, social-emotional education is integrated into all subjects for 86 percent of 15-year-olds (average: 83 percent). Social-emotional education as a subject in its own right is less prevalent in Emilia-Romagna (14%), and particularly in Turin (2%),

than the average for the sites (38%). Despite the broad integration of social-emotional education among different disciplines in schools in the Italian sites, there is a lack of shared thinking among teaching staff about social-emotional teaching and learning. Specifically, 48% of students in Emilia-Romagna and 40% in Turin attend schools where not all teachers and school leader agree on teachers' responsibility for social-emotional learning (mean: 58%). Approximately 10 percent of students in Emilia-Romagna and 21 percent in Turin attend schools where there is a lack of shared thinking among school staff about the possibility of teaching social-emotional skills (mean: 42 percent)."

3. Examples of good practices

This paragraph intends to illustrate a survey of research carried out at a national level in order to bring out heuristic paths, explore the results of recently published





proposals and thus indicate good practices useful for outlining a new school system. The selection was made, without claiming to be exhaustive, according to research criteria that went to identify those more recent contributions that indicated proposals with scientific evidence aimed at the acquisition of socio-emotional skills, as well as touching on the specific theme of resilience at school.

The past COVID-19 pandemic crisis has further exacerbated the need to promote the psychological well-being of children and adolescents within educational contexts, highlighting the urgency of implementing support interventions aimed at responding to the psychological needs of students and teachers, as widely documented by multiple studies that have attested to the significant impact on their mental health. In this framework, the first contribution analyzed (Cavioni, V., Agliati, A., Conte, E., Gandellini, S., Lupica Spagnolo, M., Rossi, F., et al., 2021) focuses on the presentation of the results deriving from the experimentation of the PROMEHS project (PROMoting Mental Health at Schools), an initiative co-financed by the European Commission (2019-2022). The primary objective of PROMEHS is the creation, implementation and evaluation of a universal and comprehensive school curriculum aimed at promoting the mental health of students and teachers, extending from kindergarten to secondary school. The PROMEHS curriculum, conceived as an intervention model based on empirical evidence, has been tested in six Member States of the European Union, including Italy, whose experimentation is the specific focus of this analysis. The methodology adopted

involved a sample of 2358 students, with a balanced gender representation (50.6% females) and distributed across the different school levels (preschool 31.7%, primary 32.0%, lower secondary 24.6%, upper secondary 11.6%), together with the participation of 349 teachers (89.7% females). The effectiveness of the curriculum was evaluated through a quasi-experimental research design, using two groups (experimental and control/waiting) evaluated at two separate times, five months apart. Data collection occurred through a battery of standardized questionnaires, administered online to teachers, students and parents, in order to measure the changes that occurred in social-emotional learning (SEL), resilience and the attenuation of psychological distress. Statistical analyses conducted through repeated measures MANOVA revealed significant improvements ($p < .05$) in both socio-emotional learning and resilience, observed in both the student and teacher populations. These positive results, resulting from the PROMEHS project experimentation, offer valuable insights to policy makers operating in the school sector, suggesting concrete opportunities to innovate existing educational policies and implement evidence-based interventions aimed at actively promoting mental health within the school context. The emphasis placed on SEL and resilience as key elements for psychological well-being and adaptation of students and teaching staff underlines the need to systematically integrate these dimensions into curricula and pedagogical practices.

The contribution of Musicco et al. (2024) explores the synergies between social-emotional learning (SEL) and educational robotics as an innovative tool for teaching practice. Educational robotics, located at the intersection of engineering and social sciences in the field of human-robot interaction (HRI), offers through Robot-Assisted Training (RAT) a significant potential to support and enhance soft skills, including resilience. Distinguishing between physical and social/emotional interaction, the latter, which includes social and assistive robotics (SAR), focuses on the development of robots capable of socially interacting with users, providing emotional, cognitive and social stimuli crucial for development and learning. Social robots and SAR systems employ non-physical interactive modalities, such as language, facial expressions and gestures, integrating motivational, social, pedagogical and therapeutic capabilities relevant in educational and rehabilitative contexts (Matarić & Scassellati, 2016). Humanoid robots such as Pepper and NAO, leading figures originally developed by Aldebaran Robotics and now managed by United Robotics Group, are configured as highly functional tools at the full service

of teachers and educators, capable of offering personalized and inclusive support that encompasses the cognitive, emotional and relational dimensions of learning. The scientific literature in this field shows a growing interest in the application of social robotics for the improvement of socio-emotional skills, as evidenced by studies dedicated to teaching anxiety management (David & David, 2022) and to the development of empathy in children (Ziouzios et al., 2021). Further research explores the impact of emotional feedback provided by robots on social engagement and the acquisition of new knowledge (Ahmad et al., 2019), as well as the effectiveness of robot-assisted interventions in supporting the learning of students with specific disorders (Papadopoulou et al., 2022). The EMOTE project (2012-2016) represented an in-depth investigation into the role of empathic robotic tutors in the learning process and student behavior (Alves-Oliveira et al., 2019). Despite the promising prospects, research on the application of social robotics in the context of inclusion and in the support of students with special educational needs requires further large-scale studies to consolidate its effectiveness and role in the educational system. The analysis of the existing literature highlights a prevalence of studies focused on the clinical application of social robotics with children affected by Autism Spectrum Disorder (ASD), while research specifically oriented to the integration of these technologies in the ordinary school context is still in a development phase (Rossi, 2023). Therefore, this is a crucial area of investigation to fully exploit the potential of robotics as a tool to support inclusion and the development of socio-emotional skills, including resilience, in the educational context. The adoption of innovative teaching methodologies that integrate robotic technologies represents a concrete opportunity to provide targeted and effective support to teachers, educators, pedagogists and therapists (Pennazio, 2019). In particular, social robotics has been shown to be capable of establishing effective communication channels with children with ASD, facilitating shared attention and the activation of social behaviors (Pennazio, 2019). In particular, social robotics has been shown to establish effective communication channels with children with ASD, facilitating shared attention and the activation of social behaviors (Pennazio, 2019). Interaction with robots can be more accessible and predictable for these children than human interaction, thanks to the programmability of robotic responses (Campitiello et al., 2021). Studies have highlighted significant benefits in robot-child interaction, including increased social acceptability, facilitation of motor communication by imitation, and improved

shared attention (Campitiello et al., 2021). Companies such as United Robotics Group recognize the inclusive potential of robotics, with robots such as NAO and Pepper providing effective learning environments for children with various behavioral and learning disabilities (Manzo, 2023). Children with ASD's affinity for robotic technology facilitates eye contact and improves concentration, while the patience and non-judgementality of robots promote confidence and perseverance in learning. The humanoid and captivating aspect of robots like NAO contributes to engaging students, facilitating holistic learning. Furthermore, educational robotics activities promote inclusion through group collaboration, developing essential soft skills such as team working, communication and critical thinking (Marcianò, 2017). The use of cooperative learning in educational robotics laboratories (LRE) promotes the development of social skills and the creation of a cooperative learning environment (Piro, 2021), in line with the Deweyan vision of the school as a "miniature community". At a methodological level, educational robotics lends itself to the implementation of problem-solving-oriented teaching proposals, crucial for the development of skills appropriate to contemporary society (Piro, 2021). The use of robots facilitates the understanding of STEM concepts, offering a motivating and interactive educational experience. Despite challenges related to affordability, social acceptance, and the need for specific technical skills, the use of robotics in education offers significant potential to create engaging, accessible, and effective lessons, addressing the educational needs of all students. Further investigation and large-scale research and continued development of human-robot interaction capabilities are needed to further consolidate this role in inclusive education and to fully explore its potential in promoting SEL and resilience.

If pandemic transformations have exacerbated emotional and stress management challenges in schools (Iavarone, 2022), making the development of resilience a priority, a key skill for reinterpreting events and actively acting on one's well-being (Buccolo et al., 2021), the third article (Buccolo M., Ferro Allodola V., 2023) states how mindfulness, a practice of awareness of the present without judgment (Kabat-Zinn, 1994), emerges as an effective methodology for exploring emotions and enhancing resilience, with evidence of stress reduction and implementation of emotional balance (Branstrom et al., 2012; Siegel, 2009). In a context of growing childhood distress (Gray, 2011), adapted mindfulness proves promising for improving attention and self-control (Fontana & Slack, 1997). By integrating with social-emotional learning (SEL), which is crucial for the future (Schonert-Reichl,

2019; OECD, 2018), mindfulness at school promotes attention, resilience, emotional regulation and social skills (Coholic & Eys, 2016), with benefits also in the treatment of anxiety and depression (Dunning et al., 2019; Bauer et al., 2019). Resilience and socio-emotional skills were promoted in a fifth grade class through a mindfulness workshop based on the MBSR approach (Kabat-Zinn, 2003) entitled "Cultivating our inner garden". Led by university professors and students, the workshop involved 20 children and their support teachers. The specific objectives aimed to develop self-care, emotional and stress management, and awareness of thoughts, emotions and sensations to promote conscious responses rather than automatic reactions. The course, structured in eight weekly meetings of two hours, combined emotional education activities with meditative practices (breathing, body scan) and experiential practices (individual, couple, group) with moments of sharing and debriefing. The involvement of families, through homework that extended the meditative practice to the family environment, aimed to create an educational community oriented to well-being. The structure of the meetings included formal mindfulness practices, educational activities on emotional education and sharing of experiences. The laboratory approach promoted "metacognitive knowledge" (Teasdale et al., 1995), offering students the opportunity to observe their mental processes and choose conscious responses, promoting the construction of the "Self as a process" (Brown & Ryan, 2004) and the acquisition of fundamental emotional skills such as self-control, emotional regulation, empathy and resilience. The results of the MBSR laboratory highlighted the educational value of mindfulness in the school context, promoting personal responsibility, self-care and better emotional and communicative management between children and teachers. A crucial aspect that emerged is the potential of the MBSR model to emotionally support students during the delicate transition from primary to lower secondary school. Mindfulness promotes understanding of one's reactions to events, paving the way for a scientific debate on the integration of mindfulness-based interventions (MBI) into the school curriculum in an inclusive perspective that values differences. Although further long-term research is needed, especially for children with special educational needs (Malboeuf-Hurtubise, 2017), the experience of the MBSR laboratory suggests that emotional awareness can be cultivated starting from primary school. The practice of mindfulness contributes to the development of cognitive skills such as attention, concentration, working memory and problem-solving (Flook et al., 2010), improving the management of

emotions and difficulties both at school and at home. The hope is that the school becomes a real "school of life", integrating programs such as MBSR in a transversal way to promote resilience and knowledge of interpersonal processes, extending the practice also to teachers to promote authentic communication and shared growth (Rogers, 1973).

Conclusions

The analysis conducted in this article has strongly highlighted the inseparable link between social-emotional learning (SEL) and the construct of resilience, outlining a pedagogical horizon in which the harmonious development of emotional, social and cognitive skills is configured as a driving force for the construction of authentically inclusive educational contexts. In an era characterized by rapid changes and complex challenges, the ability to face adversity, to adapt to change and to persevere in the pursuit of one's goals becomes a fundamental skill for personal and social success. These skills not only promote individual well-being, but also promote the construction of more cohesive, collaborative and diversity-respectful school communities. Resilience, understood as the ability to recover from difficulties and transform adverse experiences into opportunities for growth, is nourished by the foundations offered by SEL. Students who have developed a solid emotional intelligence are better equipped to manage stress, regulate their emotions, build positive relationships and face challenges with a proactive attitude. The examples of good practices presented in the article, from the PROMEHS project to the use of educational robotics and mindfulness, demonstrate the variety of pedagogical approaches that can be effectively integrated to promote SEL and resilience. These approaches, despite their diversity, share a common focus on the importance of creating learning environments that are attentive to the emotional and social needs of students, which value direct experience, positive interaction and conscious reflection. However, effective implementation of SEL and building resilience requires a systemic commitment from schools, teachers, families, and the community as a whole. It is necessary to overcome the fragmentation of interventions and promote an integrated approach that permeates the entire school curriculum and all educational activities. Initial and ongoing teacher training must be strengthened, providing them with the pedagogical and relational skills needed to create inclusive learning environments and to support students' socio-

emotional development. It is essential that teachers themselves are models of resilience and emotional intelligence, capable of managing their emotions, communicating effectively and building positive relationships with students and families. Furthermore, it is crucial to promote greater collaboration between schools and families, involving parents in the educational process and providing them with tools and resources to support their children's socio-emotional development. Schools can become a point of reference for the community, offering training and support programs for parents, educators and other social workers. Moreover, it is important to conduct longitudinal studies that evaluate the long-term impact of SEL interventions on mental health, psychological well-being and academic and professional success of students. Ultimately, we can say that the integration of SEL and the promotion of resilience represent a crucial educational challenge for the future: investing in the harmonious development of the person, cultivating both intellectual and emotional intelligence, means training aware, responsible citizens, capable of facing the challenges of the present and building a sustainable and inclusive future. The school, in this perspective, is configured as a laboratory of life, in which not only disciplinary knowledge is learned, but also the transversal skills that allow one to live fully and contribute positively to society.

Author contributions

Introduction, Paragraph 1 to Prof. Orietta Vacchelli

Paragraph 2 and Conclusions to Prof. Generosa Manzo

Paragraph 3 to PhD. student Gianluca Barone

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