



“Helping Young People Develop their Unique Voice”

The Use of Drama and Creativity for the Proactive Socio-Emotional Education of the Global Citizen and the Fostering of Peace

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Introduction

Unique Voice (UV) is a 6-year-old drama and education company based in Bristol, United Kingdom. Over the past 6 years, UV has worked with mainstream schools and the local community equipping adults and, mostly, children with socio-emotional skills through the use of live performances and creative activities. UNESCO defines socio-emotional education as helping learners develop “a sense of belonging to a common humanity, sharing values and responsibilities, demonstrating empathy, solidarity and respect for differences and diversity” (UNESCO 2015, p.15). This kind of education is one of the core conceptual dimensions of Global Citizenship Education (GCED), together with cognitive and behavioural education¹, and all three are mutually reinforcing (UNESCO; 2015). It is the purpose of this paper to show how overt and proactive socio-emotional education in formal and informal learning environments is necessary and effective for the development of Global Citizenship. This writing will also show that drama and creative activities are excellent tools to achieve it and that no technical knowledge of Drama or the Arts is needed to implement these practices, provided the educators involved believe in the principles of Global Citizenship themselves and have a willingness to play with their pupils. Additionally, the research in this document will demonstrate that many adults today feel that more work on social and emotional skills in childhood would have benefitted them in adulthood. This paper does not discuss medical or clinical investigations and further exploration of the findings of this research is recommended.

Why is it Important to Overtly Teach Socio-Emotional Skills at School?

Children come into the formal education system to engage in a remarkably significant second socialisation process. Röder et. al. (2014) explain that during both the primary socialisation process -which children carry out at home with their primary carers- and the second socialisation process, young people are equipped with the social and emotional skills that will allow them to effectively interact with those around them. However, it is often the case that children come into schooling with a poorly developed first socialisation process (Röder et. al.; 2014). Arguably, this is the main reason why schooling should actively engage with the fostering of socio-emotional skills as much as it focuses on cognitive and behavioural education. Formal education could be said to be the first environment in which children will encounter a rich diversity of people and voices. Therefore, this environment seems ideal to actively help learners become “informed and critically literate; socially connected and respectful of diversity; and ethically responsible and engaged” (UNESCO 2015; p.23). This is especially important for children whose first socialisation has not been particularly well nurtured at home.

Another compelling argument for actively fostering the development of socio-emotional skills at school is the promotion of resilience, which is especially crucial for disadvantaged children. Röder et. al. (2014) explain that the children of overburdened, impoverished or poorly educated caregivers can often fail to develop a positive self-concept, self-regulation and an ability to cope with stress. They suggest that these early socio-emotional education interventions can increase their chances of becoming more cognitively, emotionally and socially competent long-term (Röder et. al.; 2014). Röder et. al. (2014) also state that, “prevailing institutional conditions materially influence the educational options available to children and thus the reproduction of social inequality by the education system” (Röder et. al., 2014 p.13). Actively boosting the resilience levels of vulnerable young people in schooling -and all education provisions for that matter- could be suggested to be essential to help them overcome their situations of disadvantage and increase their opportunities to have fulfilling and dignified adult lives.

¹ Cognitive education is to facilitate the acquisition of “knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and interdependency of different countries and populations” (UNESCO 2015; p. 15). Behavioural education is to help learners “act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world” (UNESCO 2015; p.15).

A Participatory Drama and Creativity Approach to the Development of Social and Emotional Skills

Research conducted by UNESCO has shown that,

“Introducing learners to artistic processes, while incorporating elements of their own culture into education, cultivates in each individual a sense of creativity and initiative, a fertile imagination, emotional intelligence and a moral ‘compass’, a capacity for critical reflection, a sense of autonomy, and freedom of thought and action.” (UNESCO 2006; p.4).

Arts in Education² is a powerful tool to stimulate cognitive development and trigger reflection on different phenomena from a variety of points of view. When actively used in the classroom, Art can often create a fertile thinking environment in which all learners have opportunities to share views and feelings about issues that cannot often be seen in the here and now (Pecaski McLennan and Smith; 2007, Cohen-Cruz; 2004). Art and, particularly, participatory Drama-related approaches to socio-emotional development can be used to problematise social and emotional situations that could have become socially normalised and, therefore, turned into forms of oppression for certain groups of people (Boal; 2002, Cohen-Cruz; 2004, Green; 2015, Thornton; 2012). Participatory approaches to the use of Drama as a socio-emotional education tool have often been utilised to challenge the oppression of minority race, gender or religious groups and foster empathy, integration and non-violence (Boal; 2002, Cohen-Cruz; 2004, Diamond; 1994, Thornton; 2012, Green 2015). These approaches empower participants by allowing them the ownership of the pieces that they are encouraged to discuss and critique or to perform (Cohen-Cruz; 2004).

The use of participatory drama and creativity in teaching could be argued to be an excellent tool for the fostering of meaningful and long-term learning as well. For over a century, educators like Dewey, Montessori, Piaget, Vygotsky, Freire and Dolci have emphasised the importance of the generation of instances of dialogue in the classroom to prompt successful constructive learning (Dolci; 1973, Garhart Mooney; 2000 and Freire 1970). Creativity, by nature, discourages all meaningless forms of rote learning. The open-ended nature of the questions asked by Drama and the Arts generates a wealth of opportunities for learners to be inquisitive and make sense of new information through the use of their existing knowledge of the world. Therefore, the Arts could be argued to be fertile ground for critical thinking processes and the building of long-lasting knowledge.

Who can Foster the Development of Socio-Emotional Skills through Drama

UV encourage all educators who adhere to the principles of Global Citizenship to use Drama and the Arts to facilitate the development of socio-emotional skills. The research discussed so far in this writing and the the UV experience suggest that; thanks to the universal nature of social communication, emotion and Art as human experiences; any educator who believes in dialogue, respect, diversity and critically thinking should be able to facilitate this kind of development. Experience has shown UV that the ideal teachers for this kind of approach are educators who are “expert(s) in maieutics, by which is meant a process of collective exploration, both theoretical and practical, and which takes as its starting point the experience and the intuition of the individual” (Dolci 1973, p. 140).

Having a willingness to play with learners can be argued to be another essential requirement for the teacher who wants to nurture socio-emotional skills through the use of creative activities. The educator who decides to engage in this kind of overt and proactive fostering of social and emotional abilities must feel comfortable with allowing plenty of play in their sessions and wanting to engage in play themselves. This would make their teaching practice consistent with the principles of Global Citizenship and the participatory nature of Art and Drama. In regards to materials, live performances, storybooks and films all have the power to trigger interesting debates on social and emotional matters.

² “The Arts in Education (AiE) approach, utilises the arts (and the practices and cultural traditions related to those arts) as a medium for teaching general curriculum subjects and as a way to deepen understanding of these subjects.” (UNESCO 2006; p.8).

Exploratory Research and Evidence of Unique Voice’s Work and People’s Perceptions on Socio-Emotional Education

This section of the paper will show the effectiveness of UV’s socio-emotional education through Drama and the Arts so far. It will also evidence how necessary this kind of education is according to UV’s partner organisations and lay people surveyed internationally.

Survey I

Name	Unique Voice 2016-2017 School Provision Outcomes
Respondents	Teachers who saw the anti-bullying (also known as “Triple R”) and “Online Safety” tours delivered to their students by UV during the 2016-2017 academic year.
Distribution method	Paper copy of a rating survey handed out by performers and workshop facilitators
Response mechanism	<ul style="list-style-type: none"> Part 1: Scoring of student’s learning outcomes with a 1 to 5 scale, 1 being the lowest possible score and 5 being the highest Part 2: Open-ended questions: “Would you recommend UV? If so, why?”
Purpose	Assessing the effectiveness of the tours
Tour Objectives	<ul style="list-style-type: none"> “Triple R” Tour: Raising awareness of the signs of bullying, the importance of not being a bystander, the feelings experienced by the victim and the perpetrator and possible ways to prevent the phenomenon -namely embracing diversity, understanding and non-violence. Online Safety Tour: Helping children stay safe from abuse whilst using the Internet and discouraging them from perpetrating abuse themselves.
Number of respondents	Part 1: “Triple R” Tour: 217 Online-Safety Tour: 80 Part 2: 130 responses from the “Triple R” tour survey were clear enough and used for analysis 71 responses from the “Online Safety” tour survey were clear enough and used for analysis Responses that did not state reasons absolutely clearly were not analysed

Synthesis of Evidence

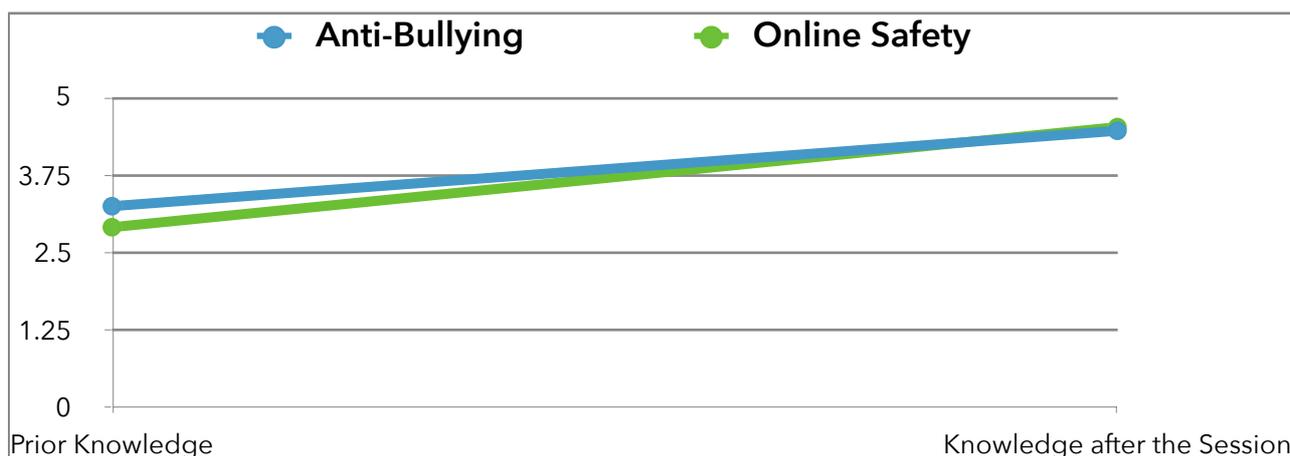
Part 1

“Triple R”

- Teachers gave an average student prior knowledge of bullying of 3.24 points out of 5.
- After the provision, the same educators scored learner’s knowledge of bullying as 4.46 points.
- This indicated an immediate awareness increase of 24.4% (1.22 points), before the children had had time to do follow-up work and reflection.

“Online Safety”

- Teachers scored their learners’ prior knowledge with an average of 2.9 points
- The immediate post-provision knowledge was rated with an average score of 4.52.
- This displayed an immediate awareness increase of 32.4% (1.62 points), before the children had had time to do follow-up work.



Part 2

“Triple R”

- Out of a total of 130 teachers who gave a clear reason why they would recommend UV, 69 claimed that they would do so because of levels of child engagement and how child-friendly the Drama and Arts teaching method was.
- 43 teachers indicated that their reason for recommendation would be the socio-emotional content of the provision.
- 11 teachers stated that they would recommend the UV services because they promoted a greater understanding and awareness of the contents discussed
- 7 educators said that they would recommend on the basis of memorability and impact.

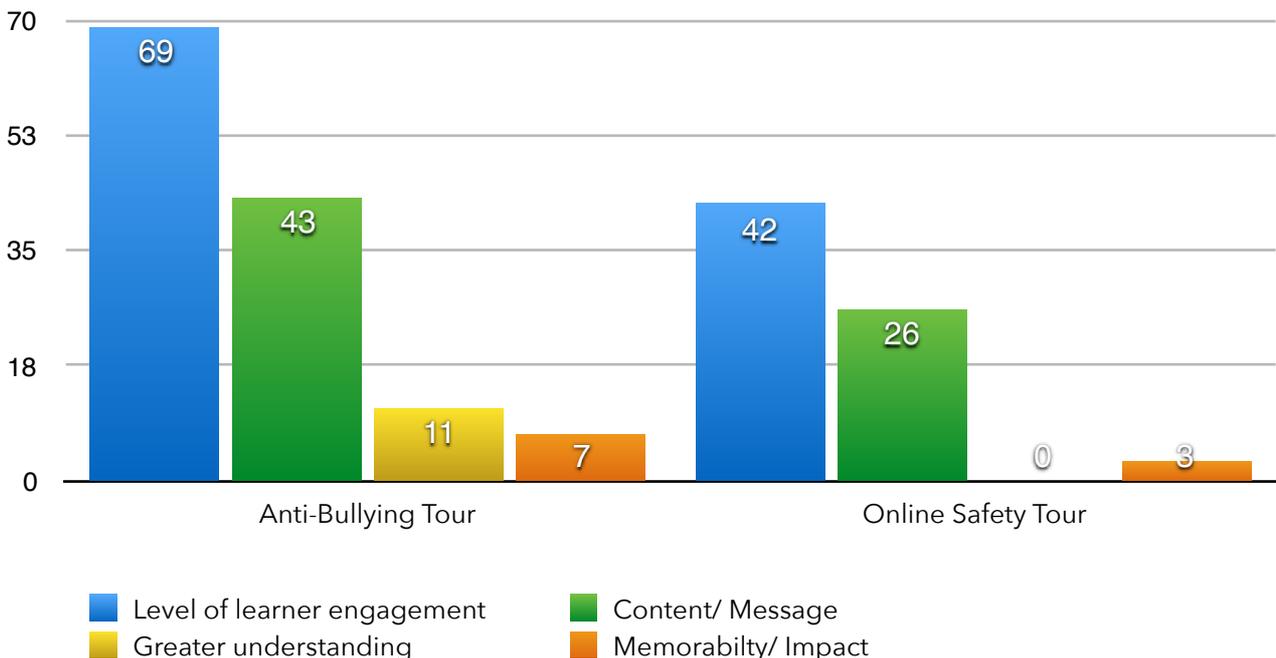
“Online Safety”

- 42 out of 71 teachers stated that they would recommend on the basis of how child-friendly and engaging the “Online Safety” provision was.
- 26 teachers indicated that they would recommend on the basis of the socio-emotional content discussed
- Only 3 respondents mentioned memorability and impact.
- No teachers mentioned greater understanding and awareness of the concepts discussed during the service

Observations

It could be argued, thus, that teachers would mostly recommend the UV services because of a perceived need to overtly discuss socio-emotional matters at school and because of the level of learner engagement generated by Drama and creativity. Arguably, greater long-term understanding and memorability can be better assessed a few weeks after a session rather than immediately after.

Recommendation Criteria



Survey II

Name	Teachers' Perceptions on Unique Voice's Provisions in Bristol and Socio-Emotional Education in the Schooling Process in the United Kingdom
Respondents	Class teachers who were teaching children before and after the UV anti-bullying and online safety Drama-based programmes in the 2016-2017 academic year.
Distribution method	A link to a Google Forms questionnaire was sent to the respondents by the author of this paper.
Response mechanism	Multiple-choice with 2 requests to open-endedly justify choices.
Purpose	Analysing teachers' perceptions on the work they themselves do on socio-emotional education before and after the delivery of UV programmes, as part of their regular teaching. Also analysing educators' opinions on the space socio-emotional education is given in the United Kingdom's education system and their overall opinion on the effectiveness of the UV educational services.
Number of respondents	12

Synthesis of Evidence

- Three quarters of the teachers surveyed expressed that there was a need for the anti-bullying and online safety education provided by Unique Voice in their classes.
- A quarter of the teachers responded that they did not know whether there was a need for this or not. None of the teachers claimed that there was no need for it at all.
- 83.33% of the respondents stated that they did devote a space to discussing socio-emotional matters in their lessons before the Unique Voice provisions whenever possible. The rest explained that they did not do it due to lack of time.
- 100% of the respondents agreed that Physical Social and Health Education (or PSHE, as socio-emotional education is known in the United Kingdom) should be mandatory in the National Curriculum.
- 83.33% of the teachers indicated that they would follow-up on the Unique Voice provisions: 70% of them on a regular and ongoing basis and the rest for between two days and a week.
- Eight out of twelve educators stated that they would carry out education on bullying and online safety long-term; three because these topics are included in their school's PSHE programme and five because they believed that the work would benefit their students at present and in their futures. Three teachers said that they would not continue working on these issues due to lack of time and one did not know if they would.
- Just under 60% of the respondents confirmed that they had noticed greater awareness of bullying and online safety matters in their students immediately after one single lesson with UV and 100% of them attributed this success to the interactive and conversational nature of the Drama-based approach used.
- All the respondents agreed that their learners would benefit from a regular, in-house produced, socio-emotional education workshop at their respective schools. Just over 33% of them did not think this provision would be plausible due to lack of time and/or funding. One teacher did not know if such provision would be possible.

Survey III

Reflections of Parties who Refer Vulnerable Children to Unique Voice for Holistic Creative Work

Name	Reflections of Parties who Refer Vulnerable Children to Unique Voice for Holistic Creative Work
Respondents	<ul style="list-style-type: none">• Four of the respondents were members of the local council or charities' early help teams for children suffering safeguarding-related issues (ranging from abuse to parental mental health problems and addictions)• One respondent was the coordinator of assistance services for young carers• One respondent was the Head Teacher of a young offenders' secure unit• One respondent was the coordinator of services for disabled children• All respondents were and are based in the city of Bristol
Distribution method	Telephone interview
Response mechanism	Open-ended questions for extended answering
Purpose	Gathering feedback on any benefits perceived in the children after Saturday and After-School Drama Clubs
Number of respondents	7

Synthesis of Evidence

Half of the interviewees claimed to have received positive feedback from carers and schools about the children's development of socio-emotional skills. The other 50% stated that they had observed an some kind of improvement themselves. Examples of improvement were higher levels of self-esteem and self-confidence, greater motivation and engagement, an enhanced ability to express emotions and new friendships.

Amongst the reasons why referrals are made to UV, respondents predominantly mentioned that the contents of the provisions are relevant to young people's lives, that the children find the environment and methodology in which activities are carried out safe and engaging and that the sessions help them communicate with those around them more efficiently. One of the interviewees mentioned that the Drama Clubs are of a therapeutic nature because they help learners abandon "fight or flight" mode and achieve calm -or help them transfer reaction to emotional stimuli from the reptilian brain to the limbic brain. It was repeatedly mentioned by the respondents that all these social and emotional developments were responsible for a significant boost in children's self-esteem.

The fact that the company's community services are free of charge was another reason to work with UV mentioned by the people interviewed. The majority of these welfare professionals work with low-income families, so the absence of a fee is helpful to parents who cannot afford extra-curricular services. All interviewees were asked to give their opinions on the space socio-emotional education has in the UK education curriculum. Seven out of the eight interviewees strongly stated that this kind of education should be mandatory. Most of them based their statement on a perceived need to provide all young people with real-life skills for the future and the prevention of mental health problems. Only one interviewee stated that they were not able to answer this question.

Survey IV

Name	Reflections by the Parents of Vulnerable Children
Respondents	Parents of disadvantaged children referred to UV by child welfare professionals
Distribution method	Face-to-face group interview
Response mechanism	Open-ended questions for extended answering
Purpose	Gathering feedback on any benefits perceived in the children after Saturday Drama School provision
Number of respondents	12

Synthesis of Evidence

Parents reported having observed a great number of benefits in the children who attended UV's Saturday Drama School. The most prevalent ones were growth in self-confidence, greater self-esteem and enhanced social skills. Parents attributed this to the fact that children were not "labelled" as disruptive in class and did not feel different from their peers. Interviewees also discussed having observed increased imagination and creativity in their children. They suggested that creative projects were a positive way for young people to channel negative energy and emotions. Additionally, the focus group mentioned an improvement in academic performance at school due to the enhancement of social skills prompted by the Drama Club. Finally, these parents claimed that they had appreciated being allowed to engage in creative activities with their children in the club, as this allowed them to feel supported and have fun together.

Parents discussed a number of concerns related to the UK education system. They mentioned that the mainstream school often labels children with special needs, which increases their vulnerability, in a vicious cycle fashion. They mentioned that society replicates these labels later on in life, which eventually stigmatises vulnerable people long-term. Interviewees expressed feelings of abandonment and helplessness due to the fact that there was nothing they could do about the way their children got excluded in the school environment. The group explained that school services are now less comprehensive than they used to be in the past due to cuts in funding for activities that assist children with special needs.

It could be argued that this qualitative survey too confirms the existence of a need to proactively engage in work on socio-emotional education in mainstream schooling. In fact, it could be suggested that the absence of this kind of work only worsens circumstances for children in need by widening the gap between them and children who do not have special needs. There is a real concern that this may cause them to struggle to achieve fruitful social lives in adulthood. This interview indicates that socio-emotional education and the principles of Global Citizenship need to be more exemplary implemented in the UK mainstream education system. This interview again confirms that explicit work on social and emotional skills through Drama and the arts is an effective tool for boosting resilience, encourage integration and improving communication.

Survey V

Name	Perceptions and Reflections on Socio-Emotional Education by Lay People
Respondents	18+ people who completed a secondary level of education and currently live in England or Spain or Argentina. People were asked to respond if they lived in the same region where they had finished secondary school
Distribution method	Google Forms link to online questionnaire emailed or sent through social media to respondents by author of the paper or to volunteer research assistants who then forwarded the link to respondents
Response mechanism	Multiple choice
Purpose	The purpose of this survey was to gather perceptions of today's adults on the formal education they received in childhood. The main aim was to find out whether people had received socio-emotional education and, if so, whether they felt it had been useful to them in their adult lives.
Number of respondents	A total of 210 people -70 per country

Synthesis of Evidence per Country

England³

Age ranges of respondents reached	<ul style="list-style-type: none"> • 18 to 30 year-olds: 42.85% • 31 to 40 year-olds: 31.42% • 41 to 50 year-olds: 5.71% • 51 to 60 year-olds: 17.14% • Over 60s: 2.85%
Kind of educational establishments attended by respondents who received learner-centred, secular and regular socio-emotional education	<ul style="list-style-type: none"> • State-run grammar schools: 20% • State-run non-grammar school: 80% • Privately-paid school: 0%

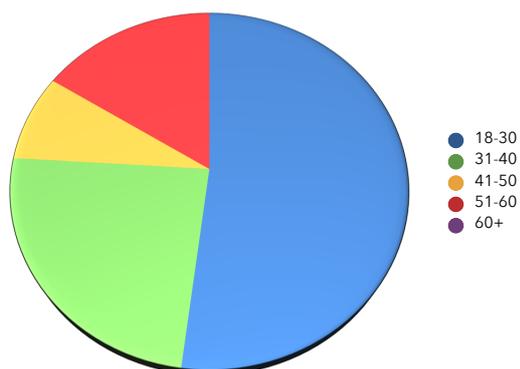
- **Out of the 70 people surveyed** in England, **only 25** claimed to have had education with the following features:

“Classes or a regularly taught (weekly, fortnightly or monthly) workshop unrelated to Religion or History studies in primary and/or secondary school in which students and teacher talked about matters such as family relations, friendships and other wider national and international level socio-emotional matters.”

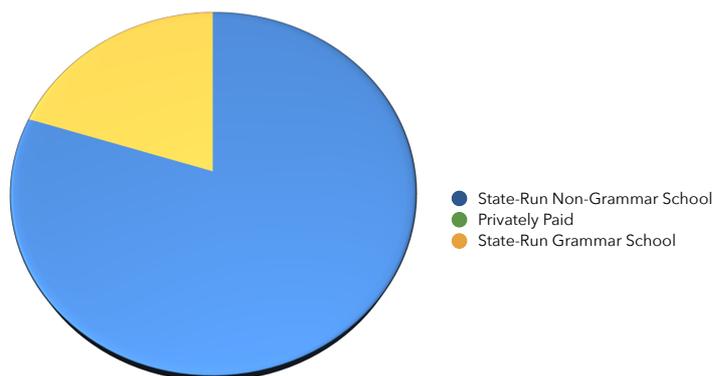
- Thirteen respondents between 18 and 30 years old claimed to have had such lessons. Only 30.70% of them stated these lessons were useful to them.
- Six people between 31 and 40 claimed to have received these lessons and over 65% of them felt these had been beneficial to them.
- Only two people between 41 and 50 claimed to have had such sessions and half of them mentioned they had found them beneficial.
- Four respondents between 51 and 60 years of age acknowledged having had these classes and all of them found them useful.
- The two 60 and over respondents reached by this survey stated that they had not had such lessons at school.

³ Please note that a state-run grammar school in England is an educational establishment which is highly academically-oriented. Admissions are done in accordance to entrance exam results. Other state-run schools do not require students to take entrance exams and are not as highly focused on academic excellence. England was surveyed instead of the whole of the United Kingdom for the purposes of greater rigour, as the implementation of the National Curriculum in the different countries within the UK may vary.

AGES OF THOSE WHO CLAIMED TO HAVE RECEIVED LEARNER-CENTRED, SECULAR AND REGULAR SOCIO-EMOTIONAL EDUCATION AT SCHOOL

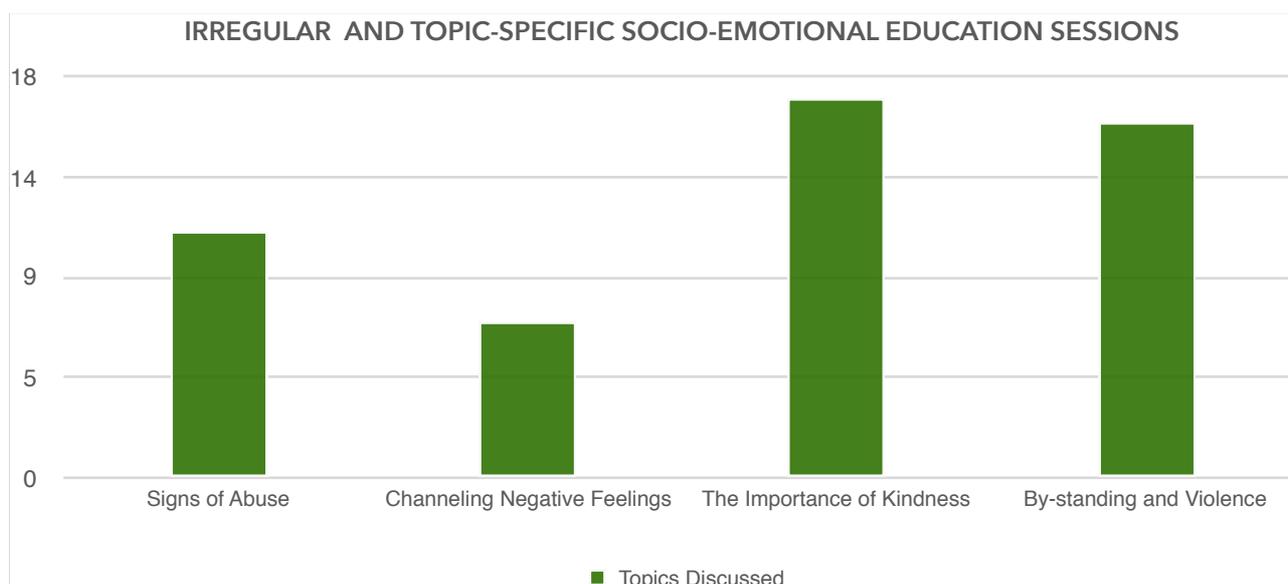


KIND OF EDUCATIONAL ESTABLISHMENT ATTENDED



People were asked if they had had secular, topic-specific, irregular or one-off lessons on matters such as emotional and physical abuse, the importance of kindness, channeling negative emotions and/or the importance of not being a bystander when witnessing aggression. The purpose of this question was to find out if people had had at least isolated sessions on matters that are closely related to the prevention and resolution of different forms of conflict. Out of 70 respondents:

- 15.71% had tackled signs of abuse.
- 10% had discussed positive ways to channel negative feelings.
- 22.85% had had sessions based on the discussion of not by-standing when witnessing violence.
- 24.28% had addressed the importance of being kind to others.



Respondents were asked if they had ever felt in adulthood that education like the one described below would have benefited them or people in their circle of family and friends.

“A regular lesson (weekly, fortnightly or monthly) in which the children together with a teacher only and specifically discussed social issues - from family and friend relationships to wider national or global social issues. A lesson in which the class explored the students' take on the issues being discussed and together generated conclusions on how to best deal with them.”

- 75.71% of the survey respondents answered affirmatively about themselves.
- 82.85% of the survey respondents answered affirmatively about those in their families and friends circles.

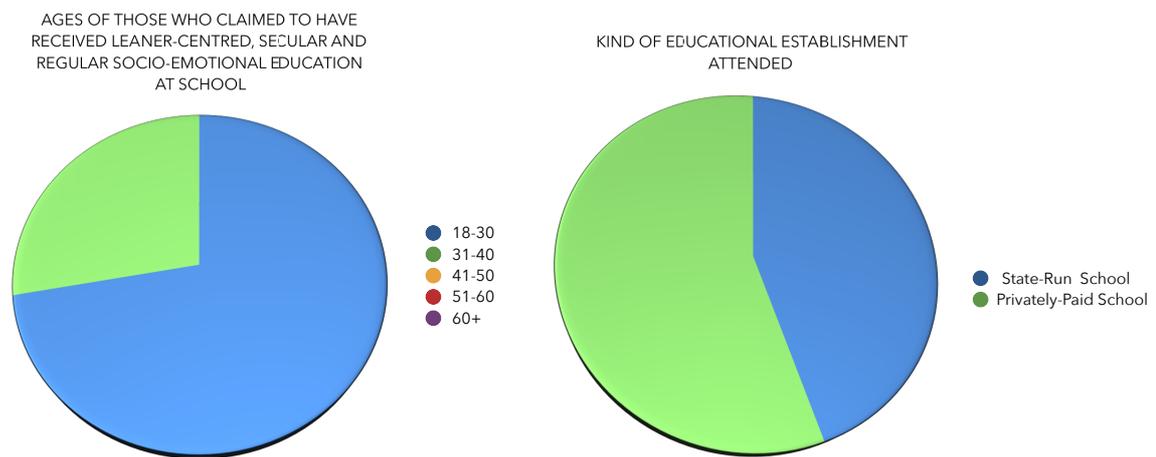
Spain

Age ranges of respondents reached	<ul style="list-style-type: none"> • 18 to 30 year-olds: 65.71% • 31 to 40 year-olds: 21.42% • 41 to 50 year-olds: 2.85% • 51 to 60 year-olds: 7.14% • Over 60s: 2.85%
Kind of educational establishments attended by respondents who received learner-centred, secular and regular socio-emotional education	<ul style="list-style-type: none"> • State-run school: 44.44% • Privately-paid school: 55.55%

Out of the 70 people surveyed in Spain, 18 claimed to have had education of the following nature:

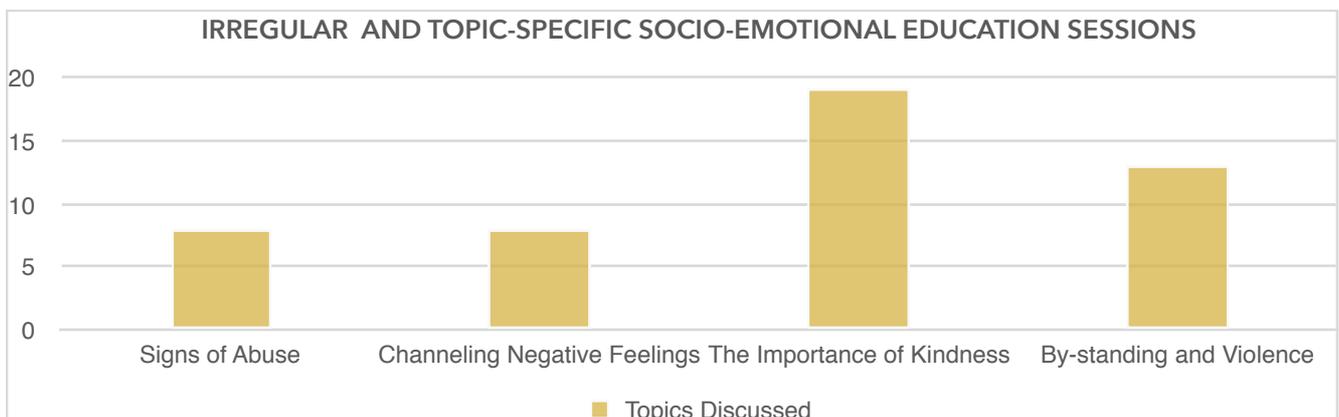
“Classes or a regularly taught (weekly, fortnightly or monthly) workshop unrelated to Religion or History studies in primary and/or secondary school in which students and teacher talked about matters such as family relations, friendships and other wider national and international level socio-emotional matters.”

- Only 18 to 40 year-olds claimed to have had these lessons.
- 50% of the people who found it beneficial were 18 to 30-year-olds.
- 16% of the people who found it beneficial were 31 to 70-year-olds.
- 33.33% of people did not find this kind of education beneficial at all.



In regards to topic-specific socio-emotional learning sessions, respondents in Spain claimed:

- That 11.42% had learnt about the signs of abuse.
- That 11.42% had discussed positive ways to channel negative feelings.
- That 18.57% had had lessons that tackled not by-standing in positive ways when witnessing violence.
- That 27.14% had discussed the importance of being kind to others.



Similarly to England, respondents in Spain claimed to have thought that socio-emotional skills lessons like the ones described below would have benefited them and people around them in their adult lives:

“A regular lesson (weekly, fortnightly or monthly) in which the children together with a teacher only and specifically discussed social issues – from family and friend relationships to wider national or global social issues. A lesson in which the class explored the students' take on the issues being discussed and together generated conclusions on how to best deal with them.”

- 75.71% of the survey respondents answered affirmatively about themselves
- 84.28% of the survey respondents answered affirmatively about those in their families and friends

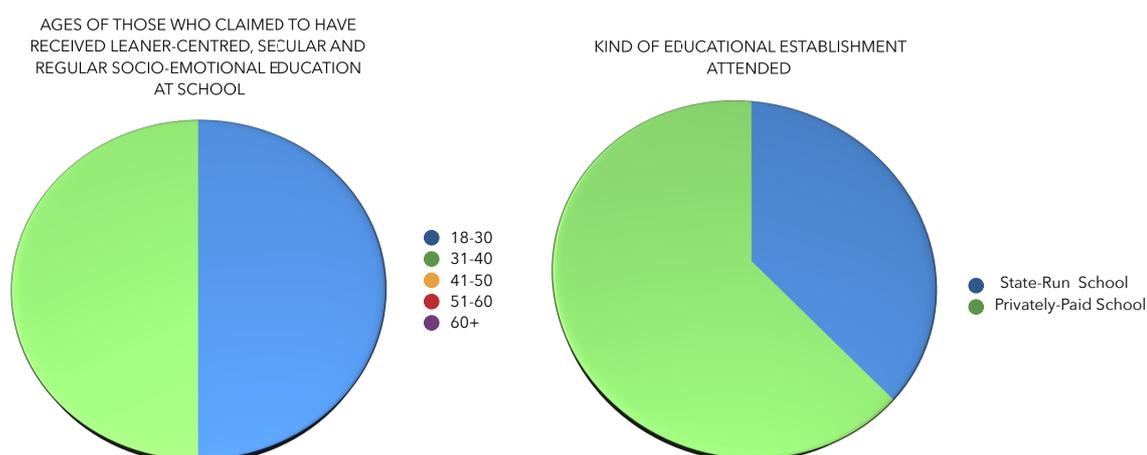
Argentina

Age ranges of respondents reached	<ul style="list-style-type: none"> • 18 to 30 year-olds: 60% • 31 to 40 year-olds: 34.28% • 41 to 50 year-olds: 1.42% • 51 to 60 year-olds: 0% • Over 60s: 4.28%
Kind of educational establishments attended by respondents who received learner-centred, secular and regular socio-emotional education	<ul style="list-style-type: none"> • State-run school: 37.5% • Privately-paid school: 62.5%

In Argentina, **only 16 of the total 70 respondents claimed to have received education** such as the one described below, all of them under 40 years of age:

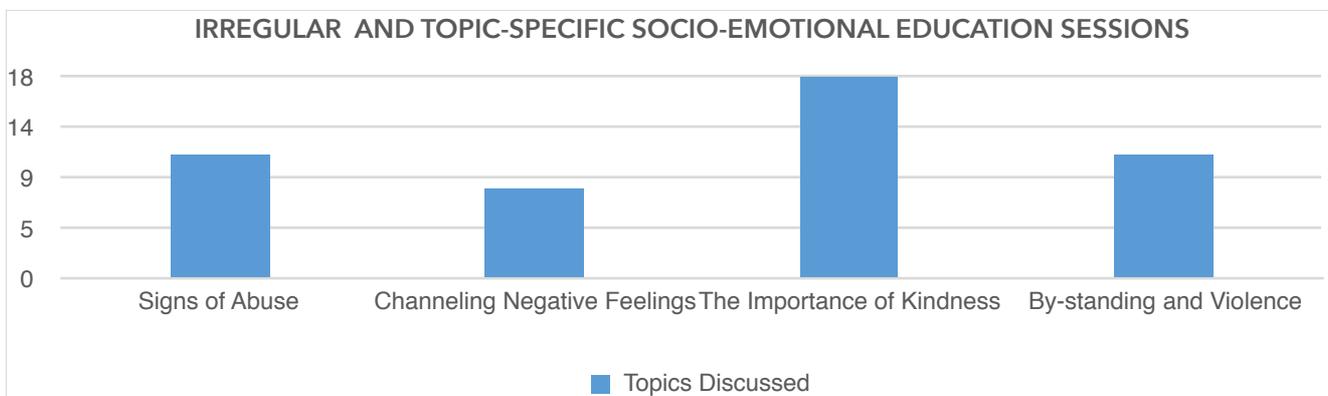
“Classes or a regularly taught (weekly, fortnightly or monthly) workshop unrelated to Religion or History studies in primary and/or secondary school in which students and teacher talked about matters such as family relations, friendships and other wider national and international level socio-emotional matters.”

- Of these people, 50% were between 18 and 30 and 50% were between 31 and 40.
- Only 1 person in this group, someone between 18 and 30, claimed to not have found this education beneficial in any way.



From the respondents who claimed to have received at least a “one-off” socio-emotional education session on any of the topics mentioned previously, respondents stated:

- That 15.71% had learnt about the signs of abuse.
- That 11.42% had discussed positive ways to channel negative feelings.
- That 15.71% had had lessons that tackled not by-standing in positive ways when witnessing violence.
- That 25.71% had discussed the importance of being kind to others.



Like in the countries analysed previously, respondents in Argentina also felt that education like the one described would have been beneficial to them and/or the people around them in their adult lives:

“A regular lesson (weekly, fortnightly or monthly) in which the children together with a teacher only and specifically discuss social issues - from family and friend relationships to wider national or global social issues. A lesson in which the class explore how the students' take on the issues being discussed and together generate conclusions on how to best deal with them.”

- 71.42% of the survey respondents answered affirmatively about themselves
- 81.42% of the survey respondents answered affirmatively about those in their families and friends

Observations on the Three Countries

- Even though a significant majority of respondents in all countries were millennials⁴, in proportion, more millennials acknowledged having received socio-emotional education than older generations.
- In general, the people who acknowledged having received continuous, secular and learner-centred education focused on social and emotional development were a minority.
- The perception of its usefulness when provided was variable.
- Both long-term programmes and “one-off” topic-based sessions could be said to have been scarce. Of the four non-violence focused topics mentioned to respondents, the importance of treating people kindly and not by-standing when witnessing violence seem to have been the topics most frequently tackled.
- In England, the state-run schools who are focused on academic excellence the least seem to have been the ones that devoted more time to the development of social and emotional skills in their learners. In Spain and Argentina, learners who attend privately-paid educational establishments seem to have been more likely to access socio-emotional education.
- The vast majority of respondents in all three countries feel that they would have found it beneficial to have received secular, learner-centred education focused on social and emotional development.
- A larger majority of respondents in all three countries feel that their family and friends would have benefited of socio-emotional education more than themselves. This fact could be argued to have remarkable socio-emotional significance.

Concluding Remarks

In conclusion; it could be stated that the overt fostering of social and emotional skills does effectively aid the development of Global Citizenship; by both equipping people with social and emotional assets such as resilience, critical thinking and effective communication strategies and by indirectly nurturing the development of cognitive and behavioural skills. Socially and emotionally effective young people can be argued to have greater opportunities of present and future wellbeing in their local and global communities. These socio-emotional abilities and wellbeing could be claimed to ease interpersonal understanding, prevent conflict and aid conflict resolution. Not empowering children who have been exposed to trauma and adversity with social and emotional skills could be suggested to be a contribution to the perpetuation of their place of disadvantage and a form of collective neglect. Drama and creative activities seem to be ideal vehicles for this kind of education, as they are shared human experiences, allow

⁴ A person reaching adulthood in the early 21st Century

people to openly discuss social matters in critical ways and foster understanding from a multiplicity of perspectives.

This exploratory research has shown that socio-emotional education still has not been allowed the space it appears to need in formal schooling to guarantee sufficient and more equal opportunities of social development to all. It would be incorrect and unethical to state that socio-emotional education through Drama and the Arts is the single solution to individual and global social and emotional problems. Nevertheless, evidence suggests that it would certainly be beneficial if education professionals implemented it more frequently and actively in teaching practice in the UK and overseas.

Due to the fact that Global Citizenship is comprised by behaviours rather than theoretical knowledge, it is problematic to expect its assessment through standardised testing. This arguably explains why a real engagement in GCED and ESD is taking long to be fully achieved, even though the need for it is evident. As mentioned several times at the Global Citizen Education Forum 2017 in Ottawa, measurable evidence is often expected in exchange for policy development and funding. However, if education professionals hope to make effective GCED and ESD a reality soon, they might have to advocate and campaign for a shift in what is understood by "good quality education": The current crises affecting humanity across the globe at present perhaps demonstrate how the school environment should become a place where building positive relations with others is a priority over producing so-called "good academic outcomes". Positive relationships with ourselves and others in youth seem to ultimately determine the wellbeing and prosperity of our adult lives. Consistent and continuous lobbying for change alongside constant efforts to practise GCED and ESD in the current scenario might be the best way to trigger its massive implementation in the future.

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