

Integration of Social and Emotional Learning (SEL) Skills in the Algerian Preparatory Education Curriculum.

Addar Zohra

*Institut National de recherche en
Éducation – Algiers.*

zohra.addar@inre.dz

ZERGUI AICHA

*Institut National de recherche en
Éducation – Algiers.*

aicha.zergui@inre.dz

Received: 02/11/2025

Accepted: 14/12/2025

published: 26/12/2025

Abstract:

This study aims to explore the extent to which social-emotional learning (SEL) skills are included in the preparatory education curriculum (preschool) in Algeria, by analyzing the activities included in the curriculum and analyzing the theoretical foundations on which it is based. This is in view of the importance of social-emotional learning for pre-school children and its repercussions on their achievement and personal level in the stages of their schooling and post-schooling. If learning is young, such as engraving on stone, as well as building the social and emotional skills of the child from an early age, it makes him an individual who is able to adapt and integrate into his society, especially in light of the social and cultural transformations witnessed by today's societies due to technological development that led to the fading of borders and the invasion of cultures. Within the framework of achieving the objective of the study, the content analysis methodology was adopted, including a desk analysis of the official curriculum issued by the Algerian Ministry of National Education and the theoretical foundations of the curricula.

The analysis revealed that there are initial trends towards integrating aspects of social-emotional learning skills in educational activities, such as promoting cooperation and respect for the other, but these aspects remain marginal and unsystematic, as the curriculum focuses mainly on traditional academic skills. The results also showed that the theoretical foundations of the curricula depend on international educational references, but they lack localization in accordance with Algerian cultural and social specificity. The study emphasizes the need to develop a national framework that clearly integrates social-emotional learning skills into curricula, while strengthening partnerships between educational institutions and the family to ensure balanced development of the child, and proposes further studies to measure the impact of experimental programs in this field. Keywords: social-emotional learning skills, preparatory education, Algerian curricula, early childhood, educational activities.

Keywords: social-emotional learning skills, preparatory education, Algerian curricula, early childhood, educational activities.

.1Introduction:

Early childhood, specifically the preparatory education period, is one of the most important formative stages in the life of the individual, as a foundational stage in the educational and psychological construction of the child ; because of its pivotal role in shaping the first structures of knowledge, identity and various social and emotional skills. In the midst of the rapid sociocultural transformations witnessed by contemporary societies, the first educational institutions have become required to go beyond their traditional role in the development of academic skills, towards adopting holistic approaches that integrate social and emotional aspects within the engineering of educational curricula. In this context, the concept of Social and Emotional Learning (SEL) emerges as a global educational orientation aimed at empowering children with a set of basic competencies that allow them to understand themselves, regulate their emotions, build healthy relationships, and make responsible decisions (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2020).

Many studies have shown that social-emotional learning in the early years of a child's life, especially in preschool, is a critical variable in the development of emotional intelligence and social skills, because of its direct impact on promoting the balanced development of the child, and helping him to interact positively with himself and his social and cultural environment, which is reflected positively on the results of academic achievement and on the mental health of children later (Denham, Bassett, & Wyatt, 2007; Jones & Bouffard, 2012). The educational psychology literature indicates that skills such as “self-awareness,” “emotion management,” “empathy,” and “conflict resolution” are essential pillars of the learning process, as they help the child to interact positively with his surroundings, and to acquire the ability to cope and solve problems in a changing academic and social environment (Bridgeland, Bruce, & Hariharan, 2013).

In this context, global interest in institutionalizing SEL skills within official curricula has increased, especially in countries seeking to modernize their educational system to keep pace with overall quality standards in education. UNESCO reports (UNESCO, 2021) indicate that integrating these skills has become an urgent educational necessity, especially in light of the challenges posed by digital transformations, the decline of traditional social interaction, and the spread of patterns of anxiety and isolation among children.

In the Algerian context, the talk about the development of educational curricula is accompanied by a growing awareness of the importance of the preparatory education stage, as the first ground for building the integrated personality of the learner. In recent years, a number of educational reforms have been issued that focused on adapting educational contents to the standards of comprehensive competence, with initial attempts to integrate some aspects of compassion in early education (National Center for Program Development, 2020). However, this trend, despite its importance, still raises fundamental questions about the extent of its integration and clarity, especially in the absence of a clear national reference framework concerned with SEL, and the weakness of cultural localization of its concepts within Algerian specificity.

Hence the importance of this study, which aims to explore the extent to which the preparatory education curriculum in Algeria includes social-emotional learning skills, by analyzing its content and reviewing the theoretical foundations on which it is based. This study is of a critical analytical nature, as it seeks to determine the extent to which the social-emotional dimension is represented in the proposed educational activities for children, and their compatibility with international standards on the one hand, and with the psychological and social needs of the Algerian child on the other.

From this reality, the following problem arises: To what extent does the Algerian preparatory education curriculum include social-emotional learning skills, in terms of conceptual construction and pedagogical organization of activities, and their consistency with global standards of social-emotional learning? This problem is divided into a set of questions that we are trying to answer in the course of this study, namely:

What are the social and emotional competencies that the child is supposed to acquire in the preparatory education stage?

To what extent are social-emotional learning skills (according to the five CASEL competencies) present in the objectives, contents and activities of the official curriculum?

To what extent does the Algerian official curriculum take these competencies into account in the proposed educational activities?

Are the theoretical references on which the curriculum is built based on modern pedagogical models in line with SEL concepts?

What are the challenges hindering the activation of SEL in the Algerian context, and what are the possible ways to develop curricula in this direction?

Aims of study

This study aims to achieve a set of academic and methodological objectives, the most prominent of which are:

1. Analyze the conceptual and pedagogical structure of the Algerian preparatory education curriculum to reveal its representations of social-emotional learning skills.
2. Monitor indicators of SEL skills within formal curriculum contents, and determine whether they are explicitly or implicitly included.
3. Comparing the Algerian curriculum with international standards in the field of emotional and social education, especially according to the CASEL model.
4. Identify the strengths and shortcomings in integrating SEL skills within the curriculum, and propose ways to develop it in line with Algerian cultural and social specificity.
5. Contribute to building a knowledge base for future field research on the effectiveness of SEL in Algerian kindergartens.

Betting on the integration of social-emotional learning into educational curricula is not an educational luxury, but an investment in building a balanced human being who is able to face the complexities of contemporary reality, interact with the other, and make his decisions based on the values of cooperation, tolerance, and responsible citizenship. In the Algerian case, this requires a multidimensional approach, combining curriculum modernization, teacher training, family involvement, and adapting global references to the local context.

2. Literary review

1.2 Social-Emotional Learning Skills: Concept and Components

Social and Emotional Learning (SEL) is one of the modern educational concepts that have emerged within the efforts to reform educational curricula in recent decades. It refers to

the process through which individuals, especially children, acquire a set of personal, social and emotional competencies that help them understand themselves, regulate their feelings, interact positively with others, and make responsible decisions (Casel, 2020) (Weissberg et al, 2015). The fundamental importance of this type of learning is that it enables the child to build an emotional and behavioral base that contributes to the formation of his integrated personality, and prepares him to face the challenges of life inside and outside school.

The concept of SEL has evolved, especially in recent decades, bypassing the reductionist vision that limited education to its academic dimension, to establish a new approach that considers emotional and social competence as the basis for successful learning and personal well-being. Jones & Doolittle (2017) also showed that SEL is not an educational luxury, but a necessity for balanced mental and behavioral development in school environments. As the most prominent international reference in this field, the Cooperative Authority for Academic and Social Emotional Learning (CASEL) has formulated an integrated reference concept based on five central dimensions that represent the main pillars of any educational program or intervention aimed at developing emotional and social skills. These dimensions are interrelated and overlapping competencies, which are as follows:

1. **Self-awareness:** This dimension relates to the learner's ability to recognize their feelings, understand their motivations, appreciate their self abilities, and understand their strengths and weaknesses, in addition to building a positive image of the self. It also includes awareness of personal values and beliefs, and self-confidence. Studies such as McClelland et al. (2017) that developing this awareness at an early age helps the child make realistic decisions and organize their behavior in a constructive way.
2. **Self-management:** The ability to regulate emotions, control behavior, manage stress, set and achieve personal goals, and resist frustration and impulsivity. Murano et al. (2020) in its meta-analytical review that successful SEL programs are mainly based on strengthening this dimension, especially in the preparatory stages that are critical in acquiring disciplined behavior.
3. **Social awareness:** Social awareness is about understanding the perspectives of others, showing empathy for them, and respecting cultural and social diversity. In this context, O'Conner et al. (2017) found that this dimension enhances the child's ability to interact positively in diverse environments, and is fundamental to preparing pupils to live in pluralistic societies.
4. **Social skills:** (Relationship skills) refers to the ability to establish and maintain positive relationships, including skills for effective communication with others, teamwork, and peaceful conflict resolution, and Blewitt et al (2018) have proven that the development of these skills from an early age leads to a noticeable improvement in classroom interaction and involvement in educational activities.
5. **Responsible decision-making:** The ability to make constructive choices based on ethical standards, social considerations, and estimating outcomes. Jones et al. (2015) show that this skill develops gradually through repeated learning in realistic situations, and that it plays a role in reducing risky behaviors and improving academic performance.

These five dimensions, as presented by CASEL, are not just separate competencies, but are an integrative system that establishes a comprehensive education that goes beyond cognitive indoctrination towards building a psychologically and socially balanced human being. The results of many empirical studies indicate that children's early learning of these skills is positively related to their academic and emotional development in the long term. It

also contributes to reducing their aggressive and isolationist behaviors, and enhances their ability to adapt and learn in different school environments (Durlak et al., 2011 Taylor et al., 2017). In a comprehensive study conducted by Durlak et al. (2011), more than 270 thousand students were included, Mahoney et al. (2020) found that incorporating these dimensions into a formal curriculum requires strategic vision, ongoing training of educators, and institutional collaboration involving the family, school, and community.

On the other hand, researchers point to the need to adapt SEL concepts to local cultural and social contexts, as the success of their application in curricula depends on their suitability for societal, religious and linguistic values specific to each country (Weissberg et al., 2015). This challenge is clearly evident in countries that still adopt imported educational models that do not integrate with cultural specificities, including the Algerian context.

In light of the above, the inclusion of social-emotional learning skills in preparatory education curricula is a pedagogical and strategic bet that contributes to building the child's personality in its various aspects, and represents a starting point towards a more inclusive and integrated educational system.

2.2. Importance of social-emotional learning in early childhood

The early childhood stage, especially the preparatory stage (3–6 years), is a pivotal stage in the personal, emotional and social formation of the child, during which the foundations of self-identity are crystallized and the first building blocks of social interaction and self-organization are formed and a large number of psychological, social and emotional abilities accompany the individual throughout his life. Based on what developmental psychology research confirms, the skills a child acquires at this stage are not limited to cognitive aspects only, but also include his emotional and social development, which is a prerequisite for positive interaction with the environment, school readiness, and lifelong learning (Bierman et al., 2008). In this context, the results of the study of Taylor et al. (2017) that the impact of SEL programs is not limited to the periods in which the programs are implemented, but their impact extends for years, which indicates the strength of these programs in establishing a sustainable growth in the child's behavior and ability to cope

The literature suggests that the inclusion of SEL in preschool contributes to the development of a range of core competencies, including empathy, emotional regulation, problem solving, and social relationship building (McClelland et al., 2017; Bierman & Motamedi, 2015). Recent studies have shown that an imbalance in a child's emotional and social development can lead to disturbances in behavior, learning, and school affiliation, reinforcing the need to systematically integrate SEL skills into early education (Denham et al., 2012). Children who have the ability to empathize, to express their feelings, and to resolve conflicts in a constructive manner tend to succeed better in collaborative learning environments, and show a higher willingness to interact with the teacher and colleagues, compared to their peers who lack these skills (Zins et al., 2004).

From a neurodevelopmental perspective, the scientific literature suggests that a child's brain in its early years is in a state of rapid development, making it more amenable to the acquisition of affective skills, and the development of prefrontal cortex functions responsible for impulse control, decision-making, and behavioral planning (Shonkoff & Phillips, 2000). Thus, early pedagogical interventions that consciously and planningly incorporate SEL skills contribute to the formation of a supportive brain structure for future learning and prosocial behavior.

Many countries, especially in Europe and North America, have adopted systematic programs to promote SEL in early childhood within formal education, and experimental results have shown remarkable success of these programs in improving school adaptation, reducing aggressive behaviors, and increasing children's ability to express their feelings and cooperate with their peers (Domitrovich et al., 2007). UNICEF (2019) also stressed the need to include emotional education in primary education as part of the right to integrated child development, and as a key component in achieving the Sustainable Development Goals related to quality education (Goal 4).

Based on the above, it can be said that the importance of SEL in early childhood is manifested in being a preventive and developmental tool at the same time, which promotes the integrated development of the child and qualifies him to acquire academic and social competencies at the same time. Therefore, the integration of SEL into the official curricula is not a secondary educational option, but a strategic necessity that calls for real localization in line with the Algerian cultural and social context.

In the Algerian context, the preparatory education stage is of increasing importance within the educational reforms adopted since the beginning of the third millennium, especially within the framework of adopting the approach with competencies. Although the preparatory curriculum refers to some emotional aspects such as “enhancing self-confidence” and “mutual respect”, these elements often remain unstructured within the activities, and their implementation lacks a precise pedagogical framework that explicitly links them to SEL skills as developed in the global literature (Ministry of National Education, 2020). This indicates a gap between the general orientations of the curricula and the actual programs applied within the preparatory department, where educational practices are often focused on traditional cognitive aspects without paying sufficient attention to the social emotional dimension.

Based on the above, it can be said that the integration of social-emotional learning skills in early childhood does not represent an educational luxury, but rather a necessity dictated by the transformations of reality, and the child's psychosocial needs, especially in a world moving towards greater complexity and multiculturalism. In the Algerian context, this requires a re-examination of the introductory curricula in terms of structure, contents and pedagogical configurations directed to teachers, allowing for an in-depth understanding of SEL skills and their effective integration into classroom practice.

3.2. References for building curricula and their compatibility with social-emotional learning skills

The theoretical and philosophical references on which the construction of educational curricula is based are a decisive factor in determining the quality of the competencies to be developed by the learner, and they also affect the nature of the content, the way it is organized, and the mechanisms for activating it within the educational space. While traditional approaches have focused on the development of academic knowledge and cognitive skills, contemporary educational transformations, driven by societal and research transformations, have spawned a new orientation that pays increasing attention to the development of the emotional and social dimensions alongside the cognitive dimension, within the framework of holistic approaches aimed at building the “competent learner” at the cognitive, emotional and social levels (OECD, 2018).

The competency approach is one of the most prominent references adopted by many educational systems, including Algeria, within the framework of curriculum reforms since the

beginning of the third millennium. This approach is based on the idea that competence is "the ability to mobilize cognitive, **emotional** and behavioral resources in order to face complex situations" (Perrenoud, 1999), which is in principle consistent with the spirit of social-emotional learning, which focuses on empowering the child with internal and external resources to meet the challenges of daily and school life. However, the problem lies in the practical application of this approach, as it is often reduced to cognitive and behavioral dimensions, without actually activating the emotional dimension in the formulation of educational goals, in the organization of contents, or in the planning of classroom activities (Miled, 2021).

In the Algerian context, official documents refer to the adoption of the principles of constructivist and social constructivist theory in the construction of the preparatory curriculum, this perception that focuses on social interaction as a mediator to build higher mental functions, and sees that the child builds his knowledge and skills through active interaction with his environment. The preparatory education curriculum document emphasizes the need to "develop the child's personality through positive interaction with himself and his surroundings", and to "enhance self-confidence, cooperation and mutual respect" (Ministry of National Education, 2004, p. 9). However, this trend, while important, remains unsupported by an explicit and systematic conceptual system related to SEL skills as they are structured in the global literature, whether in terms of definitions, learning indicators, or evaluation tools. This makes re-engineering the curriculum according to the SEL vision urgent, provided that its inclusion as abstract concepts is not by translating them into daily educational practices such as dialogues, interactive games, and group activities that develop communication skills, self-discipline, and empathy. Programs such as *paths and Second Step* have proven effective in this regard, as reported in **Bierman & Motamedi (2015)**.

Several analytical studies have confirmed that Arabic curricula, including the Algerian curriculum, sometimes adopt concepts imported from Western educational contexts without localizing them culturally or linguistically, which leads to weak practical effectiveness of those concepts in classroom practices (Faour & Muasher, 2011; Abou Assali, 2021). This challenge is further complicated when it comes to concepts of an emotional-social nature, which need to be carefully adapted taking into account the value, religious and social specificity of Algerian society.

At the international level, the Organization for Economic Cooperation and Development (OECD) in its report on "The Future of Education" calls for the inclusion of so-called global competencies within the curriculum, which include the skills of emotional communication, critical thinking and mutual respect, and is a direct extension of the skills of the SEL. UNESCO also recommends the need to "integrate the emotional dimensions in curriculum engineering by adopting transdisciplinary approaches based on a comprehensive understanding of the learner as a cognitive, social and emotional object" (UNESCO, 2015, p. 13)

In this sense, the inclusion of SEL in the Algerian preparatory curriculum requires a comprehensive review of the approved educational references, through the development of a national conceptual framework for social-emotional learning skills, the training of teachers in this field, and the adaptation of pedagogical tools to allow the practical implementation of these skills within the classroom environment, taking into account the Algerian cultural and societal specificity.

2.3 ..The location of social-emotional learning skills in the official curriculum of preparatory education in Algeria

The official curriculum of preparatory education in Algeria is the basic reference document that defines pedagogical orientations, educational objectives and activities for preschool children. This curriculum was issued within the framework of the reforms of the Algerian educational system that began since the beginning of the third millennium, which adopted the competencies approach as a basis for modernizing education, with a focus on the holistic dimension in building the personality of the learner (Ministry of National Education, 2004).

The preparatory curriculum clearly states the importance of “the development of the child's personality from the cognitive, psychological, sensory-motor and social aspects”, and refers to the need to consolidate “the values of cooperation, respect and teamwork” (p. 6). However, this approach, although it seems promising, lacks a clear conceptual and methodological framework that links these values with social-emotional learning skills as described in the scientific literature, especially according to the CASEL model, which is the most prominent international reference in this field (CASEL, 2020).

When analyzing the educational activities proposed within the curriculum, the researcher notes that there are some general indicators that suggest an attempt to integrate aspects of SEL, such as advocacy to “express feelings,” “enhance self-confidence,” and “help others.” However, these indicators often appear in an unsystematic framework, and are not explicitly linked to measurable or traceable competencies, nor are they presented within independent or integrated educational units, but rather are included in an implicit or scattered way in linguistic, artistic, or motor activities.

A preliminary comparison between the content of the Algerian curriculum and the contents of international SEL-based programs such as the PATHS program in the United States or the “Apprendre à vivre ensemble” program in Canada shows that there is a clear difference in the level of classification, methodology, and evaluation mechanisms, as foreign programs rely on organizing emotional and social competencies into graduated and planned educational units, with teacher guides and tools for follow-up and evaluation, while the Algerian curriculum lacks this structural pattern (Domitrovich et al., 2007; Oberle et al., 2016).

On the other hand, there is no explicit mention in the official document of terms such as “emotional intelligence,” “self-awareness,” or “conflict resolution,” all of which are central skills within the SEL framework. Pedagogical formation directed to educators at this level does not sufficiently indicate how these skills will be employed in the department, leading to a disparity in field activation between institutions and the absence of formative evaluation of these dimensions (Abou Assali, 2021).

Although the curriculum is based on some international references in pre-school education, these references have not been sufficiently localized, which raises the problem of the cultural and value compatibility of SEL concepts in the Algerian context. Theoretically and methodologically, this imposes the need to develop a national reference framework for social-emotional learning skills that is integrated with the rest of the curriculum and is applicable and evaluable.

Based on the above, it can be said that the location of SEL skills in the Algerian preparatory curriculum is still marginal and not institutionalized. Despite the existence of positive initial signals, the absence of an integrated structural perception, poor training and educational support empties these signals of their practical content. Therefore, activating these skills requires a comprehensive approach that restructures the contents and activities and provides pedagogical tools that support emotional and social work within the department.

2.4previous research

An analysis of previous studies is key to understanding the current global research context for integrating social-emotional learning (SEL) skills in early childhood, and to identifying gaps in Algerian official curricula. We will review recent systematic research, especially published between 2020 and 2024, with attention to studies on the effectiveness of SEL programs at the early childhood level.

Table1 shows the studies that dealt with the SEL variable in the study

Researchers	Year	Study Title	Aim of the study	Methodological procedures for the study	The Study Sample	Key findings
Jones & Bouffard	2012	<i>Social and Emotional Learning in Schools</i>	Advocate for SEL integration within an overarching institutional framework	A theoretical analysis of the structure of SEL within educational institutions	—	The need to train teachers and adopt an integrative vision of the school as an environment for social-emotional learning
Weissberg et al.	2015	<i>Foundations of SEL Integration</i>	Analyze the evolution of the SEL concept and the conditions for its effectiveness	A theoretical study within a reference book	—	SEL effectiveness requires formal integration, permanent configuration and institutional support; warning against importing models without adaptation
Bierman & Motamedi	2015	<i>Effectiveness of SEL Programs in Preschool</i>	Analysis of the Effectiveness of Preschool SEL Programs	Analytical study of PATHS, Second Step and Head Start Redi programs	Children from different settings (preschool)	Improvement in self-regulation and positive behavior; importance of formation of educators and integration of SEL in daily classroom activities
Jones, Greenberg & Crowley	2015	<i>Longitudinal Effects of Early SEL Competence</i>	Examine the relationship between early SEL competencies and future	20-year longitudinal study	753 children from kindergarten to adulthood	Early social competencies predict academic and professional success and decreased negative

Researchers	Year	Study Title	Aim of the study	Methodological procedures for the study	The Study Sample	Key findings
			success			behaviors
Jones & Doolittle	2017	<i>Social and Emotional Learning: A Conceptual Framework</i>	Demonstrate the conceptual development of SEL as a holistic framework for pedagogy	Conceptual and theoretical analysis	—	Importance of adopting the Casel model and adapting programmes to the local cultural context
Greenberg ER et al.	2017	<i>SEL as a Public Health Approach</i>	Introducing SEL as a public health input to education	Longitudinal and empirical data analysis	—	SEL Improves Achievement, Behavior and Reduces Social Risk; Policy Integration and Vocational Training Necessary
McClelland et al.	2017	<i>Executive Functions</i>	Analyze the relationship between executive skills and SEL programs	Qualitative Analytical Review of Field Trials	only 3-6 years old children	SEL programs develop self-control, attention, and cooperation; an effectiveness that depends on the classroom environment and the role of the educator
Taylor et al.	2017	<i>Long-Term Impact of SEL Programs</i>	Study of the Long-Term Impact of SEL Programs	Meta-analytical review of 82 empirical studies	97,000 + pupils	Sustainable effects on attainment, behaviour and self-regulation; importance of cultural conditioning

Researchers	Year	Study Title	Aim of the study	Methodological procedures for the study	The Study Sample	Key findings
Blewitt et al.	2018	<i>Integrating SEL into Early Childhood Curricula</i>	Study of the impact of SEL integration in early education curricula in Australia	A field trial to implement SEL activities within the daily routine	3 to 5 years	Improvement in self-awareness and self-regulation; the success of programs is linked to the training of educators and the quality of implementation
Jones et al.	2019	<i>Taxonomy Project on SEL Frameworks</i>	SEL Global Reference Frame Classification	Systematic analysis of more than 25 educational frameworks	—	Develop a taxonomy tool to standardize concepts and adapt frameworks to local contexts
Goldberg et al.	2019	<i>Whole school approach:</i>	Assess the impact of SEL integration on overall school culture	Meta-analytical review of 40 empirical studies	45,000 + pupils	Incorporating SEL into school culture enhances emotional competencies and reduces aggressive behaviors
Murano et al.	2020	<i>Meta-Analysis of Preschool SEL Programs</i>	A comprehensive assessment of the effectiveness of SEL programs in early childhood	Analysis of 48 empirical studies (2000–2018)	3–5 years	Moderate positive impact ($g=0.35$); higher effectiveness on goal clarity, educator training and family engagement
Nakamichi et al.	2021	<i>Early Childhood SEL and School Adjustment</i>	Studying the relationship between SEL and school adaptation in Japan	Experimental longitudinal study	Japanese children (5 years to grade 1)	SEL skills predict school success, discipline, and academic achievement

Researchers	Year	Study Title	Aim of the study	Methodological procedures for the study	The Study Sample	Key findings
O'Conner et al.	2021	<i>Review of SEL Programs (3–8 years)</i>	Comprehensive review to characterize successful SEL programs	Literature analysis supported by the U.S. Department of Education	Children from 3–8 years old	Five Criteria for Program Success: Clarity of Objectives, Continuity, Interaction, Family Involvement, Regular Evaluation

Readers of studies

The studies presented in the above table show a growing interest in integrating social-emotional learning (SEL) skills in early childhood, given the crucial importance of this stage in building the child's personality and developing his social, emotional and cognitive competencies. Multiple research such as Bierman & Motamedi (2015) and Blewitt et al. (2018) emphasized the effectiveness of the inclusion of SEL programs in kindergartens, highlighting their positive impact on improving self-regulation, social interaction, and school readiness, especially when integration is systematically supported by professional training of educators. Theoretical and analytical studies such as Jones & Bouffard (2012) and Weissberg et al. (2015) and Jones & Doolittle (2017) argue that the success of SEL requires a holistic institutional vision that makes it a structural component of educational policies, not just a passing educational activity. It has supported longitudinal and meta-analytical research, such as Jones, Greenberg & Crowley (2015) and Taylor et al. (2017) and Murano et al. (2020), presented these trends by providing empirical evidence of the long-term impact of SEL skills in improving academic achievement, promoting mental health, and reducing aggressive and emotional behaviors. Other studies such as Greenberg et al. (2017) and Goldberg et al. (2019) The importance of adopting a holistic approach at the level of the educational institution, to include management, teachers, curricula, and parents within what is known as the “whole school” approach. In contrast, studies such as McClelland et al. (2017) and Nakamichi et al. (2021) the close relationship between the development of social and

emotional competencies in early childhood and subsequent school success, which reinforces the importance of systematically integrating these skills into the formal curriculum. This literature concurs that the effectiveness of SEL is related to three main factors: the clarity of educational objectives, the specialized training of educators, and the appropriateness of programs to the cultural and social environment. However, most of these studies remain completed in Western contexts, revealing a research gap in Arab environments in general and Algerian in particular, where attempts to integrate SEL are still limited and not framed by a clear national framework. Hence, these studies highlight the urgent need to develop an integrated Algerian model for integrating social-emotional learning in the preparatory education stage, based on scientific and methodological foundations that take into account local cultural and educational peculiarities, and work to form national competencies capable of applying it effectively and sustainably.

3. Methodology

1.3 Study Type and Curriculum:

This study belongs to descriptive analytical research with a qualitative dimension, and aims to analyze the content of the official curriculum of preparatory education in Algeria in terms of the extent to which it includes social and emotional learning skills. The **content analysis approach** has been adopted as the most appropriate for examining official documents, dismantling their knowledge and value structure, and extrapolating indicators that refer to emotional and social competencies within educational activities and contents.

This type of analysis is based on breaking down educational texts into semantic units and classifying them according to axes derived from the theoretical framework of SEL skills, which allows revealing the degree of attendance, methods of expression, and the level of systematic organization of these skills within the curriculum

3.3 The study population

The study community is represented in the official documents approved by the Algerian Ministry of National Education within the framework of educational reform, specifically the **official curriculum for preparatory education** (issued in 2004 by the National Curriculum Committee)

The field of study is the **conceptual and methodological dimension of SEL skills as contained in official texts**, comparing these indicators with CASEL's global approach (Collaborative for Academic, Social, and Emotional Learning), which is the most comprehensive theoretical reference in this field.

3.4 Search Equipment

This study relied on the **Content Analysis Tool** designed to monitor social-emotional learning (SEL) skills indicators within the Algerian preparatory education curriculum. The tool was built based on the theoretical framework adopted by CASEL (2020), which identifies five major areas of social-emotional competencies, namely:

1. **Self-awareness**
2. **Self-Management**
3. **Social awareness**
4. **Social/Relationship Skills**
5. **Responsible decision making**

The tool consists of a **dual analysis matrix** that takes into account:

- **The Five Areas of SEL Skills**
- **Levels of inclusion in the curriculum** (explicit – implicit – absent)

3.5**Types of analytical unit** (The tool has been developed according to the following steps

- objective – content – activity – educational guidance)

Table2 of Fifth Skills for Social-Emotional Learning

Sub-Indices	Key Area
Expressing feelings, recognizing strengths and weaknesses, developing self-confidence	Self-Awareness
Impulse control, perseverance, self-responsibility	Managing yourself
Respect for others, awareness of diversity, empathy for others	Social Awareness
Collaboration, Active Listening, Verbal and Nonverbal Communication	SOCIAL SKILLS
Problem Solving, Assessing Consequences, Making Ethical Choices	Responsible decision making

3.6Preparation of Analysis Items

For each SEL area, a set of sub-indicators that can be monitored has been identified in the pedagogical document, as follows :

4.Analysis Matrix

Table.3 : A content analysis matrix has been adopted that includes the following axes:

Notes	Methodological Approach	Unit analyzed	Sub-indicator	SEL	Item Number
Mentioned	frank, open hearted,	Educational	Emotional	Self-	1

within the objectives of the linguistic field	open, genuine, honest, ingenuous, guileless, outright, outspoken, candid, direct, downright, expansive, unvarnished, flat, forthcoming, forthright, plain, plain spoken, round, straight, straightforward, simple-hearted		expression	Awareness	
It is included in the activity of the collective movement	tacit	Practical	Tensions	Managing yourself	2
It does not appear as a clear educational concept	absent	Theoretical content	RESPECT OF OTHERS	Social Awareness	3
...			...	SOCIAL SKILLS	4
				Responsible decision making	5

4.1 Instrument Validity & Reliability

To confirm the **validity of the tool**, it was presented to two experts in education sciences and curricula to assess the extent to which the indicators represent SEL domains and their relevance to the early childhood context. The tool was also initially tested on a limited sample of texts, which helped fine-tune and refine it.

Internal honesty has been ensured by relying on reliable literature). CASEL, 2020; Oberle et al., 2016 (The **consistency in the classification** was verified by analyzing the same content in two stages separated by a week, where the internal compatibility coefficient (Cohen's Kappa) recorded an initial estimate of 0.83, which is an acceptable rate in educational qualitative analysis.

Analytical Table4 : Degree of Inclusion of SEL Skills in the Fields of Preparatory Education Curriculum

Analytical Notes	Method of Flowers	Degree of modulation (Elec. Eng.)	Sub-indicator	SEL Domain (CASEL)	The educational field in the curriculum
Featured in oral expression	tacit	Medium	Emotional expression	Self-Awareness	Linguistic field

activities and children's stories without a clear conceptual framework					
Included in the goals of developing speaking, listening and group interaction	frank, open hearted, open, genuine, honest, ingenuous, guileless, outright, outspoken, candid, direct, downright, expansive, unvarnished, flat, forthcoming, forthright, plain, plain spoken, round, straight, straightforward, simple-hearted	Good	Effective Communication	SOCIAL SKILLS	
Included in discovery activities but without clear value or emotional guidance	tacit	weak	Simple Problem Solving	Responsible decision making	SCIENCE STREAM TTKRK
Appears through art expression activities, but without systematic behavioral formulation	tacit	Medium	Tensions	Managing yourself	Artistic field (painting and music)
There are no activities specifically geared towards naming or analyzing emotions	Almost absent	weak	Emotion Recognition	Self-Awareness	
Highlights in	tacit	Medium	Perseverance	Managing	Movement:

group motor coordination exercises, but without rigorous pedagogical framing			and Discipline	yourself	
Repeated in most group activities, with direct mentoring of the teacher	frank, open hearted, open, genuine, honest, ingenuous, guileless, outright, outspoken, candid, direct, downright, expansive, unvarnished, flat, forthcoming, forthright, plain, plain spoken, round, straight, straightforward, simple-hearted	Good	Collaboration and teamwork.	SOCIAL SKILLS	
Only in the form of general values, without incorporating them into a structured application activity	tacit	weak	RESPECT OF OTHERS	Social Awareness	Social Domain
There are no direct references to decision-making or ethical thinking	Not indicated	absent	Choice behavior	Responsible decision making	
Values of openness and tolerance are mentioned, but not linked to measurable	General and unsystematic	Too weak	–	All fields	General Pedagogical Guidance

activities or competencies					
----------------------------	--	--	--	--	--

Analytical Notes

- Some SEL skills are **implicitly and** unsystematically included, often in the areas of oral expression and collaboration.
- The curriculum lacks **independent learning modules** that develop self-awareness or ethical decision-making skills.
- There is no **clear evaluation model** or guide for teachers on tracking the growth of these skills.
- Emotional and social skills are not linked to the daily life activities of the child, which reduces the chances of actually establishing them.

Based on the results of the analysis of the content of the Algerian preparatory education curriculum according to the Social-Emotional Learning (SEL) skills matrix adopted by the CASEL model, it was found that the integration of these skills is uneven between the different curriculum areas, and often comes implicitly and unstructured. The linguistic field, for example, has shown an acceptable presence of skills such as expressing emotions and communicating effectively, but this presence remains implicit and does not build on clear educational framing or structured activities based on emotional goals.

As for the motor field, the skills of cooperation and teamwork have emerged explicitly and directly within the group activities, which reflects a partial awareness of the importance of developing social relations between children. However, more complex competencies, such as perseverance and self-discipline, were not listed as independent or explicit goals, but rather emerged in unregulated, applied contexts. With regard to the artistic field, references have been observed to controlling emotions and expressing feelings through painting and music, but they lack the frame of reference that links artistic performance to emotional construction.

On the other hand, the results of the analysis revealed a near total absence of basic skills such as moral decision-making or analysis of social attitudes, especially in areas such as the social field and the scientific field, which are by their nature suitable for the development of reflective thinking and self-responsibility, but they have been neglected in terms of value and emotional construction. The analysis also showed that although general pedagogical guidelines refer to values such as tolerance and openness, they remain general slogans that are not embodied in measurable or evaluable educational activities.

In general, it can be said that the results of the study confirm the existence of initial educational intentions to integrate some aspects of SEL into the curriculum, but the absence of systematic structuring, and the lack of explicit guidance of SEL skills as an essential component, make this integration ineffective and insufficient to meet the psychosocial needs of children in the initial stage of schooling.

Based on the results obtained from the content analysis of the preparatory education curriculum in Algeria, it is clear that the integration of social-emotional learning (SEL) skills is still in its initial stages, and is predominantly implicit and incidental, without a systematic pedagogical perception or functional integration within the curriculum. Although positive indicators have been observed in certain areas, such as the linguistic and motor domain,

especially with regard to cooperation and communication, the lack of clarity in the approach adopted, and the lack of evaluation tools, weaken the effectiveness of this integration.

This finding is consistent with what Oberle et al. (2016), which emphasized that the effectiveness of the inclusion of SEL in curricula depends on the extent to which they are organized within clear, applicable and evaluable objectives. The results of the study also support what Taylor et al. (2023) found that most education systems in non-Anglophone countries still treat SEL as a secondary component or companion, rather than as a structural component in early curricula.

On the other hand, the study revealed the absence of vital skills within the CASEL model, such as responsible decision-making and building moral sense, skills that are intrinsically linked to the upbringing of the citizen child, and are gaining increasing importance in light of contemporary value and social transformations, as indicated by Elias (2019) in the framework of his study on the role of SEL in establishing civic education in the early stages.

This lack seems to be related not only to the content, but also to the logic of building the curriculum itself, as the official document lacks a forward-looking dimension of soft skills and the occasional integration of psychosocial competencies. This is a structural weakness that may hinder the child's emotional and social development, and restrict opportunities for deep learning and the personal meaning of knowledge, as also emphasized by the CASEL (2020) study, which stressed the need to align SEL programs with the local culture to ensure their effectiveness.

Accordingly, there is an urgent need to adopt a national educational approach that reshapes the curriculum on an integrative basis that includes SEL among its basic components, and takes into account the peculiarities of Algerian society in terms of values and social relations, not just reproducing international approaches without adaptation. This study also recommends the need to invest in the training of teachers and educators on the methods of integrating SEL into daily classroom practices, as they are the main actor in the transfer and activation of these skills.

6. Discussion

The findings of this study provide a critical insight into the current status of Social and Emotional Learning (SEL) integration within the Algerian preparatory education curriculum. The results revealed that SEL skills are only partially and implicitly integrated, appearing mainly through general references to cooperation, respect, and communication, while essential competencies such as self-awareness, responsible decision-making, and empathy remain largely absent. This finding is consistent with international research indicating that superficial or unsystematic inclusion of SEL elements leads to limited educational impact (Bierman & Motamedi, 2015; Murano et al., 2020).

Furthermore, the analysis showed that the linguistic and motor domains of the Algerian curriculum contain more visible indicators of social interaction and teamwork, whereas the emotional and ethical domains are almost neglected. This imbalance aligns with Durlak et al. (2011) and Taylor et al. (2017), who emphasized that the effectiveness of SEL depends on a balanced and structured integration of its five dimensions—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—rather than on isolated or incidental activities.

Another major finding concerns the absence of pedagogical frameworks and assessment tools to guide teachers in developing SEL skills in classroom contexts. This weakness supports the arguments of Greenberg et al. (2017) and Oberle et al. (2016), who found that SEL initiatives

fail when educators lack training, institutional support, and standardized evaluation mechanisms. In this sense, the current curriculum's lack of teacher guides or evaluation criteria severely limits the possibility of achieving measurable outcomes in children's emotional and social development.

The study also revealed that the conceptual foundations of the Algerian curriculum—although officially based on the competency-based approach—tend to emphasize cognitive and behavioral competencies while underrepresenting the emotional and reflective components. This observation corroborates Perrenoud (1999) and Miled (2021), who both noted that many educational systems adopting the competency approach fail to operationalize its affective dimension. Thus, the Algerian curriculum remains cognitively oriented, which restricts the holistic development of the child.

In addition, the absence of moral and civic dimensions, such as ethical decision-making and self-responsibility, reinforces Elias's (2019) argument that early education frameworks often overlook the civic mission of SEL in forming responsible citizens. Integrating these skills is particularly important in the Algerian context, where education plays a central role in shaping social cohesion and intercultural understanding.

Finally, the findings highlight a lack of cultural localization of SEL concepts. Despite borrowing international frameworks like CASEL, the Algerian curriculum has not yet adapted these concepts to local sociocultural values and educational realities. This confirms the warning raised by Weissberg et al. (2015) and Abou Assali (2021) against the direct transfer of Western educational models without contextual adaptation. Therefore, there is a pressing need to develop a national SEL framework that aligns global standards with Algerian cultural identity and pedagogical traditions.

In summary, while previous research has established the universal benefits of SEL in early childhood, the present study contributes to the field by revealing how these principles remain fragmented and unstructured in the Algerian preparatory curriculum. It extends international discussions by providing empirical evidence from a non-Western context, showing that successful SEL implementation requires not only theoretical alignment but also contextual adaptation, educator training, and systemic support. These findings call for a paradigm shift towards a culturally grounded, holistic, and practice-oriented model of SEL in Algerian early childhood education.

7. Conclusion

This study concluded, through an analysis of the content of the preparatory education curriculum in Algeria, that the integration of social-emotional learning (SEL) skills is still limited, predominantly unsystematic, and limited to implicit indicators in some educational fields, without a clear conceptual framework or integrated pedagogical construction. Although some skills, such as cooperation, communication and emotion control, are observed in areas such as the motor and linguistic fields, other pivotal skills, foremost of which are self-awareness, ethical decision-making, and empathy, lack systematic representation within the curriculum.

Comparison with global standards, especially the Casel model, has shown that the Algerian curriculum lacks integration between cognitive, emotional and social aspects, which limits its effectiveness in building the child's personality in preschool. The results also showed that the absence of a field guide for the teacher, or assessment tools to measure the extent to

which these skills are achieved, hinders the possibility of achieving an actual and sustainable impact of SEL programs within the preparatory department.

Accordingly, the study recommends reconsidering the engineering of the preparatory curriculum in Algeria in a way that systematically integrates SEL skills, consistent with the local cultural and social context, as well as enhancing the training of female teachers in this field, and developing practical guides that link theory and practice. The study also proposes to expand the scope of the research through empirical field studies that measure the impact of SEL integration on the overall development of the Algerian child, thus contributing to building a more balanced educational system, both human and educational.

Recommendations

Based on the findings of the study, which revealed a lack of integration of social-emotional learning (SEL) skills into the Algerian preparatory education curriculum, the following recommendations are made:

1. **Redesign the preparatory curriculum** to include SEL skills as a structural rather than marginal component, linking them to clear objectives, structured learning activities, and measurable performance indicators.
2. **Adapting the international SEL framework** (e.g. CASEL model) to Algerian cultural and social specificities, by incorporating local values into the content, and enhancing the identity dimension in affective skills.
3. **Preparing pedagogical guides for teachers** that include practical strategies for integrating SEL into classroom life, with models of activities and methodological guidance that help integrate emotional and social competencies within different areas of learning.
4. **Programming qualitative formations for preschool educators** that focus on developing self-efficacy in classroom management, developing awareness of emotional intelligence, and methods of dealing with the child from a holistic perspective.
5. **Include qualitative assessment tools** to measure the development of SEL skills in children, whether at the level of behavior, social interaction, or the ability to express feelings and make decisions.
6. **Encourage experimental and field research** to assess the impact of SEL integration on children's psychosocial and achievement performance, with a focus on the classroom environment, and the dynamics of the teacher-learner relationship.
7. **Strengthening the partnership between the school and the family** to ensure the integration of educational efforts in building the child's personality, by raising parents' awareness of the importance of supporting social-emotional development within the family environment.

This study opens up broad research horizons that can contribute to the development of the Algerian curriculum in early childhood, especially with regard to the systematic and effective integration of social-emotional learning (SEL) skills. Given the documentary analytical nature of this study, there is a need for complementary research based on field and empirical approaches. In this context, the study proposes the following research directions:

1. **Completion of field pilot studies** to measure the impact of the application of SEL activities on children in preparatory education departments, while tracking the development of their social and emotional behaviors, and analyzing the differences between children exposed to SEL programs and control groups.
2. **Studying the professional representations of teachers and educators** about SEL skills, and revealing the extent of their awareness of the mechanisms of integrating them into classroom practice, and the psychological or educational barriers that prevent their activation.
3. **Developing local standard assessment tools** to measure children's emotional and social competencies in the Algerian context, verifying their sincerity and stability, and linking them to standards of emotional and cognitive maturity appropriate for the age group 5–6 years.
4. **Analyze the training approaches in teacher training institutes and** the extent to which they include SEL skills, and explore ways to integrate these skills into the initial and ongoing training system for early childhood teachers.
5. **Conduct comparative research** between the Algerian context and similar Arab or African contexts, to monitor successful models of SEL integration, and explore the possibility of adapting them to national cultural and educational specificity.
6. **Exploring the role of the family and community environment** in enhancing the SEL skills acquired within the school, by studying the integration of educational roles between the school and the family, and evaluating the impact of family interaction in stabilizing the emotional and social competencies of the child.

These research orientations not only aim to deepen theoretical knowledge about SEL, but also seek to provide a practical ground for the development of educational policies, and to create an inclusive learning environment that values the child as an integrated person, able to grow cognitively, emotionally, and socially.

• **List of references:**

1. Abou Assali, M. (2021). Education reform in the Arab world: Between globalisation and localisation. Routledge. <https://doi.org/10.4324/9781003177412>
2. Belkacem, N. (2021). *Emotional Education in Early Childhood: A Psychoeducational Approach*. Algeria: National Book House.
3. Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... & Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start redi program. *Child Development*, 79(6), 1802–1817. <https://doi.org/10.1111/j.1467-8624.2008.01227.x>
4. Bin Haniyeh, M. (2022). Preschool pedagogical values in light of digital transformations. *Journal of Studies in Education Sciences*, 3(1), 77–93.
5. Bridgeland, J., Bruce, M., & Hariharan, A. (2013). The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. Collaborative for Academic, Social, and Emotional Learning (CASEL). <https://casel.org/missing-piece/>

6. Casel. (2020). *Core SEL competencies*. Collaborative for Academic, Social, and Emotional Learning. Retrieved from <https://casel.org>
7. Casel. (2020). Core SEL Competencies. Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/core-competencies/>
8. Casel. (2020). What is SEL? Collaborative for Academic, Social, and Emotional Learning. <https://casel.org/what-is-sel/>
9. Denham, S. A., Bassett, H. H., & Wyatt, T. (2007). The socialization of emotional competence. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 637). Guilford Press.
10. Denham, S. A., Bassett, H. H., Mincic, M. S., Kalb, S. C., Way, E., & Wyatt, T. M. (2012). Social-emotional learning profiles of preschoolers' early school success: A person-centered approach. *Learning and Individual Differences*, 22(2), 178–189. <https://doi.org/10.1016/j.lindif.2011.05.001>
11. Domitrovich, C. E., Cortes, R. C., & Greenberg, M. T. (2007). Improving young children's school readiness: Impact of the Head Start redi program on classroom quality and child learning outcomes. *Early Education and Development*, 18(3), 502–529. <https://doi.org/10.1080/10409280701610892>
12. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
13. Elias, M. J. (2019). What if the doors of every schoolhouse opened to social-emotional learning tomorrow: Reflections on how to feasibly scale up high-quality SEL. *Educational Psychologist*, 54(3), 233–245. <https://doi.org/10.1080/00461520.2019.1636655>
14. Faour, M., & Muasher, R. (2011). Education for citizenship in the Arab world: Key concepts and foundations. Carnegie Middle East Center. https://carnegieendowment.org/files/citizenship_education.pdf
15. Jabbour, A. (2022). The role of emotional competencies in improving the achievement of children in preparatory departments. *Journal of Educational and Psychological Sciences*, 6(18), 95–112. <https://doi.org/10.26389/AJSRP.E150421>
16. Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. Social Policy Report, 26(4), 1–33. <https://doi.org/10.1002/j.2379-3988.2012.tb00073.x>
17. Miled, N. (2021). Competency-based education in the Maghreb: Ambiguities, misconceptions and implementation challenges. *Compare: A Journal of Comparative and International Education*, 51(5), 727–743. <https://doi.org/10.1080/03057925.2019.1650911>
18. Ministry of National Education (2020). *Official Curriculum for Preparatory Education*. Algeria: National Center for Program and Curriculum Development.
19. Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: A

- framework for schoolwide implementation. *Cambridge Journal of Education*, 46(3), 277–297. <https://doi.org/10.1080/0305764X.2015.1125450>
20. Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 46(3), 277–297. <https://doi.org/10.1080/0305764X.2015.1125450>
 21. OECD (2018). In: The future of education and skills: Education 2030. OECD Publishing. <https://www.oecd.org/education/2030/>
 22. Perrenoud, P. (1999). Construire des compétences dès l'école. ESF Éditeur.
 23. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). From neurons to neighborhoods: The science of early child development. A Common Destiny: Blacks and American Society (Washington, D.C.: National Academy Press, 1989).
 24. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
 25. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2023). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 94(1), 67–89. <https://doi.org/10.1111/cdev.13782>
 26. UNESCO (2015). Rethinking education: Towards a global common good? UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000232555>
 27. UNESCO (2021). Social and emotional learning for better schools and outcomes: Global case studies and evidence. UNESCO Publishing. <https://unesdoc.unesco.org/ark:/48223/pf0000379178>
 28. UNICEF. (2019). A world ready to learn: Prioritizing quality early childhood education. <https://www.unicef.org/reports/a-world-ready-to-learn-2019>
 29. Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015). Social and emotional learning: Past, present, and future. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 3–19). Guilford Press.
 30. Yousfi, F. (2023). Emotional and social competencies in the construction of Arabic curricula: a reading in the theoretical framework and practice. *Arab Journal of Specific Education*, 5(2), 134–153.
 31. Zins, J. E., Bloodworth, M. R., Weissberg, R. P., & Walberg, H. J. (2004). The scientific base linking social and emotional learning to school success. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* Pp. 3–22. New York, NY: Teachers College Press.