

PATHS in Brazil: the translation of the Curriculum and introduction of the idea of social- emotional learning

Prof. Jose Policarpo Junior



I. Some data on Brazil



Population: ~ 201 million (IBGE, 2013)

Area: ~ 8.5 million Km² (5th in the world)

26 states and 1 federal district (Brasilia)

Language: Portuguese

GDP (PPP): US\$ 2.4 trillion (7th - IMF, 2013)

GDP (PPP) per capita: US\$ 12,221 (79th- IMF, 2013)

I. Some data on Brazil



Illiteracy (% older than 15): $8.7\% = 13.7$ million (IBGE, 2013)

Life expectancy: 74.6 years (IBGE, 2013)

92% of people aged 4-17 years are at schools (NGO Todos pela Educação, 2013)

HDI (Human Development Index) = 0.730 (UN, 2013)

IHDI (Inequality-adjusted Human Development Index) = 0.531 (UN, 2013)

II. PATHS in Brazil

1 – The beginning: PRC at Penn-State, 2007

a) Interest in: Mindfulness Programs in Education

b) Some mindfulness characteristics in social-emotional learning, especially in PATHS

2 – Idea: To take PATHS to Brazil for the following reasons:

a) no similar curriculum

b) well designed and underpinned

d) easy language for teachers

3 – The translating process

a) 5 years

b) team: 7 people

c) no major publisher interested

II. PATHS in Brazil

1 – Published in 2012. Publisher: Instituto de Formação Humana (nonprofit organization).



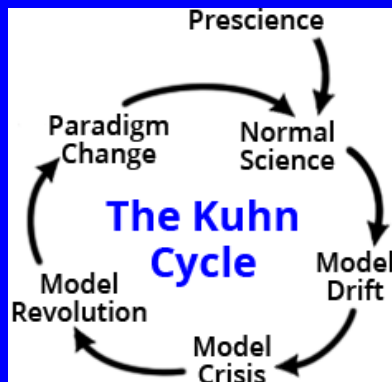
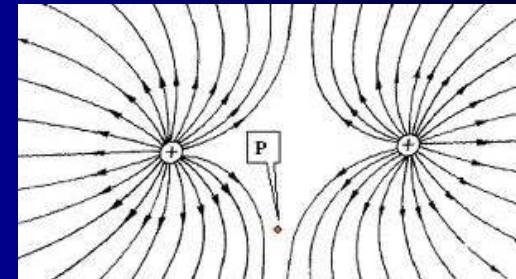
2 – Implemented at a charity organization (ABA) for poor children in the outskirts of São Paulo – as part of a PhD research.

3 – No kit has been sold so far.

III. PATHS and social-emotional learning: a reflection on the educational field in Brazil

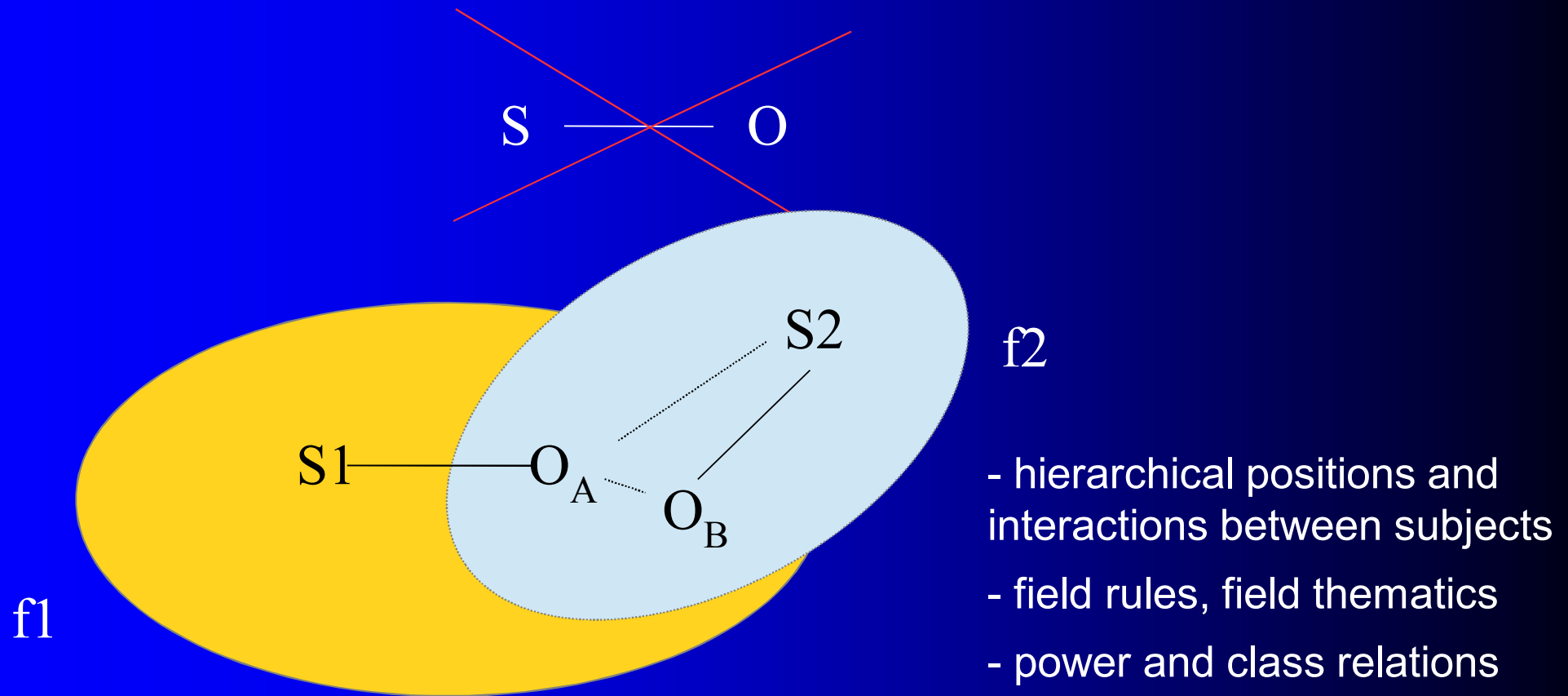
1 – The idea of social-emotional learning is not widespread in Brazil yet.

2 – Pierre Bourdieu's concept of “field”



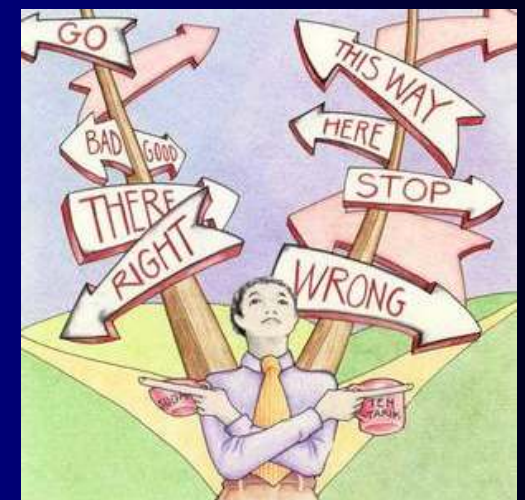
3 - Thomas Kuhn's concept of “paradigm”

III. A reflection on the educational field in Brazil (cont.)



IV. Conceptual assumptions of the idea of social-emotional learning.

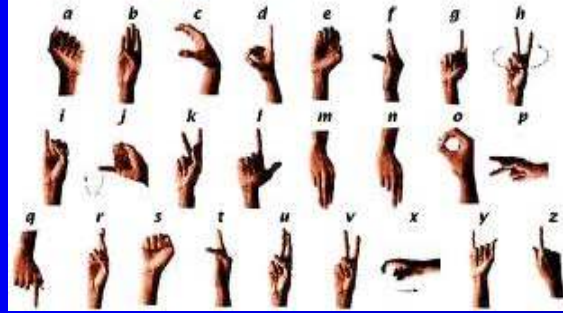
Dimensions or aspects of the Human Being



VI. Implications for Education: developmental lines (multiple intelligences - H. Gardner)



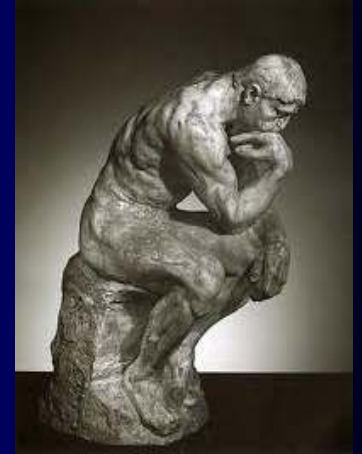
music



languages

p	q	$p \wedge q$
V	V	V
V	F	F
F	V	F
F	F	F

logic



Reason - reflection



introspection



relationship



kinesthesia

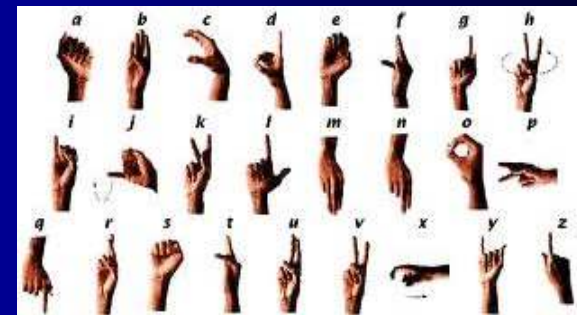
VII. Main ideas and institutional emphasis in the Brazilian educational field

Human Dimensions



Thought

Developmental Lines



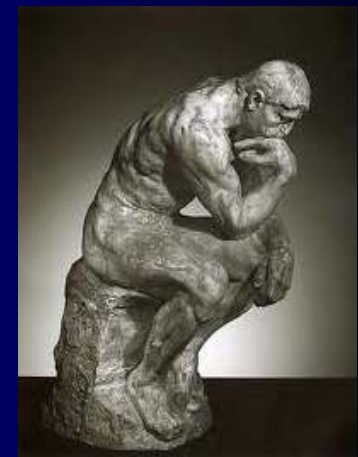
Languages



Society and citizenship

p	q	$p \wedge q$
V	V	V
V	F	F
F	V	F
F	F	F

logic



Reason

Given the above, our task is to work to extend the idea of education in Brazil so as to cover the themes of feelings, emotions and relationships to foster reflection on each of them. All these concepts are intrinsically related to education, and have been present in its history since the coining of the word in Latin (educere, educare) meaning “to bring out what is inside” and “to feed, to sustain”. I believe that this effort will still last a few years. However, I have no doubt that there will come a time when the concept of social-emotional learning will be accepted by the simple rational recognition of its intrinsic need. Until then, PATHS will be one of our instruments on this path..

Thank You!

