



**SEL (Social and Emotional Learning) Education in Taiwan:  
A Comparative and International Education Perspective**

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MSc in Education (Comparative and International Education), 2024

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## 1. Abstract

This study is among the first domestic research efforts to explore the implementation of Social and Emotional Learning (SEL) in Taiwan through the lens of Comparative and International Education (CIE). By employing CIE research methods and qualitative approaches—such as online interviews and textual analyses—the study aims to uncover why SEL has not yet been widely and successfully implemented in Taiwan as of 2024. The research examines the issue from multiple perspectives, including those of teachers, students, parents, primary caregivers, public and private educational institutions, government entities, and educational regulations.

Through this comprehensive approach, the study not only identifies the practical challenges in implementing SEL in educational settings but also offers suggestions for improvements to enhance SEL integration across Taiwan. Additionally, by incorporating the concepts of globalisation and glocalisation, this research provides targeted recommendations to address the existing gaps in SEL adoption. The study contributes valuable insights that could guide future efforts to strengthen SEL education and its effective application in the Taiwanese context.

Keywords : Comparative and International Education(CIE), Taiwan, Social and Emotional Learning, SEL education, the Curriculum Guidelines of 12-Year Basic Education, qualitative research, interview

## 2. Introduction and Axiology

This study focuses on SEL education and its implementation in Taiwan, and it aims to become one of the pioneers of SEL education in Taiwan's domestic education environment. SEL is an emerging concept in education that has garnered worldwide attention. Over the past thirty years, SEL has been a significant focus of educational research and practice, remaining one of the most crucial areas in education today (Carthy & McGilloway, 2015; Jones & Doolittle, 2017; Poulou, 2020; Schonert-Reichl, 2017). In recent years, governments and global educational institutions have increasingly emphasised the incorporation and implementation of SEL in their national policies (Carthy & McGilloway, 2015; Cefai, 2020; Chen et al., 2021; Jones & Doolittle, 2017). A growing body of research has demonstrated the beneficial impacts of SEL on learners, particularly focusing on the relationship between SEL implementation and various outcomes, including the academic performance, learning attitudes, social competencies, and future career development of the SEL learners (Cefai, 2020; CASEL, 2022).

The development of SEL in Taiwan has not been supported by precise or rigorous research. However, with the global trend toward SEL and the introduction of Taiwan's newest national curriculum—the *Curriculum Guidelines of 12-Year Basic Education (CG12YBE)* (MOE, 2021)—which was first released in 2014 and revised in 2021, there has been growing discussion around SEL implementation. This international focus on SEL has prompted some researchers to compare the curriculum guidelines of Taiwan with global SEL practices.

Despite this increased interest, studies on SEL in Taiwan remain limited and often vague. Few researchers, such as Wang (2016), Hong and Lin (2023), and Huang (2024) have connected SEL with the national curriculum. While these studies highlight similarities between Taiwan's curriculum and international SEL practices, they fail to clearly explain how SEL concepts are implemented in Taiwan's curriculum or how the core principles of SEL are fully utilised in educational reforms.

The limited number of existing studies on SEL in Taiwan highlights the lack of a systematic approach to SEL research and implementation. Firstly, Taiwan does not have any institutions specifically responsible for SEL, nor are there academic units dedicated to providing professional consultation or advice on SEL within the country. Additionally, the research system for SEL in Taiwan remains underdeveloped (Sun, 2010).

Students in Taiwan have a more urgent and significant need for the presence of SEL. Previous studies (Slone & Mann, 2016; Wilkinson & Kao, 2019) indicate that, compared to their Western counterparts, Asian students are more susceptible to SEL-related issues such as emotional anxiety, dependency, and interpersonal frustrations. Additionally, *Aspects of Socio-Emotional Learning in Taiwan's Pre-Schools: An Exploratory Study of Teachers' Perspectives* (Wilkinson & Kao, 2019) further highlighted that Taiwanese parents tend to have a narrow view of student achievement, often focusing solely on grades and test results as indicators of success. This neglects the importance of emotional stability and awareness (Jaekel et al., 2015). In other words, SEL education in Taiwan is not only insufficient but also faces significant challenges.

Local issues in Taiwan further underscore the importance of SEL in addressing the life challenges students may face. For example, the prevalence of grandparenting and the declining birthrate in Taiwan contribute to social and emotional challenges for students, as limited peer interaction within families can hinder the development of emotional and social skills (Wilkinson & Kao, 2019). Additionally, Taiwan's persistently high divorce rate highlights the increasing need for SEL. According to the Ministry of the Interior, the divorce rate in Taiwan in 2022 was 10.0‰, with an average of 139.19 divorces per day. This is only a slight decrease from the rate ten years ago, which dropped by just 0.5 per million points (Ministry of the Interior, 2023). SEL is a crucial protective and educational measure for students from divorced families (DePaoli et al., 2017), making its implementation even more urgent in Taiwan.

SEL in Taiwan is critically important, both for prevention and post-incident intervention, particularly in relation to suicide. SEL, as a key educational content linked to suicide prevention (Muela et al., 2021; Posamentier et al., 2023), provides essential support in this context. According to the latest data from the Ministry of Health and

Welfare (Ministry of Health and Welfare, 2024), there has been a significant increase in the suicide rate among students in Taiwan. In 2021, the suicide rate in the 15-24 age group increased by 8.3% from 2020, reaching 9.6 per 100,000 people. Tragically, suicide is now the second leading cause of death among teenagers, following accidental injuries (Blewitt, O'Connor, et al., 2021; Chang & Chang, 2023). The Ministry of Education 2020 Safety System Report (CSRC, 2020) also indicates that the suicide rate among students rises with age, with 0.2 elementary school students, 3 junior high school students, 4.4 high school students, and 4.9 university students per 100,000 people choosing to take their lives. Long-term data shows that the student suicide mortality rate has been increasing for six consecutive years, from 2017 to 2022, reaching a new high in 2022 (CSRC, 2023). These statistics underscore the urgent need for SEL in Taiwan.

As a CIE researcher, this study aims to be a pioneering effort in the implementation of SEL education in Taiwan. The research aspires to serve as a significant milestone in advancing and promoting SEL in the country. Prior to this study, there was limited research focusing on SEL education in Taiwan, particularly regarding its implementation and promotion in kindergarten or early education stages. Rather than concentrating solely on a specific stage of SEL education, this research takes a broader approach by examining the general landscape of SEL education throughout the entire education system in Taiwan—from pre-schools and 12-year compulsory education to higher education.

The research questions and design have been meticulously crafted to explore this emerging area, raise awareness about SEL education, and offer potential recommendations and reforms based on the current state of SEL in Taiwan. Given the limited research timeframe and the small pool of potential interviewees, the study focuses on the perspectives of a select group of SEL educators in Taiwan. To maximise the value of the interview material, the research is conducted qualitatively, employing a case study method. Additionally, through rigorous research design and a comparative education perspective, this study aims to provide Taiwan with precise, localised, and internationally informed recommendations for SEL education.

### 3. Research Questions

This research aims to explore the experiences, challenges, and expectations surrounding the implementation of SEL education in Taiwan. The two primary research questions guiding this study are:

1. Why has SEL education not been significantly promoted in Taiwan recently?
2. How can SEL education in Taiwan be effectively promoted through policy-related measures or other approaches?

To address these questions, the research will unfold in several sequential stages. Firstly, it will analyse the underlying factors contributing to the limited popularity of SEL education in Taiwan. This will be done through document analysis and online interviews with participants who have substantial experience working in SEL-related educational institutions or foundations. The interviews will seek to uncover the current state of SEL education on the frontlines of education, as well as identify potential obstacles to its implementation.

Furthermore, the study will incorporate comparative and international case studies of SEL education in other countries to provide a broader perspective. By comparing the SEL education landscape in Taiwan with that of other nations, the research will offer recommendations and strategies for promoting SEL education in Taiwan's future development.

## 4. Literature Review

### 4.1 What is SEL?

The definition of SEL has been widely discussed and interpreted across various fields and aspects. SEL encompasses a broad range of learning skills related to social interaction, emotional expression, and awareness (Cipriano et al., 2023). The specific implementation and criteria for SEL have been adapted and expressed differently by various institutions. Broadly speaking, SEL is a method of training students to manage their emotions naturally and effectively (UNESCO MGIEP, 2020; Committee for Children, 2019).

### 4.2 The Diversification of Definition of SEL

The definition of SEL has been widely discussed under different circumstances. With its rising attention from parents, educators, students, teachers, and governmental policymakers, the definition of SEL, as a collaborative phrase, encompasses various aspects of social-emotional skills. These skills involve the learner acquisition of inner knowledge, their interaction with others, and their personal emotions and behaviour while managing their daily lives, regardless of specific circumstances. This ability, established through SEL education, is expected to be cultivated as a lifelong skill, serving both as a preventive measure (Blewitt, Morris, et al., 2021) and as a remedial process to help students navigate their future pathways

Compared to cognitive education, SEL focuses more on internal development and competencies (Durlak et al., 2022; Lozano et al., 2022; Social and Emotional Learning (SEL) of Newcomer and Refugee Students, 2022). In *Rethinking Learning: A Review of Social and Emotional Learning for Education Systems* (UNESCO MGIEP, 2020, p. xxxiv), SEL competencies are expanded into a framework with three tiers: The Self (Tier 1), The Other and Society (Tier 2), and Agency, Behavioral Change, and Action (Tier 3).

To discuss the specifications of SEL, the framework released by the *Collaborative for Academic, Social, and Emotional Learning* (CASEL) nearly three

decades ago has been the most groundbreaking (Conley, 2015.; Jones & Doolittle, 2017; Schwartz et al., 2020). This was the first official definition of SEL, setting the foundation for subsequent research and practice. CASEL categorises SEL into five core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making (CASEL, 2019; CASEL, 2024a; Schonert-Reichl, 2017). In contrast, the *SMART* framework (SMART, 2024) identifies SEL as a collaboration of five different components: Self-Efficacy and Self-Awareness, Social-Emotional Awareness, Identity and Emotional Awareness, Social Awareness and Collaboration, and Critical Thinking. Additionally, the interpretation of SEL in schools often includes broader definitions, such as supporting children's mental health and well-being, character education, development of resilience, bullying prevention, and life skills (Van Poortvliet et al., 2019).

### **4.3 Similar Terms for SEL**

As the definition of SEL rapidly expands in diversity (Diekstra, 2008), many related terms and concepts share similar meanings and describe comparable ideas. These key terms and concepts highlight the diversity and ambiguity of the scope of SEL, underscoring the challenges in implementing SEL effectively.

During this research on SEL education, various related phrases have emerged. As noted in *The State of Evidence for Social and Emotional Learning: A Contemporary Meta-Analysis of Universal School-Based SEL Interventions* (Cipriano et al., 2023), SEL is characterised by "heterogeneity," lacking a clear scope or standardised operational methods for its implementation (Burroughs & Barkauskas, 2017). This suggests that under different regulations and contexts where SEL is applied or intended for practice, its definition and application may vary. Therefore, in this research, it is necessary to include these similar terms and concepts to provide a more comprehensive and refined understanding of SEL.

This writing is conducted within the domain of SEL and is aligned with other interconnected research data on specific topics. For instance, when discussing SEL education, terms such as social and emotional skills, social and emotional education, and other related phrases are expected to have some inherent connection to the core

idea of SEL. Additionally, the term *social capabilities* has also been mentioned in various studies (Ansari & Rizvi, 2023). In *Social and Emotional Learning across the Mediterranean* (Cefai, 2020), terms such as "soft skills," "non-cognitive skills," and "21st-century skills" (Bellanca & Brandt, 2010; OECD, 2015) are used to describe concepts related to SEL. In the *Survey on Social and Emotional Skills* (SSES) (OECD, n.d.-a), the OECD refers to these abilities as "social-emotional skills." Jones and Kahn (2017), in *The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development*, refer to these abilities as "social and emotional competencies" (SE competencies), using the term "conceptualisations" to describe them.

#### 4.4 Different SEL Frameworks and Institutions

To ensure the thorough implementation and supervision of SEL, several criteria and frameworks have been developed and discussed, primarily based on the definition of SEL from the Collaborative for Academic, Social, and Emotional Learning (CASEL) (Rósa, 2024). Among these frameworks, the specific goals of SEL may vary depending on the context, such as schools, states, or countries (Cipriano et al., 2023). The different standards reflected in these criteria do not imply a hierarchy of importance or suggest that one set of indicators is superior to another (Cipriano et al., 2023). Instead, they showcase the diversity of SEL competencies. These interconnections between different areas and their corresponding competencies further demonstrate that defining SEL and its implementation framework is not a one-dimensional, absolute, or strictly delineated process.

By examining different frameworks, it becomes clear that each framework emphasises distinct aspects of SEL. For instance, the *Compare Skill Focus Across Frameworks*, Harvard University (Explore SEL, n.d.) categorises SEL criteria into six sub-indices: Cognitive, Emotion, Social, Values, Perspectives, and Identity, allowing for a comparison of frameworks worldwide. In contrast, Durlak and his colleagues (Durlak et al., 2011) identified six outcome areas: Skills, Attitudes, Conduct Problems, Prosocial Behaviour, Emotional Distress, and Academic Achievement. These studies illustrate that each framework places varying levels of emphasis on different aspects of

SEL. The interconnections between different areas and their corresponding competencies highlight that defining SEL and its implementation framework is not a one-dimensional, absolute, or strictly delineated process. This diversity also reflects the varied definitions of SEL and its related implementation across different contexts.

Overall, SEL is a comprehensive term that encompasses various social-emotional skills, including the acquisition of learner self-awareness, their interactions with others, and their management of personal emotions and behaviours in everyday life. These interpersonal competencies, such as social skills and emotional intelligence, provide a solid foundation for sustainable education. The diverse definitions of SEL highlight that it cannot be confined to a single, rigid field of knowledge. Instead, SEL is a continually evolving concept, subject to reinterpretation and redefinition, rather than a fixed or unchangeable discipline.

#### **4.5 Importance and Function of SEL in Education**

Several factors contribute to the growing prominence of SEL. Firstly, SEL is recognised as a beneficial educational approach that has a significant positive impact on learners, influencing both cognitive and social-emotional aspects (Blewitt, Morris, et al., 2021; Cefai, 2020). Research has highlighted SEL's role as a preventive measure and a key component in addressing lifelong challenges related to social skills, as well as its ability to predict future success (Cunningham & Villaseñor, 2014; UNESCO MGIEP, 2020; Denham (2018).

Furthermore, SEL has been shown to reduce the risk of adverse adolescent development (Durlak et al., 2011; Weissberg et al., 2003), enhance employability (Committee for Children, 2019; Deming, 2017), and foster professional ethics and values (Cipriano et al., 2023; Durlak et al., 2011). SEL, meanwhile, aids individuals in managing their emotions, maintaining relationships, and building friendships through emotional self-awareness (Committee for Children, 2019; Hawkins et al., 2008; Kautz et al., 2014).

Academic-related reasons similarly support the implementation and promotion of SEL, which plays a role as crucial as traditional cognitive learning in the student

learning process. Research has shown that SEL has a strong positive influence on students' academic performance (Ansari & Rizvi, 2023; Denham & Brown, 2010; Durlak et al., 2011; Duncan et al., 2007; Zeidner et al., 2002), helping them achieve key educational milestones (Carroll et al., 2020; Coleman & DeLeire, 2003; Committee for Children, 2019; Hawkins et al., 2008; Kautz et al., 2014) .

Regarding school performance, research indicates that when SEL is implemented, students' personalities and characteristics (UNESCO MGIEP, 2020), particularly self-discipline, have a greater impact on long-term academic success than IQ alone (Duckworth & Seligman, 2005; Duckworth et al., 2007; Committee for Children, 2019; Catalano et al., 2004). Students with SEL skills not only achieve higher academic performance (Durlak et al., 2011), but they also maintain better focus on academic tasks, exhibit reduced delinquency, and possess greater self-regulation abilities (Committee for Children, 2019; Kautz et al., 2014).

#### **4.6 The New Era Mission of SEL : Sustainability & Equality**

With the increasing challenges and changes in the global environment, SEL has been tasked with new missions and responsibilities. The impact of global events, such as the COVID-19 pandemic and shifts in economic conditions, has expanded SEL's role in addressing these worldwide issues. For instance, research highlights the importance of sustainable education (Boffi et al., 2022), which is closely linked to the promotion of emotional and social abilities. The release of the 2030 Agenda for Sustainable Development has brought the 17 Sustainable Development Goals (SDGs) into focus for many countries (Caputo et al., 2021).

The United Nations (2015) in *Transforming our World: The 2030 Agenda for Sustainable Development* has set 17 Sustainable Development Goals (SDGs) to forge a global consensus on creating a "greener, fairer, better" future and addressing critical challenges such as "ending poverty, tackling inequalities, and protecting our environment" (Global Goals, 2024). Furthermore, the connection between SEL and the achievement of the SDGs is emphasised in the report *SEL for SDGs: Education for Emotional Resilience* (UNESCO MGIEP, n.d.-c). Among these 17 goals, SEL is

expected to play a crucial role in addressing the "dissonance challenges" (Berg et al., 2017) associated with sustainable development.

Furthermore, navigating emotions and handling critical feedback from the public are key objectives of SEL. According to the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) (UNESCO MGIEP, n.d.-c), "The objective is therefore towards building emotionally resilient individuals who are able to navigate the complex landscape of conflicting goals and dissonance to one of prosocial behaviour that promotes human flourishing and the attainment of the SDGs." In other words, to advance environmental sustainability, educational progress, and the implementation of the SDGs, SEL is anticipated to become a fundamental global competency for individuals.

In promoting and implementing the SDGs, the UN aims to use SEL as a key pathway to support long-term advocacy and achievement of these goals (UNESCO MGIEP, n.d. -c). SEL addresses intrapersonal and interpersonal conflicts encountered by practitioners representing the global public in 2020 (European Commission, 2018; Cefai, 2020). The MGIEP leverages SEL education as a strategy to achieve the SDGs, encapsulating this vision with the initiative to "Build Kinder Brains" (UNESCO MGIEP, n.d. -b).

Besides contributing to global sustainability, SEL addresses various issues within the field of education, such as equality. In this context, equality refers to how SEL helps students develop comprehensive personal traits that enable them to overcome inherent familial and socioeconomic conditions (CASEL, 2024b). By promoting SEL, educational equity is advanced. SEL enables students to become more aware of their emotional needs while educators, parents, and peers gain a fundamental understanding of social and emotional skills. Through this awareness and customised support for students facing different emotional challenges, SEL helps individuals compensate for deficiencies arising from their original societal backgrounds or personal traits (CASEL, 2024a; UNESCO MGIEP, 2020).

This approach aligns with UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), which underscores the significance of SEL in conjunction with SDG 4, Target 7—Education for Sustainable Development and Global Citizenship. This target aims to ensure that by 2030, all learners acquire the knowledge and skills needed to promote sustainable development through education that includes, among other aspects, human rights, gender equality, a culture of peace and non-violence, global citizenship, and an appreciation of cultural diversity and its contribution to sustainable development (UNESCO MGIEP, 2020; UNESCO MGIEP, n.d.-c).

#### **4.7 Comparative Studies of SEL Implementation**

Without a specific method or restriction for implementing SEL (Conley, 2015.), it is crucial to reference the SEL implementation guidelines that are released alongside existing policies to precisely define its scope. Because of the diversity, there is a need for clear rules. This is where organisations come into play to establish clear boundaries, which then align with the goals and needs of various institutions.

Organisations have different goals (Blewitt, O'Connor, Morris, May, et al., 2021; Carthy & McGilloway, 2015). Some organisations refer to each other's standards, especially while others develop more specific guidelines and objectives for SEL. Research evidence suggests that SEL programming in Early Childhood Education and Care (ECEC)(OECD, n.d.-b) emphasises the mental health of children by using SEL to foster prevention and preparedness (Blewitt, Morris, et al., 2021). The BeYou program (Beyond Blue, 2019) in Australia adheres to CASEL's indicators and outlines five distinct areas of SEL competencies, providing detailed guidelines. The Network for Social and Emotional Competence (ENSEC) (Ensec, 2024) and Karanga (Karanga,2022) focus on the importance of teacher competencies and curriculum design in SEL. The Hand in Hand program (Vieluf et al., 2020). emphasises promoting social, emotional, and intercultural (SEI) competencies, highlighting their application to both school staff and students.

Kingston (2008) tried to figure out the relationship between emotional competence and the drop-out rates in higher education, while Denham & Brown (2010) examined how individual social and interpersonal relationships competence be built by SEL education. These varied goals and implementation approaches demonstrate the diversity and potential of SEL and provide additional references for comparative educational analysis and planning.

#### **4.8 Where and with Whom to do SEL with**

There is considerable debate about when and for whom SEL should be implemented. Some researchers believe SEL is most appropriately introduced during early childhood, stating that SEL is often designed to address the emotional and mental expression of young individuals (Denham & Weissberg, 2004; McCabe & Altamura, 2011; Burroughs & Barkauskas, 2017). On the other hand, other researchers advocate for SEL as a lifelong process, emphasising its importance from childhood through adulthood (UNESCO MGIEP, n.d. -a). From a physiological perspective, SEL implementation is highly influenced by the learner's age (UNESCO MGIEP, 2020). However, current research makes it difficult to determine an absolute relationship between SEL and chronological age. What can be confirmed is that SEL will have different standards, goals, and expected outcomes for students of varying ages.

Different levels of educational institutions have different regulations for *SEL* (Carthy & McGilloway, 2015). For instance, while some studies focusing on the implementation of *SEL* in preschools emphasise the development of students' emotional abilities, researchers in high schools or middle schools might utilise the concept of SEL as a method to address the attendance rates of students. For example, Emma Kingston (2008) examined the relationship between emotional competence and dropout rates in higher education, while Denham & Brown (2010) investigated how SEL education can build individual social and interpersonal relationship competence.

As for the location of SEL implementation, research has indicated that schools are the most suitable places for this type of education. Studies have highlighted the critical role that schools play in promoting SEL, the benefits they provide to students,

and the reasons why schools are an irreplaceable environment for such programs (Blewitt, Morris, et al., 2021). School-based SEL initiatives are often referred to as universal school-based (USB) SEL interventions (Cipriano et al., 2023, p. 1181). *USB* SEL education has been recognised as an effective approach to ensuring students acquire SEL competencies, significantly improving both their physical and mental health (Durlak et al., 2011). Schools can implement system-based curricula that integrate SEL across different subjects and lessons, providing students with multiple opportunities to develop these skills (Ansari & Rizvi, 2023; UNESCO MGIEP, 2020). Moreover, schools offer an essential environment where students can practice SEL skills with their peers (Committee for Children, 2019; Eklund et al., 2018), allowing the learning to have a more lasting impact.

Furthermore, as key figures in promoting SEL, teachers have also sparked numerous discussions on the subject. Previous research indicates that the presence of teachers significantly enhances the effectiveness of SEL implementation (Cipriano et al., 2023). In practice, teachers play a crucial role in imparting basic SEL knowledge and guiding students in SEL exercises and establishing SEL concepts between parents and students (Committee for Children, 2019).

#### **4.9 Research Gap**

The promotion of SEL has never been a program that can operate independently within a single system, direction, or organisation around the world (Blewitt, Morris, et al., 2021). Through the review of the aforementioned SEL research, several research gaps in SEL in Taiwan have been identified.

First, there is a lack of comprehensive and systematic planning and implementation for SEL (Rósa, 2024) in Taiwan. The connections between SEL implementation and various ecological levels—such as individuals, educational institutions, government bodies, classrooms, schools, families, communities, educators, caregivers, parents, and policymakers (Blewitt, Morris, et al., 2021; Greenberg, 2023; UNESCO MGIEP, n.d.-b)—have not been adequately planned or integrated in Taiwan.

Second, there are content-related gaps in SEL implementation. For example, while SEL promotion sometimes focuses on data-driven outcomes, it often overlooks the importance of teaching and practising related content, such as ethical principles. (Burroughs & Barkauskas, 2017). As a result, many SEL initiatives in Taiwan, though they may appear to align with SEL content on the surface, often end up being reduced to government performance metrics or data-driven key performance indicator (KPI) for educational institutions. However, the actual development of SEL in Taiwan remains quite unpromising in practice.

Additionally, public and societal support for SEL in Taiwan, which has been noted as a significant barrier in previous research, is another factor that can hinder the long-term implementation of SEL (Blewitt, Morris, et al., 2021).

Finally, compared to international experiences and data, Taiwan's limited SEL implementation plans and methods currently lack both practical glocalisation and proper globalisation utilisation. Furthermore, these aspects have never been addressed or implemented within a rigorous CIE research framework.

## **5. Methods and Methodology**

### **5.1 Inclusion and Exclusion criteria**

By clearly delineating the research into included and excluded areas, this study aims to provide a more precise focus for the research questions and offer specific recommendations (Patino & Ferreira, 2018). The research incorporates related subfields to ensure a comprehensive exploration of the topic, addressing social, economic, and cultural aspects.

Given the length limitations, the study primarily focuses on comparative education, particularly on educational policies and the implementation of SEL across different countries, rather than conducting an exhaustive international study that covers all cross-national research areas (European Centre for the Development of Vocational Training, 1998).

It is important to note that due to the scope of this research, the educational context for SEL implementation and its function at different educational stages will not be discussed in detail in the following sections. Additionally, cross-disciplinary studies on SEL, such as those related to psychology or medical fields, are beyond the scope of this research. This study aims to analyse and provide recommendations on the promotion and current status of SEL in Taiwan; however, it does not comprehensively integrate global SEL standards, frameworks, or implementation methods. The research exclusions have been made deliberately based on scope, research focus, and comparative materials.

### **5.2 Research Theories and Data Analysis**

The research employs an inductive coding process to analyse issues related to SEL education in Taiwan. This approach aligns with grounded theory, utilising In Vivo coding and multiple rounds of iterative analysis to derive the research findings. Given the limited research on SEL in Taiwan and the anticipated number of coding themes, an inductive coding approach is deemed the most appropriate and effective method for this study (Thomas, 2003).

This study follows the principles of grounded theory, aiming to harness the creativity and insights that the researcher brings to the study (Gibbs, 2007; Maher et al., 2018). As one of the most common qualitative coding methods (Gibbs, 2007), I aim to deduce different themes and categories from the data in this study. Furthermore, this study does not intentionally emphasise maintaining a strict separation between the researcher and the participants (Maher et al., 2018). On the contrary, during the research process, I have interwoven a small portion of my own experiences as an educator in order to ensure that the connections between the research questions are not overly rigid and to create a comfortable environment for interviewees to share their experiences. This approach is intended to enhance the accuracy and depth of the interviews.

This study adopts the In Vivo coding approach to preserve the authentic language of the interviewees as accurately as possible (Gibbs, 2007; Maher et al., 2018; Thomas, 2003), allowing the data analysis results to more closely reflect the true nature of the data. Although the use of In Vivo coding remains a topic of debate in research methodologies (Elliott, 2018.), I aim to enhance the accuracy of the findings through this method and to resonate more with Taiwanese scholars. Additionally, due to my proficiency and expertise in Mandarin, the language used during the interviews, In Vivo coding enables me to precisely capture the interviewees' true thoughts for further analysis. Although the final research results involve translating the data from Mandarin to English, the original data collection, facilitated by In Vivo coding, allows for a more accurate research direction and detail before the language conversion.

The coding process in this study involved several complex procedures. First, due to the limited number of interviewees, line-by-line coding was performed five times to ensure that the research data could be utilised to its fullest extent. This repeated analysis was conducted to enhance accuracy (Maher et al., 2018) and to ensure that the research content includes sufficient detail. During the interviews, I simultaneously took handwritten notes while conducting the interviews, allowing for preliminary coding and enabling relevant follow-up questions in this semi-structured research design, thereby enhancing interaction between the researcher and the interviewees (Maher et al., 2018). These steps were taken to ensure that the entire research process could

achieve a more refined analysis and to maximise the benefits of the coding process for the study.

### **5.3 Search strategy**

When searching for relevant documents and data, several resources were utilised, including the Oxford SOLO system, external academic resource websites provided by the University of Oxford, Google Scholar, and a few physical books. Given the broad definition of SEL, the search topics and scope were intentionally expanded as much as possible. To widen the search range, I used related terms such as "skills," "socio-emotional skills training," "social and emotional skills," "social competencies," "social-emotional education," "social-emotional competence," and "social and emotional learning" as keywords.

### **5.4 CIE Research Methods**

This research adheres to the guidelines of CIE, which plays a significant role in cross-national comparisons of globalisation and various educational issues (Lauterbach & Mitter, 1998). To elaborate on the field of CIE, various methodologies aimed at cross-national data comparisons or analyses of domestic education systems provide robust connections for conducting cross-disciplinary research.

Beyond the diversity of topics and research methods, the roles focused on comparative education are also important. First, on the individual level, Mark Bray (2014) has emphasised the importance of practitioners, including teachers, school staff, parents, and policymakers, in comparative education research. Second, on the institutional level, both national and transnational educational institutions, as well as other entities influencing the academic environment, are significant factors in international and comparative education (Bray, 2014).

In the context of CIE, the qualitative research method will provide a deeper understanding of the overall cultural and social context, the habits of residents, and the policy, political, and economic backgrounds of different countries (Fairbrother, 2014; Lauterbach & Mitter, 1998; Yang, 2014). By analysing the data collected from

interviews, I intend to extract the subjective perspectives of SEL education practitioners and compare these with SEL education implementations worldwide and in Taiwan. In other words, the subjective viewpoints of Taiwanese educators are a crucial aspect of this study. Furthermore, this study will follow these classifications and roles, conducting multifaceted analyses, offering recommendations, and providing references.

### **5.5 Research Process and Data Collection**

The research was conducted online through 60-minute interviews. Due to time constraints, accessibility issues, and budget limitations, online interviews were chosen over in-person interviews with Taiwanese educators.

The research process began in March 2024, starting with the ethical review and approval process at the university. The ethical document was fully approved in mid-May. Following approval on May 15, ten participants were invited to participate in the interviews. Unfortunately, only two participants responded and completed the interview.

This research was conducted using a dual approach of interviews and textual analysis. First, data was collected through qualitative interviews, and then this material was compared and referenced through document and textual analysis. It is important to note that I employed descriptive/interpretive research designs during the interview process to enhance the interaction between myself and the participants (Billups, 2021). By strengthening this interaction, I hoped to increase the participants' motivation and willingness to share additional personal experiences related to the research topic.

This study included both primary and secondary data collection methods (Gunawan et al., 2022). The interview data from the participants constitute the primary data, while the existing SEL education implementations and materials from Taiwan and other countries serve as the secondary data.

## **5.6 Online Semi-structure Interview**

The interviews were conducted in a semi-structured format. Due to the semi-structured nature of the questionnaire, respondents had more autonomy to answer questions that were related to, but not strictly aligned with, the research (Roulston & Choi, 2018). This approach allowed for greater diversity and richness in the research. Given the incomplete development of SEL research in Taiwan, the semi-structured questionnaire played a key role in deepening my understanding of the topic.

Although semi-structured questionnaires are often criticised for their accuracy and rigour (Gunawan et al., 2022), in this study, I aimed to use this non-linear, multifaceted method to allow respondents to introduce topics I had not previously considered. This broadened the range of perspectives on SEL within Taiwan's educational environment.

## **5.7 Interviewee Selection**

In selecting potential interview participants, I established specific criteria to ensure efficiency and increase recruitment willingness, aiming to enhance the quality and accuracy of the data collected.

Firstly, participants needed to have experience in public seminars, lectures, workshops, or interviews for journals. In other words, the interviewees were expected to be SEL practitioners with a certain level of openness, which was anticipated to increase their likelihood of participation. This selection process also helped me validate and target SEL experts in Taiwan. Given the current state of SEL implementation in Taiwan and my personal experience, it is recognised that SEL has not been fully developed. Therefore, instead of recruiting from the general public, such as teachers or students who have participated in SEL-related courses, I opted for a more targeted approach through private invitations. This approach also made it easier to assess and ensure the experience and professionalism of the potential participants.

Additionally, I selected SEL experts from diverse backgrounds within Taiwanese education, using publicly available information. The goal was to ensure

diversity in data collection, aiming for a cross-disciplinary outcome in the research. However, selecting experts from various SEL fields in Taiwan proved more challenging than expected, as there are fewer than 20 professionals actively working in this area. For this research, an "expert" is defined as someone with exposure to SEL-related policies or promotion efforts in Taiwan, along with relevant implementation experience.

The invited experts come from different educational fields, including frontline educators, promoters in official higher education institutions, teachers in public or private educational institutions, educators in experimental institutions, and leaders from private education organisations. Despite their diverse backgrounds, they all share the common trait of working in the field of SEL in Taiwan. This diverse selection is expected to provide multiple perspectives on the SEL situation in Taiwan, rather than addressing SEL challenges or issues from a single political, institutional, or academic viewpoint. Consequently, a more comprehensive and organised conclusion or recommendation regarding SEL in Taiwan can be provided.

### **5.8 Language Selection**

The research was conducted in Mandarin, supported by an English outline of the interview questions. As a bilingual interview, the research aimed to comply with university regulations while maximising the comfort and confidence of both the interviewer and interviewees (Gist-Mackey & Kingsford, 2020). Given that I was raised in Taiwan and spent over twenty years there, Mandarin was considered the most appropriate language for conducting the interview for both participants and me. Participants were informed that while the interviews would be conducted in Mandarin, they also had the option to request the interviews be conducted in English if they preferred. All pre-research information sheets, except for the consent form, were provided in both English and Mandarin, as approved by the university and the department.

I was mindful of the risks of misinterpretation or misunderstanding during translation and transcription. To mitigate these risks, I took several steps. First, when

sending research invitations to potential participants, I provided documents in both Mandarin and English. Participants were asked to read both versions, with the Mandarin version serving as a reference. Additionally, I initially drafted the pre-research documents in English and then translated them into Mandarin, leveraging my postgraduate degree in Chinese Literature from Taiwan. Finally, during the post-interview data collection and transcription process, selected quotes from each interview were proofread by the interviewees themselves, comparing both the English translation and the Mandarin transcription. While there may still be some limitations in translation or other linguistic issues, these procedures were implemented to ensure accuracy within the constraints of this short-term research program.

## 6. Research Ethics

The content of the research, research methods, and potential outcomes may pose ethical risks to the participants (James & Busher, 2007). In this study, the scope of ethics involves common challenges in qualitative research, such as participant involvement, informed consent, anonymity, and data protection (Billups, 2021). To address these concerns, various guidelines and frameworks have been employed to safeguard and protect the rights of the participants.

First, I safeguarded the ethics of this research by leveraging the credibility of formal educational institutions. Before recruiting participants, the research design was approved by the Central University Research Ethics Committee (CUREC) at the University of Oxford. The application submitted to CUREC included clear guidelines on informed consent, anonymity, confidentiality (Wiles, 2021), the storage of audio recordings, and the deletion of data after the interviews. All of these guidelines were thoroughly reviewed and approved.

Secondly, several precautionary measures were implemented during interactions with participants to ensure the research's authenticity while safeguarding their well-being and maintaining study accuracy. Before the study began, participants received clear research guidelines and an outline of the interview questions (Roulston & Choi, 2018) (**Appendix A**).

Prior to the interviews, I provided a detailed introduction to the research objectives, as well as information about my educational background and work experience. This was intended to facilitate effective communication and reduce any potential discomfort or stress related to the research. Additionally, considering the identities of parents, educational backgrounds, current employment in educational institutions, and socioeconomic status, the study emphasised the importance of anonymity (Orb et al., 2000) and the time-limited storage of data.

Before the research is officially submitted to educational institutions, participants have the right to review their interview data and translations included in the paper.

Through these measures, the research aims to uphold high ethical standards before, during, and after the study, ensuring its reliability and integrity.

## 7. Findings

The following paragraph presents findings based on the experiences of two interviewees, INTERVIEWEE 1 and INTERVIEWEE 2, whose insights serve as primary research data. Various aspects will be discussed and analyzed in sequence, supported by direct citations from the interviewees. These findings aim to uncover why SEL education has not been widely promoted within Taiwan's educational system. The analysis focuses on the perspectives of educators who have been actively involved in SEL initiatives.

The findings will begin with an exploration of the overall motivations and misconceptions regarding education in Taiwan. This section will address the general public's perspective on SEL, which serves as a foundation for developing cooperative solutions and research suggestions. Following this, I will examine the cultural and societal concepts at a national level. The analyses will be elaborated through two institutional perspectives—the Taiwanese government and schools—as key factors that have posed significant obstacles to promoting SEL-related courses. Finally, the three most important stakeholders—teachers, parents, and students—will be identified as the primary influences on students' engagement with SEL.

### 7.1 Positioning and Functions of SEL

Firstly, SEL in Taiwan is generally treated as a preventive measure rather than an intervention process. According to the experiences from interviewees, SEL content is often expected to serve as a treatment rather than a form of prevention during its implementation and practice. When discussing their reasons for focusing on SEL, the interviewees mentioned the expectation placed on them to achieve therapeutic effects through SEL.

*“I often emphasise in my usual lectures that it (SEL) is an **evidence-based systematic prevention, not a curriculum**. It is a **prevention strategy, not an intervention**, and it is **evidence-based, not a one-time event**.” (INTERVIEWEE 2)*

*“Initially, we started focusing on emotional education because there was a **growing concern** about the emotional development and abilities of 5th and 6th-grade students in one of the primary schools. That's why they (the school) asked us (the interviewee's association) if we could assist with this issue (through SEL).” (INTERVIEWEE 1)*

*“We (the interviewee's association) implemented SEL for a **high-risk member with a tendency to run away from home.**” (INTERVIEWEE 1)*

Other examples further illustrate why SEL is often perceived more as an intervention for social or emotional issues rather than as a broad competency to be integrated into the general curriculum or daily learning activities. As one interviewee explained:

*“Why are they (the government) considering this (to be convinced that investing money in SEL is worthwhile)? Well, incidents like the **increasing number of suicides in New Taipei City or sudden violent attacks** with knives are the kinds of things that prompt them to take action.” (INTERVIEWEE 2)*

These citations suggest that SEL is frequently used to address pre-existing issues that have not been adequately resolved. In other words, those implementing SEL in Taiwan often approach it with the goal of addressing specific problems or deficits rather than integrating it as a proactive, holistic (Social and Emotional Learning (SEL) of Newcomer and Refugee Students, 2022) component of education.

To understand the current positionality of SEL, it is helpful to look back at its early introduction in Taiwan. One interviewee described that when SEL was first introduced in Taiwan, it was primarily targeted at special education students, focusing on a specific definition and function:

*“Three or four years ago, it was mostly special education students who participated in SEL.” (INTERVIEWEE 2)*

Furthermore, SEL is promoted as a solution to address the negative atmosphere among youth in Taiwan. An interviewee provided insights into why the government is increasingly focusing on SEL, linking its promotion to a sense of misanthropy—a

feeling of disillusionment or negativity toward the world. This sense of misanthropy reflects a belief that current life lacks positivity or significance. Therefore, SEL is seen as a tool to address these pervasive feelings among the youth.

In conclusion, whether aimed at a small group of troubled students or addressing broader personal issues, SEL is often viewed as an additional method to manage existing problems that cannot be thoroughly resolved otherwise. It is frequently implemented as a supplementary approach to assist children with issues that teachers find challenging to address.

## 7.2 Conflict Between SEL and Academic Subjects

Several cases from the research illustrate the competition between SEL and cognitive courses, with academic subjects currently holding a significant advantage in the allocation of instructional time. These cases reflect diverse perspectives from various stakeholders, including school representatives, parents, and teachers.

Starting with experiences related to schools, one interviewee described being required to implement SEL in a school but facing significant time constraints:

*“We attended classes during the period from June 14th, **right after the children's final exams ended**, until the graduation ceremony.” (INTERVIEWEE 1)*

To illustrate the limitations of SEL education class time in this context, it is important to note that in Taiwan, there are typically only about 3 to 5 school days between the final graduation exam and the graduation ceremony for students in their final year of primary school. This suggests that cognitive courses are still prioritised over SEL despite schools recognising its importance. As a result, SEL often receives only a limited amount of time, often relegated to spare moments. The cases indicate that even when schools acknowledge the significance of SEL, cognitive courses remain a higher priority, leading to constrained time for SEL.

This case emphasises a critical issue regarding priority order between cognitive subjects, or academic subjects, and SEL (Greenberg, 2023; Wilkinson & Kao, 2019).

If SEL is consistently scheduled only after academic subjects and school activities are completed, its promotion remains limited. For example, in other grades, the day after the final exam of the academic year is often the day before winter or summer vacation begins. That is to say, if SEL is always scheduled at the end of the academic year, there is little opportunity for it to be effectively promoted or integrated into the curriculum, not to mention there are schools that do not even consider implementing SEL.

Secondly, the perspective of parents also reveals conflicts between academic programs and SEL. One interviewee shared the challenges they faced when dealing with parents who were reluctant to enrol their children in SEL programs. This reluctance highlights the ongoing tension between prioritising academic performance and integrating SEL into students' education:

*“When I first started promoting (SEL), I also led a group for children. At that time, parents were the ones who took their children participating (in the SEL sessions). I noticed that these parents weren't attending (the SEL classes) to enhance their children's social-emotional education **but rather to improve their children's English, especially since we used bilingual** (teaching during the sessions).”*  
(INTERVIEWEE 2)

Interviewee 1 also shared similar insights from the parents on the topic:

*“The parents who had been provided with SEL courses would say, 'We (the parents themselves and their children) have already learned so much about SEL. We don't need to learn about emotional intelligence (EQ, which is one of the courses that the association of this research interviewee has given). **We have so many other important courses, like bilingual courses and STEM classes, which are also crucial for our children.**' As a result, they felt that they (the parents) were already overwhelmed with learning and didn't see the need for SEL.”* (INTERVIEWEE 1)

From the cases, it can be observed that parents often regard SEL as secondary or expendable, prioritising courses such as English or other academically oriented subjects instead (Blewitt, O'Connor, Morris, Nolan, et al., 2021; Tyner, 2021). Interviews revealed a common consensus among parents that bilingual and intelligence programs

are more important than SEL. While the competition between SEL and other subjects is not absolute or unchangeable, SEL generally tends to be sidelined and sacrificed in favour of cognitive courses.

Lastly, from the teachers' perspective, SEL is often viewed as an additional course that requires extra time and energy from themselves. Although some teachers recognise and understand the benefits of SEL, as paraphrased by the interviewees, SEL remains outside their primary focus. Despite their personal agreement with the core values of social and emotional learning, the demands of their existing responsibilities often lead them to prioritise other subjects.

*“I think one of the biggest challenges they (the teachers who are interested in trying out or adopting SEL in their classrooms) face is a lack of time for teaching. If SEL is treated as **just another (independent) course, these teachers might feel they don't have the time, space, or energy to fit it into their schedules.**” (INTERVIEWEE 2)*

*“It's not feasible to just have them (the teachers who are interested in trying out or adopting SEL in their classrooms) take SEL courses or train them to teach SEL as a separate subject, especially since they are already extremely exhausted, even at the elementary level.” (INTERVIEWEE 1)*

From these research results, it can be observed that either from the time, the content, and the importance, the SEL is fully substituted from the academic learning courses or other content which are also treated as extra-curricular programs (Wilkinson & Kao, 2019), such as STEM, bilingual courses, form all the aspect both the school institutions, parents, and teachers.

### **7.3 Government-Related Policies and Regulations**

Through the interviews, it was observed that the willingness to implement SEL in the field of education is closely tied to the CG12YBE (MOE, 2021) set by the government, particularly the MOE. The interviewees noted that due to the lack of emphasis on SEL in these official guidelines, teachers, schools, and parents often view SEL as an optional component rather than a necessary part of students' education. The

influence of governmental policies can be categorised through these observations and citations :

*“Because SEL requires them (the teachers) to allocate additional time for the students, some teachers feel that this (implementing SEL) interferes with their originally planned curriculum at schools. Since SEL is not part of the core curriculum regulated by the government, some teachers may view it (the implementation of SEL) as optional. Especially when they (the teachers) do not see immediate results from SEL, they might be inclined to consider it non-essential.” (INTERVIEWEE 1)*

Interviewee 2 also discussed the relationship between governmental support and the success of SEL promotion:

*“It's challenging to implement this program **unless the government fully supports and promotes it.**” (INTERVIEWEE 2)*

Consequently, in the absence of SEL-related concepts in the main curriculum guidelines, teacher training programs also lack relevant instruction in social and emotional education. According to the interviewees, although some teachers may initially be enthusiastic about engaging in SEL upon joining educational institutions, they often lack prior experience. This initial enthusiasm frequently wanes over time, leading to stagnation in SEL progress in Taiwan. In other words, due to the lack of formal SEL training programs, these teachers often struggle with implementing SEL, even when they later receive information about its importance. Several pieces of supporting evidence are listed below:

*“Our curriculum guidelines suggest that every educational topic and content implemented in schools should be integrated into our teaching. **However, in SEL, the current challenge we face is that many teachers lack social-emotional competencies themselves, making it difficult for them to effectively incorporate SEL into their lessons. This is the biggest challenge.**” (INTERVIEWEE 1)*

*“I think the greatest challenge for these teachers is their unfamiliarity with emotional topics. Whenever we (the interviewees and their association) share about*

*SEL with them (the teachers), they all agree that it's a great concept. **However, they are worried because, in Taiwan, the teacher training process doesn't include the concept of SEL. In other words, teachers are concerned about teaching it incorrectly.** But since I personally specialize in SEL, I've integrated it into every lesson, and I design the social-emotional development aspects based directly on CASEL's five core competence.” (INTERVIEWEE 2)*

These cases indicate that teachers in Taiwan lack the SEL competencies that should be addressed in teacher training programs. Furthermore, the current curriculum guidelines in Taiwan contribute to this issue by undermining teachers' confidence, preventing them from fully engaging with SEL. The following sentences illustrate how the lack of SEL training affects teachers, leading to passivity and challenges in curriculum design. Teachers often encounter difficulties with both practical implementation and maintaining confidence in their educational roles due to this gap in their training.

#### **7.4 Controversies of the School Stance**

The role of schools also presents challenges in implementing SEL education. During discussions with interviewees about the function of educational institutions, the importance of schools was repeatedly emphasised. In Taiwan, students spend a significant amount of time at school, roughly nine hours per day. This extended school day highlights how a school's priorities and policies can greatly influence the integration and effectiveness of SEL programs.

*“We have always believed that, given the current social environment in Taiwan, **school is actually the child's real home.**” (INTERVIEWEE 1)*

*“**Children spend eight hours a day at school, and then they go to cram school programs. Parents might not get home until 7 PM, or in some cases, even as late as 9 PM. By the time parents pick up their children from the cram schools, homework is usually already done under the supervision of the cram school teachers. Then, parents and children might just chat or watch TV together. Or, if parents pick up their children at 9 PM, there's often a bit of chaos, and parents rush to get the kids***

*to bed because they have school the next morning. As a result, the home has become more like a hotel for the children.” (INTERVIEWEE 1)*

In other words, schools are essential institutions for implementing and promoting SEL, with the support and authority of school leadership playing a critical role. However, the preparation and implementation of SEL in schools are often inadequate or unsatisfactory. The controversies surrounding this inadequacy primarily involve key personnel, including administrators, staff, and school leaders such as principals. These individuals are grouped together here because they share similar decision-making power over SEL course content and the allocation of campus leisure time for SEL activities. The following discussion will focus specifically on their roles, with students and teachers being addressed separately in later paragraphs.

Despite being crucial for promoting SEL, schools often take an indecisive stance that hinders its development for several reasons. First, the organization and workload related to SEL activities on campus are not clearly defined. This lack of clarity has become a significant issue, especially since SEL is not compulsory in Taiwan. As a result, no specific office or staff member is formally responsible for overseeing SEL initiatives.

For example, interviewees noted that SEL programs are developed independently by each school, leading to varied implementations and different methods of workload distribution. Some institutions employ specialised professionals, such as in-house clinical psychologists or counselling psychologists, as primary coordinators for SEL. In contrast, other schools assign SEL responsibilities to administrative staff who manage student curriculum arrangements. This lack of a clear division of responsibilities within schools exacerbates the uncertainty and inconsistency in SEL implementation.

Secondly, another factor contributing to indecisiveness is the instability of school leadership. The frequent rotation of principals disrupts the continuity of SEL implementation, as each principal may have different priorities and varying levels of commitment to promoting SEL on campus. Since SEL courses are not currently part of

national curriculum guidelines in Taiwan, most SEL activities and lectures are scheduled during non-official or extracurricular periods, which rely on manual scheduling. This further complicates the consistent integration of SEL into the school environment.

To further illustrate, non-official times are often defined as the 30 minutes before the first official class, referred to as "Early Self-Study" (早自習, zǎo zì xí). "Early Self-Study" (早自習, zǎo zì xí) is a period for self-directed study that can be scheduled by schools, parents, teachers, or students before the first class of the day. This time can be used for planning school-wide or individual learning activities (MOE, 2022; MOE, 2024). Extracurricular times include class hours after school or vacation periods during the semester. These periods, which are not required for core academic subjects, offer relative flexibility. The MOE in Taiwan has granted schools some autonomy in how they use these periods to develop school-based features within the CG12YBE (MOE, 2021). However, the allocation of these times is determined by principals or school heads. As a result, the variability in willingness to integrate SEL, influenced by a "rule of man" approach, leads to inconsistency in SEL implementation. Several cases illustrating this variability were highlighted by the interviewees.

*“We encountered our biggest difficulty when a principal, who was very enthusiastic about the program, first arrived. However, **because a principal’s term lasts about 6 to 7 years, they have to be reassigned afterwards.** During these 6 or 7 years, you could see the school’s SEL education thriving. But then, **when a new principal arrived and said they didn’t want it, the achievements of the past 6 years came to an abrupt halt.**” (INTERVIEWEE 1)*

Furthermore, the challenges and pressures from school leaders can undermine the authority of teachers who are eager to promote SEL. In some cases, teachers are compelled to privately invite external organisations to offer SEL courses during summer or winter vacations.

*“Recently, during the summer vacation, a school’s guidance counsellor asked our volunteers to organise an SEL camp. **They invited many parents to observe the***

*outcomes of the lessons, hoping that this would help them negotiate with the principal to allow more opportunities for their children to attend SEL classes.”*  
(INTERVIEWEE 1)

After these courses, they must present the student learning outcomes to convince principals and other administrators of the value of these SEL programs.

*“Sometimes, teachers who we (the interviewee who works in a SEL association) previously cooperated to implement SEL in their class privately request that our volunteers help teach SEL courses to the teacher’s new classes. For example, the teacher may ask us to use the time allocated for early self-study or even during their teachers’ own teaching period to conduct these SEL lessons for their students. However, the problem is that these teachers cannot officially request this from the school administration, nor can they openly express that their classes need this program.”* (INTERVIEWEE 1)

Through these cases, it can be concluded that the willingness of school administrators and educational leaders plays a decisive role in promoting SEL courses. This variability in support creates uncertainty and instability in the implementation of SEL programs. The influence of school leadership can also undermine the efforts of teachers and external organizations that strive to provide SEL resources.

### **7.5 Influence of Parental Involvement**

Parents play an important role in education and significantly impact the promotion of SEL in Taiwan. Based on the interviewees' experiences, most parents are generally supportive of SEL, especially when SEL is first introduced into classes. Parents tend to provide positive feedback as they see the potential benefits of SEL for their children.

*“They (the parents) should be able to see noticeable changes in the children of those classes.”* (INTERVIEWEE 1).

*“We see more often that the parents may not know their child is receiving emotion-related lessons, **but they suddenly discover that their child has developed such abilities, and then they find the program to be very good.**” (INTERVIEWEE 1)*

The power of parent or parental character also plays a benefit role in publishing the idea of SEL :

*“A parent from one school where we ran SEL, learned that this program was very good, and this parent also joined our volunteer SEL instructor training course to help the promotion of SEL. Furthermore, this parent also strongly hoped that SEL could be promoted in his/her child's school as well. **That is to say, in such cases, these parents who support SEL would recommend our SEL promotion organisation to other schools, benefiting the publishing of SEL.**” (INTERVIEWEE 1)*

However, some parents oppose the promotion of SEL or the organisations that try to introduce it into schools. When SEL is considered for promotion on campus, parents or caregivers of students may resist the school or the institutions facilitating its implementation.

*“Parents usually oppose the implementation of SEL or the SEL-promoting association **because of their own religious issues.**” (INTERVIEWEE 1)*

*“Because the time that can be used to give extracurricular courses in school is limited, everyone (referring to parents and similar function organisations preferred by parents) competes within this limited time. **Some members of religious groups later become presidents or vice presidents of the Parents Association and then remove our (the interviewee’s) organisation (which aims to promote SEL on campus).**” (INTERVIEWEE 1)*

*“The power of the Parents Association in Taiwan is quite strong; they believe they can decide many things. For example, recently, a senior teacher in an elementary school who had previously cooperated with us (the interviewee’s organisation which aims to promote SEL on campus) to their students. The Teacher expressed a desire*

*to continue teaching SEL classes after the COVID-19 situation improved, so our association SEL-teaching volunteers started preparing to reenter the campus. **However, more than a month later, the school informed us that we couldn't be available to continue the classes because the Parents Association opposed it.***”  
(INTERVIEWEE 1)

Through analysing these citations from the interviewee, parental influences can primarily be separated into two categories: direct opposition from individual parents and collective opposition from the Parents Association. Based on the interviewee's experience, the former involves negative feedback shortly after SEL courses are implemented in the classroom, typically arising from specific reasons related to the parents' personal beliefs or backgrounds, such as religious convictions or a preference for a different organisation with a similar function. The latter, involving the Parents Association, often occurs even before the SEL program is introduced on a particular campus. According to the interviewee, this form of opposition is more likely to occur.

Furthermore, to understand how the Parents Association impacts course guideline decisions on campus, it is necessary to explore the association's dynamics and its power within the school and educational system. In Taiwan, there are cases where parents must donate a certain amount of money to be elected as members of the Parents Association. This means that parents in these school-based associations serve as an additional funding source for educational institutions. Consequently, these parental member-founded associations have become increasingly important to public schools in Taiwan, which receive a fixed budget allocated annually by the government. Due to this relationship and mechanism, the Parents Association is not just a group of caregivers working to defend and protect students' rights by supervising the schools but also holds a decisive opinion on how other school affairs should be arranged.

These results demonstrate that parents significantly influence the implementation of SEL in classrooms, whether through the Parents Association or individual actions.

## 7.6 Teacher Personal Mindset and the Education Environment

Teachers also face personal challenges when implementing SEL in their lessons. In addition to interference from the curriculum, parents, or campus power dynamics, teachers encounter their own difficulties while conducting SEL. This section, distinct from the previous content, focuses on teachers' emotional issues and peer pressure encountered when dealing with SEL or similar courses in their workplace.

Interviewees reported that some teachers' attitudes toward SEL reflect their personal experiences. For example, some long-serving educators may view themselves as experienced professionals who effectively manage social and emotional issues without the SEL framework, leading them to resist SEL-related initiatives:

*“Some teachers in schools don't think much of this thing (SEL). **They think they have been teaching well for so many years; they don't need it.**” (INTERVIEWEE 1)*

*“**Experienced teachers think, 'I'm already great enough; I've been teaching for 20 or 30 years, I'm great at everything, and I don't need this (SEL).** Whatever happens with your child, I can handle it, okay?” (INTERVIEWEE 1)*

Furthermore, the rejection of SEL is more commonly observed in the public school system for several reasons. First, some educators in public schools tend to be more conservative, making them less willing to incorporate SEL or replace their existing emotional management strategies with SEL. This resistance is even more pronounced among experienced teachers in the public system.

*“**Experienced teachers feel that their traditional methods are sufficient enough, so why should they adopt new ideas of SEL, especially as they are waiting for retirement.**” (INTERVIEWEE 2)*

Experienced teachers in the public school system are often perceived as delivering education passively and awaiting retirement with a pension. Consequently, they are generally less inclined to actively adopt or introduce SEL into their teaching practices or schools. Additionally, job security in public schools and the challenges faced by new

teachers in entering the public school system also impact their motivation to implement SEL. Interviews also revealed other concerns regarding SEL in the public system.

*“But public-school teachers are different from other teachers. Public school teachers are very outstanding, and each one spent a lot of time passing the exams to get in (mentioning the low acceptance rate of public school teachers due to the high number of pre-service teachers and the low birth rate in Taiwan). And we also know that for them, **teaching might be a stable career, an 'iron rice bowl.'** (which means that the work is steadily preserved and can work till the age of retirement without making any extra effort). So, naturally, unless you truly love SEL, can accept SEL, or SEL has started to influence you personally, it's challenging to promote SEL genuinely.” (INTERVIEWEE 2)*

The relationship between experienced teachers and new teachers in public schools is also discussed to move forward.

*“Because even if you really like SEL and think it's very effective, and you want to promote it in schools, **if you're a newly hired teacher, it's still tough.**” (INTERVIEWEE 2)*

Based on the evidence presented, it can be inferred that implementing SEL in public schools faces significant challenges. These challenges are evident across various groups, including new teachers and experienced teachers, and the interactions between these groups.

## 8. Discussion

### 8.1 Misplaced SEL Positioning

The analysis presented in the findings indicates that SEL has primarily been introduced in Taiwan as an intervention method for students with special educational needs. Whether addressing broader social issues, societal depression, specific challenges within schools, or individual cases, SEL is expected to mitigate the high risk of emotional difficulties. This approach implies that SEL is used as a tool to address issues such as depression, anxiety, suicidal tendencies, and antisocial behaviours—issues that may not be effectively managed through traditional educational methods or pedagogies.

However, SEL is still predominantly recognised as a method specifically for special education students. This misconception significantly impacts the promotion of SEL in Taiwan, as the public tends to view it as a solution applicable only to special cases. These misunderstandings regarding the purpose and content of SEL influence both teachers and parents, leading them to limit students' access to SEL-related information.

An improper motivation behind the implementation of SEL in Taiwan is a significant factor contributing to its inadequate promotion. This misguided concept poses a serious obstacle, warranting further discussion and elaboration.

The misguided perception of SEL as a specialised intervention for students with special needs can lead to significant resistance from parents, students, and even teachers. For instance, teachers may mistakenly view SEL as relevant only to specific situations or particular groups of students rather than as a beneficial framework for all learners. This misunderstanding can cause teachers to undervalue SEL and exclude its principles from their course design, believing that SEL is intended only for a minority of students rather than applying to the entire student body. Consequently, when SEL is incorrectly perceived as therapeutic content, students are deprived of the opportunity to acquire essential social and emotional skills. This cycle perpetuates the

misconception, resulting in SEL being regarded as an extracurricular and optional aspect of education rather than as an integral part of the curriculum.

Parents' perspectives on SEL are often shaped by the misconception that it is a specialised intervention. This misleading label frequently leads to unnecessary resistance or outright rejection when SEL is introduced. Based on my personal experience in education in Taiwan, when SEL content is presented to students, students and their parents often react defensively, perceiving it as a form of "special" treatment. This cycle of misunderstanding and ineffective implementation has become a significant factor in why SEL is not widely accepted.

Students who could benefit from SEL may be overlooked due to misconceptions about the program. This misunderstanding limits SEL's reach to those who might need it. Because it is primarily seen as an intervention, SEL resources in Taiwan are often allocated only to students experiencing severe emotional struggles, neglecting those with potential needs. This misuse of SEL restricts its promotion to a small subset of students, as it is perceived as an intervention rather than a preventative measure.

Although SEL does serve as a treatment for those in need, the current research and trends in Taiwan focus on its widespread promotion. However, the narrow definition of SEL as merely an intervention restricts its broader application and dissemination.

## **8.2 Conflict Between Academic Subjects and SEL**

In the context of SEL implementation in Taiwan, there are misunderstandings regarding the relationship between SEL and traditional cognitive academic subjects. SEL is often perceived as being in conflict with these subjects, as if it were a competing or independent course. This misconception suggests that SEL is a standalone content area, potentially clashing with other subjects traditionally taught on campuses.

Viewing SEL as a conflicting subject makes its promotion challenging. As discussed in the findings section, SEL is often perceived as occupying time that could otherwise be dedicated to traditional cognitive courses.

There are two main reasons for the perceived conflict between academic subjects and SEL courses. Firstly, the lack of a holistic education approach in Taiwan is a significant challenge. SEL is viewed as part of a holistic education framework, which goes beyond the traditional score-oriented or test-oriented learning structure (Social and Emotional Learning (SEL) of Newcomer and Refugee Students, 2022). However, despite adopting the latest curriculum guidelines for literacy development, Taiwan remains an exam-oriented society where there is limited emphasis on non-academic performance.

Secondly, the conflict between SEL and other subjects is exacerbated by the limited time available in the curriculum. According to the CG12YBE (MOE, 2021), only a few hours are allocated for leisure or flexible courses. The courses listed in CG12YBE (MOE, 2021) are divided into two main categories: Institutional-Based Curriculum (IBC), also known as Subject Learning Courses (部定課程 *bù dìng kèchéng* or 領域學習課程 *lǐngyù xuéxí kèchéng* in Mandarin), and School-Based Curriculum (SBC), also referred to as Alternative Curriculum (校訂課程 *xiàodìng kèchéng* or 彈性學習課程 *tánxìng xuéxí kèchéng*).

For this purpose, the Institutional-Based Curriculum (IBC) is uniformly planned at the national level to develop students' basic academic abilities and lay the foundation for adaptive development (MOE, 2021). In contrast, the School-Based Curriculum (SBC) is organised by individual schools to shape their educational vision and enhance students' adaptive development (MOE, 2021). The IBC focuses on core subjects such as Language Arts, Mathematics, Natural Sciences, Social Studies, Arts, Technology, Integrated Activities, Health and Physical Education, and National Defense Education. Meanwhile, the SBC offers more flexible, school-determined content tailored to the specific needs and interests of the students.

The SBC is further divided into implementation guidelines based on students' age groups. In elementary and middle schools, SBC is referred to as the Alternative Curriculum (彈性學習課程 *tánxìng xuéxí kèchéng*), which includes Integrative Theme-, Project-, and Issue-Based Inquiry Courses (統整性主題/專題/議題探究課程 *tǒngzhěng xìng zhǔtí/zhuāntí/yìtí tànjiù kèchéng*), Club Activities and Professional Courses (社團活動與技藝課程 *shètuán huódòng yǔ jìyì kèchéng*), Special Needs Domain Courses (特殊需求領域課程 *tèshū xūqiú lǐngyù kèchéng*), and Other Types of Courses (其他類課程 *qítā lèi kèchéng*). These SBC courses can be planned and organized by the school to facilitate school-wide, grade-level, or class-group learning activities, thereby enhancing students' interest in learning and promoting adaptive development (MOE, 2021).

In the high school system, the regulations regarding the SBC have different definitions. For senior high schools, the SBC includes School-Required Courses and Elective Courses (校訂必修與選修 *xiàodìng bixiū yǔ xuǎnxiū*). School-Required Courses provide 4 to 8 credits per semester, while Elective Courses offer 54 to 58 credits per semester. Additionally, high school students participate in Group Activity Sessions (2 to 3 sessions per week) and Alternative Learning Sessions (2 to 3 sessions per week). Group Activity Sessions are designed for homeroom or student-directed activities, whereas Alternative Learning Sessions focus on self-directed learning or other supplementary education.

To incorporate SEL into the curriculum, it must be integrated either with SBC subjects or included in IBC. When SEL is integrated into SBC, it must align with the specific subjects and requirements outlined in the national curriculum. In contrast, SEL content within IBCs can be developed with greater flexibility, as these courses are less restricted. However, there is a significant disparity in time allocation between IBCs and SBCs.

In primary education, the number of sessions allocated for IBC and SBC varies by grade level. First and second-grade students typically receive 2 to 4 sessions per week, while third and fourth-grade students have 3 to 6 sessions per week. Fifth and

sixth-grade students participate in 4 to 7 sessions per week. In middle school, students engage in 3 to 6 sessions per week, and in high school, they attend 2 to 3 sessions per week.

The limited time available for IBCs presents another challenge in Taiwan: integrating SEL into SBC courses is difficult due to a lack of teacher competencies (this will be discussed further in Section 8.3.2 with supporting data). Additionally, time constraints and strict curriculum requirements make it challenging to incorporate SEL into IBCs. This dilemma highlights the significant conflict between cognitive subjects and SEL courses.

In Taiwan, SEL is often regarded as a mostly independent class, which has made it challenging to integrate with specific subjects. This perception exacerbates the perceived conflict between SEL and other cognitive subjects.

### **8.3 Inadequacy of Governmental Support**

During the interview, it was noted that the government has been insufficient in supporting the promotion and implementation of SEL in Taiwan. This lack of top-down support is evident in several aspects, primarily due to the absence of a structured curriculum discipline. To clarify, the term "lack of SEL" not only refers to the absence of the specific term "SEL" in curriculum guidelines but also indicates that similar or related SEL concepts are missing from educational policies.

#### *8.3.1 Absence in Curriculum Guidelines*

The lack of top-down guidance on SEL is one of the biggest challenges for Taiwan in implementing SEL more broadly. In the CG12YBE (MOE, 2021), there are no direct references or phrases that emphasize the importance of SEL. However, previous research by Taiwanese scholars indicates that some aspects of the CG12YBE (MOE, 2021) align with SEL-related concepts. For instance, Wang (2016), Hong and Lin (2023), and Huang (2024) discuss how the principles and content of SEL correspond with the K-12 curriculum. Among these studies, Huang (2024) explains that Taiwan's curriculum incorporates relevant SEL ideas in response to the growing

global emphasis on SEL. She illustrates this by examining the Integrated Activities section of the IBC curriculum, highlighting how SEL concepts align with the three major thematic axes and their corresponding twelve sub-items listed in the subject of Integrated Activities. Related materials and comparisons are formulated and organised based on the content of Huang (2024) in Table 1 (**Appendix B**).

Wang (2016), Hong and Lin (2023), and Huang (2024) detailed how Taiwan's recent curriculum content aligns with SEL competencies. However, there is a fundamental difference between the Taiwanese curriculum and the concept of SEL. While SEL is a broad and flexible field, the CG12YBE (MOE, 2021) in Taiwan provides limited support for SEL. The competencies or "literacies" outlined in the curriculum are target-oriented, focusing on specific skills such as emotional control and creativity. In contrast, SEL encompasses broader core values and competencies that are not always clearly defined or systematically implemented. Therefore, the current curriculum guidelines do not sufficiently incorporate the principles of SEL in Taiwan.

Although not all countries implement SEL by integrating it into their curricula, the terms in Taiwan's curriculum that hint at emotional education do not necessarily mean that emotional education is entirely excluded. The concern regarding Taiwan's curriculum is that it does not provide sufficient guidance and reminders about students' emotional awareness. The current curriculum content seems to treat emotional skills more as abilities that can be developed through proper emotional management rather than explicitly addressing emotions as a key focus (Sims et al., 2017). Before these emotion-related skills can be clearly applied and reinforced, it is crucial to address emotional awareness.

### *8.3.2 Absence in Teacher Training Curriculum*

In pre-service teacher training programs, there has been discussion about which courses effectively prepare pre-service teachers for implementing SEL during their service. In some countries, although SEL is not defined as a mandatory curriculum, relevant skills and demonstrations are included in the requirements for pre-service teachers (Department for Education, 2024; Rósa, 2024). In these countries, the social

and emotional competencies expected of teachers are explicitly listed in the national curriculum as regulations.

Different regulations require the integration of SEL competencies into teacher training. For instance, in Sweden, K-3 teachers must demonstrate relevant social and emotional competencies before graduation (Vieluf et al., 2020). Some pre-service teacher training programs incorporate SEL concepts into specific educational issues and subjects, while others integrate SEL throughout an entire year of coursework. Vinnes (2014) also highlighted that certain courses, such as those focused on social and emotional development, are mandated as compulsory training. These courses ensure that student teachers gain sufficient exposure to implementing SEL.

Examples from different countries highlight various regulations and assessments related to SEL systems for both pre-service and in-service teachers. The purpose of exploring these regulations is not to critique the strictness of Taiwan's current teacher standards but to understand the challenges Taiwanese teachers face when working in SEL environments. By examining teacher training in other countries, I aim to identify the resources lacking in Taiwan that are necessary for teachers to implement SEL effectively.

In addition to improving the promotion of SEL in numerical terms, it is essential to ensure that SEL integration is taught to teachers across different subjects (Schonert-Reichl, 2017). Compared to the individual training that teachers receive after entering the workforce or the SEL-related resources available in their work environment (Rósa, 2024), pre-service teacher training in SEL also requires attention. The lack of clear disciplinary guidelines impacts teachers' self-confidence and awareness of SEL. Research indicates that the training process for pre-service teachers is significantly affected by the absence of SEL in educational discipline outlines. As a result, teacher training programs often fluctuate with the main educational guidelines. Additionally, the lack of specific disciplinary focus can lead to dissatisfaction among teachers working in the field. These issues underscore the importance of incorporating SEL-related educational courses into teacher training programs.

According to the Teacher Education Act (MOE,2019), there are no specific regulations requiring teachers to complete courses related to SEL. The Act distinguishes between specialised field lessons, which pre-service teachers can select based on their subject areas, and general pre-service teacher education courses. The specific courses that pre-service teachers must take are determined by the institutions offering the teacher training programs. For instance, when examining the curriculum guidelines from the Teacher Education Programs at National Taiwan Normal University (2024) and the Center of Teacher Education at National Taiwan University (2024), the courses most relevant to SEL include Cognitive Psychology, Developmental Psychology, Adolescent Psychology, and Educational Psychology.

However, despite the inclusion of these courses, there is no direct evidence indicating that they effectively equip pre-service teachers with the necessary cognitive abilities or knowledge related to SEL. These courses may cover content related to SEL without providing sufficient training specifically focused on SEL or social-emotional issues. They are often introductory or foundational courses that may have only limited connections to SEL topics (Taylor et al., 2018). Additionally, some studies suggest that these courses do not adequately address SEL themes (Rósa, 2024).

Due to insufficient teacher training, the integration of SEL into cognitive subjects has not been effectively promoted. While previous cases and studies in Taiwan have explored the potential for incorporating SEL concepts into existing curricula, these efforts have been limited to specific subjects. This limitation highlights a broader issue: the general lack of teacher preparedness to integrate SEL across various subjects.

Referencing the reports *Boundless Literacy Education: A Compilation of Achievements in Social and Emotional Learning* (「社會情緒學習」成果彙編 - 素養教育無邊界 Shèhuì qíngxù xuéxí chéngguǒ huìbiān — Sùyǎng jiàoyù wú biānjiè) (Taipei City Department of Education [TCDE], 2021; TCDE, 2022), which detail various cases across different educational levels and subjects, it is evident that there is a preference for certain subjects and a declining trend in the integration of SEL as students' progress in age. Related materials and comparisons based on the content of the TCDE report (TCDE, 2021; TCDE, 2022) are presented in Table 2 (**Appendix C**).

The T\* data in Table 2 (**Appendix C**) provides considerable evidence that teachers face challenges integrating SEL due to insufficient pre-service training. Additionally, the data indicate that most integration efforts are concentrated in life skills and comprehensive fields.

In summary, the analysis of curriculum regulations and the volume of course plans completed by teachers over the past two years highlights that the lack of top-down promotion has significantly hindered the implementation of SEL. To advance SEL more effectively and broadly, it is crucial for the government to assume this responsibility. Further recommendations drawn from international cases will be discussed in the solutions section.

#### **8.4 The Inconsistency of Schools**

Schools are recognised as essential environments for implementing SEL, as they provide both the time and appropriate settings for students to practice SEL skills after receiving instruction. For example, universal school-based (USB) SEL has become a mainstream approach to SEL implementation (Cipriano et al., 2023). However, from the perspective of schools in Taiwan, SEL is neither widely nor effectively implemented. This is largely because if a school or its leadership decides to cut or reject SEL programs, the promotion and implementation of SEL are significantly hindered.

Firstly, decision-makers in schools responsible for integrating SEL often lack a clear delineation of roles, which hampers the effectiveness of SEL implementation, even among those willing to promote it. The individuals tasked with SEL in schools do not have defined responsibilities, leading to SEL being viewed as an additional, lower-priority task. Consequently, administrators may regard SEL as an extra duty, diminishing staff motivation to engage with it.

Furthermore, the research reveals a power imbalance between teachers who wish to implement SEL and school leaders who resist its adoption. Through the cases shared by the interviewees in Section 7.4, which illustrate how teachers had to seek support from external organizations to reintroduce SEL in schools, it is suggested that

the influence of administrative decisions in Taiwan is more significant than anticipated. Because SEL is not included in the national curriculum, its implementation must navigate a complex approval process involving multiple layers of administrative coordination (CASEL, 2023; Feinstein, 2015; Oberle et al., 2016; Van Poortvliet et al., 2019; Wigelsworth et al., 2011). Cases where SEL initiatives are rejected by school administrators highlight the challenge of integrating SEL as a non-curriculum course. This situation underscores the need for stronger governmental regulations and support for SEL.

To explore the impact of educational institutions on SEL implementation, the situation can be compared with experimental education in Taiwan. Experimental institutions showcase flexibility in creating an environment conducive to SEL promotion and demonstrate how consistent application can benefit SEL implementation. The Chengzhi Educational Organization, a foundation promoting KIST (KIPP Inspired Schools in Taiwan), emphasises SEL as a core value in its schools located in remote areas of Taiwan. The implementation of KIST operates through two pathways: government-owned and civilian-run and government-owned and government-run. With ten schools involved, the role of the school is crucial in determining the effectiveness and efficiency of SEL implementation. Additionally, principals have frequently been mentioned as key supporters of the SEL initiative, highlighting how a lack of determination at the leadership level can impact SEL's success.

The comparison between public schools and experimental schools reveals that SEL development is more positively received and welcomed in experimental institutions. This is primarily due to the flexibility and autonomy granted to experimental schools in Taiwan, including aspects such as administrative operations, principal qualifications, selection methods, and faculty employment (MOE, 2018).

### **8.5 Parental Involvement and Impact**

Previous studies have highlighted that parents' behaviour significantly impacts students' learning. In the promotion of SEL, parental involvement and the influence of

the family are equally important. For example, the case of the Illinois State Board of Education (ISBE) illustrates this point.

Firstly, the outbreak of COVID-19 has highlighted the responsibility of parents and primary caregivers regarding SEL (Schwartz et al., 2020; Social and Emotional Learning (SEL) of Newcomer and Refugee Students, 2022). In response to the global impact of COVID-19, the report titled *Toolkit for Schools: Engaging Parents to Support Student Mental Health and Emotional Well-being* was released by the Centers for Disease Control and Prevention (CDC, 2022). This report emphasises the importance of family collaboration, and researchers echo similar calls for increased domestic and parental attention to the significance of SEL for students and caregivers. As noted by the CDC (2022), the social and emotional climate and family engagement are recognised as the two most essential components in establishing the concept of Whole School, Whole Community, Whole Child (CDC, 2023). These findings highlight the significant influence that parents and primary caregivers have on SEL and underscore the crucial role these home-based figures play in fostering a successful SEL environment.

Both domestic and international cases, as well as past research, highlight that parental involvement and attitudes toward SEL have a significant impact, which aligns with the findings of this study. However, this research also identifies that parental influence and characteristics is one of the biggest challenges for schools in promoting SEL. Parents' resistance can manifest in various ways, possibly through their personal reflections or via parent associations in Taiwan.

Parental resistance to SEL in schools can stem from various factors, including religious backgrounds, political preferences, and pre-existing values held by the parents. These elements pose significant challenges for schools and teachers attempting to integrate SEL into the curriculum. Additionally, misunderstandings about the purpose and benefits of SEL (as discussed in Section 7.1) and concerns regarding potential conflicts between SEL and cognitive subjects (as discussed in Section 7.2) further contribute to this resistance.

Parental resistance also highlights broader issues and power dynamics in Taiwan, particularly concerning teacher-parent relationships and the interactions between parental associations and schools. According to the *Guidelines for the Establishment of Parent Associations in Senior High Schools* (MOE, 2014), schools are encouraged to form parent associations to oversee school operations, particularly in areas such as financial budgeting and fostering connections between the school and parents. However, research indicates that parental opinions can influence decisions regarding which institutions can engage with the school, including preventing SEL courses from being implemented. This interference hinders the integration of SEL into classrooms and exacerbates the power imbalance among schools, teachers, and students.

### **8.6 Teacher Attitudes and Public School System**

As the primary implementers of SEL (Schonert-Reichl, 2017), teachers play a critical role in the process. Numerous studies have highlighted that teachers' attitudes and willingness to teach SEL significantly impact the degree and effectiveness of students' SEL learning (Gregory & Fergus, 2017; Schonert-Reichl, 2017). In other words, teachers' attitudes, behaviours, interactions with students, and methods of teaching SEL all influence the outcomes that students achieve in SEL-related areas.

Furthermore, previous research indicates that teachers generally hold a positive and optimistic view of SEL. They recognise SEL's role in enhancing students' academic performance, supporting future educational opportunities, and fostering personal development (Schonert-Reichl, 2017). However, despite their positive attitudes and expectations regarding SEL, its classroom implementation is often delayed due to the occupational pressures and burnout experienced by teachers (Schonert-Reichl, 2017).

This paragraph discusses the personal mental and competency issues that teachers experience on campus. Unlike the previous sections, which focused on external influences such as political factors, parental issues, or pre-service teacher training programs, this section will concentrate on the challenges arising from teachers' experiences and personal struggles. These challenges include occupational stress,

burnout, and individual mental health issues, which can significantly impact teachers' ability to effectively implement SEL in the classroom.

The attitudes of teachers toward SEL are among the most significant factors influencing its implementation in Taiwan. Since SEL is not a mandatory part of the curriculum, it becomes an optional component that educators can choose to include to varying degrees. Without specific requirements from the school, there are no established standards or criteria for teachers to follow when incorporating SEL into their lessons. Unfortunately, teachers often exhibit reluctance to engage in SEL instruction actively. This passive approach can be attributed to several factors, as revealed during the interviews.

Firstly, teachers frequently feel exhausted due to the additional energy and time required to design SEL-integrated courses. The challenges associated with creating these courses, combined with a lack of confidence in their understanding of SEL, contribute to a passive attitude among teachers.

Secondly, beyond personal attitudes, the educational system in public schools also discourages teachers from implementing SEL. This systemic issue exacerbates the challenges faced by teachers in public schools in Taiwan, where they encounter additional hurdles. Although these difficulties are not explicitly stated in regulations or governmental documents, they have become a soft yet solid barrier and a customary practice in Taiwan. The research interviewees mentioned several common issues in public schools.

## 9. Implications for Policy and Practice

Transforming the entire environment for SEL or enhancing the conditions for its implementation in Taiwan cannot be achieved through a single method or one-way solution (Schonert-Reichl, 2017). In the context of comparative and international education, the process is complex and involves several key procedures. These include setting goals, considering the mental state of those implementing the education, assessing individual abilities, and ensuring the overall welfare of all participants (Social and Emotional Learning (SEL) of Newcomer and Refugee Students, 2022). Promoting SEL also requires a substantial investment of both human and other resources.

There are two main core values underpinning the following recommendations: sustainability and glocalisation. The sustainability of SEL in Taiwan is the primary reason and core value behind our recommendation to establish a long-term, stable, and sustainable SEL education environment. SEL is not merely a series of discrete, stage-based training courses but rather a comprehensive system of ideas. This implies that the implementation of SEL will not yield extraordinary outcomes immediately upon completing a set of SEL classes. Instead, SEL is a lifelong learning process (Shieh et al., 2023), intended to be practiced and refined throughout one's life, with continuous opportunities to develop these skills (Vieluf et al., 2020). Therefore, sustainability is crucial for SEL.

Glocalisation is another key concept in CIE and is essential for adapting SEL in Taiwan. During this research, the idea of glocalisation aims to integrate international strategies and policies with the unique features of Taiwan's national education system. According to previous research (Khondker, 2004 ; Patel & Lynch, 2013 ), glocalisation involves blending local and global issues while considering cultural backgrounds, socio-economic conditions, customs, nationality, and other differences between the local context and international trends. That is to say, while providing suggestions for SEL in Taiwan, preserving the original education system, and catering to the customs of the original background and culture.

Several factors—such as teachers, parents, pedagogy, societal and cultural backgrounds, and governmental regulations—significantly impact the implementation of SEL. As a result, the following solutions are divided into several sections. These recommendations, drawn from various perspectives, aim to address the issues and challenges identified in the findings and discussion sections, offering strategies for enhancing SEL promotion in Taiwan from a comparative and international viewpoint. Given the complexity and interconnectedness of the challenges faced in Taiwan, these suggestions are designed not to tackle individual issues in isolation but to provide a comprehensive approach to improving the overall SEL landscape in Taiwan.

### **9.1 Top-Down Responsibility: Customizing SEL Content**

Due to differences in SEL execution plans, designers, and implementers, there will inevitably be cognitive differences in the implementation of SEL programs (Cipriano et al., 2023). For example, in the United States, different states have developed various standards and criteria for SEL training courses tailored to other age groups and known as Social Emotional Learning Standards (Jones & Doolittle, 2017); Huang, 2020; *Social-Emotional Learning (SEL) standards in all 50 states*, 2024). Across these regions, SEL education standards are established through diverse plans and objectives, resulting in detailed frameworks and assessment criteria. Despite these variations, the guidelines generally align with the broad direction defined by the government for SEL (Gregory & Fergus, 2017).

Taking Taiwan as an example, customising the content of SEL for a Taiwan-based implementation is a critical issue to address. Although Taiwan's population and size differ from those of European countries or the United States, there is still a vital need to tailor the teaching approaches and methods for SEL implementation across different districts in Taiwan.

Customizing SEL content for different regions within Taiwan, as well as for the country as a whole, is crucial for several reasons. Firstly, SEL education in Taiwan cannot simply adopt and replicate methods or plans from other regions without modification, as this could undermine the essential functions necessary for its success.

The content and core values of SEL can vary significantly based on factors such as schools, districts, countries, and institutions. Copying SEL frameworks from a single country or institution may overlook the complexities of a systematic SEL approach. SEL is a comprehensive system with inherent variations in nature, content, audience, settings, and expected outcomes (Wigelsworth et al., 2011). In other words, relying solely on foreign models may result in an incomplete understanding and implementation of SEL.

In addition to establishing a comprehensive blueprint and criteria for SEL implementation across Taiwan with the idea of CIE, it is essential to develop school-based plans. These plans should function independently while aligning with the national curriculum, ensuring that diverse SEL courses are well-suited to the needs of different children and schools yet maintain a degree of consistency (Wigelsworth et al., 2011). Evidence from existing SEL initiatives in Taiwan shows that private or experimental schools with a strong focus on SEL achieve better outcomes due to their internal consistency. Moreover, customising SEL curricula to fit individual schools aligns with the CG12YBE (MOE, 2021) goals in Taiwan, which emphasize the development of unique school characteristics.

Customised SEL content should be developed based on a thorough analysis of the current social situation. For instance, SEL programs might be designed to address specific needs related to an area's unique characteristics, such as local racial demographics, safety concerns, or dropout rates (Gregory & Fergus, 2017). Since SEL should be responsive to local needs, Taiwan must avoid simply copying and pasting SEL implementation methods from other contexts to ensure that its initiatives are meaningful and effective. Topics such as Indigenous Historical Justice, Transitional Justice, and LGBTQ+ issues in schools and society should be considered when customising SEL materials.

## **9.2 Bottom-Up Action: Leveraging Parents' Impact Toward SEL**

The influence of parents on their children's SEL education should be positive. Interventions involving parents can significantly affect students' rights and interests in

SEL. Humphrey et al. (2010) state that increasing parental support and resources is crucial for promoting SEL. However, in Taiwan, misconceptions that SEL is merely therapeutic, perceived conflicts between SEL and academic subjects (Schwartz et al., 2020; Wilkinson & Kao, 2019), and the strong influence of parents' associations demonstrate the significant impact parents have on the development of school-based SEL education (CASEL, 2017; Schonert-Reichl, 2017; Van Poortvliet et al., 2019).

To transform parental influence into a positive force for SEL, a well-executed bottom-up approach is essential. This approach aims to expand SEL's reach to the broader public and foster greater consensus and understanding about its importance. By involving various segments of society through diverse methods, the goal is to increase parental engagement with SEL programs and enhance their overall impact.

Based on foundational research from abroad, several recommendations have been adapted to fit the context in Taiwan. First, various activities and workshops for parents should be organized more frequently, especially on campus during events such as Parent-Teacher Meetings. These workshops and discussions should use simple and clear language. Direct communication with a clear explanation of SEL objectives is more likely to address parents' concerns and anxieties about SEL (Greenberg, 2023). For example, using straightforward language to explain SEL's functions and content can significantly alleviate conflicts between SEL and academic subjects (Tyner, 2021). Additionally, to effectively convey SEL concepts and implementation structures to parents and caregivers, teachers and school administrators must also become well-acquainted with SEL, as will be discussed in the following section.

Secondly, inviting parents to campus to promote SEL is a suitable and localised strategy for Taiwan. The close interaction between parents and schools is evident in Taiwan, where there is a long history of cooperation between the two. Involving parents in the implementation of SEL programs can be highly beneficial. Integrating parental involvement into school activities is a common practice worldwide, as highlighted in the document *SEL Discussion Series for Parents and Caregivers* (CASEL, 2017). This underscores the importance of strong relationships between schools and parents. However, in Taiwan, more specific actions should be taken due to the strong connection

parents have with schools. For example, before the start of each school day, schools often invite parents into the classroom for activities such as storytelling, moral education, and health promotion as part of flexible learning. Following this approach, SEL can also be promoted as content delivered by parents to students. Therefore, providing more opportunities for parents to visit the school for SEL training or engage in volunteer work is crucial for leveraging the strengths of local parents in Taiwan while promoting SEL.

Lastly, there should be more opportunities for parents to share their experiences with SEL education. Creating forums or online platforms could provide a space for caregivers to discuss their experiences and concerns regarding SEL. This suggestion not only gives parents a platform to promote the benefits of SEL but also offers a place to express any worries they may have. As these forums gain visibility, they are expected to become common spaces for exchanging parental experiences. Additionally, these platforms can be established by private foundations, governmental, educational institutions, schools, or any public-private associations. As a bottom-up initiative, this could greatly benefit the long-term implementation of SEL by facilitating information sharing and transparency.

### **9.3 Parallel Responsibilities : Resource Integration and Division**

As SEL education requires collaboration among various stakeholders, the integration of resources from different sources is crucial. Whether through a bottom-up approach or top-down cooperation, parallel integration is necessary to ensure efficient and effective SEL implementation. This resource integration aims to create consistency in the development and promotion of SEL across various areas, including schools, families, institutions, and other influential figures in students' lives. This approach also fosters communication and learning among these diverse stakeholders.

As demonstrated in the earlier findings and discussion section, stakeholders in Taiwan hold distinct perspectives on SEL. Schools, teachers, parents, students, the government, and society each have unique viewpoints and implementation ideas regarding SEL. While these diverse opinions can enrich and promote the growth of

SEL in Taiwan, they can also lead to fragmented implementation efforts. This lack of cohesive resource integration can hinder the effective promotion of SEL. In the following recommendations, I will include resource integration methods from different countries as references, providing suggestions for integration from various perspectives.

Firstly, the government and teachers need to mutually integrate their resources. The government's expectations for educators, particularly in promoting the implementation of SEL education, must be supported with adequate planning and resources. With the necessary backing from the government, teachers will have the time and energy needed to effectively promote SEL and achieve governmental goals. Supporting educators is crucial during the SEL promotion process to prevent burnout (Schonert-Reichl, 2017). In other words, before placing demands on educators, the government should provide comprehensive support measures, such as well-coordinated sets of resources and strategies (Huang, 2020). This support is essential to help teachers maintain a healthy mental state and effectively implement SEL programs.

Secondly, it is important to integrate resources and efforts between educational institutions and the parents or caregivers of children. To effectively promote SEL in Taiwan, educational institutions must recognize the close relationship between students and parents, which is particularly strong in Taiwanese culture. Schools aiming to incorporate SEL into their curricula should first work to gain the trust of parents. This can be achieved by educating and informing parents about the benefits and concepts of SEL through organized activities and events. Additionally, schools should provide parents with timely assessment or evaluation tools to help them observe and understand the positive impacts SEL can have on their children.

Furthermore, integrating resources between higher education institutions and primary or secondary education is crucial for the efficient promotion of SEL. As SEL is still an emerging field in Taiwan, more research and evidence-based data are needed to build public and societal trust. Higher education institutions, with their advanced research capabilities, can provide valuable data and enhance the planning and curriculum design for SEL in Taiwan. Additionally, these institutions can help develop better SEL-integrated teacher training programs by collaborating with SEL researchers.

While this study primarily focuses on promoting SEL curricula within compulsory education, the contributions and influence of higher education institutions are significant, as demonstrated by the numerous articles cited in this research.

Educational institutions, where children spend most of their time, should enhance internal cooperation to foster a more comprehensive development of SEL. Beyond cross-institutional collaboration, there is a need for stronger integration within individual schools in Taiwan. All educational staff, including school leaders, parent organisations, teacher groups, mental health professionals, and the school curriculum development committee, must work together to promote SEL fully. Since school-based SEL programs are recognised as the most effective strategy (Cipriano et al., 2023), it is crucial to integrate efforts under a unified SEL goal within the school.

Lastly, cooperation or integration between external organisations and internal educational institutions is a critical factor in promoting SEL education. External partnerships include entities outside the school, such as foundations, textbook publishers, local education-related and non-related organisations, and various unions, including teachers' unions. These external institutions can support SEL promotion in schools in several ways. For example, if textbook publishers integrate SEL-related topics and materials into their textbooks, it can ease the burden on teachers, making it easier to incorporate SEL into daily curricula and thereby increasing the likelihood of wider SEL adoption. Additionally, unions can offer SEL-related training, which helps alleviate the pressure on the government and individual teachers by providing more comprehensive teacher training options.

#### **9.4 Protecting the Engine of SEL: Teachers**

Teachers, as the primary implementers of SEL education, play a crucial role in translating SEL principles into practical classroom actions and fostering a collaborative and supportive learning environment for students (Denham & Brown, 2010). However, the willingness and intention of teachers significantly influence the effectiveness and implementation of SEL (Jennings & Greenberg, 2009). Despite the challenges in achieving unanimous support from all teachers for implementing or embracing the full

concept of SEL, it remains essential to prepare teachers thoroughly. This preparation involves ensuring that they possess the emotional stability and intrinsic commitment to SEL values necessary to deliver these courses effectively.

Preparing teachers to implement SEL education requires more than just top-down governmental support or regulation. While national mandates and published guidelines can help raise awareness and standardise SEL practices, it is equally important to address the mental health and personal willingness of teachers. Research (Schonert-Reichl, 2017) indicates that teachers' mental well-being significantly impacts the effectiveness of SEL instruction for students. Therefore, it is crucial for the government to prioritise the mental health and readiness of teachers, ensuring they are supported and cared for before expecting them to promote SEL in their classrooms actively.

To support teachers effectively, it is essential to focus on their own social-emotional well-being (Schonert-Reichl, 2017) and address their concerns and feedback regarding SEL. Providing teachers with SEL support not only allows them to experience and understand SEL from a personal perspective but also equips them with relevant insights for guiding students. This approach creates a dual benefit: teachers gain personal value from SEL while improving their effectiveness in teaching it (Carthy & McGilloway, 2015). To ensure that teachers are adequately supported, possess the necessary teaching skills, and truly appreciate the benefits of SEL, it is crucial and urgent to implement targeted SEL training for educators.

In conclusion, our goal is to foster both ambition and inspiration among teachers to effectively deliver SEL education in the educational field. By doing so, I aim to alleviate the pressure on teachers who must navigate and address opposition from parents while ensuring the stable, long-term implementation of SEL. Most importantly, it is crucial to prioritize teachers' mental well-being to create a supportive and sustainable environment for SEL delivery.

### **9.5 The Fundamental Issue: Shifting Government Mindsets**

Lastly, this research calls for increased attention from the government regarding SEL education. The aim is to create a better environment for SEL and to ensure that the government understands the real challenges faced by educators in the field, providing appropriate support thereafter.

First, SEL policies need to be clearly defined and implemented by the government. Interview data reveal that one of the main challenges for SEL in Taiwan is the lack of comprehensive policies. SEL should be established as a fundamental aspect of national education rather than being treated as an optional extra that educators must "sell" to various stakeholders. SEL is essential in Taiwan, not a supplementary course.

Furthermore, there needs to be greater interaction between the government and the institutions implementing SEL, as well as between authorities and the public. Engaging in dialogue with the public will help the government understand the need for SEL and ensure that policy enactment is effectively supervised and supported by the community.

Second, it is crucial for the government to avoid treating the promotion of SEL merely as a KPI or a performance evaluation. While it is understandable that the Taiwanese government wants to align with current trends and address domestic SEL issues, it must avoid focusing solely on political achievements through data. Implementing SEL should not be rushed at the expense of educators, administrators, or parental concerns. Educational policies must respect and protect cultural and systemic contexts to avoid superficial efforts and ensure meaningful implementation.

## 10. Research Limitations

The limitations of this study can be categorised into three main areas: the insufficiency of research data and sample size, the researcher's own bias, and the power dynamics between the respondents and the researcher.

First, the greatest challenge of this research lies in the severe lack of respondents and limited time available for data collection. A total of 10 interview requests were sent out for this study, but only two respondents agreed to participate. Although the promotion of SEL education in Taiwan is still in its early stages, having only two interviews for qualitative research is insufficient. To address the lack of interviewees, I sought feedback and advice from the two respondents. One mentioned that the number of SEL researchers and educational scholars in Taiwan is very limited, making it challenging to find suitable subjects for interviews. Furthermore, conducting long-term research and observation can enhance the credibility and accuracy of qualitative interviews and analyses (Billups, 2021). However, this one-year research report has been significantly limited by time constraints, the current state of SEL development in Taiwan, and the number of available interview subjects.

Additionally, the researcher's own bias imposes certain limitations on the authenticity of the study. Due to my teaching and educational experience, I have preconceived notions about the current state of SEL in Taiwan and the power dynamics among the government, schools, and parents. These biases may unintentionally reinforce or dilute the interviewees' positions (Billups, 2021).

Lastly, the impact of power dynamics between the researcher and respondents must also be considered. While there is no direct way to confirm the extent to which the results of this study have been influenced by social class differences between the respondents and the researcher, it is inevitable that the authenticity of the research is affected by the fact that a master's student with no SEL experience is conducting interviews with respondents who possess years of SEL teaching and research experience in the educational field (Prior & Lachover, 2023).

## 11. Conclusion

This study, one of the few comparative and international research efforts on SEL education in Taiwan, aims to deepen understanding and provide additional support for the implementation and evaluation of SEL in Taiwan. By employing research methods and concepts from CIE, along with texture analysis and qualitative research, this study integrates global and local SEL experiences with the insights and suggestions of Taiwanese educators.

Through this research, the reasons why SEL has not fully developed in Taiwan can be analysed from three key perspectives: the government, the curriculum, the education system, and significant others in students' lives.

First, from a top-down perspective, the government has not effectively incorporated SEL into policies, teacher training processes, school scheduling, or national curriculum design. Within the education system, factors related to individual schools, educators, and administrative staff present significant obstacles to promoting or sustaining SEL. Internal conflicts, unclear divisions of labour (Eklund, 2018), and power dynamics within the public education system further hinder the promotion of SEL. Additionally, educators' fears, lack of confidence, or scepticism toward SEL can lead to its neglect and eventual disappearance.

Finally, regarding the influence of significant others in students' lives, special attention is given to the attitudes and beliefs of parents or primary caregivers about SEL. The long-standing academic-oriented environment in Taiwan's education system, coupled with parents' emphasis on academic achievement, has limited the impact of SEL on students.

I have drawn on both past experiences and future prospects of SEL policy promotion in various countries to address these challenges. In offering recommendations for improving Taiwan's SEL environment, I have considered the country's economic conditions, cultural background, demographic composition, social climate, and current state of education. My goal is for these new recommendations to achieve a dual effect of globalisation and glocalisation. By incorporating international

practices and experiences, I aim to adapt these insights to the local educational context in Taiwan, aligning with the principles of CIE.

In future research and endeavors, I hope that more frontline educators in Taiwan, like myself, will engage in SEL research. There are still numerous pressing issues related to SEL that need to be explored, such as the application of SEL, curriculum design and integration methods, long-term implementation reports, and strategies for gaining parental support for SEL in schools. These are areas where Taiwan urgently needs more research. Additionally, I hope that these studies will contribute to the long-term development and accumulation of knowledge in SEL educational practice, rather than being projects completed merely for the sake of obtaining a degree. It is only through the continuous efforts of educators, combined with ongoing reflection on the current situation and the broader national educational environment, that we can effectively address Taiwan's shortcomings in SEL.

Only through the methods of CIE can Taiwan fully recognise the importance of SEL and accelerate its implementation during this crucial period of SEL development in the country.

## 12. Appendix

### **Appendix A: The Outline Oral Information Script**

Note: As a semi-structured interview, the questions are a basic outline and references of the interview. Further related questions will likely be listed and supplemented afterwards.

#### **Personal Background:**

1. What is your relevant work or educational experience in SEL education?
2. How many years have you spent in your career position or studying in this field?

#### **Details of Related Experience of SEL in Taiwan:**

1. Could you please share your personal experience regarding the implementation of SEL education in Taiwan, including specific details?
2. What is the objective of implementing SEL in Taiwan, particularly within private or non-profit/non-governmental organisations?
3. What is your perspective on the implementation of SEL in Taiwan, particularly within the experimental educational institutions?
4. Why has SEL implementation not been adopted in public or private mainstream schools, educational systems, and teacher training programs in Taiwan?
5. Could you discuss the implementation of SEL education in other countries, if applicable?
6. What do you think about the parental/domestic factor in implementing SEL education in Taiwan? Are there any potential obstacles or positive effects of Taiwanese parental/domestic issues?

7. How do you view the societal factors affecting SEL implementation in Taiwan? Are there potential obstacles or positive effects arising from Taiwanese societal issues?
8. What is your perspective on the political and governmental aspects of SEL implementation in Taiwan? Are there potential obstacles or positive effects stemming from Taiwanese political or governmental issues?

**Future Suggestion:**

1. What are the most important issues that you recognize need to be addressed for better implementation or promotion in Taiwan?
2. What suggestions do you have for the general implementation of SEL education in Taiwan?
3. What recommendations do you have for governmental institutions regarding the implementation of SEL education in Taiwan?
4. How can parents contribute to expediting the implementation of SEL education in Taiwan?
5. What advice do you have for teachers in schools to help accelerate the implementation of SEL education in Taiwan?
6. Despite teachers in schools, what can educational workers do to expedite the implementation of SEL education in Taiwan?
7. Do you have any additional suggestions for the process of implementing SEL in Taiwan?
8. What further research topics related to SEL education, would you suggest to scholars?

**Others:**

1. Is there any additional information you would like to provide in response to the previous questions or topics?
2. Do you have any questions or suggestions regarding the interview or the research?

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Jiaoxue Rongru Guozhōng Zonghe Huodong Língyu de Shehui Qingxu Xuexi)  
*[Integrating bilingual education into social-emotional learning in the comprehensive activities domain of junior high schools]*. 臺灣教育評論月刊 (Taiwān Jiaoyu Pinglun Yuekān) [Taiwan Journal of Education Review], 13(5), 181–206.

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**Appendix C: Table 2 For TCDE (2021) & TCDE (2022)**

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[https://www.gender.tp.edu.tw/cht/index.php?code=list&flag=detail&ids=99&article\\_id=778](https://www.gender.tp.edu.tw/cht/index.php?code=list&flag=detail&ids=99&article_id=778) and 臺北市政府教育局 (Taipei City Department of Education). (2022). 社會情緒學習成果彙編—素養教育無邊界 [Shèhuì qíngxù xuéxí chéngguǒ huìbiān—Sùyǎng jiàoyù wú biānjiè; Compilation of social and emotional learning outcomes—Education without borders].

[https://www.gender.tp.edu.tw/cht/index.php?code=list&flag=detail&ids=99&article\\_id=778](https://www.gender.tp.edu.tw/cht/index.php?code=list&flag=detail&ids=99&article_id=778)

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