

The Human Values Project and its implications for socio-emotional competencies: an analysis from the perspective of primary school teachers

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Abstract:

Background: Promoting ethical and moral values is essential for children's all-round development. The Human Values Project has been a relevant initiative in this scenario, inculcating principles such as love, truth, peace, right action, character, responsibility and respect from the earliest school years.

Materials and Methods: This investigative study used a qualitative approach Minayo (2010), employing techniques such as Free Word Association and semi-structured interviews to explore the participants' Moscovici (2015) social representations of Human Values. Bardin's (2016) content analysis was applied to understand the participants' perceptions, feelings and thoughts in relation to these values.

Results: The results revealed a positive and comprehensive view of Human Values among the participants. Associated concepts such as love, truth, peace, character, responsibility and respect were identified. Participants considered the importance of these values in shaping character, strengthening interpersonal bonds and building an ethical society.

Conclusion: This study highlights the relevance of the Human Values Project in Basic Education, showing that promoting these values can have significant impacts on children's cognitive, emotional and social development. The results highlight the importance of educational programs that cultivate ethical values from an early age, preparing children to become conscientious and compassionate citizens.

Key Word: Human Values; Basic Education; Social Representations; Child Development.

Date of Submission: 15-10-2023

Date of Acceptance: 25-10-2023

I. Introduction

The current context of education faces a series of challenges, one of the most significant of which is related to the development of students' socio-emotional skills. Currently, the educational process goes beyond the mere transmission of academic knowledge and seeks to prepare students to deal with the complexities of life, promoting values, conflict resolution skills and empathy. In the current educational context, socio-emotional competencies play a fundamental role in this training process. As pointed out by Nelson et al. (2006), emotional competence plays a central role in the context of skills, since the first forms of social learning are based mainly on non-verbal communication, especially the observation of human facial expressions. In this sense, it is essential to understand how the Human Values Project contributes to the development of these competences from the perspective of primary school teachers.

In this respect, various studies and research have focused on the importance of socio-emotional skills in the educational process. According to ABED (2014), it is imperative to understand that the role of schools transcends the simple transmission of knowledge. In the current context, there is a pressing need to strengthen a wide range of skills in children and young people, enabling them to build a meaningful and successful life in a society characterized by constant evolution. In this sense, skills such as motivation, perseverance, the ability to collaborate in a team and resilience in the face of challenges have become essential in the contemporary scenario. In addition, the demands of contemporary society, marked by rapid change and global interconnections, require

students to be prepared not only academically, but also emotionally to face the challenges that arise throughout their lives. Therefore, understanding how the Human Values Project relates to the development of these socio-emotional competencies is fundamental to improving teaching practice and promoting a more complete and meaningful education.

The National Common Core Curriculum (BNCC), as stipulated in its official document (BRASIL, 2018), establishes a set of essential learning outcomes that constitute the rights of all students throughout their basic education. Aligned with ethical, political and aesthetic principles, the BNCC's central aim is to promote the integral formation of the individual, considering their multiple dimensions. Through this education, the aim is to contribute to building a fairer, more democratic and inclusive society. The BNCC, therefore, strives to direct the complete development of the student, fostering their growth as a citizen and improving their preparation for entering the job market (BRASIL, 2018), which establishes as one of the principles of Brazilian education the integral formation of students, encompassing cognitive, social and emotional aspects. In this sense, socio-emotional competences have significant relevance within the scope of the National Common Curriculum Base (BNCC). However, there is still a considerable level of ignorance about these skills among education professionals. The BNCC, in line with its commitment, prioritizes the integral development of the individual in the context of Basic Education. This approach encompasses not only the intellectual (cognitive) dimension but also the affective dimension, thus recognizing the importance of encompassing both spheres in educational training (BRASIL, 2018). Therefore, the legal bases of Brazilian education emphasize the need to address socio-emotional competencies, and the Human Values Project can be a relevant strategy to meet these guidelines.

Given the conjecture that socio-emotional competencies play a fundamental role in the educational process and in the integral development of students, this study asks: are there any scientific studies that thoroughly investigate the relationship between the implementation of a Human Values Project and the development of these competencies? What methodologies have been used to assess the impact of this type of project in basic education? According to the authors, is it possible to identify gaps in current knowledge on this subject? Also according to the literature, can we affirm that the implementation of a Human Values Project effectively contributes to strengthening students' socio-emotional competencies? Identifying answers to these questions related to pedagogical aspects is essential in the process of understanding the potential benefits of this type of initiative in education. According to Senna (2022), academic research still lacks more in-depth investigations into the relationship between the development of socio-emotional competencies and the implementation of educational projects based on human values. Given this scenario, some questions arise, such as: what are the main challenges faced by educators when incorporating a Human Values Project into their teaching practices? What strategies have proved effective in promoting these skills? How are the results of these projects assessed in terms of students' socio-emotional development?

In view of the above and the importance of socio-emotional competencies in basic education, in order to answer the research questions in this study there was a need for an in-depth analysis of the impact of implementing a Human Values Project on the development of these competencies. This article aims to fill a gap in the literature, which lacks more detailed investigations into the relationship between the introduction of educational projects based on human values and the strengthening of students' socio-emotional competencies. In addition, it seeks to identify the main challenges faced by educators when incorporating such projects into their pedagogical practices and the effective strategies for promoting these competencies. This study will contribute to a more comprehensive understanding of the implications of the Human Values Project in Basic Education, providing important insights for the formulation of educational policies and pedagogical practices aimed at the integral development of students.

One of the reasons that prompted us to conduct this research was the growing importance of socio-emotional competencies in students' comprehensive education. As contemporary society faces complex challenges, such as increasing demands for socio-emotional skills, it becomes crucial to understand how educational projects, such as the Human Values Project, can contribute to the development of these competencies. The study developed in the article in question differs from previous ones in that it did not limit itself to researching the theory behind socio-emotional competencies, but sought to empirically investigate the effectiveness of the Human Values Project in this context.

The research reported here was motivated by the need to understand and provide a more grounded view of the practical results of implementing this project in primary education. Therefore, this work aims to contribute to the advancement of knowledge about the relationship between the Human Values Project and the development of socio-emotional competencies.

Considering the relevance of the theme related to the Human Values Project in the development of specific competencies in Basic Education, this research is justified by the need to deepen the discussion on the potential of these approaches in the educational context. Primary school represents a crucial period in children's development, in which pedagogical strategies and exercises have a significant impact on their cognitive, emotional and social growth.

This article is structured in six sections. The first section introduces the subject of the article, provides a general and specific contextualization, backed up by the legal basis, as well as highlighting the questions that guide the study and the motivations behind this research into the Human Values Project. The second section is dedicated to a review of works related to the proposed research. The third section details the methodological procedures used in data collection. In the fourth section, the results of the research are presented, along with their analysis and discussion, with emphasis on the trends identified and the relevant implications. Finally, the fifth and last section outlines the final considerations on the research topic, its limitations and possible possibilities for future work.

II. Literature review

According to Zechi (2014), human values are ethical, moral and cultural principles that guide people's behavior and interpersonal relationships. In education, the promotion of human values aims not only to transmit academic knowledge, but also to cultivate virtues such as respect, solidarity, responsibility and empathy among students. This approach contributes to the formation of conscientious and ethical citizens.

Socio-emotional competencies play a fundamental role in basic education. According to Elias (2019), these competencies encompass skills such as emotional self-regulation, empathy, social skills and self-knowledge, which are essential for students' personal and social development. In the educational context, socio-emotional competencies contribute to improving the school climate, reducing conflicts and promoting a healthy learning environment. In addition, they are aligned with the demands of the 21st century, preparing students to deal with challenges and uncertainties.

The human values in education project involves the implementation of pedagogical strategies aimed at cultivating these values among students. According to Veiga (2013), the project can cover activities such as debates on ethical issues, citizenship practices, reflections on moral issues and the promotion of values such as justice and equality. The successful implementation of this project requires the involvement of the entire school community, including educators, managers and families, so that there is consistency in the approach and values transmitted to students.

Integrating human values and socio-emotional skills into education is essential for students' holistic development. According to Casel (2015), by promoting values such as respect and solidarity, educators are preparing students not only for academic success, but also for a fairer and more harmonious life in society. In addition, socio-emotional competencies strengthen communication skills, conflict resolution and empathy, making students better prepared to deal with the complexities of the contemporary world. Therefore, the literature review highlights the importance of a holistic approach in education, which includes both the development of academic skills and the cultivation of human values.

Basic education faces complex challenges in the comprehensive education of students, and socio-emotional competencies play a crucial role in this context. According to Zins et al. (2004), socio-emotional competencies refer to the ability of individuals to recognize and manage their emotions, establish healthy relationships and make responsible decisions. In the school environment, these competencies not only contribute to students' emotional well-being, but also to the development of essential life skills.

Developing socio-emotional skills in students is an ongoing process that can bring significant benefits. According to Durlak et al. (2011), teaching programs aimed at socio-emotional development have shown improvements in student behavior, a reduction in conduct problems and an increase in academic performance. These competencies include skills such as empathy, emotional self-regulation and conflict resolution, which are fundamental for living together in society and for success in various areas of life.

The inclusion of socio-emotional skills in the school curriculum is a growing trend worldwide. According to Elias et al. (2015), these skills are not only relevant to students' individual development, but also to building healthier school communities. Promoting emotional intelligence and social skills in the school environment contributes to the formation of citizens who are more aware, ethical and prepared to face the challenges of the 21st century.

In the Brazilian context, the development of socio-emotional skills has gained prominence. The School of Intelligence Program, created by Augusto Cury, is an example of an initiative that seeks to promote the socio-emotional development of students and educators in Brazilian schools. According to Cury (2013), the program offers tools for self-knowledge, the development of empathy and the improvement of interpersonal relationships, contributing to a healthier and more welcoming school environment.

In addition to the benefits in the school environment, socio-emotional skills have a significant impact on adult life. According to Jones et al. (2015), individuals who develop these skills in childhood and adolescence are better prepared to deal with professional challenges, establish positive interpersonal relationships and maintain good mental health throughout their lives. Therefore, investing in students' socio-emotional development is an investment in their future.

The Human Values in Basic Education Project represents an innovative approach to the comprehensive education of students. As highlighted by Andreani (2023), the project is based on promoting essential human values, such as empathy, respect, solidarity and ethics, within the educational context. It seeks not only academic development, but also the construction of conscious and ethical citizens, capable of making a positive contribution to society.

Implementing the Human Values Project in schools involves a series of stages and strategies. According to Andreani (2023), schools that adopt the project promote specific workshops and activities, such as meditation, circles of love, shared practices and storytelling related to human values. These practices are conducted by the teachers themselves, who undergo training and monitoring to ensure the effectiveness of the method.

The Human Values in Basic Education Project stands out for its innovative activities and strategies. According to Andreani (2023), the children involved in the project actively participate in practices such as the loving welcome, which creates a welcoming and affectionate school environment. In addition, the inclusion of meditation and reflection activities promotes self-knowledge and the development of empathy, contributing to the formation of more emotionally balanced individuals.

The impact of the Human Values Project is noticeable on the students who take part in the program. According to Andreani (2023), parents and teachers highlight significant transformations in the children, who become more focused, disciplined and cheerful. In addition, the absence of hyperactive behavior is frequently observed, which indicates an improvement in the children's well-being. The high grades achieved by the students and the high level of parental participation in school activities are also indicators of the project's success

III. Material e Methods

The study was carried out with educators from the municipalities of Quixadá, Russas, Ubajara and Viçosa do Ceará between May 23 and 31, 2023, during a visit to the schools participating in the project, one school in each municipality offering primary education. The Human Values Project takes place in schools in the rural areas of the municipalities mentioned above that have joined the National Rural Apprenticeship Service (SENAR/CE), which coordinates the project in the state. The heterogeneity of the participants represented the diversity of the research population.

In order to define a suitable sample for the research, specific criteria were defined as educators who participated in the project at each school. Twenty-three educators took part in the research, who will be identified by E1, E2, E3..., to guarantee their anonymity.

In research on social representations, it is crucial to combine quantitative and qualitative data in order to obtain a holistic understanding of the cultural processes of the individuals being investigated. Data collection for this study was carried out in two phases, using a form that included a free word association test and semi-structured interviews. As highlighted by Abric (1994), the selection and appropriate use of data collection instruments are fundamental to guaranteeing the validity of the results. The synergy between these instruments allowed for an in-depth and structural analysis of the representational content, promoting a deeper understanding of the cultural references underlying the representation under investigation.

The form developed was used to collect data from the study participants using the Google Forms platform. It was divided into three distinct parts: the first collected the participants' personal information, the second consisted of a free word association test, in which the participants were asked to list words related to the inducing term and order them according to importance, justifying their choices. The third part consisted of a semi-structured interview with four questions, covering concepts such as: i) definitions of human values; ii) feelings towards the activities of the Human Values Project; iii) favorite aspects of the project and their reasons; and iv) obstacles encountered in implementing the Human Values Project.

As proposed by Jodelet (2001), this technique is widely used in the structural approach to social representations, as it facilitates the identification of semantic universes in which words are grouped and related for certain populations. This structural approach allows for an agile understanding of the organization and position of the symbolic elements present in a representation, uncovering implicit elements that may go unnoticed in conventional discourses (MOSCOVICI, 2015). In this study, three essential variables were considered in order to understand the participants' profiles: gender, age and length of service. When assessing the gender variable, we observed that the majority of participants were female, while 5% were male.

Table 01 - Individuals by gender

	Absolute Value	Relative Value
Number of Men	1	4,3 %
Number of Women	22	95,6 %
On the record	0	0,0%
Total Individuals	23	100 %

Prepared by the authors (2023)

The semi-structured interview was used to explore the content of the representations, enabling direct interaction with the researcher and stimulating reflection on subjective and collective aspects. This approach allowed the interviewees to discuss the proposed topic without answers or conditions predetermined by the researcher, following guidelines determined by (FONTANELLA ET AL. 2011 AND MINAYO 2010). This method made it possible to focus on the main issues of the study, according to the perception of each interviewee, ensuring that as much information as possible was obtained. Before the interviews, the researchers provided brief explanations of the research objectives, ensuring an environment conducive to data collection.

In order to evaluate the justifications given for the word considered most significant among the evocations generated, the content analysis method was used, as proposed by Bardin (2016). This method offers a systematic approach to examining communications and understanding the meaning of the data.

The content analysis process, as outlined by Bardin (2016), comprises three distinct stages: pre-analysis, exploration of the material, and treatment of the results and interpretation. Pre-analysis corresponds to the initial phase of organization, involving the preliminary selection and structuring of the material (BARDIN, 2016). In the material exploration stage, the data is examined in greater depth, aligned with the theoretical framework and the research objectives (BARDIN, 2016).

Finally, in the treatment of results and interpretation, we seek to understand the meaning of the raw data, make inferences and formulate interpretations in line with the proposed objectives (BARDIN, 2016).

IV. Result and discussion

When asked about the inductive term "Human Values is..." the educators pointed out that the representation of Human Values is rich and multifaceted. The words evoked by the interviewees include terms such as "transformative", "extremely important", "essential", "strengthens bonds", "essential in Early Childhood Education" and many others. These words reflect the positive perception of Human Values, highlighting their importance in shaping character, transforming society, strengthening interpersonal bonds and promoting respectful coexistence.

Participants associate Human Values with concepts such as love, truth, peace, right action, non-violence, character, responsibility and respect. These associations denote an understanding that Human Values are intrinsically linked to the ethical and moral principles that guide human behavior.

On the other hand, the responses emphasize the importance of Human Values in education, especially in Early Childhood Education. Participants confirmed that promoting these values in children from an early age can shape a more just and compassionate society.

In this sense, the analysis of the social representations of Human Values highlights their importance in shaping character, strengthening interpersonal relationships and building a more ethical and harmonious society. This broad and positive understanding of Human Values highlights the importance of incorporating them effectively in the educational context and in society as a whole.

01. What do you think HUMAN VALUES are?

In the set of answers on the meaning of "Human Values", we can identify three distinct patterns.

i) Understanding the Relevance of Human Values: A notable pattern in some responses (E1, E2, E3, E6, E8, E9, E10, E12, E14, E20) is the understanding of the importance of human values in people's lives. The participants emphasize that values such as love, peace, truth, right action and non-violence are principles that guide human existence. These values are perceived as fundamental to facilitating social interaction, building individual identities and defining the character of human beings. They also point out that these values are related to ethics, morality and dignity.

ii) Emphasis on the Relationship with Others and Society: Another prominent pattern in several responses (E3, E6, E11, E19, E21) is the emphasis on the relationship between human values and behavior towards others. Participants emphasize that human values are something that everyone should share with others and that they involve doing good deeds, having empathy and respect for others. This emphasis on social relationships suggests the importance of human values in promoting healthy coexistence and building a more harmonious society.

iii) Characterization of Human Values: A third pattern noticeable in several responses (E5, E16, E18) is the attempt to characterize human values. The participants describe values as individual characteristics, essential for character formation and as principles that differentiate human beings from other forms of life. They also point out that values are teachings that should be cultivated throughout life and that define morals and ethics.

These patterns in participants' responses provide valuable insights into how people conceive of and value "Human Values" in their lives, highlighting their importance in the construction of identities, social relationships and ethical and moral development.

We would like to highlight the following statements on this issue:

It's something that all of us human beings should have and share with others. Love, peace, truth, correct action and not violence (E3);

It's our identity, our characteristics that differentiate us from each other (E5);

It's knowing how to respect and empathize with others (E11);

A set of characteristics that define our mortality and character (E14);

These are values that define your character as a human being (E18);

The answers therefore highlight the role of values in promoting respect, empathy and good relations with others. By stating that these values define the human character, the participants emphasize their relevance not only as guidelines for individual behaviour, but also as fundamental for living together and building a more ethical and harmonious society.

02. How do you feel about carrying out the activities of the Human Values Project?

When analyzing the answers provided by the participants regarding their perception of carrying out the activities of the Human Values Project, two distinct patterns emerge. The first pattern, evidenced in answers such as "Wonderful and positive for things to work out" (E1) and "Motivated" (E2), highlights a general feeling of positivity and motivation. The participants in this group expressed feelings of happiness, joy and satisfaction with their involvement in the project, emphasizing the importance of human values in shaping children and building a better world.

On the other hand, the second pattern, represented by answers such as "Although a little afraid of the new, but hopeful of a future with better people" (E9) and "I feel even more oriented towards directing the way I act and think in relation to others" (E20), reveals a more complex feeling. The participants in this group expressed a mixture of emotions, including optimism, but also apprehension and responsibility. They recognize the importance of the project, but also highlight challenges and expectations regarding the impact on the children's lives and their own.

In both patterns, however, the participants' commitment and dedication to the Human Values Project is evident. They registered the value of the activities carried out, whether in the sense of motivation and joy or in the responsibility to shape the children's character and promote positive values. These responses reflect the importance of the project from the participants' perspective, underpinning a deep understanding of its purpose and potential impact.

On this issue, we highlight the following statements:

I feel very happy to see our values being exploited day after day (E4);

Well, because it's a way of transmitting and carrying out correct actions, and at the same time learning (E13);

I feel very good about being part of building the children's character by experiencing all these values (E14);

[...] many of the experiences I've had have been applied to my personal life and have made me reflect on my actions as a human being, both professionally and personally (E21);

Therefore, the educators highlight feelings of happiness, satisfaction and pride in seeing the values being explored and incorporated into the children's daily lives, as well as confirming the value of the project as an opportunity to transmit and practice correct actions. In addition, the educators emphasized the positive impact of the project on their personal lives, reflecting on their actions as human beings, both professionally and personally.

03. What do you like most about the Human Values Project? Why do you like it?

Analyzing the participants' answers about what they like most about the Human Values Project, three notable patterns emerge.

i) evidenced by responses such as E1, E2 and E6, focuses on the atmosphere of teaching activities and improving children's concentration and learning, as well as promoting harmonious coexistence.

ii) reflected in responses E3, E4, E5 and E22, highlights the importance of working on essential human values, not only with the children, but also with everyone involved in the project. The participants emphasize the

need to relearn these values in a society where they are often forgotten and the belief that this education can have a positive impact on the future.

iii) represented by answers E7, E8, E11 and E17, revolves around practices such as meditation and the "Circle of Love", emphasizing how these activities promote sensitivity, affection and the building of loving relationships, both among children and teachers.

These patterns reveal that the Human Values Project has a notable impact on the school context, on emotional education and the reinforcement of values, improving coexistence between children and all those involved in the project, while addressing significant demands of contemporary society.

On this issue, we highlight the following statements:

Circle of love. Because it helps the children get along better (E2);

It works on our values, not just for our children but for everyone involved. [...] because it could change our children's future, not just theirs but ours too (E5);

Everything touches me, but I confess that working on love was what we needed. The world is plunging into a system where cell phones replace the most beautiful thing we had in the family context (E8);

Training. because we also learn how to deal with our emotions (E14);

In this context, the "Circle of Love" is considered an element that significantly improves the children's coexistence, highlighting the affective dimension of the project as well as the breadth of the project's impact, not only shaping the children's values, but also transforming the community as a whole. Furthermore, the trainings as a crucial component that teaches lessons on how to cope, highlighting the need for emotional education to promote a healthy and welcoming environment.

04. What challenges have you encountered while implementing the Human Values Project?

When analyzing the participants' responses on the challenges encountered in implementing the Human Values Project, two distinct trends emerge. The first, represented by E1, E3, E7, E12 and E19, focuses on the logistical and practical aspects of implementation. The interviewees mention the routine, the organization of the children, the number of classrooms and the lack of teaching assistants as challenges to be overcome. This highlights the complexity of practically implementing the project in a school environment, with logistical challenges ranging from managing the children to allocating resources.

The second pattern, represented by E4, E6, E8, E15 and E17, focuses on the interpersonal and behavioral challenges associated with changing mentality and values. The participants expressed difficulties in getting people to change their habits and move in the right direction, as well as dealing with resistance to change. We also mentioned the desire to awaken in children an understanding and importance of human values, recognizing that there is still resistance. These responses indicate that implementing the project involves important challenges related to changing mentalities and promoting values, as well as dealing with interpersonal resistance.

Therefore, these two trends highlight the complexity of implementing the Human Values Project, which requires not only an efficient logistical approach, but also efforts to transform attitudes and promote values in an educational environment. The balance between these two aspects can be essential to the success of the project and its impact on the school community.

On this issue, we highlight the following statements:

It's a new routine that the children aren't used to yet, in fact all of us. But we can already see some fruits being harvested (E5);

Organization of the children (E7);

To awaken in children the desire, understanding and importance that they will be the multipliers of these values: love, peace, truth, correct action and non-violence (E8);

The classrooms are large and we don't have any teaching assistants (E10);

Getting very young children to concentrate, especially during times of meditation (E14);

There is a collective recognition that the introduction of a new routine, focused on values, is a substantial change for the children and also for the educators themselves. Organizing children in large classrooms, especially without the help of teaching assistants, presents practical challenges. However, educators also stress the

importance of awakening in children a desire for and understanding of values, as they believe they can become multipliers of these principles. Therefore, these responses reflect the need to balance the introduction of a new routine with the promotion of the desired values and the management of practical issues in the school environment, highlighting the efforts of educators in the search for positive results.

V. Conclusion

Dy This research into the Human Values in Basic Education Project revealed a positive and comprehensive understanding of these values on the part of the participants. Human Values were associated with concepts such as love, truth, peace, right action, character, responsibility and respect. Participants considered their importance in shaping character, strengthening interpersonal bonds and building a more ethical and harmonious society. This positive view of Human Values highlights their relevance in the educational context.

The practical implications of this research suggest that promoting Human Values in Primary Education can contribute to children's cognitive, emotional and social development. In addition, the results highlight the importance of educational programs that address these values effectively. From a theoretical point of view, the research broadens our understanding of the social representations of Human Values and how they are perceived by the participants. It also highlights the need to consider such values in pedagogical strategies.

For future research, we recommend further investigation into the impacts of implementing Human Values programs in Basic Education, as well as analyzing the effectiveness of these programs in promoting a more harmonious and ethical school environment. It is also important to explore different approaches to incorporating these values into the school curriculum.

The results of this research emphasize the importance of the Human Values Project in Basic Education as a tool for promoting ethical and moral values in schoolchildren. The effective implementation of these programs can contribute to the formation of more aware, compassionate and responsible citizens.

Promoting these values can create an educational environment that is more conducive to children's all-round development, preparing them to face challenges and contribute to a fairer and more harmonious society. It is essential that educators, managers and researchers continue to collaborate in this effort to strengthen the ethical foundations of the next generation.

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