**Social and Emotional Learning for VET (In the Australian Context)**

Social and emotional learning (SEL) is a new framework in educational research that has appeared in academic literature to help students to learn and practice social skills that promote resilience and control emotions, behaviour, and relationships with others. The importance of SEL to vocational education is based on the notion that teaching students to learn and practice social skills will assist them to meet challenges in dynamic work environments including other areas of their life.

This paper examines a research project on the nature of SEL, outlining its research approach, methods used, research findings, and potential future application to apprenticeship training. It looks into best social and emotional learning practices in different settings to see how they can be applied to vocational education and training (VET) programs in Australia.

This study's research sample was drawn from indentured apprentices enrolled in various courses in several traditional trades at an Australian public training college. The study was completed in two stages, from July 2021 to September 2022. The first step was to administer an online survey to 144 apprentices, followed by in-depth phone interviews with 31 apprentices in Melbourne, Australia.

The second stage included an overseas field trip to Europe, which included visits to vocational colleges in Singapore and Italy, and participating in an SEL teacher training workshop. According to the quantitative findings, apprentices valued SEL skills like teamwork and communication in their training because it helped them cooperate with others and improve their technical and work skills.

The qualitative findings revealed that apprentices' narratives reflected SEL competencies such as self-awareness and self-control, social awareness, and relationship skills, making their training more effective and allowing them to use strategies to interact with others.

This study will assist researchers and stakeholders who manage apprentices in incorporating social and emotional learning competencies into intervention strategies and training delivery to promote such competence.

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