



United Nations  
Educational, Scientific and  
Cultural Organization

**Santiago Office**  
Regional Bureau for Education in  
Latin America and the Caribbean



# Regional map of socio-emotional education in Latin America and the Caribbean

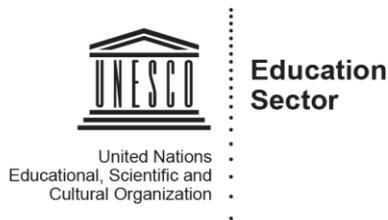
**Guidelines for identifying and describing meaningful practices in socio-emotional education with young people and adults**



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### UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



### The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



# Mapa regional de educación socioemocional en América Latina y el Caribe

## Orientaciones para la identificación y descripción de prácticas significativas en educación socioemocional con jóvenes y personas adultas

### Building a regional map of socio-emotional learning together

The Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago) and Fundación Súmate (Chile) are organizing a regional campaign to promote the creation of an online map of meaningful practices in socio-emotional education. Socio-emotional educational practices that can serve as a reference and inspiration for the design or improvement of strategies that promote comprehensive education for young people and adults will be identified.

UNESCO invites ministries of education, local governments, schools and civil society movements and organizations to record their experiences with the development of policies or practices that strengthen socio-emotional learning in educational communities in the region.

**Submissions will be accepted until March 29, 2019.**

### Why create an online map of meaningful socio-emotional education practices?

- There is a growing demand for more information and references on perspectives of this kind that promote comprehensive education for children, young people and adults in the context of various types of educational institutions.
- A review conducted by the technical team at the global level revealed that the exhaustive collection of this type of practice is rare and that those that are available are often incomplete or fail to provide enough information to allow others to understand them and eventually learn from them.
- Sharing these practices makes it possible to exchange experiences and create networks in order to improve educational work in our communities.
- It is possible to learn from and with each other. While many educational institutions are developing training strategies in this field, learning new practices and interacting with the people who are promoting them allows us to be exposed to new approaches and to collaboratively build knowledge that serves as a reference for the design or improvement of other proposals.
- By gathering these practices, OREALC/UNESCO will develop tools for analyzing them and identifying trends and unique characteristics that promote approaches to addressing said practices in different contexts.
- How do we define the term 'meaningful practice' in socio-emotional education?

### How do we define the term 'meaningful practice' in socio-emotional education?

While there are many ways to define the term 'socio-emotional education,' reading it broadly, it is possible to identify certain elements or foci that help guide our gaze and seek out strategies that favor its development. First, socio-emotional education works on personal and social development and our connection to nature and favors attitudes, forms of knowledge and actions that facilitate the construction of autonomy and personal wellbeing as well as cohesion with others for the positive transformation of environmental and social contexts.

The following criteria were selected for identifying important practices in socio-emotional education:

- They generate **attitudes geared towards** improving the wellbeing of all members of an educational community.
- They are identified by the educational community as practices that favor **educational pathways** for comprehensive personal and social well-being of young people and adults.
- They favor the formation of **autonomy** in young people and adults.
- They use **innovative and creative** strategies.
- They are rooted in, valued by and **perceived as valuable by the educational community** in which they occur.

These practices can be found in both formal and informal educational institutions, throughout one's life and in different areas in which educational practices are deployed. We recognize the diversity of spaces in which educational work happens. Some of the areas in which such practices can be developed are:

- **Classroom curriculum:** Practices that are deployed in the context of educational experiences oriented by the school curriculum or that of the training institution. These are mainly aimed at strengthening socio-emotional skills in young people and adults.
- **Educational organization:** Related to the institutional management of education centers (schools or informal experiences) which, intentionally or unintentionally, develop and/or strengthen participants' socio-emotional learning.
- **Connection to the community:** Practices or strategies deployed by a school institution or educational program focused on the development of a connection to social stakeholders (families, local organizations or institutions or others) that are relevant to the community and seek to have a significant impact, strengthening socio-emotional skills.
- **Community learning:** Training practices that are deployed in the context of community interventions, projects and programs under modes of non-formal education.
- **Collaborative networks:** Inter-institutional and inter-organizational spaces designed to foster the comprehensive wellbeing of young people and adults in the context of coordinated work.
- **Educational assessment:** Practices or strategies conducted in the context of educational evaluation (of the process, impact or learning) in order to promote equity and inclusion in teaching and learning and their contexts.
- **Teacher and community educator training:** Initial, ongoing or specialization training practices designed to develop skills among teachers, technical teams or facilitators for the development of skills for a socio-emotional education.

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