unesco

Mahatma Gandhi Institute of
Education for Peace and
Sustainable Development

Guidelines for implementing Social and Emotional Learning in schools

Guidelines for implementing SEL in schools

Acknowledgements

Acronyms

ELLs	English Language Learners
OECD	Organisation for Economic Co-operation and Development
PACE	Policy Analysis for California Education
PE	Physical Education
RCT	Randomised Controlled Trial
SDG 4.7	Sustainable Development Goal 4.7
SEC	Social and Emotional Competency
SEL	Social and Emotional Learning
UDL	Universal Design for Learning
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
WEF	World Economic Forum

Table of Contents

SDG 4.7: The criticality of social and emotional learning

01
02
03
04

SDG 4.7:

The criticality of social and emotional learning

The 21st century is at a crossroads, in between the consequences of the past industrial revolution and a future fraught with uncertainties. Global issues of climate change, refugee crisis and migration have led to dramatic shifts in societal composition worldwide and the impact of these is likely to intensify in the coming decades. These sudden demographic shifts and the rapidly changing nature of societies have left many individuals unprepared to

thrive in heterogeneous settings. This inability to adjust to the changing realities has resulted in the rise of extremism, authoritarianism, and even violence. Against this backdrop, children and youth globally are tasked with the enormous challenge of finding creative and innovative solutions to build a sustainable and peaceful future.

The United Nations Sustainable Development Goal (SDG) 4, Target 7 seeks to ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity.

The current paradigms of engaging with **SDG 4.7** primarily adopt a cognitive knowledge-based approach – and learners are provided knowledge about peace and global citizenship. However, peace is a concept, not a reality in many parts of the world. Considering that the Global Peace Index Report (GPI) has identified a deteriorating trend in the last 12 years, it is clear that the aforementioned cognitive knowledge-based approach has been unsuccessful inbuilding peaceful mindsets which actively engage to create sustainable and peaceful societies envisioned by SDG 4.7. On the other hand, accumulating research shows that mindsets and decisions are cognitive-emotional processes **(Duraiappah et al., 2022).** In fact, the science of learning has shown that learning is facilitated or hindered by the social and emotional experiences of a learner. Thus, whether it is numeracy, literacy or peace, unless learners can manage emotions, learning will not happen nor will peaceful mindsets be cultivated.

To achieve **SDG 4.7**, calls for reimagining, rethinking and repurposing education.

Nevertheless, education systems worldwide have shown reluctance in changing the status quo with a continued focus on academic achievement through high stakes exams as the primary purpose of education. Nations need to reorient their education systems to build 21st century competencies in their learners lest they risk losing generations to contemporary challenges and conditions.

Reimagining education begins with reimagining how learners learn; the better the educators understand the learning process, the more equipped they would be to build necessary competencies in their learners.

Learners today encounter a wide range of possible stressful situations as they navigate the complicated world of online and offline social interactions both at school and home. These situations can develop chronic stress and anxiety in learners, which originates in the brain and manifests in the body like all human behaviour.

Research from psychology and neurosciences shows the physical experience of stress often leads to bodily responses like flushed cheeks, sweaty palms, a hollow in the stomach, or clenched teeth and might manifest reactively as fear, aggression or violence. These negative manifestations have both acute and long-term impacts on students' learning; they might overwhelm the cognitive processes engaged in learning **(Pherali et al., 2022 and Cachia et al., 2022)**

Furthermore, learning to manage social and emotional experiences productively leads to cultivating resilient, empathetic, and kind mindsets and thus creates inclusive, equitable, and sustainable societies. Such management requires learning social and emotional competencies (SEC) through social and emotional learning (SEL).

Schools that promote SEL help in their students' academic and global learning. It enables learners to live peacefully with others in heterogeneous societies and build 'tolerance' and ethics in behaviour in terms of universal human traits that go beyond social, cultural and gender differences.

Finally, SEL cultivates children's well-being, and because schools are mirrors or microcosms of our larger and dynamic societies, it is vital that personal and social learning be mainstreamed in schools.

The purpose of these guidelines is to share the latest research with policymakers, school leaders, and teachers looking to integrate SEL into school practices and present scientific evidence on creating school environments and recommending practices that are key to building peaceful and sustainable societies.

Rationale for mainstreaming SEL in schools

What is SEL?
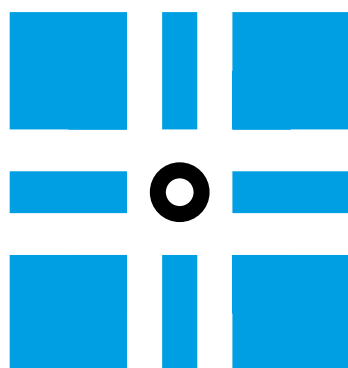
S EL is the process of acquiring the competencies to recognise and manage emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively (Gotlieb et al., 2022). It is, therefore, the process through which young people and adults develop and acquire competencies to

• form a healthy identity centred around the self-world capacity (Dorjee and Roeser, 2022),

• display empathy and compassion for self and others,

• manage one's behaviours appropriately,

• understand and express and regulate emotions effectively,

• achieve personal and collective goals, establish and maintain mutually supportive interpersonal relationships,

• make responsible and informed decisions, and become engaged and participatory members of their communities.

• lead, manage and be responsible for sustainable and caring lifestyles.

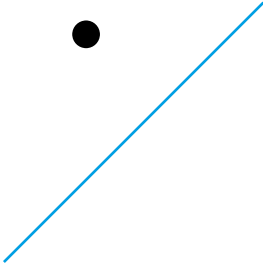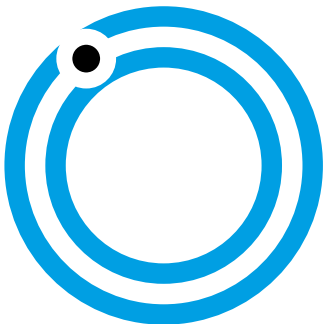While slightly different conceptions and definitions of SEL exist, it is usually agreed that SEL encompasses at least five prominent features (see Gotlieb et al., 2022 for a detailed discussion):

• It is a universal, developmental, and non-linear process that evolves over time, and so it is relevant at all ages and for all individuals,

• SEL is malleable; it can be taught and promoted through conscious efforts in all settings,

• SEL is multidimensional and requires the mobilization and integration of cognitive, attitudinal, emotional, behavioural, and socio-political aspects of functioning,

• SEL is developmentally appropriate and culturally relevant, so its expression can vary across developmental stages, individuals, situations, circumstances, contexts, and communities through the dynamic interplay of personal, societal, and environmental structures and processes.

• The full potential of SEL can be hindered or thwarted depending on the availability and provision of equitable environmental opportunities and support, and structural, cultural, and social facilitators or barriers.

Today, SEL has been characterised in a variety of ways, often being used as an organising framework for an array of promotion and prevention efforts in education and developmental science, including conflict resolution, cooperative learning, bullying prevention, mental health promotion, and positive youth development

Why should schools mainstream SEL?

Schools serve as the first formal collective learning space where children learn through instruction. Constructing a school culture that enables building healthy relationships is critical to ensuring the holistic development of learners. We outline below four important findings that showcase why schools must mainstream SEL:
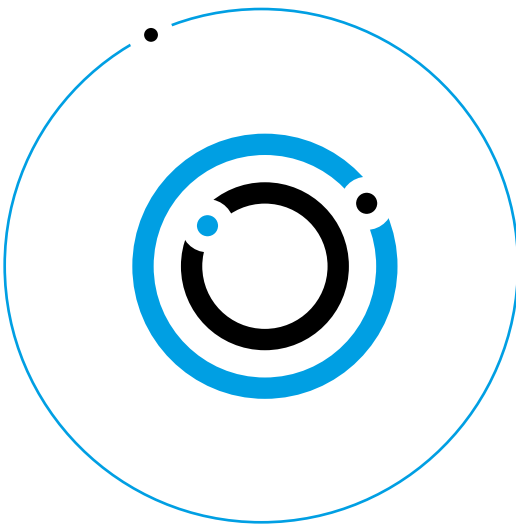
(1) Learning is facilitated or hindered by the social and emotional experiences of the learner, which help guide attention during learning, assist in information encoding and retrieval from memory, and effectively manage the social interactions and relationships that are fundamental to the learning process (Immordino-Yang & Damasio, 2007).

(2) Decrease in behavioural conduct problems, increase in positive behaviours, higher academic achievements, lower emotional distress, and reduced drug use (Melendez-Torres et al., 2016; Taylor et al., 2017, Durlak et al., 2011).

(3) Improve high school graduation, postsecondary completion, employment, financial stability, physical health, and overall mental health and well-being (OECD, 2017, WEF 2016).

Explicit SEL training can lead to the learning and practising competencies such as emotion regulation, empathy, kindness, compassion and prosocial behaviours, all of which can lead to individual and collective efforts to build peaceful societies and counter violent extremism, hate speech and conflict-inducing narratives (Halperin et al., 2013; Pentón Herrera, 2020; Hymel and Darwich; 2018). When large cohorts of learners develop these competencies they can be capable of changing group contexts that cultivate extremist attitudes (Randy, 2012).

How can schools implement SEL?

There are several ways to implement SEL programmes. However, the two most popular approaches are

a specific stand-alone SEL curriculum that is taught as a separate subject or

....

a whole-brain approach that integrates SEL with cognition and focuses on both pedagogical practices and embedding SEL focussed activities in traditional curricula. Whatever approach a school may adopt, it is important to ensure that it is science and evidence-based, flexible, culturally affirming, recognizes local knowledge systems, provides resources and incentives for implementation, uses a continuous improvement lens, and has a plan in place for continuity.

Drawing from the literature, ten key characteristics of SEL programs were identified and are illustrated in Table 1.
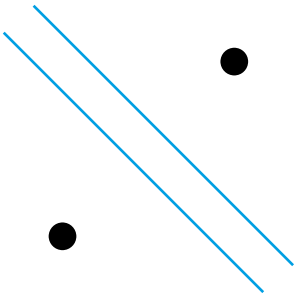
Table 1: **Characteristics of Effective SEL Programmes** *(adapted from Jones et al., 2019)*

Characteristic	Description
Grounded in theory and research	It is based on sound theories of child development.
Teaches children to apply social and emotional competencies and ethical values in daily life	It entails systematic instruction and application of learning to everyday situations
Builds connection to school through caring, engaging classroom and school practices	It uses diverse teaching methods to engage students in creating a classroom atmosphere where caring, responsibility, and a commitment to learning thrive.
Provides developmentally and culturally appropriate instruction	It emphasises cultural sensitivity and respect for diversity.
Helps schools coordinate and unify programmes that are often fragmented	It offers schools a coherent, unifying framework to promote positive social, emotional, and academic growth of all students.
Enhances school performance by addressing the affective and social dimensions of academic learning	It introduces engaging teaching and learning methods, such as problem-solving approaches and cooperative learning, which motivate students to learn and to succeed academically.
Involves families and communities as partners	It involves school staff, peers, parents and community members in applying and modelling SEL-related skills and attitudes at school, at home and in the community.
Establishes organisational support and policies that foster success	It ensures high-quality programme implementation that includes active participation in programme planning by everyone involved, adequate time and resources, and alignment with school, district and state policies.
Provides high-quality staff development and support	It offers well-planned professional development for all school personnel.
Incorporates continuing evaluation and improvement	It continues gathering data to assess progress, ensure accountability, and shape programme improvement.

Recent reports on SEL implementation (ISEEA 2022) found that stand-alone SEL classes were insufficient in improving a school's environment and promoting children's SEL competencies, whereas a whole-school integrated approach is key to promoting a positive school environment

All parties can see significant benefits by taking a whole-school integrated approach, where teachers, children, parents, and community partners are involved in a programme that helps equip them with tools to look after their own well-being. The structural and social inequalities, be it in terms of gender, socioeconomic status, immigration status, race, caste etc., must be comprehensively addressed at the institutional and policy level that create these inequalities.

Table 2 below presents examples of involving all school members in building an SEL culture. Consider how different members of your school community can get involved in SEL climate action projects. Explore if specific roles may work well for you and other ways students, staff, and families could get involved. The table below provides some suggestions and examples for the same.

Table 2: **Whole school SEL implementation: Actors and their Roles**

Actors	Roles
Learners	Practice a culture of kindness and respect whether in classrooms, school corridors, cafeteria or sporting activities. Mentor younger students and provide support.
Teachers	Build SEL competencies for themselves. Design pedagogical practices that promote SE skills. Develop an SEL curriculum. Design lesson plans to emphasise SEL in all subjects. Practice SE skills at all times with all stakeholders. Reinforcing expectations for behaviour by celebrating acts of kindness and compassion.
School leaders & administrators	Champion your school's vision and values for healthy relationships. Support SEL implementation by providing necessary resources and professional development, and encourage teachers to include SE in all subjects. Evaluate on a regular basis for continuous improvement.
School support staff	Get SE skills training. Reinforce SE practices in corridors and in the playing field. Demonstrate SE skills and create awareness of behaviours with visitors
Families	Become self-aware of your own SE competencies and how to build/improve them. Adopt good SE practices at home and reinforce them. Marginalised population supported to be part of decision making to imbalance traditional hierarchical structures and processes of decision making.

Contextual examples for **SEL implementation in different settings**

- -

Different innovation projects are being implemented to cultivate social and emotional learning in schools across the globe. A few examples are presented in the boxes below. A school can be situated in complex rural, under-resourced, conflict, humanitarian, or other unstable contexts. As an implementation guideline, this document provides a primary setup upon which complex contextual conditions can be mapped; however, it acknowledges that school leaders have to adapt SEL implementation based on different complex contextual setups.

We showcase here examples of schools that have used SEL interventions in these different contexts. These examples can be used as templates that inform school leaders in similar contexts while keeping in mind that even similar contexts at the macro level can have differences in microenvironments that should be factored into decision-making (textbox 1,2,3,4,5).

Box 1: Implementing **SEL** across different contexts.

A report by HundrEd in association with the LEGO foundation highlighted several of these SEL innovations originating in countries spread out across the world. Some of the programs highlighted include acSELerate, a whole school scalable program developed in India and implemented in low-resource school settings to transform education through integrating social and emotional learning into the existing curriculum.

Aulas de Paz, or peace classrooms, aims to build a culture of peace and nonviolence in rural and slum areas. It promotes building peace in violent conflict-affected areas through simple module structures that teach SEL in schools and communities.

Using technological innovations, the colour of kindness in Bangladesh implements a holistic SEL program in emergency settings. Navegar Seguro is a high-impact SEL program for learners and teachers provided from kindergarten through high school in Colombia. These examples and others show that SEL programs can be integrated and implemented in schools in diverse ways and settings when the context is considered for implementing them.

Box 2: SEL implementation in rural schools

Arts education in social and emotional learning in rural Kenya (Lee and Lee, 2021).
This study was set up in rural areas of Kenya, which are remote and where schools lack resources. Key community stakeholders developed the arts program (school teachers, school leaders and village community members) with outside participants (art teachers, researchers). The school's aim in using SEL was to develop relevant competencies in students to help them engage in civic development. The arts education program was created keeping specific SEL competencies in mind. Accounts from teachers' classroom observation journals and responses from pre and post-program questionnaires showed improved social and emotional learning in students, indicating that SEL programs through arts education can effectively implement SEL in schools with low-resource rural settings.

Box 3: **SEL** implementation in racially minoritised students

Research shows that racially minoritised students often experience less supportive school climates than their white peers, along with low-quality peer and teacher relationships (Blanco-Vega et al., 2008; Cherng, 2017; Dinkes et al., 2009; van den Bergh et al., 2010). Studies in racially diverse schools have also shown that white students perceive a more positive school environment and report better SEL outcomes than African American and Latinx students (Guin, 2004; Morgan and Amerikaner, 2018; Hough et al., 2017). A study as a part of Research–Practice partnership between Policy Analysis for

California Education (PACE) and the CORE districts (a consortium of eight California school districts) showed that schools with large African American and Latinx students who show SEL levels comparable to their white peers implement specific strategies for successful SEL implementation in racially diverse student population (Allbright et al., 2019, p. table 3). This study provides new insights into how schools can implement SEL in racially, ethnically, and culturally diverse classrooms. The techniques used by successful schools can be adopted in similar contexts.

Box 4: **SEL** in Refugee Learners

There is an increasing focus, discussion and research around SEL in refugee learners of all age groups, including refugee English Language Learners (ELLs), with calls for integrating SEL instructions in refugee ELLs to make them feel more comfortable and safer in the classroom. However, research also shows that the type of SEL instruction differentially impacts refugee learners in the new classroom setting. In an RCT study of SEL intervention for Syrian refugee children in Lebanese classroom, classroom climate-targeted SEL alone only impacted children's perception of public school, whereas both classroom climate-targeted SEL as well skill-targeted SEL programs

increased positive perception towards public school and had a positive impact on some academic domains and some SEL outcomes (Dolan et al., 2021).
For refugee ELLs in a primarily Anglophone country, social and emotional learning and instructions of the host country might be unfamiliar or confusing to them. Findings show that teachers aware of refugee ELLs in their elementary grade classroom use various techniques to teach them SEC individualised teaching instructions, more explicit teaching instructions, promoting a positive classroom climate, and collaborative exercises (Cho, wang and Christ, 2019). However, teachers' perceptions of refugee

ELLs' social and emotional competency were largely deficit-oriented. Other techniques such as using drama and arts involving host country students (e.g. Turkey) and refugee students (Syria) have also shown reinforced social and emotional learning (Usakli and USAKLI, 2015). Further work across the globe on school programs that use SEL components to support refugee and migrant learners is detailed in UNESCO's policy paper on Education as healing: Addressing the trauma of displacement through social and emotional learning as part of the Global Education Monitoring Report (UNESCO, 2019)

Box 5: SEL in conflict-affected and emergency settings

SEL is believed to be beneficial to children affected by trauma and violence as it can act as an effective coping mechanism to ameliorate trauma-induced chronic stress and anxiety, both of which have significant adverse effects on learning and overall life outcomes (Pherali et al., [AC1] 2022; Nobel, Norman and Farah, 2005). Education can be a perpetrator of violence, but when effective peace-building programs like SEL are integrated within education, it can act as an effective peacebuilder and healer. (Cambridge University Press and Cambridge Assessment, 2020; Sánchez Puerta, Valerio and Bernal, 2016; UNESCO, 2019).

Although indirect evidence and theoretical framework support the notion of SEL as a viable avenue for reducing conflict and trauma, direct evidence in this area is sparse and requires more research. One of the challenges in implementing effective SEL programs in conflict zones is the lack of locally and contextually aligned development of SEL. Using Northeast Nigeria as an example of conflict and emergency, Bailey and colleagues (2021) found that using local values, practices, and contextual framing increases SEL effectiveness in conflict zones along with targeted intervention that results in increased uptake and habit formation.

Steps for implementing SEL in schools

mplementing SEL in schools involves a number of steps as delineated in table 3 and represented in figure 1.

PLAN

PREPARE

SEL Team – co-ordinates all steps

PROGRESS

PRACTICE

FIGURE 1: Key steps to implementing SEL in schools

Table 3: **Steps for implementing SEL in Schools**

Step 1: **Plan**	• Convene team
	• Conduct a need assessment
	• Define SEL aims and identify needs, priorities and timelines.
	• Identify types of data to be collected
	• Formulate a plan for monitoring and impact evaluation.
Step 2: **Prepare**	• Select competencies and frameworks
	• Set up Learning Systems: Design pedagogical practices Embed SEL in curriculum Identify Assessment Framework
Step 3: **Professional training & practice**	• Train teachers and educators to cultivate SEL
	• Leadership integrates SEL across systems and the broader community
	Collect data during implementation as identified in step 1
	• Quantitative data as part of normal school operations.
	• Distal measures such as the number of incidents of bullying, attendance, well-being, and violence
	• Proximal measures such as health indicators and academic performance
	• Qualitative data such as teacher observations, photographs, acts of kindness and school climate.
Step 4: **Progress & impact evaluation**	Utilising the data collected during practice the SEL action team:
	• Monitor progress to ensure SEL outcomes are aligned with SEL aims.
	• Conduct different assessment phases as part of the evaluation process.
	• Develop and leverage strategic and aligned community partnerships that ensure students receive consistent SEL support

We provide here details of the processes required in each of the four steps described in the table above.

STEP**01:**
Plan

Convene team:

Identify a core team to design SEL implementation in order to prepare for change. The core team may include affiliates or staff dedicated to launching the SEL program. It might include representation from all stakeholders, namely teachers, principals, support staff, families and local community members, and learners, to determine each member's role in mainstreaming SEL.

Conduct a need assessment:

A situational analysis of the school is an evaluation of the school's current state in learning, teaching, behaving and nurturing healthy relationships. Also called a needs assessment, it is conducted during the early developmental phase of an intervention.

This should be carried out by the core SEL team and should consider, among other things,

(1) the relevance for less urban level schools, i.e. assess if the school location is urban, rural, semi-urban or semi-rural;

(2) digital and SEL literacy of the teachers;

(3) socioeconomic, racial, ethnic, religious, cultural, gender-based and linguistic backgrounds of the students; and

(4) the attitude and preconceived notions of parents, students, and other stakeholders towards SEL and academic learning.

(5) analysing existing resources to determine the nature of implementation mode - online, offline, hybrid.

The types of questions that may be addressed in a situation analysis can include:

(a) What is the feasibility of implementing this programme in this particular context, including considerations on systematic and institutional barriers?

(b) What is the appropriateness of content, methods, materials, media and instruments for learners in which the programme is implemented? And

(c) What are the immediate short-term and long-term cognitive and psychosocial skills and/or behavioural impacts of this intervention?

(d) Does the school have adequate support in terms of psychologists or SEL practitioners?

(e) What is the nature of funding available?

These considerations will provide data to identify the overall SEL aims of the school, help build SEL systems and guide teacher and community training and implementation practices.

Identify the SEL goals of the school:

Use data from situational analysis to identify needs, priorities and timeline of implementation and delineate specific SEL aims for the schools.

Identify types of data to be collected

Consider evaluating various types of data as part of the evidence base for programme evaluation:

• Quantitative data as part of normal school operations, student outcomes data through assessments that measure learning.

• Qualitative data such as teacher observations, staff meeting notes, family and community meetings, focus groups with diverse student populations, photographs, acts of kindness and school climate.

• Proximal measures data such as health indicators and academic performance

• Distal measures data such as the number of incidents of bullying, attendance, well-being, and violence

• Qualitative and/or quantitative data from students across marginalised communities through surveys

Formulate a plan for monitoring and impact evaluation:

It is important to have a programme evaluation plan in place to ensure improvement in the delivery of SEL programmes. The plan should consider the nature and purpose of the evaluation, the evaluator's repertoire of approaches, techniques, and concepts, and the resources available, including different types of data sources that the school collects and others it may want to include to monitor progress and outcomes. Irrespective of the type of data collected depending on resources and relevance to community needs, it is important to have an evaluation process that identifies and analyses common themes and patterns through replicable studies that appear regularly from the evidence collected. The evidence collected has to be systematic and rigorous so as to not let personal bias or imbalanced power structures continue with dominant narratives that often systematically discriminate against marginalised populations. A good evaluation plan yields credible and useful answers to the questions that motivate it.

STEP02:
Prepare SEL systems setup-
The Essential Ingredients

Selection of context-dependent SEL competencies and framework

The situational analysis conducted in Step 1 identifies the needs of the pertinent school community, which in turn guides the selection of SEL competencies to be cultivated and the relevant framework within which they may be constructed and structured.

Selection of Social and Emotional Competencies (SEC)

SEC are teachable skills that facilitate healthy and productive relationships while fostering reflective thinking in the face of strong emotions. Different frameworks define SECs in different ways, but they are broadly grouped into three categories relating to the self, the other and the society that functions via agency, action, and behavioural change. All three types work together to ensure that individuals develop into participatory and productive members of society.

Self

Refers to the intrapersonal domain; it includes several self-related competencies such as being aware of one's affective state, the ability to effectively regulate self-generated emotions, behaviours and thoughts, as well as the ability to critically evaluate the information for consistency and facts.

Other and society

This category mostly dwells on the interpersonal domain and an individual's ability to empathise with others, value and respect diversity, or communicate effectively with other members of society. Interpersonal competencies aim to enhance an individual's ability to participate in healthy social relationships and be effective contributors to social change. These skills include empathy, perspective-taking, and the ability to cooperatively and collaboratively complete tasks and solve problems. For example, critically reflecting on emotions to analyse global problems like inequalities, social injustices and climate change can also support social change.

Agency, action, and behavioural change

Focus on systemic change through the willingness to help others, cooperation, and impact of decisions on the other's well-being. An important feature underlying competencies in this category - which include prosocial behaviour such as altruism and kindness - is the cultivation of an innate need to take action for positive change without the explicit expectation of reward and being able to critically analyse to gain a deeper understanding on how to act on social issues.

Core/ Foundational

Core or foundational competencies are a group of those competencies that "magnify and activate" (Senova, 2020) other competencies that allow one to engage with and effectively acquire knowledge. Essentially, foundational competencies are transferable from situation to situation and provide a blueprint of "how to be." Examples of these competencies include empathy, critical thinking, problem-solving etc.

Meta/ higher-order

A collective or combined application of foundational competencies, therefore, leads to the demonstration of those higher-order competencies which are classified as meta-competencies. For example, one must possess foundational competencies such as inquiry and perspective-taking to demonstrate cultural understanding. Similarly, in order to collaborate, one must possess empathy and perspective-taking.

Selection of a suitable SEL framework

dentifying and selecting an SEL framework for implementation in education is a critical first step because a framework ideally lays out the theoretical context underpinning the suite of social and emotional competencies that students would need to be successful in school, in life, and at work. Thus, this guideline provides the key principles shown to be important, relevant and useful while identifying a suitable SEL framework.

An SEL framework is considered high in conceptual clarity when it is (adapted from Jones et al., 2019):

(1) **Specific** – The extent to which a framework has clearly and specifically defined competencies.

(2) **Balanced** – The extent to which a framework balances intrapersonal, interpersonal, and cognitive competencies and includes knowledge, skills, and attitudes.

(3) **Developmental** – The extent to which a framework includes and utilises a developmental lens that illustrates that competencies are malleable, how they develop over time, and what they look like at different ages and stages of development.

(4) **Culturally Sensitive and focussed on Equity**– The extent to which a framework is (i) sensitive to and addresses cultural variations in SEL processes, (ii) includes culturally related competencies that matter for success, and (iii) does not favour any one cultural group over others (iv) focusses on dialogue, critical inquiry of power structures and dominant practices, and equity

(5) **Empirically Grounded** – The extent to which the social and emotional competencies named in a framework are grounded in empirical studies that demonstrate their importance for success in school, work, and life (Blyth, Jones, & Borowski, 2018, p. 2).

Design SEL learning systems: pedagogy, curriculum and assessment

Several systems need to be in place to contribute to successful SEL implementation, including designing, adopting, and implementing pedagogical practices that complement SEL concepts, embedding SEL in a curriculum that is culturally and locally relevant, and identifying an assessment framework that measures the identified social and emotional competencies.

Design pedagogical practices

Pedagogy today offers exciting, innovative, interactive, and immersive ways for augmenting deep, engaging, and active learning experiences both in-person in the classroom or through the use of digital technology

The **universal design for learning (UDL)** framework meets the needs of all learners including those students who are in the margins (Rose& Meyer, 2002). UDL considers how barriers can be lowered for all students through design principles that include affordances for multiple means of engagement, representation, and action (Cope & Kalantzis, 2009).

Figure 2 gives some general principles that describe the scope and nature of implementing SEL in both in-person and digital pedagogy using digital tools like games and online platforms. Figure 2 and table 4 highlight a few examples of how to design SEL activities and pedagogical practices focused on building social and emotional competencies.

FLEXIBLE

The content of the pedagogical solution whether through classroom instruction, game or an online platform, should be designed to be flexible and meet te SEL needs of various kinds of learners and at different levels of education. Additionally, it must fit the cultural, social, and economic contexts of a region as well as be broad enough to adapt to rapidly changing societal needs.

EQUITY FOCUSED

The need to cultivate social and emotional learning for the self and for societal equity needs to be an underlying feature across all pedagogies, while ensuring that respect for non-violence and non discrimination is paramountly expressed. Thus, pedagogical practice must ensure that it is free of disrespect and discrimination in any form, directly or indirectly, through story, artwork, or any other means towards humans irrespective of race, cultural heritage, age, gender, religious beliefs, etc.

AGE-APPROPRIATE

SEL interventions for younger children need to differ from those designed for secondary school students (See WG1 ch3; WG3-ch2, Wg3-ch4, Dorjee and Roeser, 2022; Cachia et al, 202; Gotlieb et al, 2022) because adolescent brains experience neuroplasticity in different ways than young children or adults (Delalande et al. 2019; Kral et al. 2018) For example, early childhood SEL lessons can focus on labelling and identifying feelings and ways of managing emotions.

ACTIVE AND LEARNER CENTRIC

Learners should be central to the process of acquiring knowledge and skills and therefore pedagogical approaches should ensure they are active consumers of content. Focal to this learner-centric approach is learner agency, which is understood as student directed learning that is based on their interests and goals Content design must also give everyone an equal opportunity to succeed while catering to different learning needs such as hearing and visual impairments or other learning disabilities.

FIGURE 2: Designing Pedagogical Practices

Table 4: **Examples of SEL activities for the classroom**

Example A- To develop social awareness.

Classroom activity: How do I see others?

Specific activities:

• Observation of feelings of others-this also provides insights on emotional literacy or vocabulary

....

• How are feelings observed-through faces, voices, and actions?

....

• Does it affect my own feelings? This also builds awareness of emotional contagion.

....

• Are there peers that need kindness?

....

• How can I be kind towards others? -Taking action through compassion.

....

• How does this affect my own feelings? Starting to write a journal

Example B- To develop emotional awareness and management.

Classroom Practices & Structures: The teacher introduces classroom rituals like group agreements and chat zones to process emotions. For example,

• Teachers introduce group agreements inviting learners to share what helps them to process emotions better and how they would want other learners to help them. Both staff and young people can create a list or visual of group agreements and co-sign to facilitate mutual accountability.

....

• Teachers/staff share how to use "I statement" vs "You statements". They provide statement structures to help learners state what they want when they feel emotional distress. "When I feel like I am not being listened to, I feel hurt because then I feel I don't matter. This is what I need, and this is what I am willing to do."

....

• Teachers introduce chat zones, where learners are empowered to ask if they want to go to the "chat zone" to talk about their disagreements with other learners. They are provided with a choice - if they would like another learner or the teacher to act as a mediator. These conversations are led by the learner themselves, and teachers intervene only if they become visibly heated.

....

Embed SEL in the Curriculum

In recent years, the curriculum has been inspired by a paradigm for organising content based on disciplinary knowledge. This tradition evolved specific pedagogies for teaching separate subjects, with clearly defined learning objectives based on cognitive strategies and achievements.

The call for introducing SELF as a right of all students means questioning the traditional subject-based learning organisation to move toward a curriculum organised around the diversity of learning experiences that inherently include emotional aspects.

It is pertinent to understand the curriculum as both an object concerned with the materialisation of policies and subject matters as well as the experience and the process that comes to life in teaching and learning. It, therefore, comprises the top-down elements of policymaking and teacher deliberation, as well as the bottom-up processes that are introduced into the learning experience as students interact with teachers and other students and engage formally and informally with the curriculum (Ergas et al., 2022). SEL programs, therefore, provide an intentional focus on cultivating critical nexus points between curriculum and pedagogy to create the type of learning model a school aims to adopt.

Table 5 gives some examples of how social and emotional concepts may be embedded in different curricular domains and focus on taking an interdisciplinary approach. As policy makers and schools consider integrating social and emotional competencies in various disciplines, it is crucial to crosswalk their discipline-based assessment framework with an SEL assessment framework (as discussed in the section on Identifying an SEL Assessment framework below) and how SEL can be assessed in conjunction with subject-specific learning outcomes such that it facilitates better learning.

Table 5: **Embedding SEL and teaching SE competencies in every subject**

# Land based learning/ gardening	Agricultural/gardening pedagogy is a form of experiential pedagogy that can be implemented in all cultures (Ausherman, Ubbes and Kowalski (2014); Goleman, Bennet, and Barlow, 2012; Finne, 2019). • Maintaining a garden/agricultural space to grow food can instil responsible decision-making, perseverance and motivational competencies in students and also build a sense of bonding with nature. • The process of gardening can instil in students to empathise with nature and understand the cohabitation between the natural and the human world.
# Arts-Visual and Performing	Arts programs can actively promote SEL in young children through visual, auditory or other multimodalities. Through both action and reflection, arts education provides powerful opportunities for developing SE competencies (Farrington et al., 2019; Edgar and Elias; 2021). • Improvisation classes can help build critical SEL competencies such as problem-solving, creative thinking and motivation. • Students can express themselves through different forms of art; a formalised arts curriculum might help students find self-identity
# Biology	SE competencies are rooted in biology. Biology content and biology teachers can promote SE competencies by weaving together learning about the human body and SEL (Ferreira González, Hennemann and Schlüter, 2019). • Combining physiological and psychological components in biology lesson plans can help students understand how physiology, emotion and cognition interact to influence behavioural outcomes. • Using human physiology to help students understand emotion recognition and regulation; the relationship between stress and aggression; mindfulness and thoughtful decision making;
# Civics/ Citizenship	• Engaging in community outreach, including with 'out of school students, can help strengthen empathy and compassion in students along with a focus on critical analysis of causes and means of addressing social inequities.

• Citizenship education that includes intentional instructions to embed SEL competencies helps promote students' independence, critical thinking and ability to communicate effectively in different environments.

Geography

Teaching SEL through geography is mostly used as an experimental pedagogical approach (Mousavi and Rahmanirad, 2019).

• Using geography to help identify high-risk and highly affected areas due to climate change and the physiological and psychological effects of climate change on the inhabitants can help build empathy and compassion.

• Projects which connect students across different geographical areas through exchanging knowledge and narratives, i.e. how differences in geography lead to differences in lifestyle.

Health and Physical Education

Use intentional instructions to align students' physical activities with SE competencies (Olive, Gaudreault, and Lucero, 2021; Olive et al., 2021).

• Using video clips of professional athletes to teach students self-management competencies in sports activities

• Using team-building exercises to teach students about building relationships around trust, leadership and common goals and how they can use these competencies in daily life.

History

• Using open-ended questions and group discussions to promote critical thinking, collaboration, empathy and problem solving when teaching history lessons.

• Using history lessons to inculcate prosocial values and competencies around peace.

Language and Literature

• Using literary text to identify emotions generated within the self as well as those expressed by characters; discuss social situations, students' rationale for characters' behaviours, and how they would act if faced with a similar situation.

• Teaching how language can be used as a tool to create a positive environment, build robust social relationships, and express independent thoughts and ideas.

Mathematics	Use specific maths lessons to introduce social and emotional situations.
	• For e.g., a teacher teaching how to use a compass for directions also discusses with students how they might feel directionless in their life and how they can use sense-making and meaning-making to find directions.
	• Using emotion regulation tools to teach students how to manage maths-related stress and anxiety.
Land based learning/ gardening	• Use the affective imagination of students to teach science concepts to develop curiosity and critical and creative thinking.
	• Scaffolding students' interest in science also creates positive achievement emotions.
	• Critical literacy in social media and its interaction with social emotional development and well-being.
Vocational and Technical Education	• Creating opportunities for student discussions in real-life environments along with avenues to discuss the different emotions they feel when learning and practising their vocation.
	• Teaching students to navigate professional life through the lens of SEL competencies.

Identifying an SEL Assessment framework

An assessment framework should be comprehensive, balanced, aligned, defensible, and ethical. Besides having these universal characteristics, an SEL assessment framework should aim to have some additional characteristics, as delineated in Table 6 below.

Table 6: **Characteristics and functions of SEL Assessment Framework**

SEL Assessment Framework	
Characteristics	**Function**
Develops and implements psychometrically sound and developmentally appropriate measurement tools.	To evaluate and monitor students' social and emotional competence and development.
Implements systematic monitoring and evaluation.	To create accountability systems in which priority is given to the promotion of students' social-emotional competencies and skills.
Uses different approaches/multiple data sources.	To ensure a deeper understanding of the best ways in which to measure, evaluate and monitor children's social and emotional competencies.
Identifies scientifically sound assessment tools that are cost-effective and easy to use	To ensure scaling up and administration in low resource settings
Uses a strength-based approach instead of a diagnostic-based approach	To promote students' positive development and serve as a pathway for preventing problems from emerging, rather than waiting for problems to occur.
Uses a common language for SEL and its component	To ensure easy communication between researchers working on the framework and ease of accessibility for teachers, staff, parents and students.
Uses data for multiple purposes	To ensure student learning, understanding of the developmental trajectory of SEL competencies, a data-driven adaptation of SEL programs, approaches, instructions and implementation, and equitable outcomes in education.

*Adapted from Schonert-Reichl et al., 2020 and https://measuringsel.casel.org/access-assessment-guide)

Additionally, a comprehensive SEL assessment framework should involve a variety of assessment tools and information gathering procedures:

Self-reports - Standardised and validated self-report questionnaires or anecdotal data through reflective writings.

Performance-based assessments - Performance on scientifically rigorous tasks associated with SEL supported by empirical evidence

Teacher and peer reports - Standardised validated reporting formats that reflect SEL skills in real-life behaviours and situations,

Given that an SEL assessment framework is key to mainstreaming SEL in education, it should be logically derived from a selected SEL framework (i.e., desired learning outcomes) and integrated within existing and envisioned delivery systems (i.e., policies, plans, preparations, practices, and participatory orientations) to provide information for decision making at various stages of building or improving SEL delivery systems

It is critical to choose measures that take a strengths-based approach versus an approach that is diagnostic in nature when considering SEL assessments. This means to assess not the problem areas that need intervention but the strengths that need to be further strengthened and improve on weaknesses.

A possible step-by-step process for assessing students' social and emotional competence provided by Taylor, Oberle, Durlak and Weissberg (2017) is delineated in table 7 below:

Part 1: Prepare

Step 1: Frame the overall SEL effort
Step 2: Plan the role of assessment
Step 3: Choose the SEL competencies to assess

Part 2: Select an Assessment

Step 4: Review the assessment options
Step 5: Select assessment tool(s)

Part 3: Use Measure data

Step 6: Implement assessment
Step 7: Use data

* Refer to Appendix B for further details on types of assessments and examples of formative assessments.

STEP03:
Professional Training and Practice

Train teachers and educators to cultivate SEL

Building social, emotional, and cognitive competencies in students begins with focusing on teachers' individual development of these competencies and supporting the building of positive relationships among teachers, students, and families (Jennings and Greenberg, 2009; Domitrovich et al., 2016, Martinsone, Ferreira and Talic, 2020).

A focus on teachers' self-awareness skills supports them in building an understanding of how their biases may show up in the classrooms, often undervaluing certain students over others.

To achieve SEL embodied in learning, teachers' professional training should:

• Support teachers' mental health and emotional well-being through embedding attention to the emotional development of students and teachers across the curriculum rather than addressing it as a silo in the teacher training curriculum.

• Build social-emotional skills gradually, continuously, organically, and systematically by building on teachers' existing strengths and capacity and through different modalities and means, which are situated in the interactions in the classroom.

• Encourage teacher self-awareness, knowledge, and skills by providing training and resources that encourage educators to build their own SE competencies, examine and address implicit biases, and engage in culturally sustaining and equity-promoting practices.

Also, promote transformational purposes for teachers that empower them to recognize and work toward social justice.

• Embodies pedagogical practices such as problem-solving and purpose-setting to provide direction and energy for SEL.

• Promotes community service learning in teacher training to build empathy and support culturally sustaining SEL.

• Include autonomy to teachers to select the professional development opportunities that are most valuable to them and in accordance with the needs of the students and communities they serve.

• Provide systematic support to teachers from marginalised communities who often experience a disproportionate burden of social and structural oppression and for support that they provide to similarly marginalised learners.

Schools in low resource settings might struggle to start a SEL program due to limited resources and overburdened teachers. District education boards should evaluate funding needs and provide appropriate funding supports for such schools to ensure adequate professional training and development for teachers.

School leadership must integrate SEL

SEL integration comes through leadership based on an ethic of care, which changes the qualities and nature of education to promote connection and improve the common good, rather than simply measuring quantities of "more" and "less". SEL must necessarily be cultivated bottom-up, building the social tissue and institutional support to sustain it over time. A few guiding principles for integrating SEL include:

• Establish collective leadership – a healthy learning community that works together to set direction and vision; identify, make decisions about, and access the capabilities and resources needed for SEL; and gauge progress toward SEL integration.

• Regularly communicate coherent expectations for SEL for all school actors, including students, that incorporate reflection, dialogue, peer learning, and problem-solving to keep the school on track toward a fully integrated SEL.

• Share with school actors, including parents, community members, and community organisations, the overview of evolving school structures, leadership practices, and individual patterns of interactions and relationships that interact and adapt to maximise momentum and progress toward fully integrating SEL into all elements of school life.

• Foster adult capabilities in positive social and emotional development, including well-being practices, insights from learning science on the conceptualization of SEL, and specific social and emotional competencies.

• Promote how SEL integration offers many follow-on benefits to schools, such as nonviolence, equity, health and well-being, social justice, and sustainability.

STEP**04:**

Progress & Impact Evaluation

Schools should continuously assess what programmes are effective in promoting students' SEC.
A good monitoring and evaluation plan can help:

• Determine the degree of achievement of a programme's objectives and assess programme theory

• Document programme strengths and weaknesses to inform planning decisions

• Establish quality assurance and control methods and monitor performance

• Improve staff skills required for planning, implementation, and evaluation

• Fulfil grant or contract requirements/ meet accountability requirements

• Promote positive community awareness

Conduct Evaluation Phases:

Consider these phases in programme evaluation to inform decision making:

Phase 1: Process Evaluation and Progress Monitoring Studies

A process evaluation is conducted to assess whether a newly instituted SEL programme is being implemented according to plan and often focuses on delivery processes, instructional and pedagogical practices, curriculum frameworks, materials, testing programmes, etc. These evaluations essentially help with course correction before larger impact evaluations. The types of questions that may be addressed during this phase include:

How consistently are SEL practices being implemented in the school?

What pedagogical practices are working in classrooms?

How can lesson delivery be improved?

What additional resources are needed to meet the goals of the programme?

What are the areas in which improvements or changes are needed?

Phase 2: Impact or Outcomes Evaluation

An impact evaluation is directed toward determining the extent to which an intervention produced a significant change in social and behavioural outcomes and whether the targeted outcomes were achieved after the programme has been delivered for a sufficient period of time. The questions asked in this type of evaluation can include:

To what extent did the programme meet its goals?

Did the intervention produce a significant change among a large, representative sample of a well-defined population under normal programme-practice conditions?

Were the results worth the programme costs?

Moreover, programmes can consider the following points to maximise the use of evaluation results for improvement of SEL delivery in schools:

Plan for the use of results at the beginning of the evaluation

Identify and prioritise intended users and uses of the evaluation

Involve all stakeholders in the process

Develop a reporting and communication plan

Communicate findings to all stakeholders (Fleischer, 2007)

Monitoring and evaluation might be overseen by the SEL team at regular intervals and at the end of a programme cycle. The data obtained from the SEL programs and experiences and observations by teachers, staff and other school members are crucial in guiding this step.

A shared commitment to SEL practice

The highest results of success in terms of retention and permanence are registered in those programs that combine actions inside and outside the school, precisely when the pedagogical practices of the school and the curriculum intersect with learning from the territory and community actions (service-learning, community-based learning) (Greenberg et al., 2003).

Therefore, a collaborative SEL consortium generates learning opportunities both within and outside it, including in formal, informal, and non-formal education spaces. The following 6six elements are key to SEL continuity:

Leaders model, cultivate and elevate a shared vision for SEL.

Core policy/ institutional priorities connect SEL to all departments and individuals, so everyone is invested.

Schools have resources and pathways to guide SEL implementation, as well as have room to innovate and customise SEL for their communities.

SEL informs and shapes adult learning and staff culture and climate.

Students, families, and communities are co-creators of the SEL vision, plans, and practices.

External and internal communities of practice strengthen implementation.

04
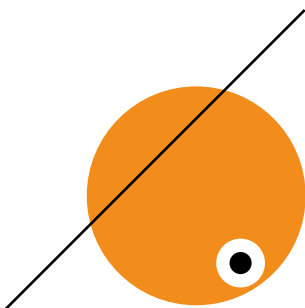
Conclusion

SEL has an ethical position: to shift power. Thus, to recognize, value, and put into practice SEL in the current context is a deeply transformative perspective. SEL can be viewed as a mechanism to reconfigure power (whether in schools, communities or society) when they aim to promote solidarity and common belonging, diversity, equity and inclusion. Structurally this means that decision-makers need to create and maintain a climate that enables education actors (teachers and students), in their different contexts, to exercise the freedom to promote and sustain educational transformation based on socio-emotional learning. This process involves much more than having an activity to talk about emotions. It requires changes in the topic and dialogue structures of SEL conversations.

In conclusion, a systemically effective SEL is possible when the content and the format for delivery take various systems - micro and macro - into account.

For the person-system (be it the teacher, child, or young person), effective SEL recognizes the diversity of worldviews, wellbeing-beliefs, and aspirations of SEL role-players.

For the classroom system, effective SEL incorporates evidence-based pedagogical and formative practices attuned to local knowledge systems and culture at a classroom level.

For the school-system, SEL includes familiar organisational beliefs, practices and structures regarding a supportive climate and culture.
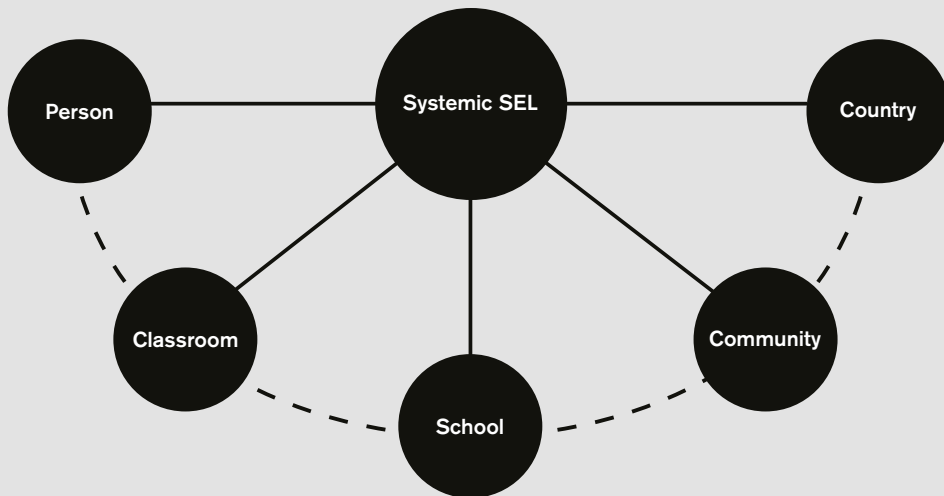
For the community-system, SEL acknowledges salient socio-cultural values, practices and networks that support well-being (other educational spaces).

For the country-system (society), effective SEL is cognizant of opportunity structures that support sustainable quality of life and aims to address inequalities and social injustice

Systemic processes involve much more than setting aside an activity to talk about sociocultural values around emotions, gender, race, or ethnicity (Lubit and Lubit, 2019). It requires changes to the terms of conversation within educational spaces based on dialogue. Thus, incorporating SEL is not a single-action initiative, but, rather, a long-term process of cultural, educational, and pedagogical metamorphosis within educational communities and countries.

The past 20 years have witnessed an impressive advancement of knowledge about the social and environmental conditions that promote healthy relations among humans and with non-human life. Implementing social and emotional learning in schools will enable schools to turn this vision into a reality.

References

Allbright, T.N., Marsh, J.A., Kennedy, K.E., Hough, H.J. and McKibben, S., 2019.
Social-emotional learning practices: Insights from outlier schools. Journal of
Research in Innovative Teaching & Learning, 12(1), pp.35-52.

Ausherman, J.A., Ubbes, V.A. and Kowalski, J., 2014.
Using School Gardening as a Vehicle for Critical and Creative Thinking in Health
Education. Health Educator, 46(1), pp.41-48.

Bailey, R., Raisch, N., Temko, S., Titus, B., Bautista, J., Eniola, T.O. and Jones, M.
(2021).
Innovations in Social and Emotional Learning Research and Practice: Building
from Evidence and Applying Behavioral Insights to the Design of a Social and
Emotional Learning Intervention in Northeast Nigeria. International Journal of
Environmental Research and Public Health 18, 7397. https://doi.org/10.3390/
ijerph18147397

Bigelow, B. (2001).
Rethinking our classrooms: Teaching for equity and justice. 2nd ed. Milwaukee,
WI: Rethinking Schools.

Blanco-Vega, C.O., Castro-Olivo, S.M. and Merrell, K.W. (2008),
"Social and emotional needs of Latino immigrant adolescents: an ecological
model for developing, planning, and implementing culturally sensitive
interventions", Journal of Latinos and Education, Vol. 1, pp. 43-61.

Blyth, D. A., Jones, S., & Borowski, T. (2018).
SEL frameworks–What are they and why are they important. Framework Briefs:
Introductory Series/1 of, 3.

Borum, R. (2012).
Radicalization into Violent Extremism I: A Review of Social Science Theories.
Journal of Strategic Security, 4 (7-36). http://dx.doi.org/10.5038/1944-0472.4.4.1

Cachia, A., Ribeiro, S., Chiao, J.Y., Friston, K., Hillman, C.H., Linzarini, A.,
Lipina, S.J., Howard-Jones, P., Dubois, J., Jay, T., Le Bihan, D. and Gutchess,
A.H. (2022). v 'Brain development and maturation in the context of learning'
in Bugden, S. and Borst, G. (eds.) Education and the Learning Experience in
Reimagining Education: The International Science and Evidence based Education
Assessment [Duraiappah, A.K., Atteveldt, N.M. van et al. (eds.)]. New Delhi:
UNESCO MGIEP.

Cherng, H.-Y.S. (2017),
"The ties that bind: teacher relationships, academic expectations, and racial/
ethnic and generational inequality", American Journal of Education, Vol. 124 No.
1, pp. 67-100.

Cope, B., &Kalantzis, M. (2009).
Ubiquitous learning: An agenda for educational transformation. Ubiquitous
learning, 3-14.

Cambridge University Press. (2020). The Learning Passport: Research and Recommendations Report. In Making Progress Possible: Improving the Quality of Education for Vulnerable Children Everywhere; Cambridge University Press & Cambridge Assessment: Cambridge, UK.

Chatterjee Singh, N. and Duraiappah, A. K. (Eds.). (2020).
Rethinking learning: a review of social and emotional learning frameworks for education systems. New Delhi. UNESCO MGIEP.

Chernyshenko, O.S., Kankara, M. and Drasgow, F. (2018).
Social and emotional skills for student success and well-being: Conceptual framework for the OECD study on social and emotional skills.

Devaney, E., O'Brien, M. U., Resnik, H., Keister, S., & Weissberg, R. P. (2006).
Sustainable Schoolwide Social and Emotional Learning (SEL): Implementation Guide and Toolkit. Collaborative for Academic, Social, and Emotional Learning (NJ3).

Dinkes, R., Kemp, J. and Baum, K. (2009),
Indicators of School Crime and Safety: 2008, NCES 2009-022 NCJ 226343, National Center for Education Statistics, Washington, DC.

Dolan, C. et al. (2022)
'Supporting Syrian Refugee Children's Academic and Social-Emotional Learning in National Education Systems: A Cluster Randomized Controlled Trial of Nonformal Remedial Support and Mindfulness Programs in Lebanon', American Educational Research Journal, 59(3), pp. 419–460. doi: 10.3102/00028312211062911.

Dorjee, D. and Roeser, R.W. (2022).
'The science of "flourishing in child and adolescent development: description, explanation and implications for prevention and promotion' in Ergas, O., Gilead, T. and Singh, N.C. (eds.) Education and human flourishing, in Reimagining education: The International Science and Evidence based Education Assessment [Duraiappah, A.K., Atteveldt, N.M. van et al. (eds.)]. New Delhi: UNESCO MGIEP.

Duraiappah, A.K., Atteveldt, N.M. van et al. (2022).
Education and the learning experience in reimagining education: The International Science and Evidence-based Education Assessment. New Delhi: UNESCO MGIEP.

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. and Schellinger, K.B., 2011.
The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child development, 82(1), pp.405-432.
Edgar, S.N. and Elias, M.J., 2021. Setting the stage for Social Emotional Learning (SEL) policy and the arts. Arts Education Policy Review, 122(3), pp.205-209.

Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., ... & Shriver, T. P. (1997).
Promoting social and emotional learning: Guidelines for educators. Ascd.

Ergas, O., Gilead, T., Eilam, E., Kyza, E.A., Akar, B., Buck, M.F. and Kumar, S. (2022).
'A curricular framework for flourishing in education' in Ergas, O., Gilead, T. and Singh, N.C. (eds.) Education and human flourishing, in Reimagining

education: The International Science and Evidence based Education Assessment [Duraiappah, A.K., Atteveldt, N.M. van et al. (eds.)]. New Delhi: UNESCO MGIEP.

Ferreira González, L., Hennemann, T. and Schlüter, K., 2019.
Teachers' perception of an integrated approach to biology and emotional learning. Journal of Science Education for Students with Disabilities, 22(1), p.7.

Farrington, C.A., Maurer, J., McBride, M.R.A., Nagaoka, J., Puller, J.S., Shewfelt, S., Weiss, E.M. and Wright, L., 2019.
Arts Education and Social-Emotional Learning Outcomes among K–12 Students: Developing a Theory of Action. University of Chicago Consortium on School Research

Ferreira, M., Martinsone, B. and Tali, S., 2020.
 Promoting sustainable social emotional learning at school through relationship-centered learning environment, teaching methods and formative assessment. Journal of Teacher Education for Sustainability, 22(1), pp.21-36.

Finne, A., 2019.
Cultivating Social-Emotional Learning Through Mindful Gardening. Saint Mary's College of California.

Fleischer, D. N., Christie, C. A. &LaVelle, K. B. (2008).
Perceptions of evaluation capacity building in the United States: A descriptive study of American Evaluation Association members. The Canadian Journal of Program Evaluation, 23(3), 37-60. The Canadian Journal of Program Evaluation. 23. 37-60.

Goleman, D., Bennett, L. and Barlow, Z., 2012.
Ecoliterate: How educators are cultivating emotional, social, and ecological intelligence. John Wiley & Sons.

Gotlieb, R.J.M., Hickey-Moody, A., Güro-lu, B., Burnard, P., Horn, C., Willcox, M., Saadatmand, M., Linzarini, A., Vandenbroucke, A., Albanese, D.L, Bayley, A., Blaise, M., Blanchet, P.-A., Campos, A.L., Cavioni, V., Cefai, C., Collie, R.J., Dumontheil, I., Emery, H.F., Fuligni, A., Glaveanu, V., Gibson, J., Glozah, F.N., Kuo, H.-C., Lagi, R., Lammes, S., Macfarlane, A.H., Martinsone, B., Mclellan, R., Pekrun, R., Poulou, M., Rey, J., Rieffe, C., Rodriguez, V., Rojas, N., Rosenbaum, G., Sinha, P., Wu, J.-J., and Zhou, J. (2022).
'The social and emotional foundations of learning' in Bugden, S. and Borst, G. (eds.)Education and the learning experience in reimagining education: The International Science and Evidence-based Education Assessment [Duraiappah, A.K., Atteveldt, N.M. van et al. (eds.)]. New Delhi: UNESCO MGIEP.

Green, Crystal. García-Millán, Clara. (2021).
Spotlight: Social & Emotional Learning HundrED Research. https://hundred.org/en/research

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003).
Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. American psychologist, 58(6-7), 466.

Guin, K. (2004),
"Chronic teacher turnover in urban elementary schools", Education Policy Analysis Archives, Vol. 12 No. 42, pp. 1-30.

Gutierrez-Clellen, V. F., Conboy, B., Brown, S., & Robinson-Zañartu, C. (1998). Modifiability. In Journal of Children's Communication Development (Vol. 19, Issue 2, pp. 31–42). SAGE Publications. https://doi.org/10.1177/152574019801900204

Halperin, E., Porat, R., Tamir, M. and Gross, J.J. (2013).
Can emotion regulation change political attitudes in intractable conflicts? From the laboratory to the field. Psychological science, 24(1), pp.106-111.

Hough, H., Kalogrides, D. and Loeb, S. (2017),
Using Surveys of Students' Social-Emotional Learning and School Climate for Accountability and Continuous Improvement, Policy Analysis for California Education, Stanford, CA, available at: http://edpolicyinca.org/sites/default/files/SEL-CC_report.pdf

Hymel, S. & Darwich, L. (2018).
Building peace through education. Journal of peace education, 15(3), pp.345-357.

Hyonsuk Cho, X. Christine Wang & Tanya Christ (2019)
Social-Emotional Learning of Refugee English Language Learners in Early Elementary Grades: Teachers' Perspectives, Journal of Research in Childhood Education, 33:1, 40-55, DOI: 10.1080/02568543.2018.1531449

Immordino-Yang, M. H., &Damasio, A. (2007).
We feel, therefore we learn: The relevance of affective and social neuroscience to education. Mind, brain, and education, 1(1), 3-10.

Institute for Economics & Peace. (2022).
Global Peace Index 2022: Measuring Peace in a Complex World. Sydney. Available from: http://visionofhumanity.org/resources (accessed 30.8.2022).

Jones, S., Bailey, R., & Kahn, J. (2019).
The science and practice of social and emotional learning: Implications for state policymaking. State Education Standard, 19(1), 18-24

Noble KG, Norman MF, Farah MJ. Neurocognitive correlates of socioeconomic status in kindergarten children. Dev Sci. 2005 Jan;
8(1):74-87. doi: 10.1111/j.1467-7687.2005.00394.x. PMID: 15647068.

Lee, H. and Lee, M.J., 2021.
Visual art education and social-emotional learning of students in rural Kenya. International Journal of Educational Research, 108, p.101781.

Lubit, R., &Lubit, R. (2019).
Why Educators Should Care about Social and Emotional Learning?. New Directions for Teaching and Learning, 160, 19-32.

Morgan, I. and Amerikaner, A. (2018),
"Funding gaps 2018: an analysis of school funding equity across the U.S. and within each State", Education Trust, Washington, DC.

Mousavi, F. and Rahmanirad, S., 2019.
The role of the visual media of intangible geography on the levels of cognitive and emotional learning in students. Environmental Education and Sustainable Development, 7(2), pp.29-38.

Olive, C., Gaudreault, K.L. and Lucero, A., 2021.
Strategies for Implementing Social-Emotional Learning in Adapted Physical Education. TEACHING Exceptional Children, p.00400599211046279.

Olive, C., Gaudreault, K.L., McCullick, B.A. and Tomporowski, P., 2021.
Promoting Social–Emotional Learning Through Physical Activity. Strategies, 34(5), pp.20-25.

OECD (2017), Education at a Glance 2017:
OECD Indicators, OECD Publishing, Paris, https://doi.org/10.1787/eag-2017-en.

Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000).
Social and emotional learning: A framework for promoting mental health and reducing risk behavior in children and youth. Journal of school health, 70(5), 179-185.

Peña, E. D. (2000).
Measurement of modifiability in children from culturally and linguistically diverse backgrounds. Communication Disorders Quarterly, 21(2), 87–97. https://doi.org/10.1177/152574010002100203

Pentón Herrera, L.J. (2020)
Social-emotional learning in TESOL: What, why, and how. Journal of English Learner Education, 10(1), p.1.

Pherali, T., Blair, C., Korostelina, K.V., Macintyre, T., Chakraborty, A. and Ogunniran, M.O. (2022)
'From perpetrator to peacebuilder: rethinking education in conflict-affected societies' in Vickers, E.A., Pugh, K. and Gupta, L. (eds.) Education and context in Reimagining education: The International Science and Evidence based Education Assessment [Duraiappah, A.K., Atteveldt, N.M. van et al. (eds.)]. New Delhi: UNESCO MGIEP.

Rose, D. H., & Meyer, A. (2002).
Teaching every student in the digital age: Universal design for learning. Association for Supervision and Curriculum Development, 1703 N. Beauregard St., Alexandria, VA 22311-1714

Sánchez Puerta, M.L., Valerio, A., Bernal, M.G. (2016).
Taking stock of programs to develop socioemotional skills: A systematic review of program evidence (No. 107460, pp. 1–201). Available online: http://documents.worldbank.org/curated/en/249661470373828160/Taking-stock-of-programs-to-develop-socioemotional-skills-a-systematic-review-of-program-evidence

Schonert-Reichl, K.A., Jennifer Kitil, M., Sauve, J., & Trach, J. Measuring and Evaluating Social and Emotional Learning. In Chatterjee Singh, N. and Duraiappah, A. K. (Eds.). (2020).
Rethinking learning: a review of social and emotional learning frameworks for education systems. New Delhi. UNESCO MGIEP

Sigman, D., & Mancuso, M. (2017).
Designing a comprehensive assessment system.

Senova, M. (2020).
Meta-skills are the key to human potential. Journal of Behavioural Economics and Social Systems, 2(1), 133-137.

Skills Development Scotland. (2018).
Skills 4.0. A Skills Model to Drive Scotland's Future.

Shelden, M., & Shelden, D. M. (2004).
Illinois State Board of Education.

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017).
Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. Child development, 88(4), 1156-1171.

van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M. and Holland, R.W. (2010),
"The implicit prejudiced attitudes of teachers: relations to teacher expectations and the ethnic achievement gap", American Educational Research Journal, Vol. 47 No. 2, pp. 497-527.

Verhoeven, L., Li, X., Ogunniran, M.O., Wu, R., Chakraborty, A., Vickers, E.A., Gupta, L. and Macintyre, T. (2022).
'Assessment in context' in Vickers, E.A., Pugh, K. and Gupta, L. (eds.) Education and context in Reimagining education: The International Science and Evidence Based Education Assessment [Duraiappah, A.K., Atteveldt, N.M. van et al. (eds.)]. New Delhi: UNESCO MGIEP

UNESCO. (2019).
Education as healing: Addressing the Trauma of Displacement through Social and Emotional Learning (Global EducationMonitoring Report No. 38); UNESCO: Paris, France.

United, Nations, United Nations. (2015).
The UN Sustainable Development Goals. United Nations, New York. Available at (accessed 16 January 2018): http://www.un.org/sustainabledevelopment/summit/.

Usakli, H. & Usakli, H. (2015).
Enhancing social emotional learning: Drama with host and refugee children in Turkey. International Journal of Human and Behavioral Science, 1(2), 22-29.

Weissberg, R. P., Durlak, J. A., Domitrovich, C. E., & Gullotta, T. P. (2015).
Social and emotional learning: Past, present, and future.

World Economic Forum. (2016).
New vision for education: Fostering social and emotional learning through technology. Geneva: World Economic Forum.

Appendix A

Table 1: **List of meta, sub-meta and foundational competencies**

Meta/Higher order Competencies	Sub-Meta Competencies	Core/Foundational Competencies
Intrapersonal Intelligence	Focussing	Sorting
		Attention
		Filtering
	Integrity	Self-awareness
		Ethics
		Self-control
	Adapting	Openness
		Critical reflection
		Adaptability
		Self-learning
		Resilience
	Initiative	Decision-making
		Self-believe
		Self-motivation
		Responsibility
		Enterprising

Meta/Higher order Competencies	Sub-Meta Competencies	Core/Foundational Competencies
Interpersonal Intelligence (social and emotional intelligence)	Communicating	Receiving information
		Listening
		Giving information
		Storytelling
	Feeling	Empathy
		Social conscience
	Collaborating	Relationship building
		Team working and collaboration
		Social perceptiveness
		Cultural competence
	Leading	Inspiring others
		Influencing
		Motivating others
		Developing others
		Change catalyst
	Emotion recognition	Emotion vocabulary
		Emotional awareness in self
		Emotion recognition in others
	Emotion regulation	Identifying triggers in the body and the mind
		Awareness and Monitoring of emotional states that distract
		Demonstrating positive self-talk

Meta/Higher order Competencies	Sub-Meta Competencies	Core/Foundational Competencies
Inquiry and Ethical Behaviour	Curiosity	Observation
		Questioning
		Information-sourcing
		Problem recognition
	Sense-making	Pattern recognition
		Holistic Thinking
		Synthesis
		Opportunity recognition
		Analysis
	Critical thinking	Deconstruction
		Logical thinking
		Judgement

Appendix B:

SEL Assessments can be conducted as Screening, Formative, Interim and Summative assessments (Denham et al., 2015). Denham (2015, pp. 285-86) lays down the prerequisites for robust SEL assessment as
i) Designing or selecting developmental SEL tasks;
ii) Using the developmental tasks as substrates to build relevant SEL competencies that will be assessed;
iii) Creating standards of SEL competencies; standards inform the assessment.

The assessment that follows should aim to inform SEL instructions and lead to further assessments, revision of instructions and curriculum and teachers' professional development, ultimately leading to levels of SEL competencies in learners that the school is striving to attain.

Tools for SEL assessment to be used in the classroom should come with a guiding manual that identifies and describes the SEL constructs and competencies that are measured and include the items to scale. Psychometric properties and validity of the assessment tools should also be considered. The utility of the tools, such as defined benchmarks standards and short timeframe of administration, also needs consideration. There are a number of available behavioural and questionnaire-based SEL assessment tools; however, performance-based SEL assessment tools are rare and need further research and development.

SEL competencies cannot be properly measured via an end-of-term summative assessment which often uses tests to measure memory-based retention and recall of information and lasts several hours. Instead, an SEL assessment framework should leverage data from multiple sources within a formative and dynamic assessment system.

Formative assessment, also known as assessment for learning,

focuses on data-based adaptations of teaching and pedagogical practices to help students learn optimally. It is a continuous process of evaluation that takes place within the classroom on a daily basis (Verhoeven et al., 2022; also see the sustainability-oriented model integrating formative assessment and classroom instructions around the SEL standards developed by Ferreira, Martinsone and Talic (2020) and the Illinois State Board of Education (ISBE), 2004).

Formative assessments could be built around a dynamic assessment approach, a fluid model for evaluation and changes as the learner progresses through developmental and learning stages. The dynamic assessment approach is different from the summative assessment, which is a static model that assesses students' previously learned knowledge levels. The interactive test-teach-retest approach of dynamic assessment is better suited for the identification of learning lags in students

and adapting instructions and pedagogy to reduce those lags (Gutierres-Clellen et al., 1998; Peña, 2000).

See table 9 below for an example of how SEL goals of self-awareness and self-management based on intrapersonal competence and self-regulation can be developed using formative tasks and assessment (from Ferreira, Martisone and Tali, 2020, p.28-29).

Marzano (2015) also provides useful techniques to develop formative assessment scales for SEL assessments as well as different types of formative assessment techniques such as probing discussions, student generated assessments and unobtrusive assessments. These assessment types provide different levels of information on SEL competencies of learners in the classroom beyond standardised marketed tools and be powerful tools in low resource settings.

Table 1: **Examples of Formative Assessment**

1st goal of SEL standard: To develop self-awareness and self-management.
Main activity: Who am I right now?

Specific activities: Observation and self-evaluation of social and emotional skills.

Creating oneís own portfolio. Working in pairs in order to monitor their personal development.

Positive and specific feedback.

Interviewing classmates; how my colleague sees me?

Filling self-reflection cards.

Wiliam's formative assessment strategies: Clarifying, sharing, and understanding learning intentions and criteria for success.

Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning.

Providing feedback that moves learning forward.

Activating learners as instructional resources for one another.

Activating learners as owners of their own learning.

A study as a part of Research–practice partnership between Policy Analysis for California Education (PACE) and the CORE districts (a consortium of eight California school districts) showed that schools with large African American and Latinx students who show SEL levels comparable to their white peers implement specific strategies for successful SEL implementation in racially diverse student population (Allbright et al., 2019, p. table 3; see snippets of the techniques below). This study provides new insights into how schools can implement SEL in racially, ethnically, and culturally diverse classrooms. The techniques used by successful schools can be adopted in similar contexts.

A snippet of SEL practices that promote SEL competencies in marginalised student groups *(from Allbright et al.,2019).*

Supporting positive behaviour		
Positive behaviour management and restorative practices	7	That help teachers focus on why a student acted out, help students develop more appropriate skills, and in some cases, mend damaged relationships between educators and students. Strategies range from formal, packaged programs to everyday strategies such as "cooling off rooms where students can get support and avoid suspension
Setting and enforcing clear values and expectations	8	Direct instruction, specific programs or events, rewards systems for positive behaviour, and visuals posted throughout the school
Targeted approaches for struggling, at-risk, or historically maiginalized students	7	Professional counselling, multi-tiered systems of support for struggling students, and programs meant to support equity, particularly for African American youth
Elective cources and extracurricular activities		
Elective cources	4	Music, PE or other classes as opportunities to model good communication and group interaction skills, and to form trusting relationships between adults and students
Students club	7	Clubs that specifically promote kindness, compassion, and positive behavior, with some clubs going further to support students facing tra Several schools also have leadership programs that teach students to model good behavior on campus, help other students, and malate conflicts
After-school programs and activities	7	Music, yoga, sports and other activities that are intentionally designed to give students opportunities to connect with students from other backgrounds, form relationships with adults, or relieve stress
SEL specific classroom practices and curriculum		
Strategies for creating a positive classroom environment	6	Seating students in groups to reinforce norms of getting help from peers, taking on specific roles in a group, and learning to receive feedback

unesco

**Mahatma Gandhi Institute of
Education for Peace and
Sustainable Development**