



Building resilience through

Social and Emotional Learning (SEL):

Teacher capacity-building for sustainable

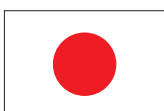
transformation of education systems

Background

Countries in the Asia-Pacific region are committed to improving the lives of young children. Despite the progress made so far in the Asia-Pacific region and being halfway to the target date of the 2030 Agenda for Sustainable Development, there are still significant gaps in fulfilling [SDG Target 4.2](#): “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.”

The UNESCO Regional Office in Bangkok (UNESCO Bangkok) has been advocating for SEL to fully become part of the ECCE system and supporting regional Member States in building teachers’ capacity to integrate SEL into children’s learning environments. With social skills and emotional intelligence

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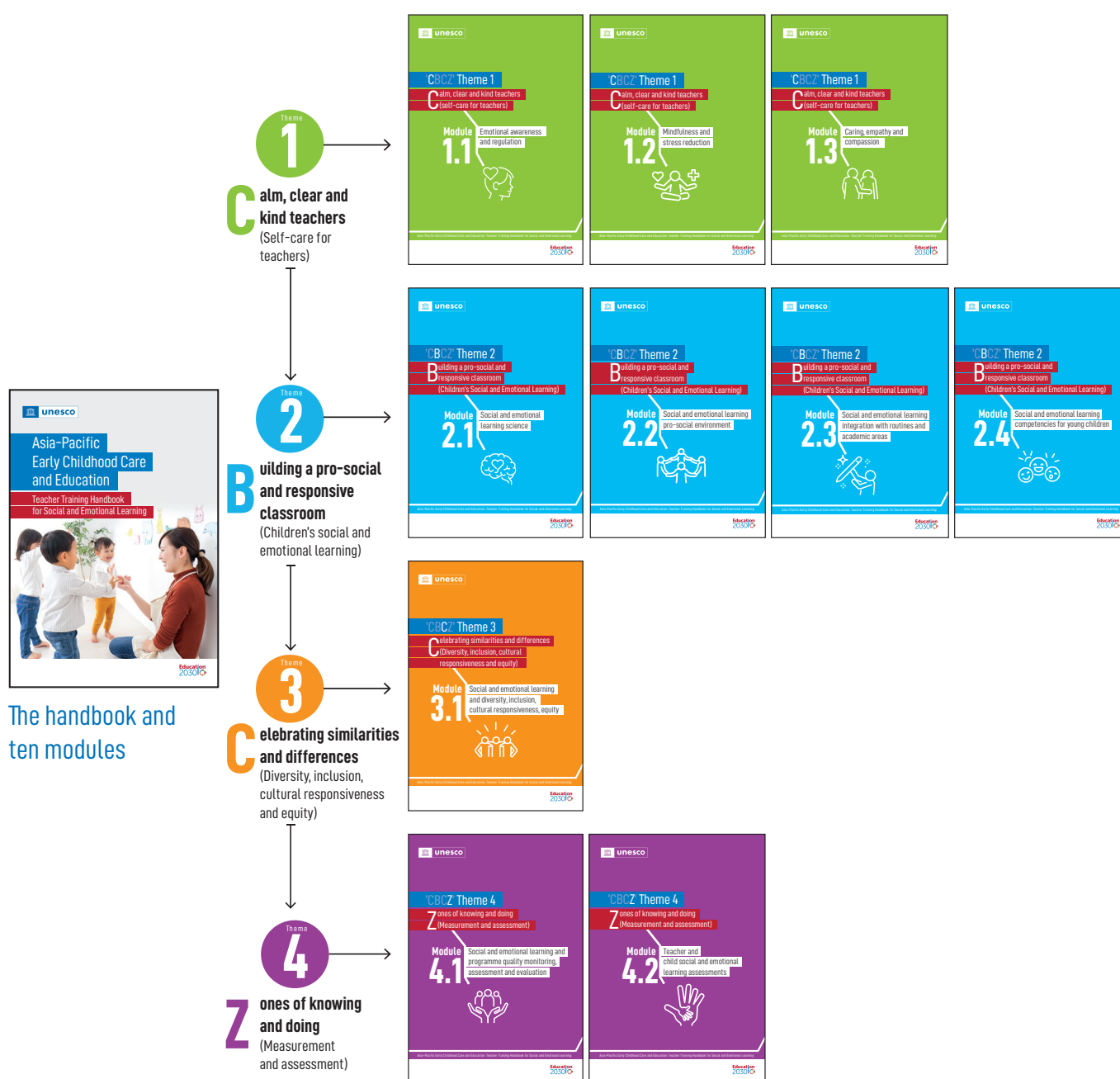


From
the People of Japan

taught in schools early, children will gain knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals. This can positively contribute to society and transformative resilience through enhancing civic engagement.¹

From 2019 to 2022, UNESCO Bangkok implemented phase 1 of the project, “[Empowering ECCE Teachers with a Transformative Vision of Education](#)”, with financial support from the Japanese Funds-in-Trust (JFIT) and Porticus. The project empowered ECCE teachers in Cambodia, Fiji, Vanuatu, and Viet Nam to promote positive social behaviours through SEL by equipping them with key knowledge and skills to integrate SEL concepts and principles into curricula and teaching practices.

As part of the project, the [Asia-Pacific ECCE Teacher Training Handbook for Social and Emotional Learning \(APETT-SEL\) and ten corresponding modules](#) were developed to help prepare ECCE teachers (both pre-service and in-service) to develop comprehensive SEL competencies across the four themes:



¹ ARNEC. 2022a. Young children in crisis: Addressing the impact of Covid-19, climate change and environmental degradation. Concept note for 2022 Asia-Pacific Regional Conference on Early Childhood Development (ECD). Retrieved from <https://arnec.net/highlight-details?id=91>

As a continuation of phase 1, and to build teachers' capacities to fully and effectively deliver and integrate SEL content and pedagogies and mainstream SEL throughout teacher training institutions in the region, UNESCO Bangkok initiated this phase 2 of the project, **"Building resilience through Social and Emotional Learning (SEL): Teacher capacity-building for sustainable transformation of education systems"**, with financial support from JFIT.

What are the project's expected impact and objectives?

The key aim of the project is to strengthen the capacity of Member States in expanding quality ECCE provisions and equipping ECCE and early primary teachers with knowledge and competencies on SEL to ensure that children develop pro-social and emotional skills and positive relationships within the early stage of the learning process. The expected impact of the project is for SEL to be embedded into ECCE teachers' pre-service and in-service education and to have trained teachers deliver the SEL curriculum to their learners.

What is the project timeframe?

The project will run for 21 months, from October 2023 to July 2025.

How is the project coordinated?

The project will be led by a core team consisting of UNESCO Bangkok, partners, and ECCE and SEL experts who will engage with various stakeholders in developing and implementing the project components. UNESCO Bangkok will provide day-to-day substantive and financial implementation and monitoring of the project.

As key partners, Ministries of Education in Cambodia, Fiji, Vanuatu, and Viet Nam, the Asia-Pacific Regional Network for Early Childhood (ARNEC) and the UNESCO Field Offices will be involved closely from the beginning of project implementation to provide technical support. ECCE and SEL expert groups will be consulted as appropriate to ensure the implementation of a high-quality process and the ultimate delivery of high-quality project outputs.

What are the project activities?

1. National teacher training curriculum review in each country
2. Contextualize and translate the APETT-SEL handbook and modules in each country
3. Official launch of the country-specific APETT-SEL in each country
4. National training workshops in each country
5. Regional knowledge sharing event on SEL and ECCE

Stay in touch

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