Together for Peace (T4P)
Webinar I Report: Transformative Pedagogies for Peace

Wednesday, 27 January 2021

The video recording of the Webinar is available [here](#)

Peace is not just the absence of conflict. Positive peace is the presence of justice, equity and equality for all in our society, a lasting peace that addresses social and economic disparities and in turn the conflicts and violence associated with exploitation and inequality. The Together 4 Peace Initiative is a dialogue between UNESCO, Member States and Partners, to establish a roadmap for actions to strengthen the integration of positive peace across UNESCO's programs. The first in a series of three webinars leading to a larger regional dialogue was held virtually on 27 January 2021.

- There are a range of actions that have a great potential to contribute to building and sustaining peace. First, a change in mindset is key. Change in mindset is key to change in behaviour. For that to happen, we turn to the latest research in the learning sciences that shows that only when education build both intellectual and emotional intelligence can this happen. We must therefore revive education's humanist and social functions with a holistic approach to education and children's wellbeing. A key example of this approach is to mainstream Social and Emotional Learning (SEL) and transformative pedagogies in education through a whole school approach involving teachers, school administrators, children, parents and community. This will harness competencies of both social and emotional learning with cognitive, academic skills. Webinar 1, hosted by UNESCO and the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) explored the importance of transformative pedagogies for peace, and more specifically focusing on SEL to:
- highlight promising practices of SEL as a key tool for transformative pedagogies, and
- engage key stakeholders in dialogue toward 'positive peace'.

The webinar attracted approximately 600 participants from 29 countries.

OPENING REMARKS

Mr Shigeru Aoyagi welcomed participants and thanked UNESCO's partners for supporting the T4P initiative. He introduced the concept of positive peace, a foundation for the future, based on the presence of justice and equality for all to build a sustainable world. Transforming education systems is one of the key actions needed to build such positive peace. Though we have many excellent examples from countries in Asia an the pacific, there is more to be done and today we will explore the important concept of Social and Emotional Learning as one example.

Mrs Yukiko Matsuda, Director Multilateral Cultural Cooperation Division, Ministry of Foreign Affairs, expressed Japan's support for the T4P Initiative, and the importance of the on-going dialogue as part of building a robust and focused response to building peace through education. Transformative pedagogies

should be a key component for achieving concrete outcomes. Mrs Matsuda expressed Japan's on-going support and partnership in achieving this goal.

KEYNOTE SPEAKER

Dr Nandini Chatterjee Singh, head of MGIEP's Empathy, Mindfulness, Compassion and Critical Inquiry (EMC2) program to develop a brain-based approach to social and emotional learning, introduced the concept of Social and Emotional Learning and the key findings from research on how to apply this in educational settings. [add 2 sentences on key points]

Learning happens because of a process called neuroplasticity which is the ability of the brain to change based on learning. Social and emotional skills that build emotional intelligence can be trained like literacy and numeracy. Integrating this information in education systems along with teacher training is key to promoting behavioural change for global citizenship in the classroom and reducing conflict in the classroom.

PANEL

Three panelists presented their practical experiences of applying transformative concepts in different contexts. Mr Hussain Majid provided an overview of the Maldives Department of Education's experience in integrating SEL across their high school academic programs, especially teacher training, where they have focused on empathy, mindfulness, compassion and critical inquiry. They are also combining the foundations of SEL in a course on digital citizenship. Ms Sayak Matsukura from Oishee Junior High School in Japan highlighted the role of Global Citizenship Education (GCED) and the whole-school approach for bringing student-centred approaches such as group-work, collaboration and action research into the classroom. She focused on the importance of teachers as facilitators, and how her school has been strengthening teacher training efforts to bring these new approaches to life. Ms Reshma Piramal from the NGO SEE Learning India, shared their work on fostering and creating 'communities of practice' for applying SEL. The 'communities of practice' brought an attention to the 'inner-self' and better personal understanding of emotions, through study circles and peer to peer sharing and engagement.

BREAKOUT ROOMS

Participants were invited to discuss these concepts in four breakout rooms. The purpose of these discussions was to identify issues faced by educators and priorities for future actions. The four groups were:

- Policy implications and strategies to foster SEL
- Teacher training and support for SEL
- Pedagogy and Assessment
- Advocacy, Awareness and Community Support

KEY POINTS FROM THE DISCUSSION

Often Social and Emotional Learning is decontextualized and presented as a universal intervention, however local and national contexts are very important. The attitudes or values we want to inculcate depend very much on society and culture. Local conditions and school environments that enable teachers to bring new approaches to the classroom are important. The school environment should also consider the role of non-teaching staff such as school counsellors as part of SEL programmes and a whole-school approach. Likewise, parental involvement is important. Lessons can be learned from SEL in humanitarian settings, which can be in any environments where a child needs help. SEL can be part of adaptive safety-nets schools can provide.

We need more practical examples at the level of classroom - transformation being a process where learners are key actors of their own learning journey. Teachers need to be empowered and prepared to implement transformative education, including teachers already in the system who will need support to implement new practices. Modules for SEL should be flexible and provide a wide range of options. Some examples include role modeling, project-based learning and collaborative activities. In addition, the school can be open to alternative methodologies for pedagogy and assessment.

Lastly, perceptions of teachers and all stakeholders are crucial. In addition to strengthening the skills and training of teachers, a better understanding of the importance of SEL from all stakeholders is important to embrace the whole school approach.

KEY RECOMMENDATIONS

1. **Outreach and awareness**. Governments should provide support in outreach and awareness around SEL to teachers, school leaders, parents and learners. This can be facilitated by providing support to educators, parents and teachers with online and offline materials on SEL. In addition, raising awareness includes finding ways to include SEL in everyday conversations through social media influencers (as many young learners do have internet access and follow them).

2. **Whole-school approach**. Schools can create the enabling conditions at the school level to inculcate SEL by utilizing the whole-school approach. A whole-school approach involves all schools stakeholders and cultivates positive relationships among school staff and learners, as well as parents and community members. It encompasses all aspects of the school, people and environment.

3. **Teacher training and Tools**. Education systems should strengthened pre and in-service training and professional development on the foundations of SEL so that teachers are able to implement classroom strategies for SEL across multiple subjects, or within subjects. This includes updated materials and resources for teachers that specifically include SEL activities/lesson plans, in order to enable more collaborative, groupwork and project-based activities into classroom teaching and learning.

4. **Assessment**. There is often a lack of criteria and tools for assessing SEL (and the learning activities associated with SEL – collaborative, project-based activities), which can discourage schools and teachers from focusing on SEL in the classroom. Schools should emphasize and

strengthen formative assessment and constructive feedback to foster SEL, rather than standardized tests and summative assessments.

Reports of the four breakout rooms are provided in the annexes.

SUMMING UP BY PROF KAZUHIRO YOSHIDA

Prof Kazuhiro Yoshida, Center for the Study of International Cooperation in Education, Hiroshima University, Japan, spoke about education is a key enabler for Sustainable Development Goals and peace, with concepts such as Peace Education, Global Citizenship Education (GCED), Education for Sustainable Development (ESD) and Social and Emotional Learning (SEL) at the heart of SDG goal 4.7.

SEL provides a pathway for behavioural change, and this is part of creating 'agents' of change. By leveraging our collective actions to disseminate and share existing practices that deepen the understanding of SEL, as well as GCED, ESD and Peace Education, we can strengthen the behavioural change at local, national and international levels. Prof Yoshida then provided a summary of the points as above.

CLOSING REMARKS

Prof Anantha Duraiappah, Director of the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development closed the webinar by presenting five key points:

1. UNESCO's constitution Is founded on the concept of building peace in the minds of people, recognising the role of neuroscience in guiding our work.
2. Whilst we traditionally focused on cognition, emotions guide behavior and hence are essential to building peace and need to be part of educational responses.
3. Emotions can be trained – this is good news!
4. Social and Emotional Learning is key to training the emotions.
5. Do it well! – quality is important and it must be based on science and evidence.

ANNEX 1

Group/Theme 1. Policy implications and strategies to foster SEL (Moderator: SEL Yoko Mochizuki, MGIEP; Notetaker: Sonal Chheda, UNESCO MGIEP)

- What are the components of SEL?
- What policies do countries have that enable SEL?
- What policies are needed to foster SEL? At national level and at school level?
- How can countries embed SEL into current curriculum and materials?

Group 1 Discussion Notes:

- What policies are needed to promote SEL? What are the components that are needed to operationalize SEL.
- Bangladesh has national training for all teachers, the policy could be that teachers are trained on competencies in existing framework.
- Respect local and contextual factors on the ground for students and to empower teachers
- Whole-school approach is necessary, cannot teach piecemeal, everyone is involved in inculcating SEL skills including not only students, but community members
- Context is very important, often SEL is pre-contextualized, what sorts of attitudes or values we want to inculcate depends very much on culture.
- Robert Alexander "Culture and Pedagogy", compares schools in Europe and Asia, with key takeaway that all school systems are actually starting from quite different assumptions that permeate everything that they do. School cultures in UK and US emphasize decision-making as a function of the individual. The whole culture of the school encourages students to think as individuals, while in Japan the ethos of school and society is much more group-orientated.
- Most of us already have baseline on values based on national plans and policies. How can we embed SEL?
- We need to include parents as well as schools, if they understand, they can support their children at home.
- SEL in humanitarian settings, which can be in any environments where a child needs help

Group 1 Summary

Key Points Raised

- Context is very important, often SEL is decontextualized and presented as a universal intervention. What sorts of attitudes or values we want to inculcate depends very much on culture.
- Parental involvement is important.
- Lessons can be learned from SEL in humanitarian settings, which can be in any environments where a child needs help. SEL can be part of adaptive safety-nets schools can provide.

Key Recommendations

1. Contextualize SEL. Context is very important, as often SEL is de-contextualized. what sorts of attitudes or values we want to inculcate depends very much on culture. Decisions about values to inculcate also have a political element, what is the agenda of the government.
2. Whole-school approach is necessary, cannot teach piecemeal, everyone is involved in inculcating SEL skills including not only students, but community members
3. There is often a lack of criteria for assessing SEL, which can discourage schools from using in curriculum, which could be improved by baseline tests

ANNEX 2

Group/Theme 2. Teacher training and support for SEL (Moderator: Omar Diop, UNESCO New Delhi; Notetaker: Sayaka Tsutsui (UNESCO Bangkok)

- How do teachers understand SEL? What are the components of SEL?
- What training and support is needed for teachers?
- What are the competencies required for teachers to deal with SEL?
- How can SEL be embedded into teacher training (pre- and in-service)?

Group 2 Discussion Notes:

- We would also need to look at from pedagogical point of view. It's not difficult to find related policies and curriculum but more school/classroom support to prepare teachers will be necessary. Are we ready for that?

- How teachers do SEL. What may be useful is sampling from children, and applying to bigger group - interconnectedness between learners are also the key. Also need lesson plans which SEL program/practices may be new for many of the teachers.

- Preparing and planning for teacher training program is very important, but learning by doing also works although not perfectly prepared. In Ageo JHS, in case of GCED program implementation, we did more WS style e.g. team work, then teachers start thinking by and reflect on themselves and start changing little by little. How to transform their belief toward education is a key. This could be one model to prepare teachers for the classroom teaching.

- We have a program to understand compassion/empathy/gratitude. "Cultivation" is more appropriate term than "Imitation". In the pedagogy/training, teachers need to experience what learners will go through -how do you foster the learning to enhance compassion, gratitude etc. The neuroscience aspect presented by Nandini is also important. To train the mind of students need to go together with teachers transformation as well. Need to be practical for teachers and learners. Mindfulness is also a key concept.

- Integrating Gender is also a key/priority.

- Role modeling of adults in the classroom to equip with those necessary skills to reinforce them (teachers/parents). Children will follow them even without formal teaching, e.g. pro-social skills = parenting skills/component

- The Montessori method maybe very useful, which has history and many good practices. Policies may be discussed but not reflecting on the ground voices. Her methods is working, UNESCO also adopted this principle. Montessori schools are expensive and difficult to afford for many. UNESCO should adopt and support this movement to make it more accessible/affordable for more people. Need to know the needs of the frontline teachers.

- Schools are owned by countries/government. UNESCO could set the standard and encourage policies but no control directly over schools but points taken.

- Biggest concern in the country is many students not completing even primary school level. What could be the solutions for parents to support/educate those OOSC?

Group 2 Summary

Key Points Raised

- We need more practical practices at the level of classroom - transformation being a process where learners are key actors of their own learning journey
- Teacher to be empowered and prepared to implement transformative education
- Modules could be many options- role modeling include parenting component, gender sensitive, etc.
- Teachers already in the systems also need support, and to put the learners in the center of learning. Teacher to encourage learners for self awareness and collective contribution - interconnectedness

ANNEX 3

Group/Theme 3. Pedagogy and Assessment (Moderator: Mark Manns, UNESCO Bangkok; Notetaker: Li Wang, UNESCO Bangkok)

- What are the components of SEL and how can SEL be embedded in the classroom?
- What are the classroom strategies for developing SEL?
- How can SEL be integrated across subject-specific content?
- How can teachers assess SEL?

Group 3 Discussion Notes:

- Q1: Strength of lesson plan, how does the lesson plan ties into pedagogical and assessments?
    - Response from Professor Yoshida: combination of GCED and SEL can be locally adopted and practiced with positive results. Example: Ogeo JNH. The good practices can be largely shared. Examples shared from MGEIP, local classrooms
    - Enabling conditions for new approaches, classroom strategies. (JNH School has room for opening an independent subject, teachers have freedom to introduce new approaches)
- Q2: regarding assessment, how exactly are we assessing the competencies and skills?
- NCERT:
    - examples of GCED assessment: teachers need to be trained to teach GCED in a local environment. Even though the GCED concept itself was not widely recognized by teachers, the components of GCED are integrated in the teaching. Capacity building for teachers needs to be strengthened at the local level.
    - Teachers need to be convinced about the necessity first, then they can convey to students.
- Q3: what are the special considerations that teachers should understand in terms of SEL with respect to the COVID-19 pandemic. In terms of remote learning, online learning
- Q4: how can we conduct assessment when the education now is mostly online? To ensure we get authentic results.
- SEL: one of the best way to ensure learners are doing well is to bring more collaboration, project-based activities. Understanding how we fit into the group….

Group 3 Summary

Key Points Raised

- Local conditions that can enable teachers to bring efforts to the classroom are important. Does the school open to bring alternative methodology for pedagogy and assessment
- Perceptions of teachers and all stakeholders are crucial. Not only skills and training, the perception of all stakeholders are important to embrace the classroom strategy and assessment strategy. Both formative assessment and summative assessment are needed.
- Bringing project learning and collaborate activities.

Key Recommendations

1. Create enabling conditions at the school level so that teachers are free to implement classroom strategies for SEL across multiple subjects, or within subject
2. Incorporate collaborative, groupwork and project-based activities into classroom teaching and learning
3. Emphasis on formative assessment and constructive feedback to foster SEL

ANNEX 4

Group/Theme 4. Advocacy, Awareness and Community Support (Moderator: Abel Caine, MGIEP; Notetaker: Aditi Pathak, UNESCO MGIEP)

- How do we communicate the importance and need for SEL to the community?
- How to ensure parental support for embedding SEL?
- How can we engage non-teaching staff in SEL implementation?
- What recommendations do you have to raise awareness and advocacy of SEL?

Group 4 Discussion Notes:

- how school counselors and the school guidance program can help in implementing SEL
- MGIEP has organized high level discussions with policymakers for the past 4 years
- Parents in (__?) have received materials from school informing them about how SEL contributes to academic success and how to continue SEL activities at home during the pandemic school closures.
- For (3): Even though non-teaching staff are not necessarily need to have a face-to-face encounter with the students and parents, they are still required to interact with their clients or even to their co-workers. SEL is still needed to be disseminated to everyone even in an office setting only.
- How to communicate about SEL best practices to parents and teachers?
- Through research evidence and sharing resources
- Local Govt must be involved, providing webinars (how do we get to the last mile/furthest areas without internet)
- Philippines Dept Education survey of stakeholders - majority opted for modular learning, many students are on FB, playing online games. SEL is already integrated. We have to contextualize SEL, different countries have different contexts.
- Incorporate development communication techniques
- SEL is integrated but it's given emphasis, conduct school training
- Today's distance learning is truly challenging and I constantly ask/check my students' emotional state through phone calls or text messages and using social media. Sometimes when I see post of my students that need attention specifically their social and emotional state, I talk or message them to make them feel that I can be someone they can talk to. I think that is part of SEL.
- In the Philippines, every school was tasked to orient parents and students on the importance of collaboration in the delivery of learning in this time of crisis, also on the orientation on mental health. and I think these are parts of SEL
- I think SEL was already integrated in my Values Education classes. It's just sad when students tend to get demotivated with the new mode of learning. Regardless of the topic, values and lessons that you are trying to teach, if students aren't that interested it won't work.

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- #YCCShareResponsibly transforms youth and students to be Young Community Champions of SDG2030 in Asia. We educate the local community youth and students to be responsible online content creators (bloggers/Youtubers) as part of our global digital citizenship advocacy. We are open for collaborations as part of SDG2030 partnerships for the goals.
- I believe we can strengthen SEL through what we call "localization" which is being done in the Philippines. Curriculum-wise, it must be embedded in a way that it tasked-based, community context-based; as well as community involvement must be ensured by supporting school activities that promotes SEL. The approach must be ecological one. Support from parents for SEL can be ensured by asking/checking about the behavior of their children during the Parent-Teachers Conference. Further interventions can be made with the help of teachers and parents.-

Group 4 Summary

Key Points Raised

- How schools and school counsellors can implement SEL programmes
- Role of non teaching staff in SEL
- How to talk about SEL with parents and teachers

Key Recommendations

1. Find ways to include SEL in everyday conversations.
2. Find ways to use social media influencers (as many young learners do have internet access and follow them)
3. Governments should provide support in outreach and awareness around SEL
4. Provide support to educators, parents and teachers with online and offline materials on SEL

Link of the Padlet

1. Introduction: https://padlet.com/aditiunescodocuments/7ziyjs5t44iskvxd
2. Discussion Padlet: https://padlet.com/aditiunescodocuments/zlxhrcz4x6xjmxun