MAINTREAMING SOCIAL AND EMOTIONAL LEARNING IN EDUCATION SYSTEMS

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MGIEP's Mandate

UN Sustainable Development Goal 4, Target 7

4.7

By 2030 ensure 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 and of culture’s contribution to sustainable development.
How can we bring about behavioural change so that human decisions and actions are for peace and global citizenship?
Zoom Poll 1

How many decisions do adult humans make in a day?

Options:
1. 5000
2. 10000
3. 35000
4. 50000
Zoom Poll 2

How many decisions do children make in a day?

Options:

1. 50
2. 1000
3. 10000
4. 3000
How does the **human brain** make decisions?

**Thinking Brain**
- Prefrontal cortex

**Emotional Brain**
- Limbic system

**Sensory input**
- Text/image/voice/action in your surroundings

- Bottom-up (physical features)
  - Top down decisions to speed up bottom-up process
    - Emotion
    - Attention
    - Memory
    - Response/Action/Decision
Decision making

- Decision making is a combination of rational and emotional processes. The fast-thinking system is about feelings and stereotypes, and the slow thinking system is of the deliberate, analytical, rational kind.
- Recent research has shown that they can both be trained using principles of neuroplasticity.
- So we can train the brain to take decisions for peace and global citizenship.
- Education is the best place to start this training.
Neuroplasticity - the basis of learning - brain as a muscle

Draganski et al., 2004

Ability of the brain to change due to external input throughout life. Change at the level of structure and function.
The Emotional / Limbic System

The structures of the emotional system are involved in motivation, emotion, learning, and memory. The limbic system is where the subcortical structures meet the cerebral cortex.

**NEED** to integrate social and emotional learning with intellectual learning in the classroom.
What is social and emotional learning?

- Emotional Literacy – Identify and navigate emotions
- Be socially connected in the present - Practice mindful engagement

Learning that equips all learners to:

- Take decisions and act with compassion for a peaceful and sustainable planet
- Kindness
- Peace
- Dialogue
Key competencies of social & emotional learning

- Emotional literacy, a skill that involves being able to identify, name, and understand one’s own emotions and the emotions of others.
- Empathy - To be socially connected and understand perspectives of others (whether we agree or disagree)
- Resilience to bounce back from negative events

Behavioural change

- The ability to discard automatic responses and instead look for creative, flexible, and unpredictable new ways of thinking and acting
- Practice compassionate action / prosocial behavior
SEL and **global citizenship**

Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles (**perspective taking**) both locally and globally (**social**) in building more peaceful (**compassionate action**), tolerant (**empathy, flexible**), inclusive and secure (**emotional resilience**) societies.

SEL skills are indicated within brackets.
SEL and Mental Health

DEPRESSION (WHO, 2017)
SLEEP (NIR, 2017)
DECREASED EMPATHY (KONRAD, 2011)
MENTAL ILLNESS (TWENGE, 2020)
TOXIC STRESS (CONDON, 2017)
Characteristics of Effective SEL Programmes

- Grounded in research and theory
- Teaches children to apply SEL skills and ethical values in daily life
- Builds connection to school through caring, engaging classroom and school practices
- Provides developmentally and culturally appropriate instruction
- Helps schools coordinate and unify programmes that are often fragmented
- Provides high-quality staff development and support
- Involves families and communities as partners
- Establishes organizational support and policies that foster success
- Incorporates continuous evaluation and improvement
- Enhances school performance by addressing the affective and social dimensions of academic learning
MGIEP's SEL Framework

**Critical Inquiry**
- Inquiry rooted in evidence
- Logic as the heart of rationality
- Build self-skepticism and intellectual resilience

**Mindfulness**
- Increased attention and awareness
- Practice mindfulness techniques
- Regulate emotions

**Empathy**
- Name and recognise emotions
- Understand perspective of others
- Foster social connection

**Compassion**
- Acknowledge acts of compassion
- Practice compassion to self, others and environment
- Be an agent for change

Rethinking Learning Report, UNESCO MGIEP (2020)
FramerSpace:
https://framerspace.com/course/sel-primer-teachers


Oberle & Schonert-Reichl, 2016, Stress contagion in the classroom? The link between classroom teachers’ burnout and morning cortisol in elementary school students. Social Science & Medicine
GC Primer: How to teach SEL in class
https://framerspace.com/course/gc-primer-students

Four modules on FramerSpace

- Understanding Ourselves and Emotions
- Relationship and Emotions
- Managing Relationships
- Understanding our Relationship with the World
Impact of a 12-week, 25-hours SEL (EMC² intervention)

(189 students from India, Afghanistan and Bhutan)

*p < .05, **p < .01
SEL Resources for your classroom

**TWO BY TEN strategy**

Teachers focus on their most difficult student. For two minutes each day, 10 days in a row, teachers have a personal conversation with the student about anything the student is interested in.

85% improvement in the student’s behaviour

*Allen Mendler—Building Relationships with Students (Book)*

**MINDFULNESS PRACTICE**

- Pause
- Listen
- Breathe
- Count

**GRATITUDE CIRCLE**
Gratitude practice – write down one facet of your life that you are grateful for right now!

Mentimeter exercise: https://www.menti.com/hmx5wfzpav
MGIEP's SEL Blog – changing conversations around SEL!

We want to change the way people talk about Social and Emotional Learning (SEL).

We invite educators, practitioners, curriculum designers, and learners, interested in the field of SEL to share their learning with the community.

medium.com/social-emotional-learning