

HUNDRED RESEARCH REPORT #023

Spotlight: Social & Emotional Learning

Report

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IN PARTNERSHIP WITH

The **LEGO** Foundation



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SPOTLIGHT: SOCIAL & EMOTIONAL LEARNING

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The LEGO Foundation 



Foreword from The LEGO Foundation

Millions of children across the world are coping with new psychological challenges and have faced emotional trauma due to the COVID-19 pandemic. Children have been isolated at home, not being able to play with their friends. Loneliness and depression are increasingly common as a result. As countries aim to build back better, children are growing up in an age marked by uncertainty, the climate crisis and rising inequality. Governments, educators, and parents need to prioritize social and emotional learning to prepare children to thrive in our increasingly complex world.

At The LEGO Foundation, we strive to build a future in which all children become creative, engaged, lifelong learners. We are dedicated to re-defining play and re-imagining learning to ensure children build the broad set of skills they need to thrive and succeed.

Social and emotional learning refers to how people develop the knowledge, skills, and attitudes to manage emotions, achieve goals, show empathy for others, build relationships, and make responsible decisions. Increasingly, employers prioritize these skills and pioneering governments are starting to emphasize these skills in national education strategies as we know these skills positively relate to academic performance. Social and emotional learning is good for the child, good for the workforce and good for society.

We also know, however, that too many children across the world are left behind when it comes to developing social and emotional skills. The OECD, through its recently launched survey on social and emotional skills, found that students from advantaged backgrounds reported higher social and emotional skills than their peers in disadvantaged settings.

Building on our 2020 Spotlight report on Creativity, The LEGO Foundation is delighted to continue to partner with HundrED by celebrating education innovations from across the world focused on improving social and emotional learning. The LEGO Foundation and HundrED share a commitment to supporting social and emotional development among students who are the builders of tomorrow.

We have been inspired by the number of quality innovations that were submitted. The innovators behind these solutions are at the forefront in helping us understand how to ensure safe learning environments, how to foster caring and nurturing relationships, and how to be responsive to learners' needs. In this Spotlight, thirteen innovations are presented across 10 countries. What these innovations have in common is that they illustrate how education systems can foster social and emotional learning skills in children in a way that is both impactful and scalable.

The challenge ahead of us is to translate this recognition of the importance of social and emotional learning into concrete action. We hope that these innovations will inspire policymakers, educators and parents around the world to translate ambitious commitments toward social and emotional learning into concrete and systemic change. By doing so, we can work toward a world in which all children can become creative, engaged, lifelong learners.

Anne-Birgitte Albrechtsen

Chief Executive Officer,
The LEGO Foundation



The **LEGO** Foundation 



Foreword from HundrED

As education providers around the world contemplate the changes we should make to education following the pandemic, there is much to consider. From digitizing education, to making up for learning loss, or even restoring prior funding levels for education, challenges abound. One of the most important but sometimes less focal areas of education is Social and Emotional Learning. Even if all other areas fully

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recover, we cannot ignore the emotional and mental trauma that children experienced during lockdowns. When we forego in-person interaction for that long, we lose part of what it means to be human. However this is hardly the only cause of stress for students, as we have seen concerning trends in mental health disorders in children for years. But now more than ever, we need to standardize the education practices fostering social and emotional learning in students to prepare them to flourish in life no matter what comes their way. If the innovations featured in this report continue to spread, we can accomplish that lofty goal.

Danny Gilliland

Head of Growth,
HundrED





Introduction

The COVID-19 pandemic has renewed a global discussion of the importance of schools and teachers for supporting childrens' social and emotional learning. Significant disruptions to schooling around the world caused by the COVID-19 pandemic have impacted learning for more than 1.5 billion students, revealing gaps in education systems and showing us critical areas that require focus. In an unprecedented way, the global pandemic has highlighted the importance of building social and emotional skills to help children thrive in school, the workplace, and life. In response to these challenges, policymakers, school administrators and teachers are working to reconceptualize approaches to teaching and learning that help students develop skills for setting goals, managing behavior, and building relationships, within and beyond the classroom. In order for education systems to truly develop the broad set of competencies young people need to thrive socially, academically, and professionally, students need to develop a range of social and emotional skills.

Social and emotional skills help us to handle our impulses, manage and speak about emotions, and build healthy relationships. After the mass trauma caused by the pandemic, we all need these skills more than ever. But how can we increase social and emotional skills in children throughout the globe in a systematic way? HundrED and The LEGO Foundation have partnered in this Spotlight project to identify impactful and scalable solutions that help parents and educators support the development of children's social and emotional skills.

FIVE CHAPTERS MAKE UP THIS REPORT:

Chapter 1 – Background: Written by HundrED, the background chapter sets the stage on the general state of Social & Emotional Learning.

Chapter 2 – Collection of Voices: A collection of voices from students, parents, teachers, and education leaders globally is presented to showcase a diverse range of perspectives on what is needed to encourage Social & Emotional Learning.

Chapter 3 – Methodology: An overview of the methodology for selecting and reviewing the spotlighted innovations.

Chapter 4 – Selected Innovations: Each selected innovation with a sample of their review data is presented.

Chapter 5 – Concluding Remarks and Recommendations: Patterns that emerged across each chapter are brought together with five key recommendations for policymakers, education leaders, and teachers. Finally, we ask “What happens next?” with our proactive plans for fostering Social & Emotional Learning beyond this report.

The global pandemic has highlighted the importance of building social and emotional skills to help children thrive in school, the workplace, and life.

HUNDRED

Finland based, not-for-profit, HundrED, discovers, researches and shares inspiring innovations in K12 education. Their goal is to help improve education and foster a movement through encouraging impactful and scalable innovations to spread, mindful of context, across the world. HundrED Spotlights create unique opportunities for both educational professionals and independent organisers of the Spotlight to gain a thorough insight into the education innovations taking place in either a specific area of education, like literacy or sustainability, or within a certain geographic location, for example, India or London. For each Spotlight, HundrED selects the brightest education innovations, which then undergo a thorough study by our Research Team and an expert Advisory Board. HundrED Spotlights are organised with partner organizations, who help from their area of expertise.

THE LEGO FOUNDATION

The LEGO Foundation aims to inspire and develop the builders of tomorrow; a mission that it shares with the LEGO Group. The LEGO Foundation is dedicated to building a future where learning through play empowers children to become creative, engaged, lifelong learners. Its work is about re-defining play and re-imagining learning. In collaboration with thought leaders, influencers, educators and parents, The LEGO Foundation aims to equip, inspire and activate champions for learning through play.

HundrED's Mission

INTRODUCTION

The world of education is full of inspiring innovations, yet they struggle to spread beyond their immediate environments. This is why we exist. Our mission is to help every child flourish in life by giving them access to the best possible education innovations.

Since 2016, HundrED has been conducting rigorous research in all continents, selecting 100 inspiring innovations annually and sharing our Global Collections with the world, for free. All of the insights and selected innovations are documented, packaged and available to global educators through our website and yearbooks.

HundrED's Social and Emotional Learning Manifesto

The purpose of education is to help every child flourish, no matter what happens in life.

In a fast changing world, focusing on traditional academic skills will remain important, but that is not enough. To thrive as global citizens, children must be equipped with a breadth of skills, including social and emotional skills, so that they can best succeed in their schools, in their careers, and in life. While we are advocates of a child-centric approach and personalised, passion-based learning, the relationship between an inspired teacher, an engaged parent and a motivated student will remain essential. An educator that guides and facilitates nurturing and caring relationships will help children develop social skills, resilience, empathy and responsible-decision making.

Assessment has to be aligned with the core purpose of helping children flourish and all of this should be reflected in the learning environments of the future. Safe learning environments that are responsive to learners' needs and can be embedded across diverse socio-cultural contexts are essential for the well-being of learners and all members of the school community.

To make this happen, we need visionary leadership at every level of our school system and ambitious education innovations; innovative, impactful and scalable approaches that are effective also in low resource environments.

At HundrED, we have found that the world of education is full of hard-working innovators who are making this happen every day. Our mission is to help their impactful innovations to improve education globally.

Theory of Change

1 Innovations

To have the world's leading expertise on scalable education innovations

2 Promotion

To change the global education mindset to be solution-oriented

5 Community

To build an active global community of education changemakers

6 Child

To help every child flourish in life, no matter what happens

4 Implementation

To match practical innovations with local needs around the world

3 Connections

To accelerate the pace of change through impactful connections



Background

During the COVID-19 pandemic, school closures have forced students to face remote learning and isolation from their normal social settings. The reduction of social interactions, physical activities and play combined with increased emotional stress have affected students worldwide. Loneliness and depression are on the rise among all ages, but especially young people. Moreover, social-emotional skills are especially important today given the level of civil unrest and polarization experienced in 2020, indicating a lack of social cohesion, perspective taking, conflict resolution, and compassion between different groups of people. There has never been a more critical time to evaluate how we can support social and emotional development among students as they continue their learning journey and become the builders of tomorrow.

In this Spotlight we are focusing on social and emotional learning, which is often seen as an umbrella term to represent a wide array of non-academic skills that individuals need in order to set goals, manage behavior, and build relationships. These skills and competencies develop over the course of our lives and are essential to success in school, work, home, and community.¹





What is Social and Emotional Learning?

As a part of this Spotlight we are using the following definition for SEL:

Social and Emotional Learning (SEL) is the process through which all children and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.²

In education settings, SEL supports childrens' holistic development, well-being and links to studies that show the connections to life outcomes (increased academic achievement, increased income, increased employment, better health outcomes, etc).³ Social and emotional skills and competencies develop and are in dynamic interaction with attitudes, beliefs, and mindsets as well as character and values, all of which are fundamentally tied to characteristics of settings.⁴

In this Spotlight, we have used the CASEL 5 domain framework, which categorises social and emotional learning in the following categories:

Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Students who sense that they matter, belong, and have a purpose are more likely to have positive outcomes in school and beyond.

Self-Management: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Relationship Skills: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.⁵

THE IMPORTANCE OF SOCIAL AND EMOTIONAL LEARNING

Children have complex emotional and social lives⁶. Yet often in schools children are expected to set aside their feelings and relationships in order to focus on academics. However, we know that students' emotions affect their academic performance, and that performance in turn has a reciprocal effect on students' emotions⁷. More-

over, students' emotions are related to their classroom behavior and long-term social outcomes.⁸ Students who sense that they matter, belong, and have a purpose are more likely to have positive outcomes in school and beyond.⁹ It is therefore important to consider the ways in which social and emotional learning can help teachers develop a whole-child approach. SEL programs are a way of reorienting schools toward quality education that goes beyond reading, writing and arithmetic.

Dr. Roger Weissberg of the Collaborative for Academic, Social, and Emotional Learning (CASEL) has said, "Our goal has been to nurture the development of young people's competencies and strengths, agency, and sense of purpose so that they can best succeed in their schools, in their careers, and in life."¹⁰ In recognizing the fundamental connection between cognition, emotions and the social environment, SEL aims to develop students' competencies and skills in being able to recognize and articulate their own and others' emotions.

As Dr. Mark Greenberg and colleagues have noted, "Children need skills that will help them develop personal plans and goals, learn to cooperate with others, and deal with everyday challenges, setbacks, and disappointment"¹¹ SEL is therefore an important part of ensuring that every child can flourish, no matter what happens.

THE CURRENT STATE OF SEL

According to Dr. Stephanie M. Jones and Dr. Emily J. Doolittle, successful SEL programs in schools can help students in the following ways:

1. Using a tailored curriculum to teach specific SEL skills through direct instruction
2. Changing teachers' practices and their style of interaction with students to create a better school environment and classroom climate
3. Changing school rules and expectations
4. Influencing students' perceptions of themselves, others, and their circumstances¹²

In addition, Jones and Doolittle emphasize the importance of developmentally appropriate content, alignment between teaching and assessment of competencies, and the critical role that the teachers and other adults present play in delivering SEL programs. For these reasons, and because teachers' own SEL competencies and well-being impact student outcomes¹³, teachers need high-quality professional development to support the implementation of SEL programs.

According to Rob Jagers and colleagues¹⁴, there are three main areas where CASEL is moving research forward in terms of the wider social relevance of SEL. First, there is a movement toward personal responsibility, in terms of students acting fairly in everyday interpersonal interactions. Second, there is a focus on participatory SEL in clubs and organizations, including after school and extracurricular activities. Finally, there is a focus on transformative SEL, including the ability to recognize how feelings and bias are connected, how to empathise with others, and how to engage in constructive behavior in diverse institutional and interpersonal settings.

MAJOR CHALLENGES

Various challenges have been noted in the uptake and implementation of SEL in schools¹⁵, including lack of clarity about what SEL means, promotion of SEL as a panacea, the need for culturally responsive teachers who are capable of attending to the social and emotional needs of all students, as well as insufficient capacity to implement SEL instruction at the state and district levels. We focus here on some of the major challenges to implementing SEL for students aged 5–12.

Punitive measures are still the norm in schools: We know the detrimental effects of school practices and policies that rely on punitive discipline to control children's behavior.^{16, 17} However, these measures are still the norm in many schools with policies and practices based on a view that punitive measures are necessary, appropriate and efficacious in addressing student behavior.¹⁸ SEL takes another approach, one that situates students' emotional lives and relationships at the foundation of learning. SEL challenges the way the education is organized and oriented, seeing students in a holistic way, focusing on restorative practices and students' and teachers' understanding of the relationship between emotions and behavior.¹⁹

SEL is not only about individual students, it's about the whole learning environment: It is important to note that in both theory and practice the burden for developing SEL is often individualized to students.²⁰ This can lead to narrowly conceived implementations of SEL that simply monitor and reward students for positive behavior and affect, rather than create a learning environment where SEL is embedded in everyday interactions, where staff are trained in resolving peer conflicts, and where teachers' own social and emotional learning is recognized as an integral part of their ability to teach SEL skills. Therefore, an SEL focus which goes beyond the individual student and integrates SEL both in the classroom, in extra-curricular activities, and in teacher development is important. When pursued as a whole-school process, environments and structures can be created to develop and enhance students' social and emotional skills.

SEL requires teacher training: The saying goes, 'Teach students, not subjects.' However, when it comes to teaching students using an SEL program, most teachers do not feel equipped. Teachers need training and tools to help them develop their students' SEL skills. At the same time, teachers need time and training to reflect on their own SEL competencies, and reflect on how their emotions and relationships impact their teaching. Administrative support for teacher training allows teachers to feel confident in their ability to promote a positive classroom environment through SEL.

ENABLING ENVIRONMENTS

Nurturing, Mattering, Belonging: A caring environment is central to modeling and teaching SEL skills. Students need to know that they matter, that they belong, and that they are cared for. SEL has a synergistic effect, in which students best learn SEL skills when the teacher creates a nurturing environment, and that as the student learns SEL skills, they will be able to contribute to the positive classroom environment by practicing and using their skills.

Relationship-Centered²¹: SEL focused on the communal aspects of human development (Rob Jagers). Relationship-building and relationship skills are developed through daily interactions with teachers and peers.

Restorative Practice: One strength of SEL programs is that they have been shown to reduce school suspensions and dropout rates. These programs help students "correct their own behaviors, solve problems, make amends and repair harm, learn new behaviors, and restore their good standing".



Collection of Voices

Education systems also need to consider and integrate visions of change by those at a local grassroots level, for example: current leaders in schools and other organizations, teachers, and students from a diverse range of contexts.

In an effort to provide a small degree of perspective on this, we asked a number of education leaders, teachers, and students from different parts of the world two questions:

1. What would be at the top of your list to change education so that social and emotional learning is cultivated effectively in schools?
2. What do you see as the biggest barrier to this change and how can we best overcome this?

In the following pages are their answers.



Educators



1

KATJA SIMOLA / Finland
Student counselor

Q1 We must make SEL-skills part of our national curriculum, so we have compulsory time to implement it as a part of our normal school day. We also need (compulsory) training for teachers to carry out this innovation properly. Tools we use to teach SEL-skills must be simple and easy to learn and harness.

Q2 Teachers are tired and overloaded with work. They are not able to put many new things in action by themselves. They need instructions and help from the organization. We need a change in legislation in order to “make space” for learning these important skills. We could have for example one lesson per week for SEL-skills. In this way every pupil/student had the same opportunity to get SEL-education. Not only those whose teacher has enough strength to do it. To carry out this change, we also need good leadership.



2

SÂRCA MARINELA / Romania
Professor and PhD, Școala Gimnazială nr.1
Valcău de Jos / University Babeș Bolyai

Q1 Collaboration with experts in the field and teacher training, involvement of all community members and last but not least the implementation of SEL activities as often as possible in schools.

Q2 The biggest barrier is represented by the lack of experts in the field, at least in Romania. We can overcome this barrier by making educational partnerships with the country and experts from abroad.



3

ANAGGHA NETHRA / India
Program Associate at SaturdayArtClass

Q1 There is a direct need for SEL practitioners to implement and reinforce SEL consistency along with opportunities, resources and learning approaches that create positive learning and a safe social and emotional environment for their students as well as themselves. These stakeholders need to develop SEL skills in order to be able to train pupils to develop SEL skills. Additionally, equipping oneself with SEL resources leads to high levels of emotional sensitivity, good self-management, empathy and ability to build empowering relationships.

Q2 The current education system is based upon a mechanical system of rules and it does not allow staff to fully encourage students to learn SEL skills. Ever since the pandemic, most schools have focused on getting their students back to school, back to learning but not many have addressed the child's emotional health. Staff have no choice but to assist in completing the syllabus, maintaining attendance and bridging the learning gap. Schools and staff, especially amidst an uncertainty laden pandemic, should focus on creating a social environment that is welcoming, kind, inclusive and empowering to help students develop SEL skills that are required if they are to be fully engaged in all aspects of school life. Staff needs to be provided with SEL resources to integrate these practices in everyday classes and in turn needs to be trained in SEL before intervening with students.



4

SAMANTHA TAYLOR / England
Assistant Headteacher

Q1 To allow teachers and other professionals involved in education to focus on the practical elements of wellbeing rather than academic attainment. To have training for staff on areas such as Sensory Integration and Adverse Childhood Experiences.

Q2 The biggest barrier to change is resources and funding within education. Also the focus on attainment in terms of academic progress. We just need to keep challenging education with what we know and continue to create curriculums and school communities that are safe and inclusive. That look for what a child can achieve not but barriers in their way. I do think especially in this time with YP becoming more vulnerable, with the effects of lockdowns, family crisis, key services being overwhelmed that more is falling on education and therefore governments both at local and National level are having to listen.



5

MIGUEL ANGEL HERRERA VIVAR /
Ecuador
Education Consultant at the Organization
of Iberoamerican States (OEI)

Q1 What matters the most in social and emotional learning is the fact that in Latin American schools, you don't always learn that "feeling" is Okay. There are places in which "feeling" is sometimes considered a weakness or something you should allow yourself even think about: fear, sadness, love, happiness, or any other feeling may be considered emotions to be kept private. So the top on the list for me would be to help students understand that emotions are part of their real self, and that they matter and influence their learning process. And also to allow teachers and parents to have conversations about emotional learning, to comprehend that open-hearted dialogues have social and personal benefits that last a lifetime.

Q2 Sometimes, we as educators think of emotions as something very separated from the learning process, and forget that each student is a full and integral person. Then, our emotions matter! And learning about how to manage our emotions is important because when students grow up as adults, they can manage effectively their emotions; and actually that's a soft skill which is very important at all places.



6

CHARIS CHARALAMBOUS / Cyprus
Psychologist, Facilitator

Q1 Help school leadership and teachers to understand that SEL has to be systematically addressed and throughout the curriculum – help them to see how their teaching methods and/or their curriculum (for all subjects) can be related to the development of SEL skills. Plus, teach them how to effectively involve parents (who are not always willing to collaborate) in the SEL of students, teachers and parents.

Q2 I work in an international school and I understand that the amount of energy that needs to be placed into aligning the school's systemic SEL approach with the curriculum, after all the energy that is being spent on all other matters of running the school, is great. So it takes effort to put it in practice, even if the school's mission includes helping children grow holistically (in theory).



7

DR. KELLY PASCARELLA / United States
Educator, Author, & Founder
at Education Blueprint

Q1 Teaching kids about identity, confidence, kindness, gratitude- things that truly make a person happy that's skipped in school for things that are "deemed" important like standardized testing.

Q2 The emphasis on standardized testing and school ranking outweighs the teaching of self-actualization skills.



8

DAVE SECOMB / Japan
Whole School Principal

Q1 Tough question! I think starting with (a) wider recognition of well-being and SEL and then (b) that there are skills that can be taught to cultivate this for students.

Q2 The neoliberal emphasis on education as a commodity and where quality is judged by performance (usually based on numbers). This slows and/or prevents many important shifts in the education landscape and fuels the inequities that we already see present.

Leaders



9

SAMANTHA ROSS / UK
International Programme Director
at Link Education International

Q1 Ensure SEL approaches are embedded in teacher and headteacher training; provide extra-curricula materials at primary and secondary levels to schools so they can lead clubs to support vulnerable learners; materials should be tech-free, paper free and no-cost so all schools and learners can benefit.

Q2 Time within the curriculum to embed SEL – which is why bringing it into all teacher and leader training is essential. If teachers understand empathy and how to build self-esteem in their daily practice then all can benefit.



10

GABRIELA CICCI FARIA / Brazil
Methodology Analyst

Q1 I find that the continuous training of teachers, parents and caregivers can promote a great shift on SEL. This can (and has been) done with monthly meetings, seminars, workshops and apps, according to each context and availability of participants.

Q2 I perceived that many innovations have a profitable goal that keeps SEL from spreading, especially among vulnerable populations. I think that a great barrier to be faced is the capitalization of pedagogical methodologies or tools. A path to do so might be through straightening social awareness in educational, research, policy and creativity hubs, as well as to promote collaboration and diversity on them.



11

DR. KENDRA THORNTON / USA
Holistic Education Consultant

Q1 SEL cannot continue to be viewed as an add-on. It is an absolute necessity that must be prioritized! SEL should be interwoven with school culture and curriculum along with PD that equips teachers with SEL skills they can model daily.

Q2 Educators are already incredibly busy and the pandemic has further complicated priorities, so lack of time, training, and funding to do SEL well is a barrier. However, investment in SEL pays off in a more peaceful classroom with less discipline referrals ultimately resulting in more academic time. If we can get stakeholders to champion this cause, we will see healthier happier students AND teachers!



12

NEELAKSHI NAOLEKAR / India
Founder Director at 'CHETAS' Center
for Child Development

Q1 Partnership with communities and collaboration with parents is extremely important. Making use of technology, where ever it is possible will also need to be considered especially in the current pandemic scenario as in some countries online mode of schools still remains. Implementation of small effective modules adapted and adopted to suit the needs of children, especially to achieve a complete social and emotional well-being.

Q2 Partnerships and collaboration. The use of technology can be a barrier but if hand holding with schools, local NGOs is done I think this can benefit. Also parental and family involvement, programmes for their well-being, mindfulness exercises along with children can be looked into. This can help to a certain extent to overcome difficulties, challenges which can come in implementation of SEL programmes.



13

JEFF HEYCK-WILLIAMS / United States
Director of the Two Rivers Learning Institute

Q1 I think there needs to be a way to help schools prioritize social and emotional learning. This could include lessening the intensity of accountability around academic learning and potentially having some accountability to schools paying attention to social and emotional learning (but without high stakes tests).

Q2 Too great an emphasis on academic learning and accountability systems designed to only reward academic achievement.



14

DENISE MEYERSON / Australia
Director, MCI Institute

Q1 There were several responses that addressed the challenge holistically – they involved the full ecosystem of the school culture, the teachers, parents and of course the children. They also ensured that the process could be rolled out in a consistent way by having the materials stored centrally in digital format.

Q2 There is often not a large enough budget. With the best will in the world and with all the passion of educators, they still need the finances to accomplish their mission.



15

ŽIVA RENKO / Slovenia
Student

Q1 Stop using rewards/punishments as an educational norm as it doesn't create an environment in which children can be motivated and thrive but are often rather discouraged by their "failures", leading to diminished curiosity.

Q2 The biggest barrier to this change is developing an assessment tool that aligns with the purpose of helping children flourish and is fit to an individual yet can be measurable and reliable.

Student

SEL should be interwoven with school culture and curriculum along with Professional Development that equips teachers with SEL skills they can model daily.

Methodology

Inspired from Everett M. Rogers book *Diffusion of Innovations* (2003), we use the following definition for innovation in education:

“Innovation in education can be defined as meaningful improvements considered within the place of implementation to a new or modified practice and/or technology that supports any part of the educational ecosystem (for example: skills, teachers, assessment, environment and/or systems, and leadership).”

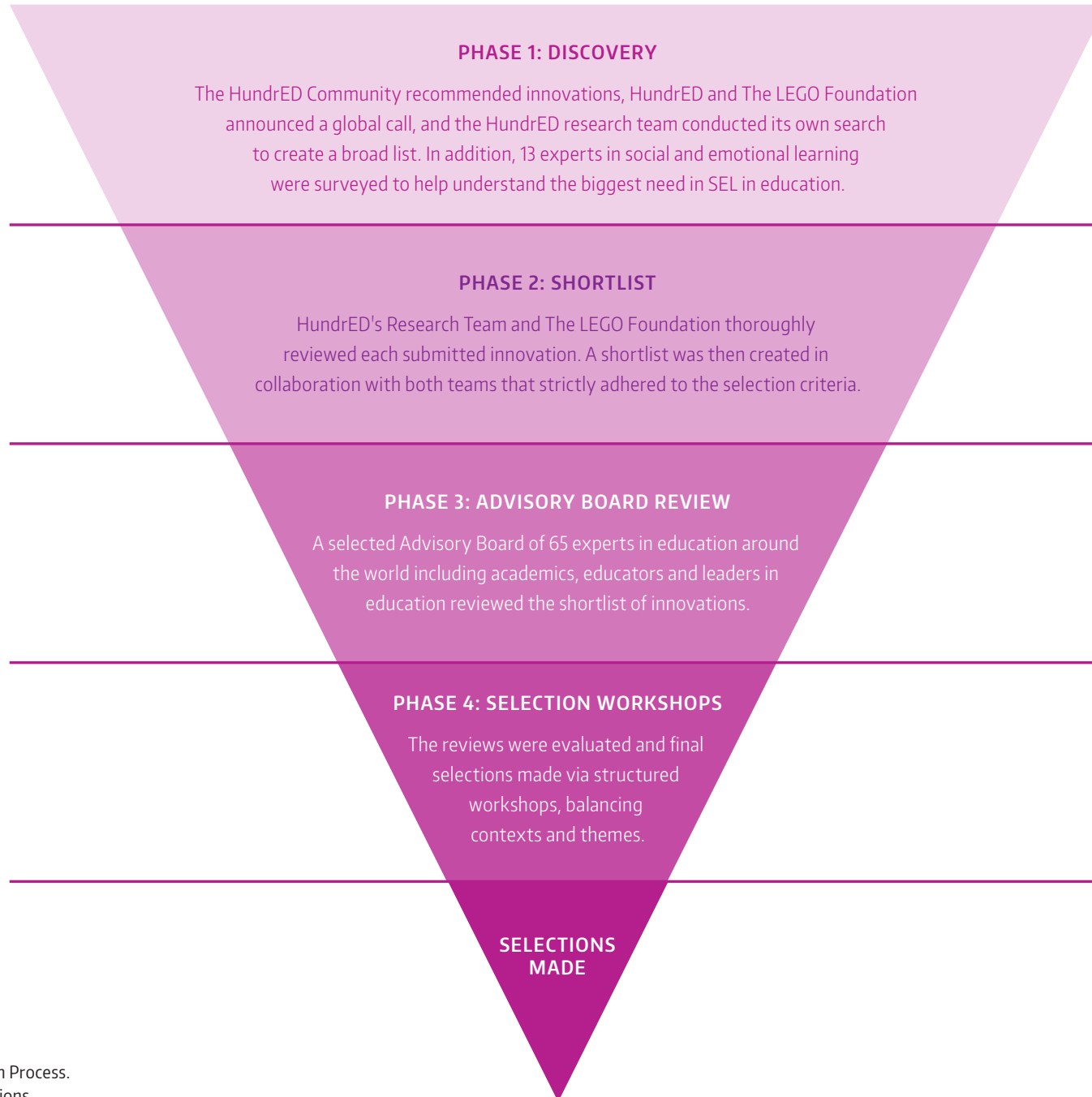
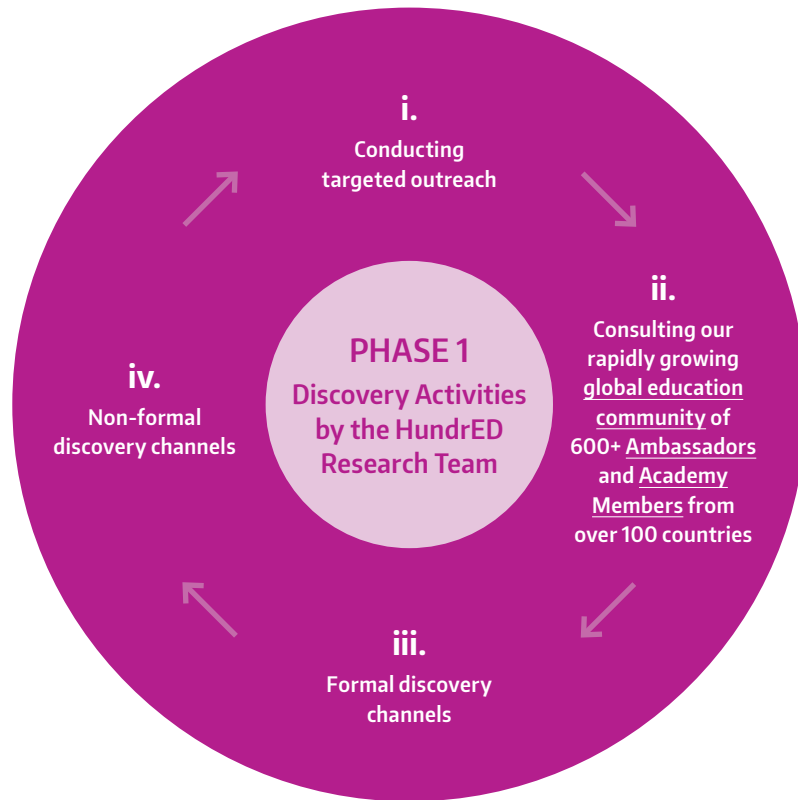


Figure 1. The HUNDRED Selection Process.
How we find and select innovations.

PHASE 1 – DISCOVERY

The first phase involved discovering leading innovations by our research team with support of HundrED's Global Community, which include methods of: surveys, interviews, and in-depth searches online. The main areas of activity for HundrED's Research Team are outlined in the Figure below:



- i. Personalised applicant support to potential submissions
- ii. The HundrED Community are essential to be our local eyes and ears on the ground where they recommend and report about the best practices and solutions – especially in locations that are difficult to get access to (e.g. rural schools and regions with limited internet).
- iii. & iv. Activities include but are not limited to:
 - a) attending major education events and conferences
 - b) monitoring high profile innovation competitions from around the world
 - c) speaking with experts in and out of education
 - d) studying academic and non-academic texts such as peer reviewed journals and blogs

Figure 2. Phase 1: Discovery activities by the HundrEd Research Team.

In addition, to aid in our process of codifying and selecting the top SEL leading innovations, we surveyed 13 SEL experts to understand where they see the biggest need in SEL in education (within the CASEL Framework). We analyzed the responses and converted them into selection scoring and a rubric that guided the assessment of innovations during the selection process. **Check Appendix A to see the list of SEL experts that were surveyed.**

PHASE 2 – SHORTLIST

Is where HundrED's Research Team and The LEGO Foundation thoroughly reviewed each innovation. To be selected for the shortlist, each innovation must have shown evidence for impact and scalability using the following definitions:

Impact: Evaluated as a valuable improvement within the innovation's context. All innovations must have at-least 1-year of being implemented with its intended users.

Scalability: Either the innovation is actively expanding to other contexts or has a high degree of transferability for others to adopt its practice/technology.

For this particular Spotlight, we reviewed all 310 submissions. After an initial review, additional information was requested from 137 innovations in the form of a questionnaire. The aim of the questionnaire was, first, to collect detailed information about the pedagogical practices and the theoretical approach to SEL that innovations embedded, and second, to offer innovators a formative experience so that they could reflect on their own practices and find inspiration on how to improve their process.

From these responses, we shortlisted 31 innovations that were later reviewed by our Advisory Board.

PHASE 3 – ADVISORY BOARD REVIEW

We believe that a diversity of experienced perspectives from a wide range of contexts is fundamentally important to our selection process. The Advisory Board for this Spotlight consisted of 65 experts in education from around the world including current: academics, innovators, teachers, students and leaders. They reviewed the shortlist of innovations over a two-week period in August 2021.

The selection process of the Advisory Board was conducted carefully by both HundrED and The LEGO Foundation. We ensured they supported HundrED’s mission to help every child flourish in life and a careful balance for a range of experienced stakeholders in education that can offer a valuable perspective on social and emotional learning across the world. **See Appendix B to see who was in the Advisory Board.**

Step 1: The factors of impact and scalability were plotted on a graph by each Advisory Board Member using HundrED’s evaluation tool, which is divided into four quadrants. We were looking for innovations that the majority of Advisory Board members considered to be highly impactful and scalable in the top right quadrant.

The shortlist contained 31 innovations that were split in two different batches and reviewed by the Advisory Board. The plots on the graphs below represent a review for all the shortlisted innovations in this Spotlight.

Step 2: Each reviewer also provided specific comments about each innovation that explained their evaluation on our mapping tool.

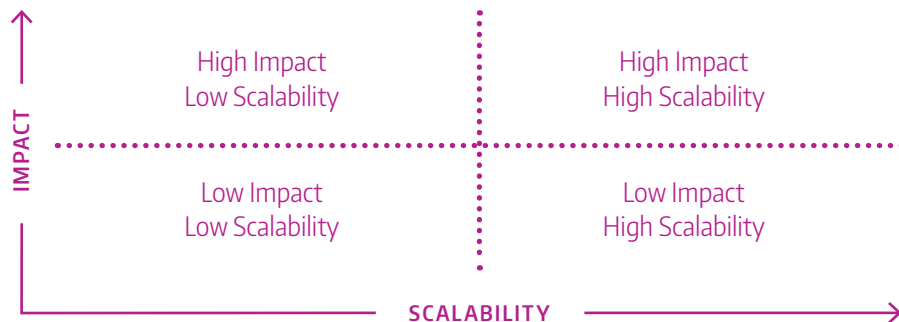


Figure 3. The Advisory Board 3-step review tool.

PHASE 4 – SELECTION WORKSHOPS

All shortlisted innovations reviewed by the Advisory Board and were ranked from most favourable responses to the least. Any critical comments were seriously considered first as to whether the innovation should be excluded from the selection process (e.g. the innovation materials may promote ineffective pedagogy).

In Phase 4, the HundrED Research Team and The LEGO Foundation participated in a structured workshop where they selected the innovations to be highlighted in this Spotlight. The challenge in this phase was achieving a balance of approaches and contexts in the final collection.

In these workshops, we considered the Advisory Board reviews while aiming to cover a diverse range of: (a) effective approaches to promoting social and emotional learning, (b) age levels, (c) educational contexts and geographical spread.

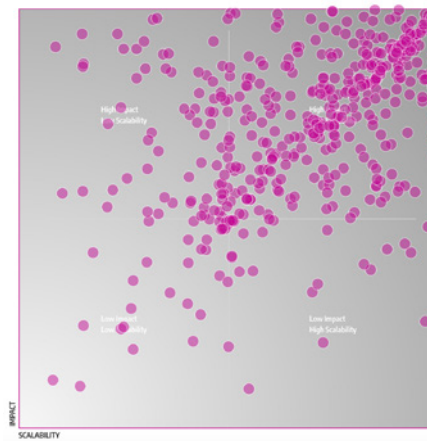


Figure 4. The 475 reviews of 37 Advisory Board Members.

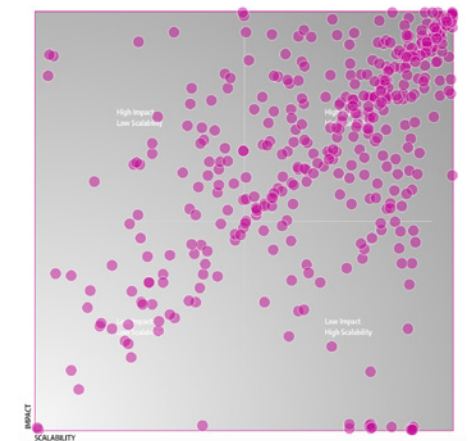


Figure 5. The 407 reviews of 28 Advisory Board Members.

Selected Innovations

Findings

OVERVIEW OF SUBMITTED INNOVATIONS

310 innovations founded in 58 different countries were submitted to this Spotlight.

Social and Emotional Learning is a key factor of child development. During the COVID-19 pandemic, school closures have forced students to face remote learning and isolation from their normal social settings. The reduction of social interactions, physical activities and play combined with increased emotional stress have affected students worldwide. In order to help solve this problem, HundrED and The LEGO Foundation saw the need to seek and promote education innovations that foster social and emotional learning across the world. In April 2021, we launched the Spotlight on Social Emotional Learning aiming to identify 10–20 innovations that promote safe learning environments, encourage caring and nurturing relationships, are responsive to learners' needs, and can be embedded across socio-cultural contexts.

Figure 6. Percentage of the 310 submitted innovations founded in each continent.

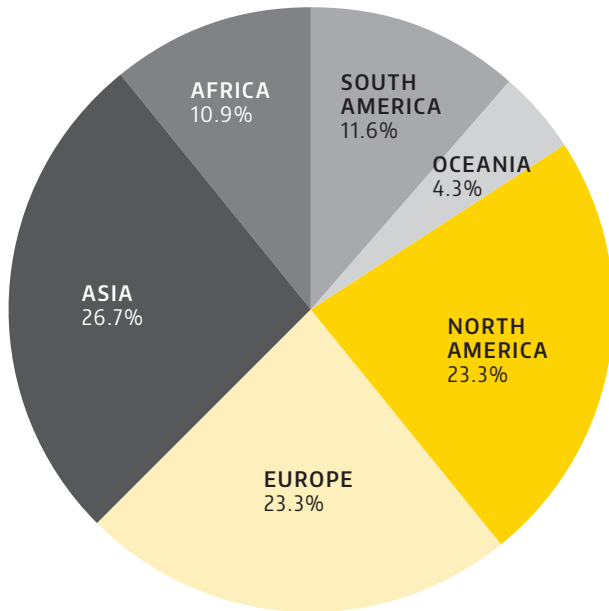


Figure 7. Percentage of the 13 selected innovations founded in each continent.

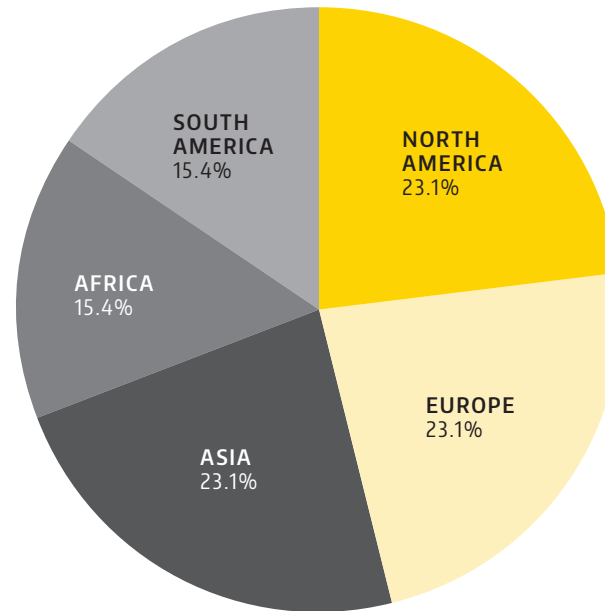
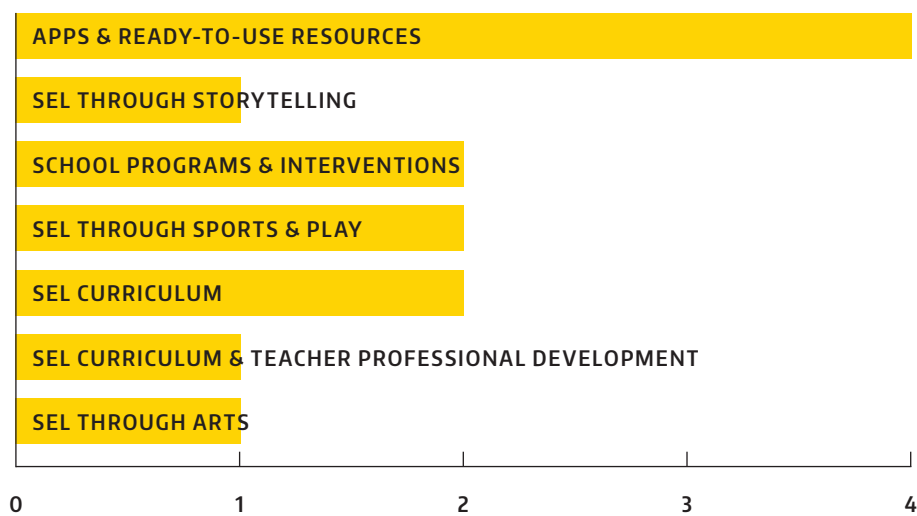


Figure 8. Program type of selected innovations.





OVERVIEW OF SELECTED INNOVATIONS

HundrED and The LEGO Foundation, with the help of the Advisory Board, selected 13 innovations across 10 countries spanning almost all the continents. These innovations highlight the focus currently being placed on social and emotional learning as an essential aspect of child development globally.

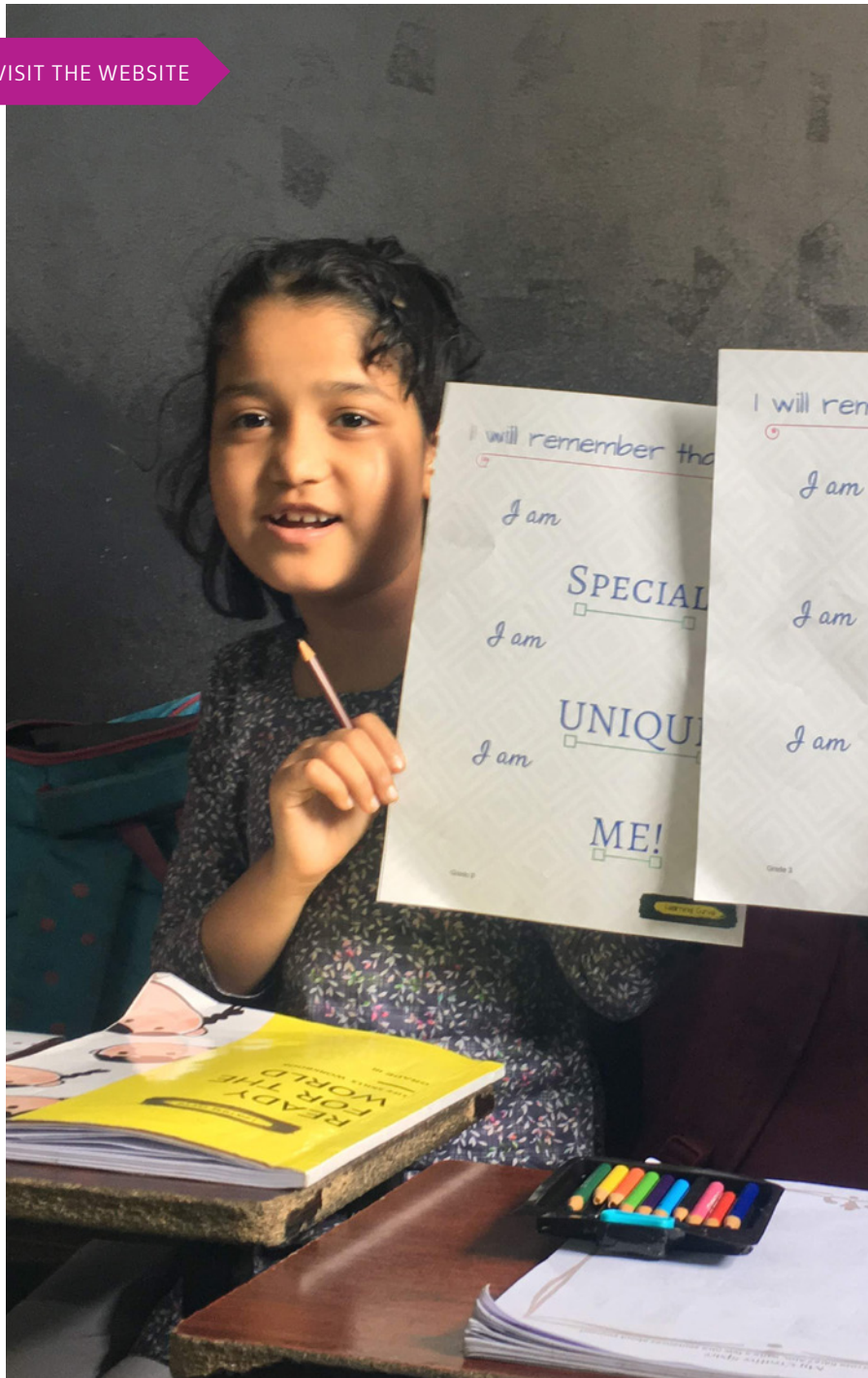
In the selection process, we were particularly interested in solutions that:

- Focus on Social and Emotional Learning and follow a particular pedagogical approach for children aged 5 to 12 years
- Provide evidence of being impactful in their context engaging different stakeholders
- Have the potential to scale in other contexts
- Have a robust monitoring and evaluation process
- Work at two levels. First, developing students' SEL competencies as such (e.g. practice empathy) and second, developing students' awareness of what SEL competencies are and why they are important to learn about (e.g. talk about what empathy means and why it is important).

1. acSElerate, India
2. Aulas de Paz – Peace Classrooms, Venezuela
3. Colors of Kindness, Bangladesh
4. Educating for Wellbeing (EW), Mexico
5. GiveThx, United States
6. Grassroot Soccer: SKILLZ Core, South Africa
7. In Their Shoes, Spain
8. Labhya Foundation, India
9. Navegar Seguro, Colombia
10. Nigerian Social and Emotional Learning Project, Nigeria
11. SEL Kernels of Practice, United States
12. Tales Toolkit, United Kingdom
13. The Brick-by-Brick™ Programme, United Kingdom



VISIT THE WEBSITE



Bringing social-emotional learning
to every student through every stakeholder

acSELerate

India

As we begin to reclaim an education of the “whole child”, we must focus on a central issue in our worldwide educational systems: how do we re-engineer our children’s education so that we create significant and lasting systems change in which SEL can be part of mainstream education practice. acSELerate addresses this through a systemic SEL approach, guided by science and informed by practice.

100 000
CHILDREN/USERS

1
COUNTRY

2016
ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

Education is about creating responsible and dynamic citizens, and enabling children to realize their potential. However, a system predicated around academic achievement cannot fulfil this. In spite of significant evidence on the role of SEL in attitudes, emotion regulation, learning and academic achievement, SEL hasn't found its place in the education system and it needs to. Urgently so.

HOW DOES THE INNOVATION WORK IN PRACTICE?

acSELeRate is a first-in-class, evidence based, systemic SEL program that is based on a set of research backed frameworks, standards and indicators, has been extensively tested on ground and has been validated by global experts.

acSELeRate impacts multiple causal pathways:

- Enabling teacher social-emotional competence through development and mentoring
- Enabling teachers to translate this in the classroom through age-graded SEL curriculum and toolkits for students
- Capacity building of school administrators to create conducive learning environments through SEL practices and policies
- Engaging parents to nurture and bring positive home environments through SEL
- Assessing effectiveness through a set of defined standards, indicators and tools that enable measurement of process and outcomes.

Evidence reveals that, between 2017–20, 45% of teachers and 65% of students in the acSELeRate program showed a one-level improvement in their SEL skills; 74% of participating schools showed improvements in SEL climate.

HOW HAS IT BEEN SPREADING?

acSELeRate has seen a 10x growth in adoption across public schools in the last 2 years. acSELeRate has been reviewed and validated by global SEL experts in 2020. Our COVID response model 'Connect @ Home' took SEL as a home-based program to over 20K students in 2020. By 2025, we aspire to impact 5 million children through acSELeRate.

RESEARCH

Academy review sample scalability

This approach offers proof of its fast escalation and spread across schools during the last two years in limited resource environments. The demand and escalation have increased due to COVID with a reach of 20k students in 2020.

Academy review sample impact

The data clearly shows how impactful classroom based SEL instruction can be. This innovation not only focuses on the student but also the trusted adults in their life, to promote greater change. The whole school approach is greatly needed.

HundrED Review

acSELeRate is a whole-school program with a transformative approach aiming to change education systems by integrating social and emotional learning into the core curriculum. acSELeRate has a great potential to continue scaling in other contexts as they engage with State Governments to design and deploy replicable models of SEL in schools.



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VISIT THE WEBSITE



Wellbeing in Action: Building a culture of peace and non-violence

Aulas de Paz – Peace Classrooms

Venezuela

Aulas de Paz was born from the need to build a culture of peace and non-violence in vulnerable schools located in rural and urban slums. It aims to spread the initiative and actions to families and communities. The COVID-19 pandemic, far from improving, has worsened domestic violence for people living in crowded conditions. Since 2019, Aulas de Paz has reached +4300 individuals.

4300

CHILDREN/USERS

1

COUNTRY

2019

ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

During the last years, the Venezuelan socio-economic crisis has increased the vulnerability of less benefited communities. Lack of access to food, stable basic services (electricity, water, connectivity) are exacerbating challenges to coexist, even more during the lockdown. The initiative attempts to provide tools to manage emotions initially in school environments transferable to the communities.

HOW DOES THE INNOVATION WORK IN PRACTICE?

The purpose of the program is to promote a well-being feeling in the classroom, transferable to other spaces. The implementation is done during the school year, through a manual designed by Aseinc. Aulas de Paz guides teachers or community leaders with a structured methodology divided in three modules: "I recognize myself", "I recognize you", "We live together". Accompaniment from Aseinc is included to develop a series of dynamics with children and adults. Activities cover management of strategies and dynamics with different values; working mediation and conflict resolution; enhancing individual and group self-knowledge; management of emotions; working as a team and respecting diversity. At the end of each module and through origami recreational folding, children and adults create a dove, a crane, and a lotus flower respectively as symbols. In each fold they are invited to write a key message learned. The program can be adapted in the school, family, or community context.

HOW HAS IT BEEN SPREADING?

Since 2019 and supported by key social responsible partners (Chevron, European Union, Education Cannot Wait), Aseinc identified the urgent need to include topics like child protection, family conflict and managing emotions in children, parents and caregivers to any education or community program, even more after the COVID-19 lockdown.

To strengthen Aulas de Paz, Aseinc has incorporated psychologists to the team. Teachers and Community Leaders have reported a reduction of violence, however, it is not yet solved. In 2019 the program reached +4300 individuals. Since 2020 has been incorporated as a complement to all Aseinc's education programs like Aula20 and Nos Vemos en la Escuela to reach 420+ schools, 179,780 children, 5,400 teachers and Community Facilitators and 737,514 individuals.

RESEARCH

Academy review sample scalability

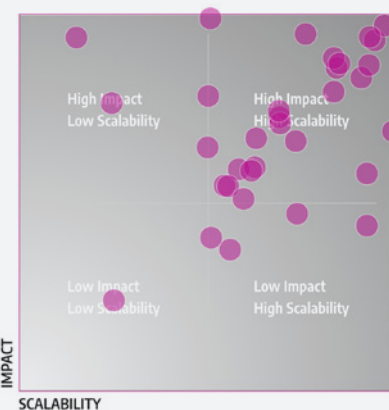
Its clear structure in modules makes it easy to implement in any school context. It doesn't require expensive or material resources, it's mostly based on techniques, strategies, and dynamics that can be used by any teacher.

Academy review sample impact

The concrete and simple structure of modules around "I recognize myself," "I know recognize others," and "We live together," provides a powerful framework for developing individuals empathy and ability to live in community with others.

HundrED Review

This innovation shows a great impact in supporting peace-building efforts in contexts of violence through the development of social and emotional learning in schools and communities. Aseinc tackles social inequalities through the implementation of programs aimed at reducing the educational gap, with quality education materials involving different stakeholders such as schools, communities and public and private sectors.



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VISIT THE WEBSITE



Holistic Social Emotional Learning (SEL)
Hybrid Program

Colors of Kindness

Bangladesh

Colors of Kindness is an education-in-emergencies adaptation for the Rainbow of Education. Using social and emotional learning materials delivered via podcast, this EdTech solution seeks to address the disruption of education due to global crises. The program aims to enhance the wellbeing of teachers and children, social inclusion, and equitable access to holistic education for all children.

137

CHILDREN/USERS

2

COUNTRIES

2020

ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

COVID-19 disrupted the lives of children around the world, interrupting optimal child development. Given the uncertainty of the world due to these disruptions in education, Colors of Kindness empowers children in low-resource settings through holistic SEL. Our programming provides access to a healthy, stable environment that improves a child's ability to stay engaged and process information.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Aiming to improve children's 1) social and emotional skills, 2) wellbeing, and 3) academic outputs, teachers are trained on SEL fundamentals and implementation of this hybrid model. The program provides SEL curriculum via audio podcasts that are embedded within an interactive digital workbook with visual aids that feature our culturally sensitive, gender neutral blobs. Within the 10-weeks, the 5 CASEL SEL skills are broken down into two-week segments. The intersection of these themes and activities reflects the growing need for childhood pedagogies to include human-centered approaches integrating social, emotional, cognitive, and physical aspects of learning. Each week, activities include an opening exercise, breathwork, a main activity (i.e., Emotions Charades or Dream Mapping), a yoga pose, a check-in using our emotions thermometer, and a closing gratitude practice. Children are also prompted to complete a challenge, which aims to give them a task to focus on throughout the week.

HOW HAS IT BEEN SPREADING?

Colors of Kindness was born from UNHCR's HEA COVID 19 Challenge, and was piloted in Bangladesh in Bangla & Rohingya with 10 virtually trained teachers and 137 children, including a high percentage of girls and Rohingya refugees. Our findings indicated that there was a 16.5% increase in SEL competency, and 99% increase in mood and positive outlook amongst the children. The 0 infection rate amongst participants and families, showed in-person instruction can be safe. It is being translated into Spanish, French, and Arabic, and adapted for early childhood [specifically 3–6 year olds]. It has also been adapted into a Learning Workbook with Education Above All for 50,000 offline learners in India, Kenya, Palestine, etc. In the fall, a CoK program will begin in the Nakivale Camp in Uganda.

RESEARCH

Academy review sample scalability

The approach has already been scaled, showing that it is adaptable to different contexts and age groups. It's design for low-resource settings makes it relatively easy to adapt to a number of emergency contexts.

Academy review sample impact

The program has strong scientific foundations and measures their effectiveness well. Additional competencies like Global Awareness are trained, enabling children to think even further than their immediate surroundings.

HundrED Review

Colors of Kindness is an EdTech solution for education in emergency contexts that offers social and emotional learning opportunities to foster the well-being of children, teachers and families. This innovation is particularly impactful in contexts of conflict or low-income settings.



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VISIT THE WEBSITE



Awareness, self-regulation & connection:
Empowering educators and students
to cultivate wellbeing

Educating for Wellbeing (EW)

Mexico

In Mexico, 1 in 2 children lives in poverty and 60% are behind in school by grade six. Gaps in educational outcomes across socioeconomic status fuel cycles of inequality and violence. EW aims to break these cycles by fostering learning environments that act as protective barriers. EW trains educators to improve their own Social and Emotional Competencies (SEC) and well-being, foster SEL in students and implement systemic change.

318 500
CHILDREN/USERS

1
COUNTRY

2018
ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

Early childhood is a critical moment to cultivate children's Social and Emotional Competencies (SEC), especially for those living in poverty and with delayed socio-emotional development. This hinges on educators' own SEC and well-being; an adult who models and teaches these skills can promote a nurturing learning environment and the development of children's SEC, which serve as protective factors for children now and in the future.

HOW DOES THE INNOVATION WORK IN PRACTICE?

EW, AtentaMente's proprietary curriculum, consists of three components. (1) A rigorous professional development program that uses a blended learning approach – synchronous sessions, a self-paced online course and a mobile app – to train educators to understand and practice SEC in their lives and classrooms and improve their own well-being. (2) An SEL curriculum for students, which embeds both explicit instruction and the practice of targeted skills into daily activities. (3) Leadership training that builds local capacity to ensure culturally and contextually relevant SEL implementation that enacts long-term systemic change.

EW has proven effective in improving outcomes in both educators and students. Results from pilot studies show positive changes in teachers' SEC, stress and burn-out, as well as improved students' socio-emotional outcomes. RCTs conducted by the World Bank and the Center for Healthy Minds will publish results estimating the impact of EW in the following months.

HOW HAS IT BEEN SPREADING?

EW has significantly increased its reach. The first round of implementation began in 2018, in which 1,000 school principals across seven states in Mexico completed the program. By the end of 2021, EW will have trained 12,250 pre-primary school educators, with a total estimated impact on 306,250 students. EW has strengthened its capacity to scale the program; the number of instructors certified to implement the program has doubled in the last four years from 60 to 120. In the next 2–3 years, EW aims to reach 50,000 pre-primary school educators across Mexico and establish a core group of 50 leaders in each state's educational system to ensure the sustainability of SEL.

RESEARCH

Academy review sample scalability

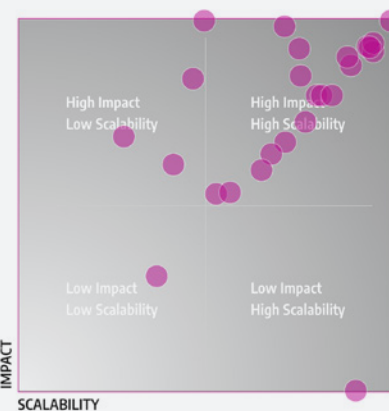
I see it as scalable and powerful for many contexts beyond education. The connection of self-esteem and a successful mind can lead to more focused students and dedicated teachers, even parents. I see it working great across Venezuela.

Academy review sample impact

This innovation targets the full child's ecosystem to ensure cohesiveness. It is a comprehensive program that targets the full range of SEL competencies, using evidence-based explicit and targeted practices.

HundrED Review

Education for Wellbeing is an innovative SEL curriculum combined with teacher training and the empowerment of local leaders who advocate for systemic change in schools to include SEL as a core aspect for education.



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VISIT THE WEBSITE



Build community
one thank you at a time

GiveThx

United States

GiveThx is a digital program that strengthens student wellbeing and social-emotional skills through gratitude. Students and staff use digital thank you notes and research-backed lessons to nurture mental health and improve academic success. GiveThx creates positive relationships and inclusive school communities where all students feel safe, valued, and connected.

20 000
CHILDREN/USERS

9
COUNTRIES

2018
ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

All humans crave connection. We want to feel like we belong, like we are seen and valued for who we are. Connection and wellbeing are particular challenges for young people, exacerbated by the pandemic. GiveThx was created as a student-centered, strengths-based, safe way to nurture connection and mental health for students of all identities, essential conditions for personal and academic growth.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Students use GiveThx to share digital notes of appreciation with peers, reflect on feedback, and identify growth areas. Teachers facilitate activities to develop positive, healthy behaviors and relationships. Students see all of their Thx notes in one place sorted by reason and discover previously invisible patterns about how their actions impact others.

Developed for and by students in low-income, high-trauma communities, GiveThx is grounded in safety, equity, and inclusion and consists of three components: (1) A multi-year, student-centered curriculum that builds skills and reinforces positive behaviors to improve mental health, connection, and academics. (2) An engaging and accessible digital platform that leverages gratitude and technology to create a safe and positive classroom culture. (3) A set of educator trainings that empower teachers and nurture their own social-emotional skills. A 2020 study in the Journal of Positive Psychology attests to the impact of the program.

HOW HAS IT BEEN SPREADING?

GiveThx supported the wellbeing of over 20,000 students around the world in the last two years, primarily spreading by word of mouth. A 2020 research study (<https://bit.ly/RSCHFull>) found that GiveThx improved student mental health and life and friendship satisfaction while decreasing anxiety, negativity, depression, and stress. GiveThx was one of eight social-emotional learning companies accepted in the 2020 AT&T Aspire Accelerator and one of ten members of the 2019 New Schools Venture Fund Expanded Definition of Student Success cohort.

The goals for the next 2–3 years include supporting over 200,000 students by scaling the program and extending GiveThx to parents. Caregivers are crucial partners in child SEL, who will strengthen GiveThx's impact by being directly included.

RESEARCH

Academy review sample scalability

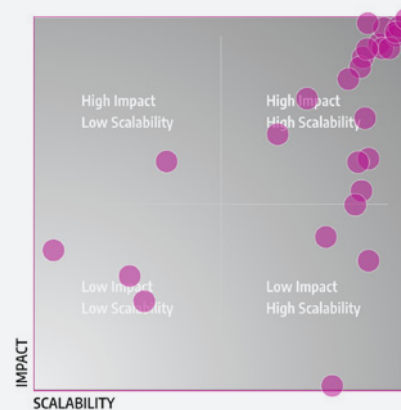
In my classroom (Finland), I have noticed that starting the lesson with positive feedback makes a big difference. Students are more open-minded, motivated and willing to learn. This innovation enhances those features.

Academy review sample impact

The online platform for identifying and giving gratitude to others for specific, competency-based actions is particularly promising for scalability. The online platform could easily be replicated and adapted through the specific tags for each school.

HundrED Review

Through GiveThx, students can send digital thank you notes to recognize positive behaviors, reinforce connections, and appreciate other students, teachers and staff members. This innovation is very easy to implement in the school context and has proven great impact in promoting student wellbeing, strengthening school culture and creating a supportive environment for the community.



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VISIT THE WEBSITE



Promoting Primary HIV and Violence Prevention and Social Asset Building for Very Young Adolescents

Grassroot Soccer: SKILLZ Core

South Africa

SKILLZ Core is a mixed-gender, rights-based, gender transformative intervention for very young adolescents that considers the profound changes brought about by puberty. It offers positive youth role models, increases self-concept, physical health, and school performance, creates a safe space to discuss power dynamics and gender norms, and introduces core sexual and reproductive health topics.

600 000
CHILDREN/USERS

39
COUNTRIES

2009
ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

Grassroot Soccer recognizes that the transformative period from 9–14 years old is a unique moment to create positive relationships between very young adolescents and the health system, shape lifelong health-seeking behaviors, and mitigate factors that put girls and boys at risk of HIV, violence, and other negative health outcomes.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Grassroot Soccer's mixed-gender SKILLZ Core intervention for very young adolescents ages 9–14 is an evidence-based, interactive, social asset building curriculum designed within a rights-based, gender transformative framework and considers the profound changes brought about by puberty. SKILLZ Core is delivered in schools or other community-based settings and is implemented by young adult mentors trained as “Caring Coaches” who facilitate interactive games, physical movement, and learning-by-doing to address core sexual and reproductive health and rights topics including HIV and violence prevention, gender, power dynamics, and future orientation/goal setting.

HOW HAS IT BEEN SPREADING?

Grassroot Soccer and its network of more than 60 Implementing Partners have implemented SKILLZ Core in 39 countries, reaching more than 600,000 youth ages 9–14. SKILLZ Core has been employed as a primary HIV and violence prevention intervention for very young adolescents on numerous U.S. Government programs (including through United States Agency for International Development [USAID], Centers for Disease Control and Prevention [CDC], and through the Peace Corps), positioning SKILLZ Core for greater scale.

RESEARCH

Academy review sample scalability

Scalability is evident already in this innovation. Sport is a unifying force and soccer does not require a lot of resources. Opportunities to teach these important skills and knowledge through sport and play are accessible through this innovation.

Academy review sample impact

This is tackling real and hard issues for the very vulnerable and changing opinions of gender roles and biases. This is extremely important work and has the potential to change lives.

HundrED Review

Grassroot Soccer leverages the power of soccer to educate, inspire, and mobilize at-risk youth in developing countries to help them overcome challenges, flourish in life and impact their communities. Social and emotional learning is at the core of this innovation as skills such as self-awareness, self-management, social awareness, relationship skills and responsible decision making are developed through sports and play.



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VISIT THE WEBSITE



A space for Active Empathy.
SEL through Theater of Awareness in public schools
to improve coexistence and prevent violence

In Their Shoes

Spain

It is a programme of emotional literacy to improve school coexistence based on the theater of awareness method that stages emotions and makes them visible to everybody. It aims at the entire school community with the objectives of preventing violence and bullying, as well as promoting coexistence through training sessions on emotional literacy for students (aged 4-14), their teachers and families.

WHY WAS THIS INNOVATION CREATED?

To create a culture of peace at schools. Bullying is indeed the top of the iceberg of a much larger problem that affects many school centers and families. Therefore,

7000
CHILDREN/USERS

1
COUNTRY

2017
ESTABLISHED

with “In Their Shoes” we went to the root of the problem involving all actors: teachers, families and students. The programme uses theater as a main resource since it allows one to be more empathetic with others and teambuilding.

HOW DOES THE INNOVATION WORK IN PRACTICE?

The learning method is based on a peer-to-peer cascade methodology:

- Teachers are trained as facilitators of the method “In their shoes” in an annual course.
- The accredited facilitators train other teachers, families and non-teaching staff of their own schools, or those schools interested in implementing the programme.
- The teachers trained by the facilitators implement the method in their classrooms. They use a socio-emotional skills manual specially developed for that purpose by the programme.
- Finally, the students, as a final outcome of the implementation of the method, develop and perform a theater play based on their own coexistence challenges and proposed solutions. This theater play is performed in front of other students from lower grades in which they teach them about the socio-emotional skills and resources they have learned through the programme.

The programme reaches the entire school community and its formative experience has been proven as impactful.

HOW HAS IT BEEN SPREADING?

From its inception in 2017 to the present it has reached more than 7,000 people (teachers, students, families, and non-teaching staff) in 57 schools. It has been in collaboration with the Ministry of Education of Spain and the Regional Government of Madrid.

The results of last school year, including the first generation of facilitators and 23 schools, have been externally evaluated by experts from the Carlos III University of Madrid, the Utrecht University of The Netherlands, and the Tomillo Foundation (Spain), in collaboration with the Ministry of Education of Spain. Currently, we have systematized the annual training so that it can be offered and the programme scaled up in other Autonomous Regions of Spain from September 2021 to June 2022.

RESEARCH

Academy review sample scalability

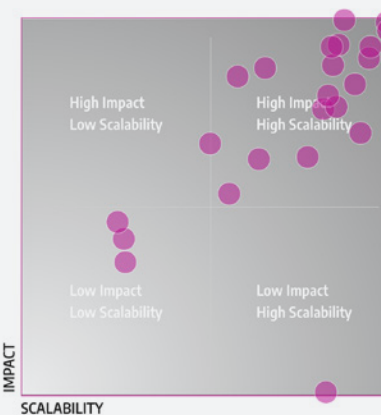
The resources and methodology are very practical and easy to apply in schools. It has a lot of potential to spread, and so far they are reaching 57 schools; so it would be interesting to expand the innovation to other cities.

Academy review sample impact

Combining drama+ play to tackle social issues like bullying is admirable and needed. This program is already making an impact in its communities and it will only grow. When learners have a possibility to immerse in drama beautiful things happen.

HundrED Review

In Their Shoes fosters social and emotional learning through arts and theater. In this program children improve their emotional literacy and active empathy by understanding their emotions and making them visible to their classmates. This innovation helps the wellbeing of the school community and supports anti-bullying efforts.



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VISIT THE WEBSITE



Bridging the gap between vulnerability
and prosperity through SEL

Labhya Foundation

India

Labhya partners with Indian state governments to co-create and ensure an effective implementation of state-wide SEL classes integrated into the school day. This is India's first at-scale SEL program enabling 2.5 million vulnerable children across 2 states in India to become healthy, effective learners.

2500 000

CHILDREN/USERS

1

COUNTRY

2017

ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

The 128 Million Children studying in public schools of India are multidimensionally poor with most of them surviving on a household income of \$2 or less a day. These children are disproportionately affected by unique vulnerabilities and mental health issues. The Indian public education system currently lacks the capability to enable these children to prosper during and beyond schooling.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Labhya Foundation partners with governments to co-create scalable and localise SEL programs for vulnerable children across public education systems. Labhya provides end-to-end support through co-creation of curriculum, teacher capacity building, monitoring & evaluation and support in effective implementation. This has translated into existing public school teachers conducting a daily SEL class that has been integrated within the school day. This program enables children to form stronger relationships, have a higher interest in learning and have increased emotional resilience. Learning environments are taken into account in this initiative by creating safe spaces in classrooms that equip children with the essential skills required to become healthy, effective learners. During an external evaluation of Delhi's pilot program (the "Happiness Curriculum") by the Boston Consulting Group, over four thousand teachers were interviewed, 87% of them reported that the program had a tangible positive impact on their students.

HOW HAS IT BEEN SPREADING?

Some of the main achievements of Labhya Foundation are, first, the co-creation and effective implementation of India's first SEL programs namely 'Happiness Curriculum' & 'Anandam Pathyacharya' with the Governments of Delhi & Uttarakhand respectively to impact 2.5 Million children. Second, being finalist at WISE Awards 2020 by Qatar Foundation. Third, being recognized as the Official Solution Partner to Generation Unlimited India, UNICEF. In addition, Labhya Foundation is supported and mentored by various partners like Harvard University, The Nudge Foundation and UNDP India. The objectives for the next 3 years are: (1) To expand their operations to 3 or more state governments to impact 7 million vulnerable children across India. (2) To capacitate the existing and upcoming government partners to conduct state-wide student-level SEL assessments.

RESEARCH

Academy review sample scalability

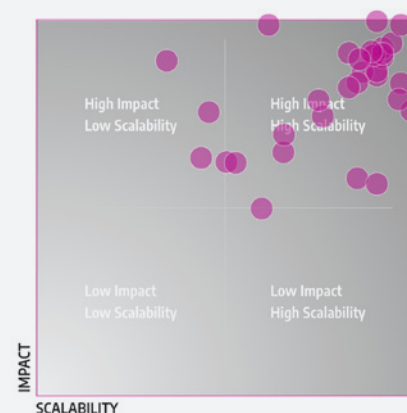
By working at all levels from teacher to regional government, including government partners, Labhya has the potential to grow a sustainable program which can reach many students.

Academy review sample impact

Implementing SEL programs throughout public schools has a great impact for the broader society as it helps (disadvantaged) children develop emotional and social skills and take perspective. It can improve their quality of life and future prospects.

HundrED Review

Labhya Foundation offers social and emotional learning programs for children in vulnerable contexts. By partnering with governments, multi-lateral organizations and non-profits, Labhya Foundation is showing a great and sustained impact in children's lives and creating a systemic change across public education systems.



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VISIT THE WEBSITE



Social-Emotional Learning
for all children!

Navegar Seguro

Colombia

Navegar Seguro is a program designed to develop SEL skills in children from kindergarten to 11th grade to help them manage the risks in their environment, build positive relationships, and develop their life project. During the COVID-19 pandemic, Navegar Seguro was implemented online and offered designed resources to address the increased social and emotional distress caused by the pandemic.

12230

CHILDREN/USERS

1

COUNTRY

2020

ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

Navegar Seguro was developed to better address the social and emotional learning needs of children from 11 public schools in vulnerable districts in Bogotá, Colombia. Navegar Seguro has the purpose of helping students develop their SEL skills to manage the risks present in their environment, build positive relationships, and develop their life project.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Navegar Seguro includes 24 class sessions from kindergarten to 11th grade, adapted from the Step-By-Step WBG toolkit. Each session centers around one of the 18 SEL skills from our framework, with 6 additional sessions: three of them reinforce emotional awareness, empathy, and stress management by practicing mindfulness, two of them reinforce responsible decision making with an emphasis on caring about public goods and using social networks responsibly, and one of them reinforces self-concept and self-care of the own body. After a group of sessions is implemented, teachers carry out a self-assessment session, in which students (anonymously and autonomously) reflect on their SEL process and identify which skills they need to work on more. Following the belief that educators need to develop their own SEL skills to foster them in students, teachers and counselors also self-assess their SEL process and create an improvement plan for the skills they want to work on.

HOW HAS IT BEEN SPREADING?

Alianza Educativa has opened the possibility for other schools to implement Navegar Seguro within their classrooms. Anyone can download both the teachers' and the students' guidebooks for grades kindergarten to 11th grade by going to the Alianza Educativa website <https://alianzaeducativa.edu.co/navegar-seguro/>

Navegar Seguro has also been included in Clic Socioemocional, a Colombian open-use platform that hosts teaching resources for Latin American educators, designed to promote Social Emotional Learning. It can be found here: <https://clicsocioemocional.com/?s=navegar+seguro>

RESEARCH

Academy review sample scalability

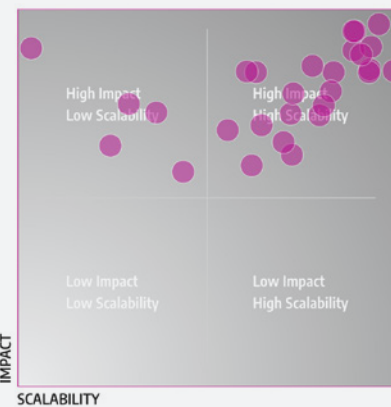
This innovation can have a great impact in diverse environments. The methodology is highly trustworthy, well organized, described with detail and shared focusing on educational praxis. Very useful and accessible.

Academy review sample impact

Highly impactful, age appropriate SEL lessons are provided in easily accessible notebooks with the online website listed. The student notebooks are accompanied by a well developed teacher manual.

HundrED Review

Navegar Seguro offers a comprehensive learning SEL material for teachers and students completely free of charge. It also provides online training in well-structured sessions focusing on its own SEL framework with an easy-to-use toolkit for implementation. With its strong partnerships, this innovation has the potential to scale and be implemented at the education system level.



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VISIT THE WEBSITE



Making evidence-based SEL practices an integral part of education from preschool to high schools in Nigeria

Nigerian Social and Emotional Learning Project

Nigeria

Project RAISEAware Students was born from the need to give our children space and support to develop socially and emotionally, by teaching them how to connect, express themselves, and build community with others. The Nigerian Social and Emotional Learning Project is equipping the next generation to confront the country's often painful history, and imagine a more just and balanced future. By modelling cooperation, empathy and mutual respect.

1500 000

CHILDREN/USERS

1

COUNTRY

2018

ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

School violence and bullying, including cyberbullying, are widespread in public schools in Nigeria. Every school term, 1 to 5 students are killed and it is important to understand what is happening in the classroom. School violence is an infringement of children and adolescents' rights to education, health and well-being. Bullying in schools deprives millions of children and young people of their fundamental rights.

HOW DOES THE INNOVATION WORK IN PRACTICE?

The Nigerian Emotional Learning Project (NELPRO) enables schools to become places that foster active learning, creating a safe environment for meaningful support and nurturance. NELPRO created a school-based learning tour that is changing school programs. The NELPRO curriculum helps schools build the foundational support needed to launch and sustain high-quality SEL implementation. NELPRO's SEL interventions address five core competencies (Self-awareness, Self-management, Responsible decision-making, Social awareness, Relationship skills) and increase students' academic performance which leads to better academic outcomes and improved behaviors. The development of these competencies impacts not only the student and classroom environment, but has also a broader influence on schools, homes and communities. The SEL program is having impacts on the school staff, strategic plans, curriculum choices, school policies and practices.

HOW HAS IT BEEN SPREADING?

NELPRO fosters a climate that is inviting, participatory, and caring for learners supporting the diverse needs of children and their development into well-rounded, civic-minded adults. In 2019, NELPRO reached 50000 students and made them SEL ambassadors in 10 schools around Nigeria. The 50000 were asked to reach 10 students each term in 3 terms, 1,500,000 NELPRO student ambassadors were recorded in September 2020.

RESEARCH

Academy review sample scalability

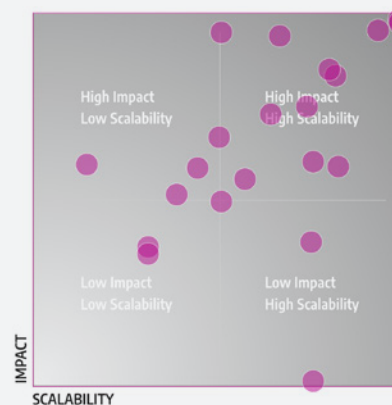
This innovation has already demonstrated a significant scalability, because of the ambitious approach to the educational need in Nigeria and the range of the approach, involving parents, teachers, and students in the classroom and beyond.

Academy review sample impact

The impact can be massive. Building a comprehensive program that nurtures peaceful and healthy relationships can tackle challenges in a big country like Nigeria. The program offers a new story, written in SEL language.

HundrED Review

NELPRO is a research-based social-emotional learning curriculum promoting well-being in and outside schools, helping children heal traumas and creating safe environments free from violence and abuse. This program prepares learners to be change-makers in their communities and to stop bullying behaviours in schools. Its community based model is easy to scale in other countries and contexts.



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VISIT THE WEBSITE



Flexible, easy-to-use, targeted strategies to support children's social and emotional learning in school

SEL Kernels of Practice

United States

SEL Kernels are a low-cost and flexible way to integrate SEL into the daily routines and activities of schooling. Grounded in a content analysis of 50+ evidence-based SEL programs, Kernels are an alternative to traditional comprehensive programs, which can be expensive and difficult to implement. Kernels are easy to adapt and localize to fit different educational contexts around the world.

10 000

CHILDREN/USERS

7

COUNTRIES

2015

ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

Traditional SEL programs can be expensive and time-intensive, making them difficult to implement successfully in many school-based and community settings, especially in low-resource environments. SEL programs also tend to be rigid and prescriptive, thereby limiting teacher autonomy and making it difficult to adapt SEL materials to different cultures, contexts, or individual and situational needs.

HOW DOES THE INNOVATION WORK IN PRACTICE?

SEL Kernels was developed by the EASEL Lab drawing from both research and practice. First, over the course of multiple years, EASEL Lab coded and analyzed 50+ evidence-based SEL programs spanning early childhood, elementary, middle, and high school. These programs were coded for the specific skills they target in each lesson and the instructional strategies they use (e.g., storytelling, music, discussion, game, etc.). From this database, EASEL Lab identified common practices across the programs, and used these practices as a starting place for SEL Kernels. Kernels target knowledge, skills, and competencies within five broad domains of SEL: cognitive skills, emotion processes, social skills, character/values, and mindsets. Second, EASEL Lab conducts focus groups, interviews, and landscape research with educators, parents, and other community stakeholders to identify SEL-related needs and current gaps in the field. Kernels are then designed, refined, implemented, and evaluated with these needs in mind.

HOW HAS IT BEEN SPREADING?

In the last 5–10 years, EASEL Lab has worked with human-centered designers and behavioral insight experts to conduct field testing and design research that informs the content, design, format, framing, and delivery mechanisms for SEL Kernels in different contexts. Collaboration with local educators, parents/caregivers, ministry of education officials, humanitarian agencies, and others has been essential to refine SEL Kernels for multiple age groups and cultural contexts, including: Brazil early childhood centers, education for refugees and internally displaced youth in Nigeria, infant caregivers in Educare across the US, and school-based programming in the US and Canada. Across projects, evidence shows that Kernels are effective. Next, EASEL Lab is working to continue building partnerships and conducting rigorous research.

RESEARCH

Academy review sample scalability

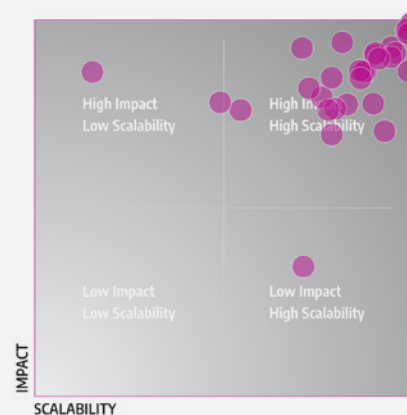
This research-based innovation provides a well-justified background why it would be successful in different contexts. Moreover, it also shows an ongoing development and context adaptability through continuous research with all stakeholders involved.

Academy review sample impact

There is a lot of research and testing at the foundation of this innovation, so it is keenly targeted and well designed. I love that it is mindful of how teachers are often crunched for time and space, so it offers flexibility and adaptability in use.

HundrED Review

Kernels is an impactful research-based program that collects and analyses data from numerous SEL practices to develop smaller-scale, personalized, flexible and sustainable daily practices tackling social and emotional learning. Its robust monitoring and evaluation process creates cycles of iteration that improve the quality and impact of the project exponentially.



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VISIT THE WEBSITE



Interactive, child-led storytelling resources for early years. Provided with online training. Proven to impact many areas of learning

Tales Toolkit

United Kingdom

Award winning Tales Toolkit provides interactive, child-led resources for early years using symbols representing story structure. Resources give children independence to create stories around interests using anything to hand! Provided with online training and on-going support. Proven to impact language, creativity, literacy, social skills, problem solving and close the gender gap in literacy.

30 000

CHILDREN/USERS

15

COUNTRIES

2014

ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

This innovation was created to help children who are lacking in confidence, struggling to manage their emotions, showing low levels of language skills and lacking resilience and problem solving skills.

HOW DOES THE INNOVATION WORK IN PRACTICE?

Story is a super powerful learning gizmo. Created by teachers, Tales Toolkit is a Toolkit for creating Tales. These interactive, open ended, child led resources for early years use easy to remember symbols for Character, Setting, Problem and Solution, giving children a tool to independently create and write magical tales.

Resources come with online training for schools and on-going support to ensure maximum impact is made across many areas of learning. Families can join in too, creating tales together at home. During the Coronavirus pandemic, a Tales Toolkit parent website was created to support home learning, free to all families of member schools.

HOW HAS IT BEEN SPREADING?

The latest award of Tales Toolkit is the ERA Awards 2021. Tales Toolkit won the Classroom Teaching Aid category. It also achieved Highly Commended in the Early Years Resource or Equipment category.

Here's what others say:

'All staff have embraced Tales Toolkit with enthusiasm and we're reaping the benefits from our equally enthusiastic children. Our children are talking more, confidently telling creative stories, as well as engaging in mark making earlier than we usually see it.' – Headteacher

'A real strength is the quality of the training materials which bring together a wealth of sound practice in an accessible and supportive format which you can watch again and again, and we have! Definitely one of the best resources we have bought this year.' – Headteacher

RESEARCH

Academy review sample scalability

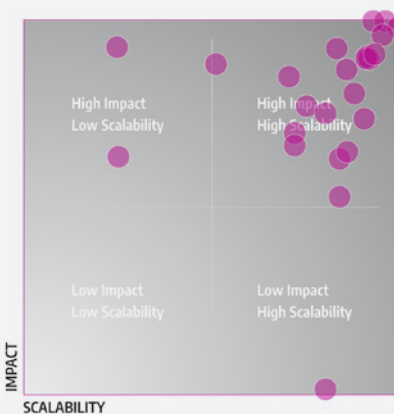
This innovation uses storytelling, which is a universal fixture in life. By using innovative, child-led storytelling, it can be integrated into any program, anywhere. This also allows for the stories to naturally adapt to the context.

Academy review sample impact

This is an innovation in education! The toolkit seems simple, the training for educators, effective although online, and the storytelling powerful to develop SELs skills such as problem solving, cooperation, communication... while based on context.

HundrED Review

Storytelling is a powerful tool to develop social and emotional learning by verbalizing one's feelings, understanding others perspectives and creating spaces of empathy while nurturing the use of imagination and creativity. Tales Toolkit is an excellent education innovation that promotes social and emotional learning through structured, well-designed and easy-to-use materials.



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VISIT THE WEBSITE



Building friendships, Brick-by-Brick

The Brick-by-Brick™ Programme

United Kingdom

Child-led and facilitated by a trained adult The Brick-by-Brick™ programme is learning-through-play using LEGO® bricks for children who need support with social development, such as in autism. In a safe, naturalistic environment, children experience a unique, playful hands-on method to have positive social experiences, collaborate, solve problems, develop friendship, and find a sense of belonging.

2000

CHILDREN/USERS

40

COUNTRIES

2018

ESTABLISHED

WHY WAS THIS INNOVATION CREATED?

Children on the autism spectrum and others with social communication and emotional support needs can often be misunderstood. The Brick-by-Brick™ programme gives children a unique and playful learning opportunity to have positive social experiences, develop skills and make friends. We aim to reduce social isolation and mental health problems and build stronger societal acceptance of neurodiversity.

HOW DOES THE INNOVATION WORK IN PRACTICE?

In Brick Club, children work together to build specific LEGO models or design & build their own freestyle LEGO creations in pairs or small teams. As they build they collaborate, communicate, negotiate and problem-solve, developing friendships and creating social opportunities along the way. All children are encouraged to interact in ways that work for them so everyone understands each other. For example, if children are building a LEGO model following the instructions, one child can be the Engineer and has the instructions, one child is the parts supplier and finds the right pieces, and one child is the builder and puts the pieces together. Children work together, taking it in turns to play the different roles until the model is complete. Playful and skilled adult facilitation is crucial to the success of the Brick-by-Brick™ programme so we focus on training professionals. It is important that Brick Clubs are child-led, building on shared interests and common goals.

HOW HAS IT BEEN SPREADING?

Play Included C.I.C. was founded in 2018 in the UK, training health and education professionals in the Brick-by-Brick™ programme. Since then, interest has grown enormously. In 2019, a Training for Trainers programme started, and has now 35 trainers in the UK, Hong Kong, Greece, Turkey and Ireland. In 2020, the training was also available online. Since January 2019, Play Included has trained just under 2000 facilitators in 40 countries. If each facilitator works with 5 children, that means the programme has reached 10000 children. In March 2021, Play Included launched a fantastic partnership with The LEGO Foundation. With their expertise and support, Play Included is updating their training programmes and aim to scale up in more countries around the world, and offering support and follow-up for practitioners to reach more children with high quality Brick Clubs.

RESEARCH

Academy review sample scalability

This innovation could easily work in my context, because most schools have an afternoon club system with trained instructors. Not as a therapy method, but as a tool to observe pupils interacting in groups and help increase their SEL-skills.

Academy review sample impact

This innovation appears very impactful, especially for young people with learning differences, as it combines play, creativity, and tactile learning, and social and emotional skills in a way that is engaging and fun.

HundrED Review

This innovation is an excellent example of a practice that promotes social and emotional learning through play. Child-led playful hands-on methods help students develop their communication skills, learn how to negotiate and build relationships. In addition, The Brick-by-Brick™ Programme has an important role in developing inclusive education models as it focuses on children who need support with social development, such as in autism.



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Concluding Remarks and Recommendations

This Spotlight aimed to identify and promote impactful and scalable solutions that support the development of Social and Emotional Learning for students globally. The results show that there are a plethora of innovations targeting Social and Emotional Learning, and that these innovations use diverse methods to develop students' Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making. Many of the selected innovations have adapted their approaches over the past year, working to meet the needs of students whose lives and education have been disrupted by school closures and reduction of social interactions during the COVID-19 pandemic. The background section of this report has highlighted the necessity of caring environments, relationship-building and restorative practices in developing Social and Emotional Learning. The selected innovations demonstrate the importance of providing teachers with tools, training and cascading support in order to be able to center the students' social and emotional development.

The innovations highlighted in this report were carefully selected by an Advisory Board of 65 members. The innovations represent diverse methods and locations providing SEL for students and teachers. These innovations ensure that teachers and students continue their social and emotional development so that every child can flourish, no matter what happens.

In summary, there are 13 selected innovations from 10 countries. These innovations focus on developing SEL in a range of contexts and methods, with attention to the

crucial role that adults play in organizing and facilitating the development of students' social and emotional skills.

KEY TAKEAWAYS

These innovations demonstrate some successful strategies for Social and Emotional Learning.

1. Using diverse methods of delivering social and emotional learning
2. Providing both systematic curricula and bite-sized tools
3. Training teachers on how to use tools and implement curricula
4. Developing teachers' own social and emotional learning
5. Implementing SEL projects and programs in (post)conflict areas

The innovations selected show that successful SEL programs can be implemented using diverse methods and modalities. Engineering and play (The Brick-by-Brick™ Programme), sports and athletics (Grassroot Soccer: SKILLZ Core), arts, drama, theatre, and storytelling (In Their Shoes, Tales Toolkit) are all effective ways selected innovators take advantage of the collaborative dynamics of creative activities to teach students about empathy, reflection and self-awareness. The selected innovations also demonstrate that impactful SEL innovations at the classroom level can

be both systematic whole-school models and bite-sized instructional tools. Innovations such as acSElerate, Aulas de Paz, Educating for Wellbeing (EW), Labhya Foundation offer whole-school systematic curricula and teacher resources, while innovators like GiveThx, Colors of Kindness and SEL Kernels of Practice provide targeted online resources for teachers to use in their own classrooms.

Ongoing and cascading teacher and leadership training is also an important feature of many of the selected innovations. Teachers' knowledge of how to use SEL tools and implement curricula is a crucial part of the implementation of SEL programs, both for whole-school programs, as well as for individual resources. Many of the selected innovations also incorporate methods which are aimed at developing teachers' own social and emotional learning. These innovations recognize that adults are the lynchpin in helping children develop emotional regulation.

Finally, these innovations highlight the impact of SEL programs in contexts where histories of violence require educational practices which are attentive to local realities. Nigerian Social and Emotional Learning Project and Aulas de Paz both make clear their attention to local social conditions which have an impact on students' learning, such as domestic abuse and violent bullying. Likewise, Colors of Kindness with its focus on SEL for education-in-emergencies, aims to provide a stable environment for students living through societal disruption.

As SEL experts Stephanie M. Jones, professor and director of EASEL Lab at Harvard Graduate School of Education, and Joan Lombardi, the first Deputy Assistant Secretary for Early Childhood during the Obama Administration and the first Director of the Child Care Bureau during the Clinton Administration remind us, social and emotional learning begins with adults. For SEL to work in classrooms, the emotional climate with the adults, teachers and caregivers must be supportive. We believe that innovations that improve students' SEL are important, but we would like to encourage educational systems to continue building stronger support for teachers' own SEL and practices, as they are the ones who not only set the tone of the classroom environment, but also model SEL in practice. We need to continue investing in education innovations that provide training and resources for teachers, and which implement SEL with a variety of methods to meet students in diverse contexts and moments throughout their education. Some of the selected innovations demonstrate how SEL competencies can be systematically developed through activities such as engineering, creativity, play, drama, art and sport. Students and teachers have been learning to cope during the pandemic and shown their resilience and strength by building connections. Innovations that offer tools and a way for teachers to talk about emotions in class help children not only to learn emotional regulation, but also to understand why and how SEL can help them in their academics and beyond.

It is important to state here that we believe our selected innovations have the potential to be scaled and to consequently increase their impact globally, as well as at the very least, be an effective example others can be inspired from. However, we remain aware that context and cultural responsiveness must always be taken into account, so that innovations reflect the students, parents, teachers and communities within which they are working.

We suggest taking time to read the [OECD's recent report](#), which provides a thought-provoking and in-depth understanding of the current state of students' SEL competencies globally. Please also take the time to check out our website and the innovation pages listed in this report, where you will be able to find out how to use these innovations in your area.

At HundrED, we have been thinking about how to continue fostering Social and Emotional Learning. Moving forward, we encourage innovators to focus on systematic and diverse provision of SEL curricula and tools, as well as the SEL of teachers and caregivers. Therefore, we would like to explore this area in greater detail in the future.

We do not foresee these changes happening overnight, but with concerted and consistent commitment to improving social and emotional learning, we believe that cultural change will happen. We look forward to following the amazing work of our selected innovations as they scale and impact children world-wide.

An important contextual note to add here is that some of the selected innovations emerged as a response to the education-in-emergencies situation due to the Covid-19 crisis. The majority of the innovators were already operating before the pandemic started and they found it crucial to adapt their program to addressing SEL using digital modalities. It is clear then, that these innovations have played an important role in fostering SEL during the pandemic. The selected innovators and educators around the world are showing strong interest in this topical area – now it's up to policymakers and education providers to support the implementation.

Social and emotional learning begins with adults. For SEL to work in classrooms, the emotional climate with the adults, teachers and caregivers must be supportive.





Recommendations

To conclude this report on Social and Emotional Learning, we would like to offer some reflective questions for stakeholders and policymakers related to the implementation of SEL at scale. These questions are aimed to provoke discussion based on the findings of this report.

WHAT ARE THE LEVERS FOR DEVELOPING SEL IN SCHOOLS?

For policymakers interested in directing, managing and shaping education policy and practice for students' social and emotional learning, our HundrED innovations show some of the enabling conditions that can nurture successful SEL programs.

- Stimulating environments for play (Brick-by-Brick™)
- Creation of daily routines (Kernels of practice)
- Building teacher capacity and competencies (Navegar Seguro; Labhya Foundation; Educating for Wellbeing (EW))
- Obtaining professional assistance from psychologists to support teachers and schools (Aulas de Paz– Peace Classrooms)
- Context-relevant and sensitive curricula (Nigerian Social and Emotional Learning Project; Navegar Seguro)

In this process, we found that in addition to CASEL, innovators are using a variety of frameworks to guide their SEL work.

WHAT METHODS WORK FOR DELIVERING SEL IN SCHOOLS?

- Systemic and school-wide implementation in public education systems providing end-to-end support through co-creation of curriculum, teacher capacity building, monitoring & evaluation and support in effective implementation (Labhya Foundation)
- Classroom curricula in modules and daily tasks
- Just-in-time and on-demand resources, such as apps and podcasts (Colors of Kindness)
- Extra-curricular activities, such as drama, physical activities and creative play

WHAT KINDS OF SEL FRAMEWORKS ARE USED BY PRACTITIONERS?

In this report, we have used the [CASEL Framework](#) to identify key elements of Social and Emotional Learning. However, through our selection process, we were able to collect additional information from 137 innovations globally, including the 31 shortlisted innovations and 13 selected innovations about the frameworks that they are using. In this process, we found that in addition to CASEL, innovators are using a variety of frameworks to guide their SEL work. The Harvard [Explore SEL tool](#) provides an easy way to compare many of the various frameworks that practitioners find helpful in developing SEL skills and competencies.

WHAT KINDS OF PEDAGOGICAL STRATEGIES WORK FOR DELIVERING SEL CONTENT?

The innovations highlighted in this report use a wide range of teaching methods to deliver SEL content.

Innovation	Sample Pedagogical Strategies
acSELeRate	Teacher PD and mentoring, age-graded and developmentally appropriate curriculum
Aulas de Paz – Peace Classrooms	Module-based themed teachers' manual, mediation and conflict resolution, identity development, Origami
Colors of Kindness	Exercise, breathwork, gratitude
Educating for Wellbeing (EW)	Blended learning teacher PD program, synchronous sessions, a self-paced online course and a mobile app, Curriculum with targeted instruction and daily activities, leadership training
GiveThx	Gratitude, writing, relationship building
Grassroot Soccer: SKILLZ Core	Student mentoring from young adults, interactive games, physical movement
In Their Shoes	Peer-to-peer cascade method, theatrical performance
Labhya Foundation	Co-creation of curriculum, teacher capacity building, monitoring and evaluation support
Navegar Seguro	Tool-kit, student self-assessment, student reflection, teacher self-assessment and improvement planning
Nigerian Social and Emotional Learning Project	Learning tour, Dialogue, Inquiry
SEL Kernels of Practice	Instructional strategies (e.g. storytelling, discussion, music, games)
Tales Toolkit	Storytelling, writing
The Brick-by-Brick™ Programme	Dialogue, collaboration, turn taking



WHAT ROLE DO SCHOOL LEADERS, TEACHERS, AND PARENTS PLAY IN SEL?

Adults play a key role in delivering SEL content. School leaders can ensure time and resources for professional development and nurturing teachers' own SEL competencies. Teachers are primarily responsible for selecting the pace and delivery of SEL content to present to the students. In programs like Brick-by-Brick™, playful and skilled adult facilitation is crucial to the success of the program, so they focus on training professionals to guide the Brick Clubs. Parental support is also important for SEL, and this has particularly been the case during the pandemic, as parents have been working through the activities together with their children (Tales Toolkit).

WHAT LEVEL OF TECHNOLOGY IS NEEDED TO IMPLEMENT SEL AT THE CLASSROOM, SCHOOL OR DISTRICT LEVEL?

The SEL innovations selected for this Spotlight use a range of No tech, Low tech and High tech techniques.

AT WHAT AGE DO STUDENTS START DEVELOPING SEL SKILLS?

You are never too old or too young! In this report, we have focused on innovations for students aged 5–12. However, in our review process we noted excellent innovations focusing on SEL development for even younger children, including toddlers and preschoolers together with their caregivers. Among these is the shortlisted innovation [Dialogic book-sharing](#) from South Africa, in which caregivers use wordless picture books to have engaging interactions with their child, allowing the child to lead, provide affirmation and ask stimulating questions on characters' feelings, intentions and perspectives. As we have noted, it is also important that SEL skills and competences can be developed throughout the lifetime, as evidenced by many of the innovations' focus on SEL skill development for adult teachers, parents and support staff.

IN WHAT PARTS OF THE WORLD ARE SEL STRATEGIES BEING IMPLEMENTED?

All over the world! For this Spotlight, we received submissions from innovators in Africa, Asia, Europe, North America, South America, and Oceania. The breadth of implementation of SEL innovations indicates the fundamental connection for all students between their social and emotional lives and their academic learning. The geographic representation also demonstrates the immense possibility to conscientiously and successfully adapt SEL to diverse contexts.

WHAT ARE THE PROVEN BENEFITS OF SEL?

The innovations selected for this spotlight have demonstrated improvement of SEL skills and classroom climate (acSELeRate), and an increase in mood and positive outlook amongst the children (Colors of Kindness). They have reported reductions of violence from teachers and community leaders (Aulas de Paz– Peace Classrooms), and reported positive change in teachers' Social and Emotional Competence, and reduced stress and burnout (Educating for Wellbeing (EW)). As noted in the collection of voices, SEL can help make peaceful classrooms with less disciplinary referrals leading to more academic time, and healthier and happier students and teachers.

“Educators are already incredibly busy and the pandemic has further complicated priorities, so lack of time, training, and funding to do SEL well is a barrier. However, investment in SEL pays off in a more peaceful classroom with less discipline referrals ultimately resulting in more academic time. If we can get stakeholders to champion this cause, we will see healthier happier students AND teachers!”

– DR. KENDRA THORNTON

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Appendix

Appendix A: List of SEL experts

13 experts in social and emotional learning were surveyed in the discovery phase of this Spotlight to help understand where they see the biggest need in SEL in education (within the CASEL Framework).

Name	Title	Organization	Country
Allyson Krupar	Research, Evidence and Learning Advisor	Save the Children	USA
Dr. Nikhit D'Sa	Assistant Professor and Senior Associate Director of Research	Global Center for the Development of the Whole Child, University of Notre Dame	USA
Jigyasa Labroo	Co founder	Slam Out Loud	India
Joan Lombardi Ph.D	Senior Scholar	Center for Child and Human Development, Georgetown University	USA
Julia Finder Johna	Education in Emergencies Advisor	Save the Children	USA
Julia R. Frazier	Sr. Technical Advisor	International Rescue Committee	USA, Uganda, Ethiopia & Tanzania
Leslie Snider, MD, MPH	Director	MHPSS Collaborative, Save the Children	Denmark
Mary Ada Greer	Education in Emergencies Senior Advisor	Save the Children	Denmark
Mary Jo Baca	MHPSS Mental Health Advisor	The Mental Health Collaborative	Denmark
Paulina Olsson	CEO & Co-Founder	Peppy Pals and Peppy agency	Sweden
Rebecca Bailey	Assistant Director EASEL Lab	Harvard University	USA
Rena Deitz	PhD Candidate	New York University	USA



Appendix B: The Advisory Board

Name	Title	Organization	Country
Kendra Thornton	Director of Content Development; Chair of Content Advisory Board	Evolution Labs	USA
Sarah Cole	Learning Area Lead, HPE.	Nexus International School Singapore	Singapore
Robert Hendricks	Founder & Executive Director	He Is Me Institute	USA
Tazeen Siddiqui	Educational Consultant and Trainer	Mansha Educational society	India
Jeff Heyck-Williams	Director of the Two Rivers Learning Institute	Two Rivers Public Charter School	USA
Simon Büschges	Agile Coach and Visual & Communication Designer	happy2learn	Netherlands
Sanskriti Gupta	Student	J C Bose University of Science and Technology	India
Gizem Kendik Önduygu	Communications & Advocacy Director	Toyi Creative Play Kit	Turkey
Neelakshi Naolekar	Founder Director	Chetas Child Development and Creative Education Centre	India
Matthew Stuckey	Director of Customer Success	Makers empire	Australia
Kim Rihal	Equal Education Co-founder	Equal Education	UK
Shama Kheraj	CEO & Founder	UpStudio Africa	Tanzania
Gilda Scarfe	Leader	Positive Ed Ltd	UK
Ashley Nemiro	Collaborative's MHPSS and Education in Emergencies Advisory		Denmark
Živa Renko	Master Student	Leiden University	Slovenia
Clare Sadd	Education in Emergencies Advisor	People In Need	UK
Paulina Olsson			
Julia Frazier			
Rebecca Bailey	Assistant Director	EASEL Lab, Harvard University	USA
Keturah Shammah	Executive Director	Girls Education Mission International	Nigeria
Patrick Jack Marques	Education Manager	Kenshoo, kenshoo.com	Brazil
Hamish Higginson	Director of Programs / Head of Education	Imagine Education	UK
David Fernández	Teacher trainer & researcher	Searching For Superman	Spain
Mark Collard	Founding Director	Playmeo	Australia
Alicia Lucendo Noriega	Education Student	University of Helsinki	Finland
Marinela Bărnutiu- Sârca	Școala Gimnazială nr.1 Valcău de Jos/University Babeș Bolyai		Romania
Devon Hamilton	Principal/Owner. Experience and Learning Director.	Playful Content, Blue Rhino Design	Canada
Mawuenyefia Wisdom Amenyo	CEO	Pearlion CL.	Ghana
Leonora Dowley	Director	Rose Development Consultants	France
Mary Beth Cunat	Co-founder	Spectrum School	USA

Name	Title	Organization	Country
David Secomb	Principal	Tokyo International School	Japan
Yvette Larsson	Co-founder. Educator. Leader.	AHA! Accelerating Education, IBPYP, Learn Life Country LEAD Sweden	Sweden
Maria Cordova	Director	ED-Challenge – Twist Studio	Venezuela
James Bailey	Partner	Brass Tacks Innovations	USA
Bianca Peel	Managing Director	Bianca Peel Consultancy and Education	Scotland
Krista Leh	Resonance Educational Consulting	Resonance Educational Consulting	USA
Garret Jaeger	Evidence Specialist	The LEGO Foundation	USA
Mahi Titus	Manager – Fundraising	Dream a Dream	India
Nuša Pohlin Schwarzbartl	Principal at Elementary School	OŠ Alojzija Šuštarja	Slovenia
Rena Deitz	Ph.D. Candidate	New York University	New York
Dr. Kelly Pascarella	Educator, Author, Founder at	Education Blueprint	USA
Gui Brotto	The Little Urban Farm	The Little Urban Farm	Thailand
Argy Nestor	Educator		USA
Samantha Ross	Link Education International		UK
Denise Meyerson	Founder and Director	mci solutions	Australia
Charis Charalambous	Psychologist, Trainer/Facilitator, Learning Design Consultant		Cyprus
Janice Chong	Co-Founder/Programme Director for Edvolution Enterprise	Edvolution	Malaysia
Saga Arola	Head of Pedagogy	Moomin Language School	Finland
Aurélia Chevreul-Gaud	Founder and President. Education Consultant.	Naya Nature Foundation	Netherlands
Miguel Ángel Herrera Vivar	Head of Training at Enseña Ecuador	Enseña Ecuador	Ecuador
Samantha Taylor	Assistant principal	Oak Grove College	UK
Bridget Mawtus	Associate Tutor	Edge Hill University	UK
Katja Simola	Study advisor	Riihikoski comprehensive school	Finland
Gabriela Cicci Faria	Methodology Analyst	Rede Cidadã	Brazil
Tara Fagan	Researcher	Museum of New Zealand Te Papa Tongarewa	New Zealand
Ellen-Rose Kambel	Executive Director, Rutu Foundation for Intercultural Multilingual Education. Co-founder Language Friendly School		Netherlands
Sarah Kingstone	Teacher. Research and Program Development.	Elarton Point Strategies	Canada
Titus Promise	Educational Psychologist	Zoe's World	Nigeria





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