

Social and Emotional Learning Action Network White Paper

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Primary Author:

Robert F. Sherman Ph.D. serves as Director, Initiative for Social and Emotional Learning at NoVo Foundation which he joined in 2010 after leading Mercy Corps' Action Center to End World Hunger. Sherman was a pioneer funder in the field of social and emotional learning while directing the Effective Citizenry program at the Surdna Foundation. His background also includes extensive government service: as Executive Director of a division of the Mayor's office in NYC, the Increase the Peace Volunteer Corps; and as Director of the Community Relations Institute, NYC Commission on Human Rights.

Contributors:

John Lawrence Aber
Susan Davis*
Jennifer Hoos Rothberg*
Katharine Keller*
Daniel Lilienthal
Pamela McVeagh-Lally
David Osher*
Ellyson Perkins
Nathan Render
Sarah Smith*
Roger Weissberg

*Action Network Steering Committee Members

This paper covers a range of complex topics. It is not intended to be a comprehensive review, nor does it cover all aspects of the work of the organizations mentioned. Rather, the White Paper is labeled Version 1.0, and is a sparkplug for conversation and a call to action within the Clinton Global Initiative Social and Emotional Learning Action Network.

For additional copies of this paper, or to discuss any aspects, please email Robert Sherman at: rsherman@novofoundation.org

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INTRODUCTION

The 1995 publication of Daniel Goleman's groundbreaking and bestselling *Emotional Intelligence* sparked a flood of interest in the largely unexplored promise of harnessing new brain science to maximize human growth and development. Goleman built a scientific case that development naturally integrates head and heart, emotions and cognition, for better learning, stronger working, healthier relationships and improved overall life outcomes. Schools and employers were offered new, evidence-backed ways to understand where emotions come from in the brain and how their effective development and regulation produce stronger academic learning, as well as more effective interpersonal and business functioning. The book fueled explorations within various fields -- education, parenting, leadership development, dispute resolution, mindfulness, neuroscience, various branches of psychology, and many others -- funneling all of these together towards what has come to be known as the field of Social and Emotional Learning (SEL).

SEL, therefore, has many distinct fields standing behind it. As an educational approach, and also a set of specific learning/teaching programs, its benefits redound to many crucial areas of modern life, among them: formal preK-12 education, leadership development, international development, response to crisis, 21st century workforce development and business leadership. This short white paper attempts to weave together several independent strands emerging from this game-changing set of original ideas, and offer ways that current strands of work might provide productive inter-disciplinary conversations relevant to the Clinton Global Initiative (CGI). These independent strands are:

- SEL as a K-12 education practice in the US, where much has been learned but acceptance and significant scaling are only now beginning;

- SEL’s relationship to social entrepreneurs working in education;
- SEL’s singular role in helping students develop key 21st century workforce skills and dispositions;
- Applications of SEL to the work of international development agencies delivering education services and influencing policy frameworks across the globe; and
- Lessons from SEL applied to international crisis response (physical or political calamities).

None of these strands will be discussed comprehensively here. Rather, brief snapshots, many emerging from individuals and organizations involved in stewarding the CGI SEL Action Network, are meant to act as small sparkplugs for collective thinking, conversation and action.

CORE CONCEPTS

Formal, evidence-based SEL programs are primarily delivered in schools. But the capabilities and dispositions that SEL cultivates are carried into life well beyond the schoolhouse. These capabilities are seen as crucial 21st century skills and dispositions: improved self-management and interpersonal relationships, greater investment and involvement in community life, and greater flexibility and adaptability in the workplace.

A unifying framework for this paper’s analysis is provided by CASEL, the Collaborative for Academic, Social and Emotional Learning (<http://www.CASEL.org>), the major US intermediary organization promoting knowledge, research and practice in the field. A 1997 CASEL publication notes that “Social and emotional competence is the ability to understand, manage and express the social and emotional aspects of one’s life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday

problems, and adapting to the complex demands of growth and development” (Elias et al., 1997, p. 2).

CASEL has identified five core competencies learned through SEL interventions, all crucial to life, learning and work. These are:

- Self-awareness: accurately assessing one’s feelings, interests, values and strengths; maintaining a well-grounded sense of self-confidence;
- Self-management: regulating one’s emotions to handle stress, control impulses and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately;
- Social awareness: being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources;
- Relationship skills: establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed;
- Responsible decision-making: making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community.

For the short review that follows, these five core competencies stand as the pillars of SEL, though as will be seen, they are sometimes re-conceptualized to suit specific contexts and different cultures. And, of course, different programs delivered in distinct places and for

different reasons place emphasis on one or several of these core competencies. For example, in crisis situations such as post-earthquake or tsunami interventions, SEL-type interventions might focus most specifically on emotional expression and self-management first. Promoting good relationship skills or responsible decision-making might not factor heavily into a crisis response program, but might be most critical to a high school program, or be most relevant to business. Taken together, these competencies cover a range of human capacities at the heart of effective human development and functioning.

SEL IN THE US

CASEL and NoVo Foundation

CASEL is the lead US intermediary detailing, documenting, analyzing and publishing on the benefits of evidence-based SEL. Together with the NoVo Foundation (NoVo), CASEL is currently leading efforts to significantly scale SEL in school districts across the US. Breaking away from the classroom-by-classroom or school-by-school pace of growth, CASEL has ratcheted up to implementation with entire large school districts. This new strategy involves identifying and involving superintendents ready to mount school district-wide SEL programming, bringing evidence-based SEL to students somewhat seamlessly in grades preK-12. The goal is to work system-wide within districts, most probably utilizing a mix of evidence-based SEL programs in each district (e.g. one for elementary, a different program for middle school, yet another for high school). A rigorous evaluation, both of process and of hoped-for impacts, will analyze the variety of approaches, studying differences in order to determine the most effective way to scale SEL and achieve the desired improvement of outcomes for students, schools and districts across the nation.

CASEL and NoVo co-developed the plan for this national scaling up, which within a year will involve district-wide SEL adoption in 8 large-sized US school districts. Early planning is underway in three cities already: Anchorage, AL; Austin, TX; and Cleveland, OH. These three districts began full implementation in September 2011. Overall, plans are to:

- Prove the concept that SEL can be delivered preK-12, showing strong outcome effects, across many dimensions (academic improvement, school climate improvement, discipline and attachment to school data improvement, among others), for entire large districts;
- Build the capacities of CASEL and SEL programs to meet significant demand in the coming decade; and
- Use communications (branding, messaging, press and social media) to build this demand for SEL: among education decision-makers (state authorities, superintendents, federal agencies and lawmakers); teachers; parents and eventually students themselves.

In the US, school-based SEL programs come in many shapes and sizes. A comprehensive review of individual programs can be found on CASEL's website: www.casel.org. Two primary types of programs characterize the field: those focused on increasing student *skills* around the SEL competencies; and those working directly on improving overall school *climate*, helping establish safe, caring and highly engaging learning environments. These overlap and reinforce one another deliberately.

The most comprehensive summary study of current US SEL programs, a meta-analysis of over 200 rigorous social-science studies, was published by Durlak and Weissberg et al. (2011) earlier this year. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.2010.01564.x/full>
The meta-analysis demonstrated:

- Better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive SEL;
- Improved attitudes and behaviors: greater motivation to learn, connection to school, better classroom behavior, improved attendance and graduation rates;
- Fewer negative behaviors: disruption, aggression, delinquent acts, disciplinary referrals; and
- Reduced emotional distress: fewer reports of depression anxiety, stress and social withdrawal.

Critically, the meta-analysis review revealed that all SEL programs *are not* equally effective. Only programs with approaches to SEL that were sequenced, active, focused and explicit consistently yielded positive impacts. SEL can be at its most powerful and sustained when following an evidence-based program with great fidelity.

Lions Clubs International Foundation – CGI Commitment 2010

Independent of CASEL and NoVo, but clearly moving in the same direction, Lions Club International Foundation last year made a bold and early CGI Commitment to Action to bring district-wide SEL to a single school district in the US. Lions will implement its well-regarded K-12 Lions Quest programming in one district, reaching for full rollout in that district by 2013. Systemic implementation involves: identifying an interested district, conducting teacher training on delivering Lions Quest, providing curriculum and student materials, and then assisting with all aspects of supporting the district. Pre and post self and teacher reports will constitute the basis for a full evaluation of the effort. As a related core activity, Lions Clubs plans to raise awareness of SEL and its benefits within its highly influential network of Lions, 1.35 million

people in 206 countries. Read more at: www.lcif.org and <http://www.lcif.org/EN/our-impact/youth-stories/index.php>

Einhorn Family Charitable Trust

The Einhorn Family Charitable Trust focuses its philanthropic investments on fulfilling its mission of helping people get along better. By proactively seeking evidence-based partners for strategic investment, the Trust seeks to work with organizations that build nurturing environments where individuals can better develop and practice pro-social behaviors such as empathy, kindness, cooperation, and civility in families, schools, universities and communities in the United States. The Trust acknowledges SEL as an important component of its strategy and has found ways to creatively weave various SEL strands throughout the formative developmental stages of life into one coherent approach.

In schools, the Trust is bringing one of the finest evidence-based programs, Roots of Empathy (www.rootsofempathy.org), from Canada (where it is well-established in all provinces and receives government financial support) to the US, where it will begin by scaling in three US cities (San Francisco/Oakland, Seattle and New York). The Roots of Empathy curriculum centers around 9 classroom visits from a parent and baby, each with a pre- and post- class session, totaling 27 sessions during each academic year. The attachment relationship along with the “Baby Professors” become the primary teachers of emotional literacy, using a well-tested research-based curriculum to support student observations and interactions that lead to an increase in empathy and pro-sociality, as well as a decrease in aggression, bullying and negative behavior. In high school, the Trust supports Facing History and Ourselves (www.facinghistory.org), a national teacher training organization that fosters civic engagement and morally responsible decision-making, both important facets of SEL.

The Trust has also partnered with the mountain-moving social entrepreneurship organization, Ashoka: Innovators for the Public (www.ashoka.org), which identifies and supports leading social entrepreneurs around the world. Over its 30 year history, Ashoka has observed that successful social entrepreneurs possess a high level of empathetic skill (or “applied” empathy). Most importantly, many Ashoka Fellows who work directly with youth have effectively empowered young people by developing programs that champion the cultivation of empathy, among other changemaking skills, as core to their organizations’ work. Empathy – being able to feel and recognize the feelings, hopes and objectives of others – is an essential SEL skill, which can indeed be learned. Ashoka recognizes that empathy is a necessary ingredient for enabling individuals to fully participate in a rapidly changing world, engage civically, act ethically, and think critically.

Initiated in 2011, Ashoka’s Empathy Initiative (<http://usa.ashoka.org/empathy>) seeks to ensure that every child masters empathy by employing three major strategies. Ashoka will first mobilize social entrepreneurs around this vision, both engaging its existing community of Fellows and selecting 150 new “empathy” fellows with pattern-changing insights relevant to cultivating this key SEL dimension globally within a 3 year period (20 in the U.S.); second, cultivate exceptional influencers who have the ability to change the public conversation (journalists, publishers, thought leaders, bloggers) to adopt the vision and broadcast ways that empathy skills are taught and learned; and third, engage 5% of the most influential elementary schools in implementing direct empathy learning strategies (including Roots of Empathy) to tip the scale toward implementation of a collaborative empathy/SEL framework across all US schools and eventually, globally. Ashoka expects that those within its entrepreneur family will create a vibrant action-oriented collaborative network, which will have influence within a subset

of schools that are part of the education establishment as proof-points of change. This partnership with Ashoka highlights how the burgeoning social entrepreneurship movement has recognized the importance and value of SEL to affect progress across the globe.

21ST CENTURY BUSINESS SKILLS AND SEL

University of Chicago economist James Heckman, who won his Nobel Prize for developing statistically sophisticated techniques for (among other things) evaluating the effects of public labor market and educational programs, has identified, the importance of social emotional factors. Heckman (2010) asserts: “While important, cognitive abilities alone are not as powerful as the dynamic package of cognitive skills and social skills—defined as attentiveness, perseverance, impulse control and sociability. In short, cognition and character drive education and life success, with the character development often times being the most important factor” (Letter to the “National Commission on Fiscal Responsibility and Budget Reform).

Heckman’s research is consistent with a good deal of scholarship over the past decade that has identified the evolving needs of businesses in the information age, and the qualities of the workers and leaders who will effectively populate the 21st century workforce. Gone are the days where a worker settled into a single job carried out largely in a static group. Work worlds and business environments are changing rapidly, with evolving technology, globalization and high levels of mobility combining with volatile financial markets, often in flux.

Adaptability and the potential to function flexibly and in teams, have become highly prized capacities for workers, skills understood to be as significant as content or technical know-how. These skills are teachable through SEL. Emotional skills for managers (understanding

others, how to motivate and channel their efforts) are highly valued for leaders, and have been described by business gurus from Peter Drucker to Frances Hesselbein to Carol Dweck to Chip and Dan Heath. These are the skills modern businesses need. And current schooling, in both developed and developing countries, is failing to produce a sufficient number of graduates with these skills. Business leaders are increasingly aware that they must now support public education efforts to improve schooling, raise graduation rates, and ensure that those emerging from school are in fact ready to and capable of working in highly adaptable ways.

Goleman (1998), in follow-up to his original bestseller, focused specifically on the needs of business and the promise of SEL. He writes: “To be sure, these ideas are not new to the workplace; how people manage themselves and relate to those around them is central to much classic management theory. What’s new is the data: We now have 25 years worth of empirical studies that tell us with a previously unknown precision just how much emotional intelligence matters for business” (p. 6). Goleman labels this understanding “a different way to be smart.” Core skills of leadership are now seen as adaptability and self-awareness. SEL is the key education method necessary to build the capacities of a modern workforce. Five years later the Harvard Business Review trumpeted that, “Emotional Intelligence is Still Smart”:

In hard times, the soft stuff often goes away. But emotional intelligence, it turns out, isn't so soft. If emotional obliviousness jeopardizes your ability to perform, fend off aggressors, or be compassionate in a crisis, no amount of attention to the bottom line will protect your career. Emotional intelligence isn't a luxury you can dispense with in tough times. It's a basic tool that, deployed with finesse, is the key to professional success.

(2003)

Importantly, SEL is not just for executives. The SCANS Commission, appointed by the Secretary of Labor in 1990 to determine the skills young people need to succeed in the world of work, also identified social emotional competencies. The Commission's fundamental purpose was to “encourage a high-performance economy characterized by high-skill, high-wage employment” (US Department of Labor at <http://wdr.doleta.gov/SCANS/>). These “personal qualities” are responsibility, self-esteem, sociability, self-management, integrity and honesty. Today these are often put forward by groups such as the Partnership for 21st Century Skills as key, necessary 21st century competencies. For example, the Partnership asserts that children should have the abilities to:

- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions;
- Demonstrate ability to work effectively and respectfully with diverse teams;
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal;
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member.

Partnership for 21st Century Skills:

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=119

INTERNATIONAL RELIEF AND DEVELOPMENT, AND SEL

While plans for expansion of SEL in the US proceed, rapidly bringing evidence-based programs to scale, different though related strategies are bubbling up internationally. A growing number of international development organizations are now applying what is known from SEL

to their education efforts overseas in parts of the developing world. This paper will touch only the surface of work now underway. While having a solid evidence-basis undergirds choices being made by US schools and districts, the international community is adapting US programs, and building the evidence basis for its own effectiveness as it goes. Comprehensive information on this approach is available at: <http://casel.org/policy-advocacy/sel-across-the-globe/>; and at the website of CASEL's closest western European equivalent, the European Network of Social and Emotional Competence (ENSOC), <http://www.enseceurope.org/>. ENSOC just completed its influential bi-annual conference in the spring of 2011. The organization is "devoted to the development and promotion of evidence-based practice in relation to socio-emotional competence and resilience amongst school students in Europe."

The fundamental skills underlying social and emotional learning are universally important phenomena. But the rigorous scientific base of knowledge on SEL has, to date, been restricted primarily to high-income countries in the global North. International relief and development organizations are beginning to understand and advance SEL in the low- and middle-income countries of the global South. There is growing interest in integrating SEL principles into preschool, elementary and secondary education in other parts of the world as well. Countries actively experiencing armed conflicts or recovering from recent armed conflicts have been ripe places for international development agencies to harness the power of SEL in education efforts. The experience of community-based violence and the consequent ruptures in family and social life place profound constraints on both the cognitive-academic and the social-emotional development of children and youth in conflict and post-conflict societies, making SEL a powerful intervention for recovery.

International Rescue Committee

The International Rescue Committee (IRC, www.rescue.org) is among those international NGOs targeting SEL as critical to improving both access to, and quality of, basic education in conflict and post-conflict societies. Healing Classrooms, IRC's flagship initiative in SEL (www.healingclassrooms.org/), is based on 30 years of IRC education work in conflict and crisis-affected areas, as well as four years of action research and field-testing in Afghanistan, Ethiopia, Guinea and Sierra Leone. The IRC defines Healing Classrooms as an initiative to promote student well-being; this goal is achieved primarily through teacher development.

IRC's Healing Classrooms approach is specially designed for contexts including sudden-onset emergencies, chronic crises, post-crisis recovery and state fragility; the approach recognizes that in these contexts crises and displacement impact children and youth socially and emotionally. The approach is thus designed to develop and strengthen the role that schools, and particularly teachers, play in promoting the psychosocial recovery and well-being of children and youth.

Similar to the CASEL formulation, Healing Classrooms targets five domains of personal development: sense of belonging, sense of control, sense of efficacy and self worth, positive relationships with peers, personal attachment and positive relationships with adults. Healing Classrooms promotes these skills in school, family and community contexts, with extensive staff training in how to facilitate the process. Healing Classrooms' key method is teacher development and training, focusing on concrete teaching practices that the literature indicates are shown to promote student well-being.

To compliment other Healing Classroom tools, IRC has recently developed *Creating Healing Classrooms: A Multimedia Teacher Training Resource*. This teacher training tool is

designed to help teachers understand and use a variety of teaching techniques to promote their students' well-being. The tool targets teacher trainers planning for face-to-face workshops with teachers on Healing Classrooms, and includes a trainer toolkit of varied participatory workshop activities, videos that demonstrate concrete teaching techniques, and opportunities for teachers to practice these techniques before returning to their classrooms. This multimedia training resource and other Healing Classroom tools are being disseminated and adapted for IRC education programs in over 20 conflict and post-conflict settings around the world, including Iraq, Haiti, Chad, Central African Republic, DR Congo, Pakistan and Afghanistan.

The IRC's recently-launched Opportunities for Equitable Access to Quality Basic Education (OPEQ) project is the largest education initiative in the organization's history. This five-year SEL education initiative targets 450,000 vulnerable children and youth in Eastern Democratic Republic of Congo. SEL is incorporated into the curriculum alongside math and reading. Comprehensive teacher support and training guides teachers on how to integrate SEL into their teaching and the classroom environment, specifically focusing on students' and teachers' ability to form meaningful and sustaining interpersonal relationships. A long term study of OPEQ is now underway, seeking to identify the impact of teacher training on SEL and reading/math outcomes--the study will evaluate whether students' literacy skills, numeracy skills, and psychosocial wellbeing have improved as a result of teacher training provided through OPEQ.

In addition, IRC has many international programs which incorporate SEL principles and approaches. For example, IRC's Healing Families and Communities Initiative, a parallel to OPEQ, is now being implemented in Thailand, Burundi and other countries. Healing Families

and Communities promotes acquisition of social and emotional skills within the home to increase children's psychosocial wellbeing.

The IRC has been involved in SEL-related commitments through Clinton Global Initiative for several years. In 2006, the IRC was the implementing partner for NoVo Foundation's commitment for "Education in West Africa: Building Hope and Stability." In 2007 the IRC committed to providing its Healing Classrooms programs in countries including Afghanistan, Chad, Ethiopia, South Sudan, Uganda, Iraq and Pakistan. Models and learning generated through these commitments have increased the reach and effectiveness of the IRC's social and emotional learning programs, as reflected in additional commitments in 2008 and 2010.

CGI Commitment 2011 - Inspired by the Social and Emotional Learning Action Network, the IRC is committing to a large-scale SEL project that will reach 450,000 children in Democratic Republic of Congo—with a special emphasis on the psychosocial and educational needs of girls and young women. This commitment, based on the IRC's OPEQ project, brings models developed during earlier commitments to scale, and includes rigorous research to identify the impact of SEL interventions in conflict settings on children's educational achievement and social and emotional wellbeing.

BRAC International

Originally started as the Bangladesh Rehabilitation Assistance Committee in 1972, BRAC International, headquartered and operating most notably in Bangladesh, is the world's largest NGO, a development organization dedicated to alleviating poverty by empowering the poor to bring about change in their own lives. BRAC's personal, community, business and social growth strategies flow through an astounding array of community-based interventions,

businesses, microfinance, health, and education programs. To give an idea of scope and scale: BRAC touches the lives of 138 million people in ten countries, employs over 125,000 and operates over 37,000 community-based pre-primary and primary schools in Bangladesh, as well as a leading private university, and thousands of empowerment clubs for youth, focusing most particularly on adolescent girls and their needs.

With assistance from leading experts on SEL, BRAC assessed its education curricula on how well it develops the five core competencies of SEL, held an international training of trainers with its Education team and is piloting ways to strengthen it. It has focused on the fundamentals of SEL, and also on creating optimal conditions for learning. Like the IRC, BRAC sees teacher training at the heart of its education enterprise. In distinct contrast to government-run schools, BRAC elementary schools view emotional development as an intertwined parallel to cognitive growth. Strong education outcomes for students support this integrated view. BRAC sets four conditions for promoting SEL: that students feel and are safe, supported, socially capable and challenged. These preconditions make acquisition of specific SEL skills more likely. From this base, teachers were introduced to a host of programmatic options around: their own learning, classroom management, rule setting at the school, co-creation of classroom behavior norms with students, and productively using morning or class meetings.

BRAC leadership thought that the SEL concepts were critical to the success of the organization and all programs, and so expanded the initiative's mandate. BRAC conducted a training of trainers for the entire organization to explicitly introduce and integrate SEL into all programs from microfinance to emergency response. The basics of effective problem-solving and self-calming were also conveyed to BRAC staff. These trainings will be rolled out across various programs in the BRAC organization in the coming years. New programs will be

developed for staffs who work with adolescents across various countries in Asia and Africa. In addition, BRAC is developing a stand-alone leadership development course that features the core competencies of SEL. BRAC aims to make SEL available to the most poor and marginalized populations with whom it works in conflict and post-conflict settings from Afghanistan to northern Uganda. BRAC thinks social and emotional core competencies will be essential ingredients for peace building as well as economic growth.

Other INGOs

Many other INGOs are harnessing what has been learned about SEL for their work in developing countries. Only two additional illustrations will be included here:

- The Education Ministry of Chile has widely scaled a program called Tools of the Mind, which emphasizes the self-mastery and relationship building results of free play for students. Scholars are now comparing effects in Chile with those found using the program in the US.
<http://www.mscd.edu/collcom/assets/docs/ListofOngoingResearchProjects2.pdf>.
- UNICEF implements Child Friendly Schools, a rights-based, child friendly educational program, in scores of countries. UNICEF's focus on being child-centered and child-friendly is directly in sync with CASEL's core formulations about SEL. Child Friendly Schools teach and promote equality of boys and girls, men and women, as a core learning and code for behavior. Schools actively encourage democratic participation, inclusiveness and the development of the whole child.
http://www.unicef.org/lifeskills/index_7260.html). UNICEF's education strategy has been adopted by a number of ministries in UNICEF's East Asia and Pacific Region,

where the goals of Child Friendly Schools directly incorporate SEL as a way of reducing drop out and enhancing life skills. (http://www.unicef.org/eapro/media_7792.html).

Three countries have strong national adoption, each with distinct core intentions:

- China - SEL is being used to improve results for vulnerable youth and enhance the goal of creating well rounded, confident, creative, and innovative individuals.
- The Philippines - The Department of Education is integrating SEL into the curriculum, and UNICEF is promoting SEL in relationship to creating opportunities to learn.
- Thailand -- SEL core competencies are integrated in order to focus education on the development of morality, ethics, desirable values, self-esteem, self-discipline, life skills, and public mindedness with dedication to public service for peaceful and harmonious co-existence.

CRISIS RESPONSE

SEL approaches and concepts are being implemented by many of the agencies that respond in times of extreme physical and political calamity: earthquakes, famines, tsunamis, revolutions and upheavals. In these situations, paralyzing trauma, on a mass scale, must be addressed quickly and effectively. In essence, SEL-styled programs which work with children and youth have two primary aims: first, to keep lines of communication and interaction going between children and their caregivers, to ensure that the human connections can be sustaining in the face of trauma; and second, to give stressed caregivers, themselves in danger of immediate burnout and alienation, the opportunity to renew and center themselves. This final category of SEL-related work to be discussed here is the least developed of the three being covered (the two

others being US SEL programs, and those implemented by INGOs primarily in the developing world). It is also the least integrated into the flow of international discussion and scholarship. It is included here as a placeholder for possible future building out, as the CGI SEL Action Network matures. Only a few links to examples will be provided now, as this is not a strong focus currently.

- Mercy Corps' Comfort for Kids program was developed in response to the terrorist actions in NYC on 9/11 (www.mercycorps.org). The program has been taken all around the world since that time. It is seen as laying the groundwork for emotional recovery in a devastating situation. As has been discovered the world over, traumatized children who are left untreated can develop serious, sometimes life-long problems: regressive or anti-social behavior, depression, aggression, and difficulties in school. Of course, these are among the core concerns of SEL. Mercy Corps trains teachers, parents and other caregivers how to recognize and support the mental health needs of children. And it provides activities and workbooks to help children process their experiences. Emotional expression in any form – talking, a song, a dance, other play, weeping – is encouraged, with adults making clear that they'll stick with kids through thick and thin. The program has been implemented in NYC, Louisiana following Hurricane Katrina, in Gaza, Japan, China and many other places. The following link describes Comfort for Kids in Louisiana: <http://www.mercycorps.org/topics/children/10782>
- Save the Children's Rewrite the Future program works in conflict torn countries, attempting to stabilize children in crisis through education (http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6148051/k.BB46/Rewrite_the_Future.htm). Its Healing Education Through the Arts (HEART) program, not unlike

Mercy Corps' Comfort for Kids, focuses on the healing powers of self-expression, and the imperative for children to remain in communication through whatever means, with the adults in their lives, through times of trauma. Children, some so young they don't yet have the language skills, learn how to use the arts to give voice to their emotions about difficult events in their everyday lives. This is critical to helping children cope (http://www.savethechildren.org/site/c.8rKLIXMGIpI4E/b.6292389/k.335/Healing_and_Education_through_Art_HEART.htm).

CONCLUSION: A CALL TO ACTION THROUGH CGI

In the ever-changing context of the 21st century we must anchor education, community building and business practices in the fundamentals of our humanity – that we are not only thinking, but feeling beings, stronger when our natures are integrated and whole. Intentional SEL practice and programs hold the promise of stronger skills and steadier dispositions with which to successfully face the challenges of modern life. A now substantial body of research confirms what we all intuitively know to be true: paying attention to social and emotional factors of human development, and providing nurturing, supportive environments for that growth, are directly linked to positive outcomes.

The review above has identified some of the very diverse applications of this knowledge to a wide range of institutions, circumstances and challenges. From formal schooling in the US, to education needs in the developing world, to the world of work and necessary 21st century

business skills, to the social change efforts of social entrepreneurs exploring new and effective ways to educate the world's children, SEL has distinct, and cross-sectoral relevance.

The CGI community is an ideal place to assemble an understanding of how these different applications of SEL inter-relate and support one another, and to take action together as a community. CGI's singular mix of business, social sector and political leadership offers a vibrant opportunity to mine the cross-sector and cross-border potentials of SEL.

The CGI Social and Emotional Learning Action Network is newly created. Its work can follow multiple directions. A vibrant SEL Action Network will respond to the needs of CGI members by providing a space to: build productive connections among members, and work towards expanding these crucially important, newly recognized fields of work. Let's combine forces and build an inter-connected and substantial set of CGI commitments in SEL.

The CGI SEL Action Network Steering Committee invites CGI members to join and participate in our Network and to provide support for the groundbreaking efforts taking place both here in the US and around the world. Together we can raise consciousness about this field's promise, while taking collective action to integrate this approach into our work. The urgent time to reimagine the way we educate the world's children so that they can become healthy, productive and contributing adults is now.

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