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**SEL**

Social and Emotional Learning – Why it needs to be mainstreamed in education

Recent findings from cognitive neuroscience and brain research have revealed that students need to be socially aware and emotionally engaged to learn effectively. Read our first blog in the series by Aditi Pathak, Anurati Srivastva and Nandini Chatterjee Singh from UNESCO MGIEP, on why SEL needs to be mainstreamed in education.

Current designs of curricula and skills taught through education systems globally

assume that schools are primarily responsible for academic learning and have little to do with the development of students' emotional and social skills. However, recent findings from cognitive neuroscience and brain research have revealed that students need to be socially aware and emotionally engaged to learn effectively.

// *In fact, brain research shows that regions in the brain involved in emotion processing and social learning are directly connected to the brain areas involved in both learning and decision-making. Additionally, social cognition research has shown that emotional development is directly associated with social learning and that learning is critically affected when children are socially and emotionally distressed.*

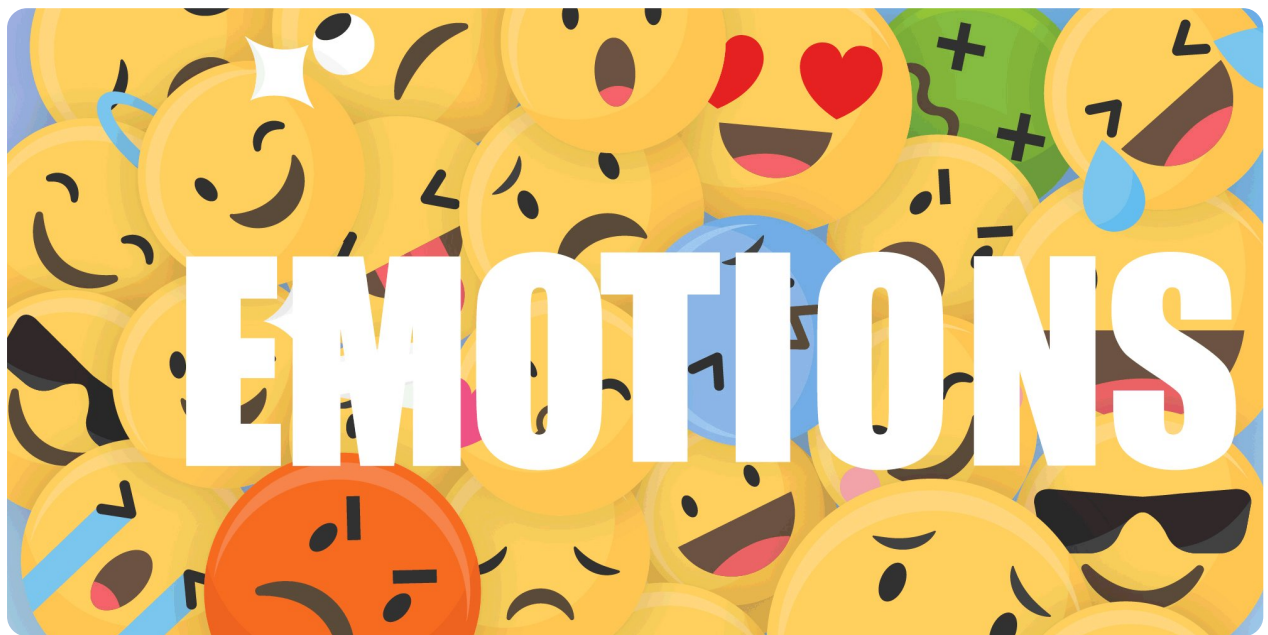


Since the objective of all schools and teachers is to create ideal learning environments, where children are focused, attentive, engaged, motivated, and most of all 'nurtured', there is an urgent need for social and emotional learning to be mainstreamed in education. Teachers and school administrators need to be made aware of the powerful impact that social and emotional learning can have in the classroom and also be empowered and trained to embed social and emotional learning in their respective schools.

The exciting part is that neuroscience research has revealed that just as children can be taught literacy and numeracy, they can also be trained to develop social and emotional

skills. As a result, we can train developing minds right from early childhood to deal with stress and anxiety. Emotional literacy can be taught to children so that they are aware of the different emotions that they experience and instead of throwing a tantrum or shouting and screaming, children could learn how to manage their own emotions better.

Similarly, teachers need to recognise that ‘all brains are not the same’ and children learn at different rates and in different ways. They can learn how to create socially rich and emotionally safe classrooms and allow children to create individual learning journeys. In fact, research also tells us that stress is contagious and it is equally important that the teachers work on their own emotional wellbeing and manage their own stress levels.



Through our new blog series, titled ‘Social and Emotional Learning (SEL) for Everyone’, we will bring in different perspectives, programmes, curricula and teaching practices on social and emotional learning, which we believe would help school administrators, learners, teachers, curriculum designers, educators, and researchers understand nuances of SEL. Further, we believe this content could help teachers, educators and administrators integrate different SEL practices within classrooms and impart these skills to diverse learners around the world, while also helping them take care of their own emotional well-being!

SEL promises to be a win-win for education. It seeks to develop not only individuals who can read, write, count and earn a good living but offers the promise of learners who can contribute to peaceful and sustainable societies!

Meet the Authors



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Related links

Latest: Locking In Effective SEL Instruction

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In our latest blog, Aleksandra Bril , a public school teacher, discusses mindfulness meditation and improvisational theatre and touches upon the effectiveness of these tools in teaching social and emotional learning in classrooms. Read complete blog here and don't forget to drop in a comment or hit like / support if you agree with the author's views.



Building Social and Emotional Education 2030

UNESCO MGIEP focuses on achieving Goal 4.7 towards education for building across the world by developing programs in social and emotional learning, innovative digital platforms

mgiep.unesco.org

SEL for Everyone

UNESCO MGIEP

Hello and Welcome to UNESCO MGIEP's blog on Social and Emotional Learning (SEL), titled SEL for Everyone, in which we are changing the way people converse on SEL. SEL for Everyone aims to ignite ideas and invite

conversations between individuals invested in the field of SEL.

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