Social-emotional support in crisis contexts for learners, parents and education personnel

UNESCO Caribbean Webinar #5
SDG-Education 2030 Webinar Series for Latin America and the Caribbean: Leaving no one behind in times of the COVID-19 pandemic
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Key questions

• What are the needs and challenges for learners and teachers in the context of extended school closures?
• What skills are important for learners and teachers, during and after?
• What are the implications for socioemotional learning and the future of Education?
## Socio-emotional support*

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<th><strong>NEEDS</strong></th>
<th><strong>CHALLENGES</strong></th>
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<td><strong>LEARNERS</strong></td>
<td>• Answers, or at least opportunities to ask questions</td>
<td>Consistent access to platforms, devices and resources</td>
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<td>• Connection with friends, peers</td>
<td>Parallel cyber-realities among peers</td>
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<td>• Specific feedback on academic progress</td>
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<td><strong>TEACHERS</strong></td>
<td>• Guidance, institutional support, training, recognition, feedback, evidence of impact (or lack thereof) of daily efforts</td>
<td>Management of new technologies in high-pressure contexts</td>
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<td>Isolation</td>
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<td><strong>PARENTS AND FAMILIES</strong></td>
<td>• Opportunities to share concerns, frustrations, strategies</td>
<td>Time to support children´s learning</td>
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<td>• Helpful resources for appropriate at-home learning</td>
<td>Practical resources (internet connection, devices, knowledge of technology)</td>
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<td>• Specific feedback on student progress, issues</td>
<td>Family health, safety and well-being</td>
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<td><strong>EDUCATION ADVOCATES</strong></td>
<td>• Information, exchange with peers</td>
<td>Chaotic competition for resources</td>
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<td>• Clear priorities and consistent leadership</td>
<td>Time</td>
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<td>Infodemic</td>
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<td>Institutional requirements</td>
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<td>Increased social and emotional competence, positive attitudes, prosocial behaviour, and mental health</td>
<td>Impacts persist over time and into adulthood (enhanced education, employment and mental health, reductions of criminal activity and substance abuse)</td>
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<td>Reduced mental health difficulties in children and young people (anxiety, depression, substance abuse, and antisocial behavior)</td>
<td>Protective factor that helps to reduce socio-economic inequality, promote equity, social inclusion and social justice</td>
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<td>Positive impact on academic attitudes, achievement and performance (early years to high school) and across geographical settings, cultural contexts, socio-economic backgrounds and different ethnic groups</td>
<td>Offers strong economic and financial returns on investment</td>
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<td>Facilitates both school education and lifelong learning, and contributes to lifetime success</td>
<td>Beneficial for school teachers, raising their skills, confidence and satisfaction</td>
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OECD
Social and Emotional Skills: Well-being, connectedness and success

- Openness to experience (open-mindedness)
- Conscientiousness (task performance)
- Emotional stability (emotional regulation)
- Extraversion (engaging with others)
- Agreeableness (collaboration)
- Affective education
- Citizenship/civics education
- Character education
- Citizenship
- Civics
- Civics education
- Drugs education
- Emotional education
- Emotional and social education
- Emotional intelligence
- Emotional literacy
- Ethics
- Ethical education
- Health promotion
- Health education
- Guidance
- Life skills
- Mental health
- Mental health promotion
- Moral education
- Non-cognitive skills

- Personal, social and careers education
- Personal and social development
- Personal and social education
- Personal growth
- Religious education
- Sexual education
- Sexuality and relationships education
- Social and civic competences
- Social and emotional skills
- Social learning
- Social skills
- Social competence
- Social and emotional aspects of learning
- Social and emotional education
- Social and emotional learning
- Social and emotional skills
- Social and emotional wellbeing
- Social, personal and health education
- Social training
- Social education
- Social skills training

- Soft skills
- Twentieth century skills
- Values education
- Values-based education
- Personal, social and health education
- Personal, social, health and economics
  (combining health, home economics, child protection, personal development, relationships and social development)
- Social, personal and health education
  (mental health, relationships and sexual education, substance use, gender studies and physical activity and nutrition)
- Personal, Social and Careers Education
  (personal and social development with career education)

- Health and Family Life Education
  - Social, Emotional and Spiritual Well-Being
  - Appropriate Eating and Fitness
  - Sexuality and Sexual Health
  - Managing the Environment
Twenty-first-century skills are...

...abilities and attributes that can be taught or learned in order to enhance ways of thinking, learning, working and living in the world.

The skills include creativity and innovation, critical thinking/problem solving/decision making, learning to learn/metacognition, communication, collaboration (teamwork), information literacy, ICT literacy, citizenship (local and global), life and career skills, and personal and social responsibility, including cultural awareness and competence.

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