
THEORETICAL PROBABILITIES AND PRACTICAL POSSIBILITIES OF NURTURING TEACHERS' AND PRIMARY SCHOOL LEARNERS' SOCIAL AND EMOTIONAL SKILLS: EXAMPLES FROM KENYA

¹ Hellen N. Inyega ² Justus O. Inyega

¹⁻² University of Nairobi

Email: ¹ hellen.nasimiyuh@uonbi.ac.ke; ² justus.inyega@uonbi.ac.ke

ABSTRACT

This paper examines theoretical probabilities and practical possibilities of implementing a Social and Emotional Learning (SEL) intervention among teachers and primary school learners in Kenya. The paper exemplifies integration of a theoretical framework to inform the SEL study and a Randomized Control Trial research design. The paper identifies key respondents that may be included in the study and what should be included in a SEL curriculum and Instructional Package. The paper identifies some of the research translation products that can emerge from findings of the SEL study and the central role of Monitoring, Evaluation, Adaptation and Learning in SEL interventions.

Key words: Social and Emotional Learning (SEL), Kenyan education system, cognitive skills, Social Skills.

INTRODUCTION

Over the last ten years, targeted efforts to promote universal access to quality primary education for all children and youth in Kenya have yielded positive outcomes, such as increased enrolment (MoE, 2019).

However, learning outcomes remain low (Abuya *et al.*, 2015; World Bank, 2018). World Bank (2019) introduces the term, *learning poverty* - defined as the inability to read and understand a simple text by age 10. New data shows that 53% of all children in low- and middle-income countries are learning poor (World Bank, 2019).

Budgets and other inputs to learning have increased steadily in Kenya (Uwezo, 2016). However, learning outcomes (especially in numeracy and literacy) remain low and inequitably distributed across geographic areas, socio-economic strata and types of schools (Bridgeland, Bruce & Hariharan, 2013; Uwezo, 2016).

Learner attendance, retention and transition to post-primary education are yet to be optimized (Abuya *et al.*, 2015; Africa-American Institute, 2015). Teacher preparation and continuous professional development efforts are wanting. The quality of instructional material and resources and infrastructure needed for curricula implementation remains poor; jeopardizing the possibilities of achieving inclusive and

equitable quality education and lifelong learning for all (World Bank, 2018) by 2030.

There is a lot of wastage in the Kenyan education system if high youth unemployment (World Bank, 2019) is anything to go by. What would motivate a learner to remain in school when graduates spanning as far back as five are unemployed? Is it then surprising to see many young people take to alcohol, drugs and substance abuse (UNODC, 2018) get depressed and have suicide ideation tendencies? Drugs have been known to be used to cope with social and psychological challenges as early as during adolescence. Drug and substance abuse pose threats to the health and well-being of these young people. School systems have a unique opportunity and comparative advantage to temper assaults on the psyche of young people through well thought-out programs such as Social and Emotional Learning (SEL).

SEL is often broken up into five core competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision making (Figure 1¹).



Figure 1: Components of Social and Emotional Learning

SEL programs hold promise to develop learners' Social and Emotional Skills (SES). SES are a set of cognitive, social, and emotional competencies that children, youth, and adults learn through explicit, active, focused, and sequenced instruction that allows them to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (USAID, 2018).

Beyond academic skills, all learners need SES if they are to be career-and life-ready (or book- and street-smart). When learners are given the requisite skills they need to succeed in school and in life, they not only flourish but also innovate to transform their own and their families' lives, and the communities they live in (Aspen's Institute NCSEAD, 2019a; 2019b).

¹

<https://edsurge.imgix.net/uploads/photo/image/5883/caselwheel-1529094005.jpg>

Unfortunately SEL are only acknowledged in many schools (O’Conner, de Feyter & Carr *et al.*, 2017) but not fully implemented due, in part, to limited knowledge, skills, values, attitudes and resources to implement a robust SEL program. In a study conducted in the US, many teachers felt their schools put too little emphasis on developing the life skills of students, which includes social and emotional skills (Figure 2²).

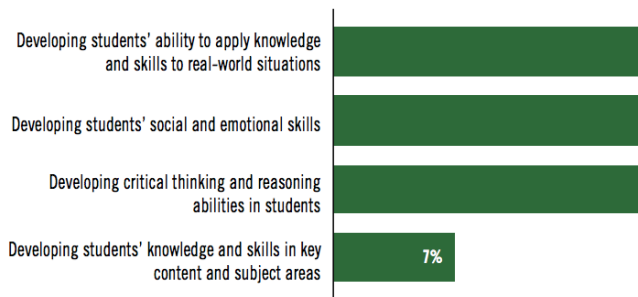
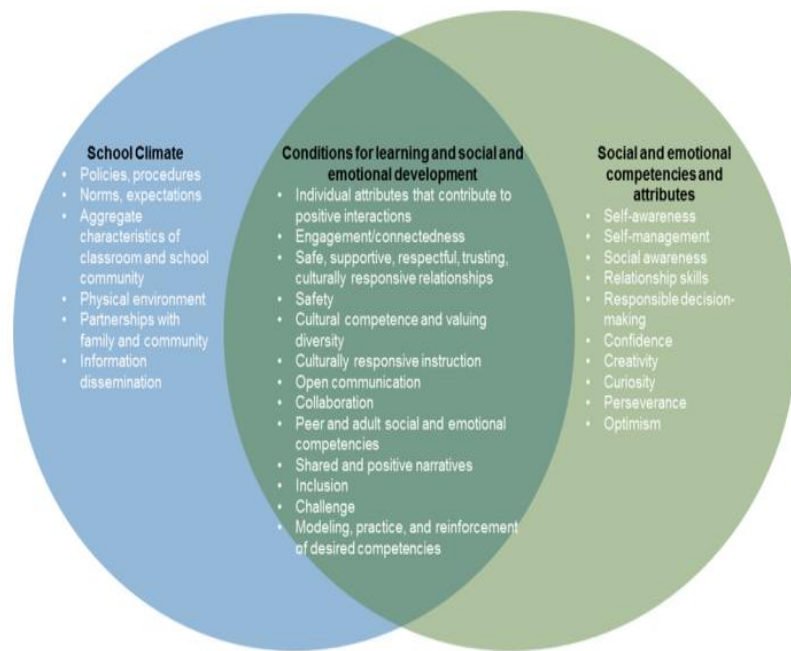


Figure 2: Teachers' Opinion on Emphasis placed on Social and Emotional Learning in Schools

For a SEL program to be robust and impactful it must, of necessity include effective, explicit, active, focused, and sequenced instruction (USAID, 2018). Schools have potential to provide that enabling environment for nurturing these skills. In particular the school climate and culture play a critical role (Figure 3³) in creating conditions necessary not only for learning but also for social and emotional development.

Classrooms and schools are also a natural fit for implementation of a SEL programme because learners spend more time in school with teachers (and other learners) than at home with their parents/guardians and siblings (and neighbors, where possible). Many teachers take on, sometimes begrudgingly, the additional role of pseudo-parents. This spotlights and necessitates a shift in teacher professional development and classroom practices towards responsive ‘teaching-parenting⁴’.

Effective, explicit, active, focused, and sequenced instruction on SEL is premised on the assumption of existence or availability of quality SEL curriculum; instructional materials and resources; and personnel with requisite SEL knowledge, skills, values and attitudes. This is not necessarily true. Preparing quality and culturally relevant

² <https://www.edsurge.com/research/guides/social-emotional-learning-why-it-matters-and-how-to-foster-it>

³ <https://edsurge.imgix.net/uploads/photo/image/5884/SELCondition-s-1529095581.png>

⁴ A notion in which a teacher takes on an additional role as a pseudo-parent to students under their care.

SEL curriculum and instructional materials and resources and building teachers' SES is thus an essential first step to a robust and impactful SEL programming.

Theoretical probabilities of implementing a successful SEL programme among teachers and primary school learners in Kenya

Successful SEL programming should be informed by a sound theoretical framework or model such as Uri Bronfenbrenner's socio-ecological model (Figure 3). The SEL programme must be all-inclusive, focusing on individual learners as they interact with their environment at the meso-, exo-, macro- and chrono-system levels. The assumption here is that a learner's environment plays a critical role in shaping their ways of thinking and being with important implications on development of their social and emotional skills, competencies and attributes. Successful, all inclusive, SES programming must have tangible benefits on learner learning, wellbeing outcomes and success; with spill-over effects going beyond classroom settings into the world of work and society.

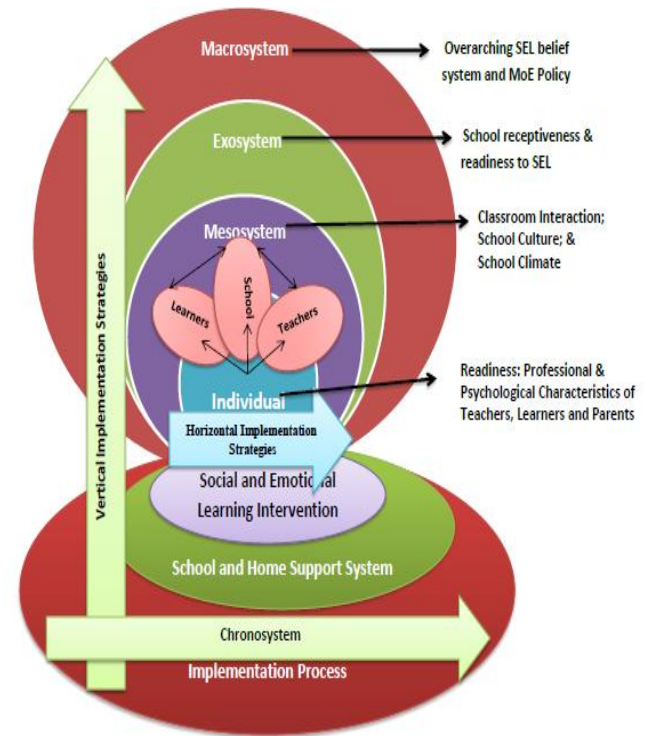


Figure 3: Illustration of a SEL Intervention undergirded by Bronfenbrenner's Socio-Ecological Model

A robust SEL intervention at the school level must devise vertical and horizontal implementation strategies. The intervention must be anchored on a firm home and school support system that facilitates tripartite interactions between the learner, parent or duty bearer and teachers/other learners. Researchers must seriously consider what role the meso-, exo-, macro- and chrono-systems play (singularly and in combination) in developing learners' SES. Researchers must consider also if there are policies to support SEL or whether they need to be developed.

Viewed this way, implementation of SEL intervention becomes collaborative by default and requires close monitoring, evaluation, adaptation and learning. Bear in mind also that such as venture is time-consuming and expensive. If well implemented however, benefits of SEL can outweigh its limitations.

SEL programmes may, for instance, prevent wastage of resources evident in the current education system; curb mental ill-health so graduates can fit well into society and contribute meaningfully to sustainable development. Valuable time and financial trade-offs of a SEL program cannot, therefore, be overemphasized. The urgency with which this needs to happen is the spirit and impetus behind this paper.

Practical Possibilities of implementing a successful SEL programme among teachers and primary school learners in Kenya

There is a dearth of literature on professional development programs that addresses the twin challenge of equipping both teacher and learner with SES. More importantly, it is often assumed that teachers graduate from teacher training colleges hard-wired with SES skills. This is not necessarily true going by print and electronic media platforms replete with examples of teachers and learners behaving in ways that affirm they are devoid of SES. Just as an example in

September 2019, a ‘female’ teacher ridiculed a 14-year-old Standard 6 pupil in front of her class after the student soiled her uniform while on her *first* menses. This seeming harmless act by the teacher drove the learner to commit suicide⁵.

The teacher was definitely wrong and obviously lacking in SES, the fact that she was a woman notwithstanding. Couldn't she have handled this situation differently? Of course yes. Consider the learner. If she had SES, she would have borne the shame and put the ugly incident behind her in time. This, regrettably, was not the case. In the same story other learners recounted to the girl's parents the events that transpired in the school further fueling action by community members to demand the immediate arrest and prosecution of the teacher. What could all the parties involved have done differently in this scenario? This is where SES comes in. How might a SEL intervention in Kenyan schools look like? The example in Box 1 shares a practical possibility of A SEL programme that targets learners through teachers and parents of the school community.

⁵

<https://www.theguardian.com/global-development/2019/sep/13/kenyan-schoolgirl-14-kills-herself-after-alleged-period-shaming-by-teacher>

Box 1: Example of a Proposed SEL Intervention

A Social and Emotional Learning (SEL) Randomized Control Trial (RCT) will be implemented in Kenya among 3,000 learners in 5th and 6th Grade of 30 randomly selected schools (15 experimental and 15 control schools). Two 5th and 6th grade language teachers from each school and 3,000 parents, caregivers, guardians, or duty bearers of the learners will be selected purposively.

The overall objective of the SEL intervention will be to improve Social and Emotional Skills (SES) of 5th and 6th grade learners in Kenya. The null hypothesis of the study will be there is no statistically significant difference in SES between 5th and 6th grade learners: 1) in experimental and control groups; and 2) among and between 5th and 6th grade girls and boys, following the SEL intervention.

A SEL pre-test will be administered to all 3,000 learners in 5th and 6th Grade followed by the SEL intervention of seven strategic activities. Activity One will include development/versioning; piloting and revision of quality, culturally relevant, inclusive and gender-transformative SEL curriculum and instructional and assessment materials and resource nested within the 5th and 6th Grade language content (both Kiswahili and English). The resultant materials will be referred to as the SEL Instructional Package and will include SEL curriculum and teaching and assessment manuals and guides for teachers; and learning activities for learners; and sensitization materials for parents and communities.

Activity Two will include implementation of the SEL Intervention through a 40-hour teacher professional development workshop on SEL. Activity Three will include Roll-out of the SEL intervention among 5th and 6th grade learners in the 15 experimental schools using a cross-age peer tutoring approach in a Mentor (6th Graders)-Mentee (5th Graders) relationship using SEL learner activities.

Activity Four will include parent sensitization, empowerment and engagement through SEL community dialogues and monitoring of home application of SEL. Activity Five will include administering a SEL post-test to all the 3,000 learners in 5th and 6th Grade. Activity Six will include Monitoring, Evaluation, Adaptation and Learning of the project. Activity Seven will include development of SEL research translation products including the SEL curriculum and instructional package; SEL Assessment Toolkit; policy briefs and SEL reports and publications.

From the outset active, collaborative engagements will be undertaken with MoE State Department of Early Learning and Basic Education; Kenya Institute of Curriculum Development; Kenya National Examination Council; and Kenya Institute of Special Education, among other relevant education sector stakeholders in Kenya.

ICTs will be leveraged for SEL content engagement and deep learning through teachers, learners and parents' Communities of Practice.

The SEL intervention will be framed in pragmatism and use mixed-method cross-sectional approaches to data collection. Key SES data points will include: pre- and post-test (administered on 5th and 6th grade learners at baseline and end-line); Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs with 5th and 6th Grade learners, teachers, parents, and MoE personnel); Observations (of 5th and 6th Grade learners in SEL language lessons and during cross-age SEL peer tutoring sessions); and documentary analyses (of relevant education sector and experimental schools' documents - including disciplinary/attendance records and intervention measures; teacher and learner reflections in journal entries and community of practice on-line discussion forum posts). Findings will be disaggregated by gender and implications on the CBC curriculum made. The study will correlate SES and learning outcomes in literacy and numeracy. Monitoring, Evaluation, Adaptation and Learning will be integral to SEL intervention.

The practical possibility example of a SEL intervention in Box 1 can further be informed by a theory of change (Figure 2) and include content that adhere to principles of SEL good practices (Figure 3).

This paper has exemplified how SEL intervention can be nested within 5th and 6th Grade language/literacy curriculum. This notion provides a perfect segue to rope in other areas of the Kenya's Competency Based Curriculum (CBC) that would be of interest to researchers. Researchers could interrogate how CBC can support development of social and emotional skills among learners at all the levels of the basic education system.

How, for instance, is learning progression coherent and equitable across sub-groups to ensure that all learners regardless of socio-economic, physical, and emotional status benefit from imparted SES for enhanced self-efficacy and agency? How does SES manifest among different sub-populations in the learning continua? How does teacher support and varied learning environments mediate between targeted SEL interventions and learning outcomes? How do core strategies germane to the SEL intervention impart SES competencies among different target populations? How is the CBC contributing differentially to boys and girls and marginalized and vulnerable learners' SES development? How can teachers in the basic education system develop and assess their own and learner's SES? What are curricula and assessment constructs for SES competencies of learners at all grade levels of the basic education system? To what extent are SES curriculum and assessment practices responsive to unique and dynamic needs in Kenya? How might SEL intervention look like in different geographical regions of Kenya and ethnic groups? Which other subject(s) in CBC is the most strategic vehicle for developing teachers' and learners' SEL skills? We could ask countless questions about SEL and teachers and primary school learners in Kenya. But we have made the point. There is plenty of room for research on SEL.

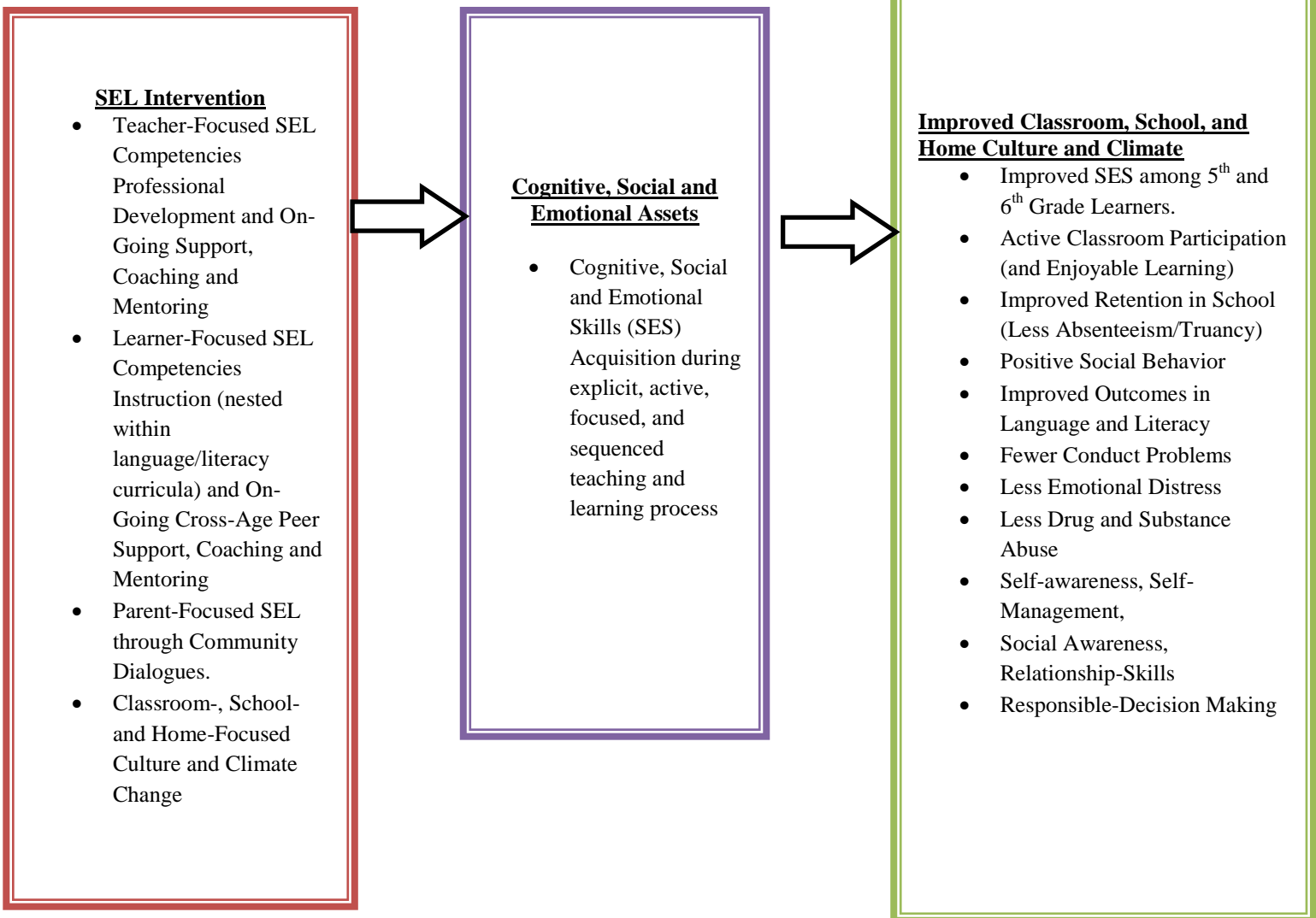
An important prerequisite is to work with teachers to develop their own SES. At the foundational phase (Figure 5) teachers can explore the meaning of socioemotional learning, what it means to be socially aware, and the multiple dimensions of empathy. Teachers must understand why it is so important to teach learners how to relate and understand others. From these activities teachers gain a deeper understanding of how the human mind processes social information and, specifically, how mental shortcuts (including stereotypes and unconscious biases) influence people's perceptions of others and learn about strategies to overcome them. Teacher can then model positive social behaviors to learners.

Teachers can also explore factors that influence how learners perceive themselves and others and some of the different forces that shape learners' perceptions of different identity groups and influence of the school ecosystem on learners' perceptions and interactions with others who are different. The foundational phase is thus helpful for teachers to gain a deeper understanding of factors that influence how teachers as individuals perceive and interact with others (including learners), which in turn helps them become better role models in the classroom, in the school and in the community. This phase can be used to examine factors that influence learners' perceptions and interactions with others.

With a firm belief that true growth happens outside of one’s comfort zone, teachers can be challenged to overcome any perceived limitation regarding SEL.

Phase 2 is a practice phase for fostering: an inclusive culture in classrooms and schools and social awareness. It is in this phase that teachers get ample opportunities to apply learnings from Phase 1 in their classrooms, schools and communities. The goal is for them to create an inclusive school and community culture as well as foster learners’ self- and social awareness skills.

Figure 4: SEL Theory of Change Chart



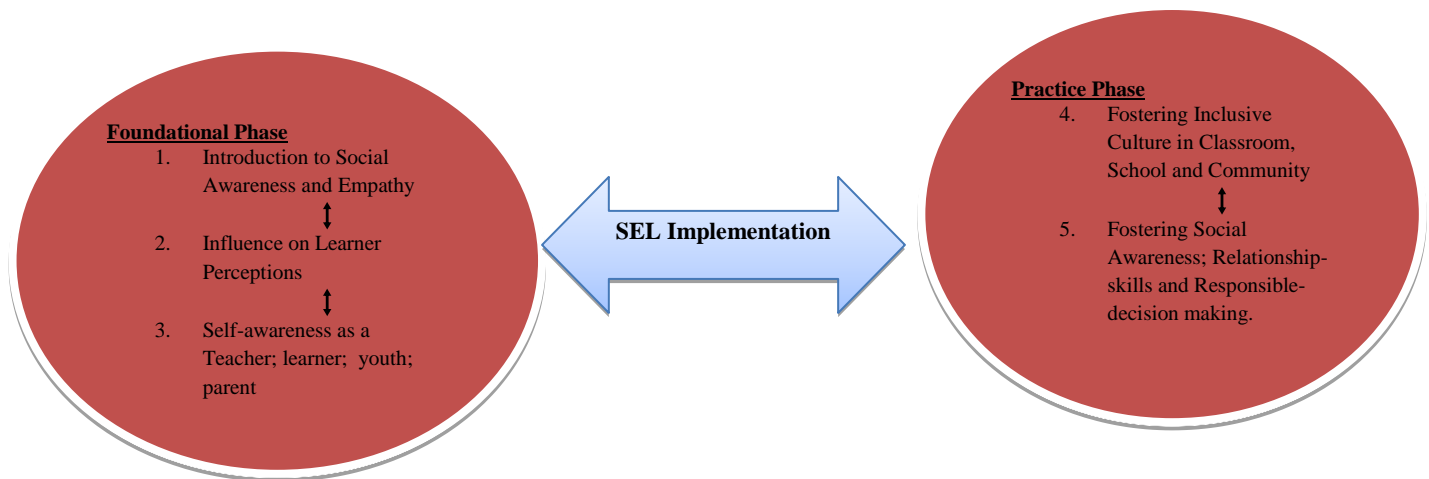


Figure 5: SEL Content

Teachers apply the skills by mounting strategic in-class exercises and activities that cultivate learners’ foundational skills for social awareness such as: collaborations and respectful communication, empathy, and critical thinking and problem solving. Teachers can leverage these skills to establish classroom norms that help build accepting, non-judgmental, and inclusive classroom environments. Other class activities can enable learners to explore their own identity and discover similarities they share with their peers and, in that way expand their empathic capacity. Ideally, these activities should have spill-over effects into school communities where learners live. Teachers can subscribe to face-to-face or virtual Communities-of-Practice for knowledge and innovation exchange.

They may choose to keep a reflective journal or portfolio instead to help them ‘*think back, think about and think ahead*’ about SEL programme.

These tools can be helpful for documenting how teachers apply SEL concepts in their own lives and in their classrooms, schools and communities. They may also take photos or videos, save learner work and artifacts and reflections or other forms of documentation, as well as any tools they use during SEL implementation. In this way teachers can support SEL monitoring, evaluation, adaptation and learning.

Researchers should have a SEL research translation strategy. The strategy describes how outputs of the research will be translated and perhaps adapted into usable and appropriate products, policies, and practices. It may include integration of gendered considerations (i.e., differently

considering the needs of male and female individuals in the application of SEL findings).

Noteworthy, the research translation process is non-linear (Figure 6) but rather recursive and in which both researchers and translation partners (such as practitioners, policy makers, private sector and donors collaboratively discover, learn, innovate and undertake field testing. The ultimate goal of translation products could be to increase awareness, replication or scaling a study or for wider application and impact.

The research outputs would inform policy-making and enhance uptake in the education sector in areas such as professional development for teachers to integrate SES into their existing repertoire of skills.

RESEARCH TRANSLATION

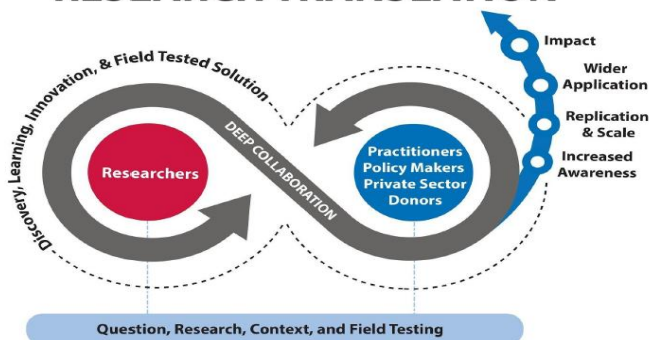


Figure 6: LASER PULSE research translation model

In implementation a SEL programme in Kenya key translation partners may include: The MoE; the Teachers Service Commission (TSC) and Semi-Autonomous Governmental Agencies (SAGAs). The MoE may quality assure and set standards for the SEL programme. MoE’s Directorate of Policy and East Africa Community would be the main consumer of SEL policy briefs (Figure 7).



Figure 7: Role of SEL and soft skills in education policy priorities

Source: USAID (2019)

Kenya Institute of Curriculum Development would be critical for technical support in development of SEL curriculum and instructional Package. The Teachers Service Commission's core mandate is overall teacher management including promotion and recognition of exemplary teachers. The TSC can be instrumental in linking teachers to the Research Team and facilitating their involvement in the project. Curriculum Support Officers, who are employees of the TSC, can be useful in supporting SEL curriculum implementation at the grass-root levels and providing on-going instructional support, coaching and mentoring on SEL.

The Kenya Institute of Special Education can support adaptation of SEL Materials for learners with special needs while the Kenya National Examination Council supports development/adaptation of SEL assessment tools. Schools and school community members (including Youth Groups) can support community conversations on SEL. These collaborations can ensure that SEL research translation products are useful to, and usable for all translation partners. To this end, research applications should reflect an understanding of key considerations linked to cost-efficiency, cost-effectiveness, scale, sustainability, and equity.

At the end of the research, brief explanations can be included on: 1) the collaborative process by which the researcher(s) and practitioner(s) worked together; 2) relevant research translation products that were developed; and 3) a plan for its dissemination for wider application.

A SEL study would not be incomplete without a focus on gender. Gender analysis, research translation and monitoring, evaluation, adaptation and learning should be included from the outset of a SEL project. Researchers to participate in a SEL study should be selected (following a rigorous suitability interview) and trained on gender analysis principles as well as on research translation.

The researchers should then be monitored closely to ensure adherence and fidelity to the ideals of the SEL project. In this way, the research team can eliminate harmful gender norms and take advantage of teachable moments and opportunities to address gender norms to promote development and human rights goals.

In many primary schools in Kenya there are more female than male teachers, perhaps as a result of negative perceptions about teaching in primary schools. Future SEL studies can adopt affirmative action approached to include male teachers for self-other understanding regarding SEL and other surfacing other underlying perceptions on gender and education. It is also possible that SES develops differently among males and females. If this is determined to be the case, SEL activities can be tailor-made for males and females without introducing further biases. SEL researchers can consciously seek out and amplify voices and agency of both boys and girls in SEL project schools.

From an ethical perspective, all research assistants should be trained on how to uniquely cater for SEL needs for male and female participants in ways that promote the welfare of both. All data collected and analyzed should be disaggregated by sex and gender and findings thereof included in all research translation products. SEL projects must commit to adhering to equity and inclusivity ideals in all contexts where the research is undertaken. For instance, all training materials and SEL guides should reflect gender transformative ideals and be adapted for learners with special needs.

Data can be disseminated in various formats that cater for to different end-users. As an example, there can be video-clips on SEL for visual consumers and audio recordings for auditory ones. Lastly, all translation products developed in the project must undergo gender analysis to ensure they not only portray gender transformative content but also provide sex or gender differentiated applications.

Conclusion

The purpose of this paper was to reflect on the theoretical probability and practical possibility of implementing a Social and Emotional Learning Randomized Control Trial among teachers and primary school learners in Kenya.

The paper outlined the importance of incorporation of a relevant theory or model (such as Uri Bronfenbrenner's Socio-Ecological model) to inquire into development of SEL in school settings. The second part of the paper focused on the practical possibilities of a SEL intervention and provided an example of how to design the SEL study. The paper reiterated the importance of a research translation and gender analysis strategies during implementation of the SEL intervention.

The paper argued for continued efforts to catalyze evidence-based research and increase the use of that research for education development. One of the ways to achieve this is to refine and translate data and evidence into useful products, policies, and practices to better address education development goals and pertinent and contemporary issues. The paper contributes to clarion calls to devise home-grown solutions, build grass-root level scientific potential, and test new and innovative education development approaches well suited to local contexts. The paper privileges participatory research approaches throughout the life of a given SEL research project from: question identification (i.e., bringing researchers and development practitioners together), through improved capacity to the actual conduct of the research, and by ensuring that the said research is accessible to decision makers and other data and

evidence users. SEL researchers have their work cut out for them.

REFERENCES

1. Abuya, B. A., Admassu, K., Ngware, M., Onsomu, E. O., and Oketch, M. (2015). Free Primary Education and Implementation in Kenya: The Role of Primary School Teachers in Addressing the Policy Gap. SAGE Open . Retrieved from <https://doi.org/10.1177/2158244015571488>
2. Africa-American Institute. (2015). State of Education in Africa Report. Retrieved from <http://www.aaionline.org/wp-content/uploads/2013/03/AAI-SOE-Outcomes-Report-2015> final.pdf
3. Aspen Institute National Commission on Social, Emotional, and Academic Development (NCSEAD) (2019a). “Practice Agenda in Support of how Learning Happens.” Retrieved from <http://nationathope.org/research-practice-and-policy-agendas/practice/>
4. Aspen Institute National Commission on Social, Emotional, and Academic Development (NCSEAD) (2019b). From a Nation of Risk to a Nation at Hope. Retrieved from <http://nationathope.org/report-from-the-nation/>
5. Bridgeland, J., Bruce, M., & Hariharan, A. (2013). The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. Washington, DC: Civic Enterprises. Retrieved from <https://casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf>
6. MoE. (2018). National Education Sector Strategy Plan for the Period Draft 2018 -2022. Nairobi: Government Printers.
7. O’Conner, R., J. De Feyter, A. Carr et al. (2017). A review of the literature on social and emotional learning for learners ages 3–8: Characteristics of effective social and emotional learning programs (Part 1 of 4).” REL 2017–245 Washington, DC: US Department of Education, Institute of Education Sciences, National Centre for Education Evaluation and Regional Assistancess, Regional Educational Laboratory Mid-Atlantic. Retrieved from <https://files.eric.ed.gov/fulltext/ED572724.pdf>
8. USAID. (2018). U.S. Government Strategy on International Basic Education Fiscal Years 2019-2023. Retrieved from https://www.usaid.gov/sites/default/files/documents/1865/USG-Education-Strategy_FY2019-2023_Final_Web.pdf
9. USAID. (2019). “Social and Emotional Learning and Soft Skills USAID Policy Brief,” Retrieved from https://www.edulinks.org/sites/default/files/media/file/USAID%20Education%20Policy%20Brief%20Social%20and%20Emotional%20Learning%20and%20Soft%20Skills_Final_0.pdf
10. Uwezo. (2016). Are our children learning? Kenya: Twaweza East Africa.
11. Vista, A., Kim, H, & Care, H. (2018). Use of data from 21st century skills assessments: Issues and key principles. Brookings Institution. Retrieved from <https://www.brookings.edu/wp-content/uploads/2018/10/EffectiveUse-Vista-Kim-Care-10-2018-FINALforwebsite.pdf>

Appendix A

Definition of key terms used in the paper

Cognitive skills: are skills related to thinking and include the ability to focus; problem-solve; make informed choices and set plans and goals.

Collaboration: Willingness to work together in an open and supportive manner to achieve SEL project goals and objectives.

Development Practitioners: Individual persons engaged in the design, planning, and/or implementation of SEL programme and may include: MoE officials, community-based Organizations and Youth Groups representing governments or the private sector in an implementation capacity (e.g., extension agents) as opposed to a funding capacity. Under certain circumstances (e.g., co-creation of research questions), donor staff may also fall under this definition.

Development Stakeholders: Any entity involved in international development funding, promotion, and/or implementation, as well as the intended beneficiaries (e.g. local communities and their citizens).

Emotional skills: Are skills related to understanding and regulating one's own emotions, cope with stress as well as understand the emotions of others and to empathize with them.

Gender : Are socially constructed norms and concepts about masculinity and femininity. These norms cut across all other aspects of an individual, as relates to his or her race, class, religion, ethnicity, ability,

and age. Research affirms that gender norms are remarkably resilient across cultures.

Research Translation: An iterative co-design process among academics, practitioners, and other stakeholders in which research is adapted for use and intentionally applied to a development challenge

Social and Emotional Skills: Set of cognitive, social, and emotional competencies that children, youth, and adults learn through explicit, active, focused, and sequenced instruction that allows them to understand and manage their emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions

Social Skills: Are skills dealing with interaction with others and include the ability to communicate, collaborate, resolve conflicts and negotiate.

Translation Partners: Are also development practitioners and development stakeholders who support implementation of SEL project.