

### A GLOBAL ALLIANCE

Social and emotional skills are key human capabilities that allow individuals to manage their emotions, work with others, and achieve their goals. They are crucial for the wellbeing and success of every child and adult, and for the future of our societies and economies.

In a complex, fast-moving world, it is imperative that we equip all learners for new challenges and opportunities. Evidence shows multiple long-term benefits from embedding Social and Emotional Learning (SEL) opportunities in education in both formal and non-formal contexts. SEL can contribute to more inclusive, dynamic and productive schools, communities and workplaces, and can in the long term save governments money and accelerate productivity.

We believe that global and national education policies, practices and systems should put SEL at the center of “whole person” development from birth.

To accelerate this transformation, Salzburg Global Fellows from the December 2018 program *Social and Emotional Learning: A Global Synthesis* ([www.salzburgglobal.org/go/603](http://www.salzburgglobal.org/go/603)) have launched a new global alliance to take this work forward. The global alliance has four goals:

- Advocate for SEL around the world;
- Facilitate collaborative projects and events;
- Provide high-quality resources for educators; and
- Support cutting edge research into SEL.

More information is available at:

[www.karanga.org](http://www.karanga.org)

## The Salzburg Statement for Social and Emotional Learning

### CASE FOR ACTION

Countries worldwide strive for education systems that prepare young people for life, work and happy lives, and inspire them to contribute actively to their communities. However, change is not happening fast or widely enough to meet these aims or to help societies rise to the challenges of the Sustainable Development Goals. Key concerns include:

- **The future of work:** how can education equip all young people with the skills and competencies for rapidly-evolving economies and the digital revolution?
- **Innovation capacity:** how can schools foster initiative, resilience and entrepreneurial spirit?
- **Educational attainment:** how can we improve learning outcomes in all contexts, especially for those children and adults on the margins of society and living in crises and emergencies?
- **Mental health:** with depression being one of the leading causes of adolescent ill health and disability worldwide, what can education do to help promote psychological wellbeing and reduce mental health difficulties?
- **Social cohesion:** with societies more fluid and fragmented than ever, how can we help young people feel confident in their own identities and vested in community at local to global levels?

### PRIORITIES TO ACCELERATE CHANGE

A growing body of research around the world demonstrates that Social and Emotional Learning (SEL) programs can address the key concerns above and deliver a wider range of long-term benefits to individuals and society. However, the argument is not yet won. This Statement aims to position SEL as the world's best and most cost-effective opportunity for education reform.

To achieve this, we need to address three common challenges (real and perceived):

- Teacher preparation and adult understanding and appreciation of SEL;
- Curriculum design, curriculum content, and greater recognition of extracurricular learning opportunities; and
- SEL measurement and assessment.

Educational leaders and innovators in different parts of the world are already demonstrating success in developing solutions and transforming systems. Now is the time to take this work to scale. To give all children access to social and emotional learning opportunities, we must address two priorities:

1. **Make the case and build demand for the systemic application of SEL within and beyond education systems.**
2. **Shine a light on what works and why, to adapt best practices around the world and inspire action.**

## KEY MESSAGES ABOUT SEL

### CHILDREN

Together we can make schools kinder and safer. Learning is fun when shared with others. Social and Emotional skills help you feel good about yourself, help you do better and achieve your goals.

### PARENTS

You have a key role in fostering SEL, within the family and encouraging it in schools. SEL helps education environments nurture more balanced and happier children. Social and Emotional skills will help your child perform in the world.

### COMMUNITIES

SEL supports community cohesion by developing key concepts like respect, dignity and a sense of belonging. SEL supports vibrant, flourishing and innovative communities.

### TEACHERS

SEL sharpens student focus on learning, increasing engagement, understanding and wellbeing. SEL-supported teaching provides greater rapport with students. SEL-supported teaching is more enjoyable, rewarding and effective.

### EDUCATION LEADERS

SEL approaches improve the effectiveness and motivation of teachers. SEL approaches have a positive impact on teacher wellbeing and retention.

### BUSINESS

The economies of tomorrow will require socially and emotionally literate workforces. Investing in SEL programs in schools and workplaces will help develop a more motivated and skilled workforce equipped to meet the demands and challenges of future work.

### POLICYMAKERS

SEL programs increase the capability of citizens to meet the evolving needs of societies and economies. SEL investments will save government money in the short and long term.

References are available online:

[www.salzburgglobal.org/go/education](http://www.salzburgglobal.org/go/education)

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## TRANSFORMING EDUCATION FOR ALL: PRINCIPLES AND RECOMMENDATIONS

### PEDAGOGY, CURRICULUM AND ASSESSMENT

Every education system should explicitly include SEL in their pedagogical, curriculum and assessment practices across all ages from early childhood through adolescence to adulthood – the sooner, the better. Investing in one area without the other will not produce the desired transformation.

SEL learner-centered pedagogical practices, curriculum and assessment approaches should be tailored to each country's context in order to reflect different cultural considerations.

SEL requires a learning and school environment that is physically and emotionally safe and inclusive. SEL training has a positive effect on teacher wellbeing and their relationship with their students, which has a positive impact on student outcomes.

Assessment influences how people (students, parents, governments, and the public) judge what is important in education. The design and scope of educational testing therefore has far-reaching societal and professional implications.

Meta-analyses have shown that social and emotional skills are good predictors of both short- and longer-term academic outcomes, labor force readiness, and health and wellbeing. However, these skills are left out of most assessment and measurement programs.

We believe that all children should have access to social and emotional learning opportunities. Therefore, all assessment systems need to embed social and emotional learning assessment. An important next step in this field will be the development and validation of context-specific social-emotional learning progressions.

### COMMUNITY

Family- and community-based education creates opportunities for greater impact beyond formal education. It has the potential to reach the most marginalized and therefore help to reduce the opportunity gap.

In some cases, the community may be the only space for SEL. Communities can foster and reinforce SEL, provided that approaches are authentic, contextually relevant, and community centered.

### EDUCATION IN CRISIS AND CONFLICT CONTEXTS

Integrating SEL within all forms of education is crucial for all learners, from early childhood to adulthood. It is particularly important for those who have been impacted by crisis, conflict and violence. In some cases practical guidance is available for integrating SEL into education programs in countries afflicted by crisis and conflict but there remains a real need for additional work at the nexus of research, practice and policy.

