



Social-Emotional Learning (SEL) Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools



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for Pre-Primary and Lower Primary Levels in
Rwandan Schools

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Foreword

The Rwanda Basic Education Board presents the Social-Emotional Learning Framework for Pre-Primary and Lower Primary Levels in Rwanda. This framework is aligned to the National Competency-Based Curriculum (CBC) being implemented in basic education. This aims to enable teachers to increase their awareness and capacity to support students' social and emotional development at an early age.

For successful implementation of CBC, Rwanda Basic Education Board (REB) found it important to develop the Social-Emotional Learning Framework for Pre-Primary and Lower Primary Levels. The Framework will guide the integration and development of SEL skills, values, and mindsets as a cross-cutting topic for improving learner wellbeing and academic results across subjects.

The Framework intends to ensure that the foundation of Social-emotional learning is given more consideration in the teaching and learning process and visible in all pre-primary and lower primary Rwandan schools. It is also in line with Rwandan education philosophy which aims to ensure that young people at all levels of education achieve their full potential in terms of relevant knowledge, skills and values to prepare them succeed academically, for smooth integration into the society, and to make full use of employment opportunities.

The SEL framework establishes a shared understanding among the Ministry of Education (MINEDUC), Rwanda Basic Education Board (REB), development partners, districts and sector education officials, school leaders, teachers and community members about social-emotional learning. It includes the skills, values, and mindsets that contribute to children's wellbeing and academic success in pre-primary and primary schools. It will also guide the creation of positive learning environments and coordinate practices in school and community activities to support students' social, emotional, and academic success. This framework will guide the Rwanda Basic Education Board and its partners to incorporate SEL into existing and future teaching and learning materials. It will also guide the inclusion of SEL into teacher professional development resources and guidance, including for national, district, and sector education officials, as well as for head teachers and teachers.

The Rwanda Basic Education Board calls upon all education stakeholders to use this framework and consider SEL as an important crosscutting element as they prepare teacher training and continuous professional development and as they develop new teaching and learning materials or adapt existing ones. The integration of SEL throughout pre-primary and lower primary levels will support the improvement of children's wellbeing and learning outcomes.


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Acknowledgements

I wish to sincerely extend my special appreciation to all people who played a major role in the development of the Social-Emotional Learning framework for pre-primary and lower primary levels. It would not have been successful without full participation of various education stakeholders.

In particular, I would like to acknowledge the crucial role played by USAID-Tunoze Gusoma and FHI 360 who worked closely together and provided experts in the preparation and facilitation of different workshops and working sessions involved in the whole development process of this Framework.

Special appreciation goes to MINEDUC, REB, NESA staff, UR-CE lecturers, and to the district decentralized stakeholders including DDEs, DEOs, SEIs, Head teacher, TTC principals, TTC Tutors and teachers for both pre-primary and lower-primary who participated in the whole process of SEL framework development from its inception to completion and contributed their technical and professional expertise for its elaboration.

I owe gratitude to different education partners who contributed to the development of this framework. Special thanks go to USAID-Tunoze Gusoma, implemented by FHI 360 with Save the Children and Florida State University, who funded the design and development of the SEL Framework. Additional gratitude for technical support goes to Save the Children for allowing us to use their SEL resources and to Harvard EASEL Lab and INEE for the use of resources from the PSS-SEL Toolbox, as well as to USAID-Uburezi Iwacu and Voluntary Service Overseas (VSO), for their technical support and inputs.

I also take this opportunity to acknowledge the invaluable contribution of the various individuals and organizations in the development of the SEL Framework for pre-primary and lower primary levels.

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Acronyms and Abbreviations

CASEL: Collaborative for Academic, Social, and Emotional Learning

CBC: Competence-Based curriculum

COP: Community of Practice

CPD: Continuous Professional Development

DEO: District Education Officer

EASEL: Ecological Approaches to Social-Emotional Learning Lab (Harvard University)

FHI 360: Family Health International

HoD: Head of Department

IDELA: International Development and Early Learning Assessment

INEE: Inter-Agency Network for Education in Emergencies

ISELA: International Social and Emotional Learning Assessment

NESA: National Examination and School Inspection Authority

PSS-SEL: Psychosocial Support and Social-Emotional Learning

MINEDUC: Ministry of Education

REB: Rwanda Basic Education Board

PLC: Peer Learning Communities

SEL: Social-Emotional Learning

SEI: Sector Education Inspector

SEO: Sector Education Officer

TDM: Teacher Development and Management Department

TLM: Teaching and Learning Materials

TTC: Teacher Training College

UNICEF: United Nations Children's Fund

UR-CE: University of Rwanda – College of Education

USAID: United States Agency for International Development

VSO: Voluntary Service Overseas

WHO: World Health Organization

1. Introduction

Social and emotional learning starts earlier in the family and continues later at school. Infants and young children are inherently motivated to form attachments with parents, siblings and caregiving adults. When these relationships are reliable, warm, and caring, they foster a sense of well-being in children, which promotes feelings of security (reduced anxiety and stress) and enhances children’s capacity to initiate social interactions and effectively manage emotions. These skills, acquired at an early age, provide a good foundation for lifespan.

This document provides the background of the Social-Emotional Learning (SEL) Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools. The framework, designed by Rwandan experts and stakeholders, is aligned to the National Competence-Based Curriculum, represents Rwandan culture and values and acts as a tool to support the work of the Ministry of Education and Development Partners in developing instructional and training materials, for pre-primary and primary teachers, caregivers and stakeholders.

The Rwanda Basic Education Board (REB), development partners, districts and sector education officials, school leaders and teachers, and others shall use this framework to establish a shared understanding of the skills, values, and mindsets across the mapped domains of social and emotional competences. It can also guide the creation of learning environments and coordinate practices in school activities to support students’ social, emotional, and academic success. This framework can also guide the Rwanda Basic Education Board to incorporate the knowledge, skills and mindset development into instructional materials and teacher professional development resources.

The Social-Emotional Learning (SEL) Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools provides a guide to the skills, values, and mindsets that children should develop through social-emotional learning programming and education. It was designed in a contextualization process to align to the Rwandan curriculum and education system and to be responsive, meaningful, and relevant to Rwandan culture, values, and identity.

Aligned to the generic competences of the national competence-based curriculum, the framework includes seven domains: thinking, emotion, self-identity, self-direction, communication and understanding, socialization, and citizenship. Each domain includes two categories of skills, values, or mindsets: cognitive processing, critical analysis, emotional awareness, self-management, self-esteem, self-awareness, self-reliance, purpose, understanding and responding in social situations, empathy, cooperation, relationship building, conflict management, and civic and service mindset. Within each category, the framework provides a definition and specific subcategories of skills, values, and mindsets. The English terminology and Kinyarwanda translation were carefully selected to reflect local usage and understanding. Designed by local experts and stakeholders, these SEL domains, categories, and subcategories reflect the values, priorities, and objectives of Rwandan culture and education and align to the national curriculum to facilitate implementation of SEL at the school and classroom level.

2. Background of Social-Emotional Learning

Social-emotional learning (SEL) encompasses the skills, values, and mindsets that children need to succeed and experience wellbeing in school and life. Common examples of these skills include positive self-esteem and confidence, understanding and managing emotions, healthy relationships and communication, sense of responsibility and citizenship, and resilience to overcome past and future challenges. Children learn these social-emotional skills from interacting with their parents and caregivers, teachers, peers, and communities in all types of situations, including school and home. The term “social-emotional learning” frequently overlaps with other terms such as life skills and soft skills.

“Social-emotional learning” often refers to targeted school-based programming to promote the development of specific skills, but, in reality, social-emotional learning is happening all throughout a child’s life. This framework’s approach to SEL aims to empower teachers, schools, and other education stakeholders with the knowledge, methods, and resources that help them support this process. Evidence shows that targeted school-based social-emotional learning interventions improve learning outcomes and psychosocial wellbeing of children. According to Durlak et al’s 2011 meta-analysis of American schools from grades 1-12, participation in SEL programming “significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.”

At the pre-primary level, SEL is currently included in the curriculum as a cross-cutting learning area. However, supplementing this approach using targeted social-emotional learning with competences explicitly tied to the CBC offers an opportunity to improve implementation of SEL and student outcomes at the pre-primary level. In Rwanda, Save the Children’s 2018-2019 Advancing School Readiness program, which partnered with schools and families to promote early learning and social-emotional development in children ages 4-6, resulted in a statistically significant impact on children’s learning and developmental skills using the International Development and Learning Assessment (IDELA).

A comprehensive contextual assessment by REB, supported by USAID-Tunoze Gusoma, affirmed the need for social-emotional learning programming in Rwandan pre-primary and primary schools. As one teacher interviewed for the assessment reported, “The teacher’s role is not merely delivering the subject content. It is also about shaping students’ characters and channel[ing] their emotions.” Teachers around the country mentioned specific SEL skills important to Rwandan children, including common global skills like self-control and communication, but also skills not commonly mentioned in other contexts including engagement in dialogue/debate, respect/politeness, and love.

3. Contextualization of SEL Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools

3.1. Problematizing “Global” Frameworks

SEL skills frameworks generally form the foundation of any SEL curriculum or program. Similar to the national CBC, SEL frameworks identify and organize the priority skills that a curriculum aims to promote. Hundreds of frameworks have already been developed around the world, some “global” for any context, but many of them specific to certain child developmental stages, programmatic goals, national curricula, or cultural context.¹

In Rwanda, previous SEL interventions have used “global” SEL frameworks intended to be relevant in any context, including programs using frameworks from Save the Children (2018-2019) and CASEL (2012). One commonly recognized framework, CASEL, was developed by the American NGO Collaborative for

¹ For a library and analysis of SEL frameworks in use around the world, see <http://exploresel.gse.harvard.edu/>.

Academic, Social, and Emotional Learning (CASEL) based on input from American stakeholders in American schools. The CASEL Framework includes 5 domains: self-awareness, self-management, social awareness, relationships skills, and responsible decision making. It also references the levels of social ecology involved in implementing SEL through a sustained collaborative effort between families, school, and the communities. Although commonly used in global contexts, the CASEL framework does not adequately reflect the Rwandan context and does not clearly align with the national curriculum.

Figure 1: CASEL Framework



CASEL, 2020

3.2. A Contextualized Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools

This document provides a more relevant and effective approach to SEL frameworks by working with Rwandan experts and stakeholders to develop an evidence-based SEL framework contextualized to Rwandan culture and rooted in the national curriculum.

A contextualized SEL framework will maximize impact, relevance, uptake, and sustainability of SEL programming in Rwanda. A USAID systematic review of SEL programs found that “highly structured global approaches did not always lead to positive effects” (USAID, 2021). One reason for this may be that, although conceptions of social-emotional skills and wellbeing are deeply rooted in culture and context, most of these interventions use SEL frameworks like CASEL designed in American or European contexts that lack coherence with the skills, values, and conceptions of success for children in their society. The use of a framework co-designed by Rwandan experts, educators, and community members will help to “ensure relevance, effectiveness, and acceptance” (Jukes, 2019).

Likewise, deliberate coherence between the SEL framework and the national curriculum will increase uptake and effectiveness. A deep analysis of the competences of the CBC anchored the framework development process, with each SEL domain matched to one of the curriculum competences that includes similar competencies. Therefore, SEL programming may be implemented by being latched to instruction of CBC competences in the classroom, simultaneously easing the introduction of SEL while mutually

reinforcing CBC competences. SEL programming integrated into national curriculum is relatively new around the world, but has seen initial positive results in nations similar to Rwanda.

This contextualized framework will also facilitate uptake and ownership by Rwandan teachers, students, and communities. It uses the cultural touchstones, English and Kinyarwanda vocabulary, and ways of thinking and communicating that are comfortable and affirming of the identity of the Rwandan people. The familiar terminology and conceptions of SEL skills will help teachers and caregivers connect SEL to what they already know, value, and support in their children. This approach will support Rwandan children to develop the skills, values, and mindsets that are relevant and will help them succeed in their cultural context.

4. Development Process: SEL Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools

REB, supported by development partners, collaborated with a representative group of education stakeholders and experts from districts, sectors, and schools to develop the framework through a collaborative and evidence-based co-design process. Participants in the co-design workshop included representatives from Ministry of Education, REB, NESA, UR-CE, DEOs and SEOs; TTC tutors; head teachers and teachers from pre-primary and lower-primary schools; and staff of Development Partners. In partnership with USAID-Tunozu Gusoma, this process was guided by a SEL expert from FHI 360 and Harvard University who had previously worked on the team developing the INEE Harvard University Ecological Approach to Social Emotional Learning (EASEL) Lab's PSS-SEL Toolbox. The Toolbox includes a set of tools and guidance to create or adapt a SEL frameworks, curricula, and programming, which was used alongside other resources, including from Save the Children and CASEL, to inform the process and provide references and materials.

The first phase was a desk review of the existing educational resources in Rwanda relevant to SEL. At the foundation of this process was the Competence-Based Curriculum (CBC). Recognizing that CBC has a different purpose and objective than SEL, but does include some similar elements, the analysis examined the overlaps and connections in which the CBC already addresses or implies SEL skills, but also that so there were also some gaps in which SEL's goal deviate from the CBC's. The review analyzed the SEL skills explicitly stated in the curriculum framework (such as "interpersonal skills"), those implicitly connected to a generic competence (such as the connection between SEL skill of self-esteem with the "personal improvement and development" part of the "Lifelong Learning" competence), and the areas where CBC and SEL did not overlap, mainly in emotional skills. The review also included other elements of the CBC such as values and subject-specific competences. The desk review finally considered additional resources, including the pre-primary curriculum scope and sequence which explicitly includes SEL, pre-primary and lower primary teacher guides, and other teaching and learning materials. The USAID-Tunozu Gusoma Comprehensive Contextual Assessment of pre-primary and lower primary education in Rwanda also provided additional information including educators' perspectives on the need for SEL and priority SEL skills.

The next step was researching other SEL frameworks and approaches that may be relevant to the Rwandan context. The first example considered was CASEL which, although it was developed in the US, is frequently used in other contexts. The analysis revealed some potential gaps where CASEL may not address the Rwandan context, particularly around civic and community values, as well as issues with vague or complex terminology not commonly used in Rwanda. It looked specifically at Save the Children's SEL programming, which uses an adapted version of CASEL. The review also included frameworks and approaches designed for specific age groups and context, such as Sesame Workshop's preschool SEL

framework and FHI 360's SEL-integrated accelerated basic literacy program. Lastly, the review considered contexts where SEL has been integrated into national curricula, including Singapore, Kenya, and Nigeria.

In December 2021, REB hosted a virtual workshop where these findings were presented alongside an overview of SEL conceptual framework, research, and best practices. Stakeholders were engaged in analyzing the evidence supporting SEL interventions and considering how SEL is already facilitated by Rwandan teachers, parents, and caregivers. They also completed an initial mapping of SEL skills to CBC competences and identifying activities that support each skill. The final action point from this meeting was to organize a follow-on workshop with REB and NESA technical team as well as representatives from the decentralized education stakeholders to discuss how SEL is addressed in the competence-based curriculum and decide on the preferable SEL strategy and approaches that will be implemented with support from Schools and Systems.

Following that workshop, an in-person co-design workshop was convened in March 2022 with a diverse stakeholder group. In that workshop, the findings of the desk review, research, and previous meeting were presented to introduce participants to SEL. Through participatory activities and discussion, the participants developed a shared understanding of SEL and its meaning and importance in pre-primary and primary education. They identified elements of SEL that are explicit in the competence-based curriculum, such as interpersonal skills, as well as elements that are implicit, such as the behavioral regulation skills needed to engage in classroom learning.

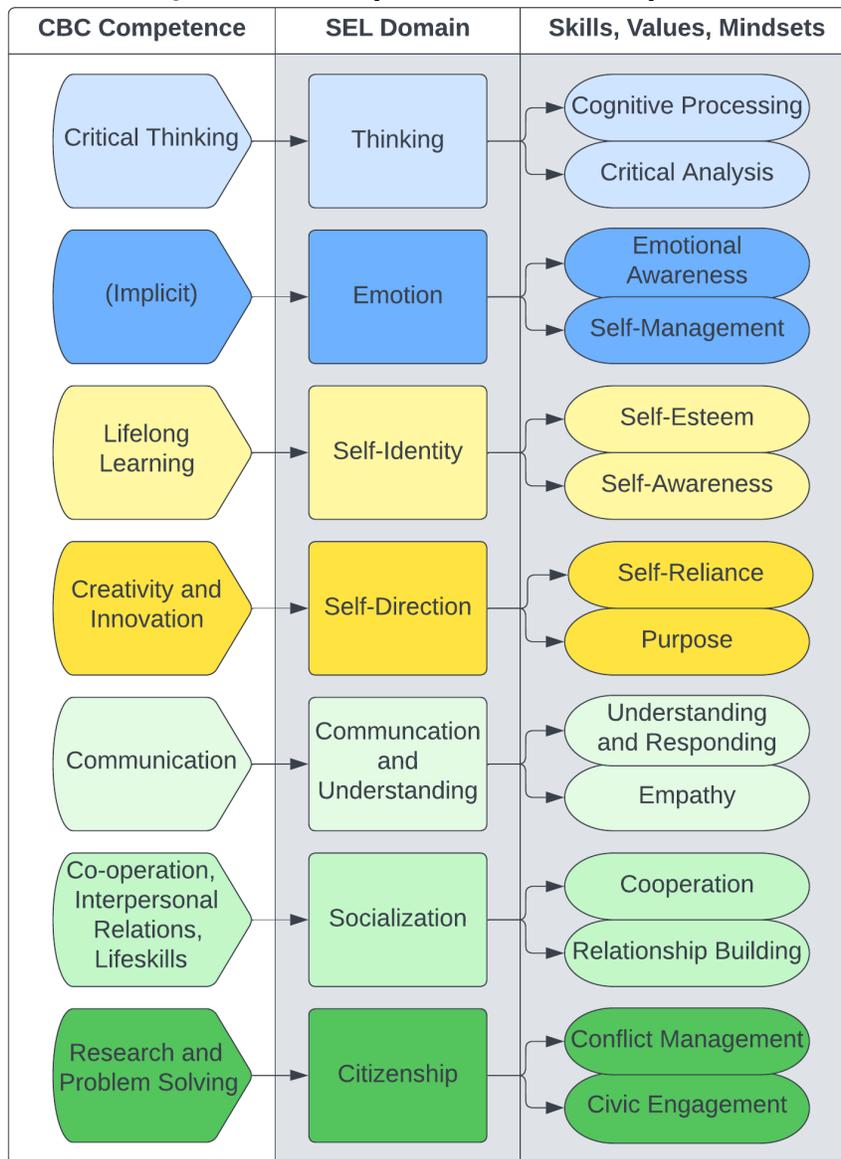
From there, the participants engaged in a guided process to analyze a full set of SEL skills to identify, prioritize, and define the skills most relevant and meaningful in this context and map them to the competences in the CBC. In this process, they drew on resources including the CBC, the pre-primary curriculum that mentions SEL, SEL materials used in previous projects in Rwanda, and other SEL frameworks from around the world. Participants also examined pre-primary and primary math and literacy teacher guides to identify areas where SEL is already present in the curriculum and where it could be strengthened or added. The outcome of that workshop was a draft SEL framework and a mapping of the framework's alignment to the CBC. Notably, instead of "skills" alone, the participants decided to include "skills, values, and mindsets" to better reflect how social-emotional learning is understood and fostered in this context.

5. SEL Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools

5.1 Framework Structure and Organization

The SEL Framework is organized around seven SEL domains aligned to the six generic competences of the Competence-Based Curriculum and one additional domain focused on emotional skills, values, and mindsets that are implicit in the CBC competences (See Annex A for full mapping). Each domain includes two categories of “skills, values, and mindsets,” and each category has a list of sub-competences. The domains are displayed in a different order than CBC to progress from the most basic executive function SEL competences that students need to participate in the classroom, up through more complex self-focused competences, and finally more complex social skills that culminate in connections to other elements of the Competence-Based Curriculum around citizenship and national values. The figure below provides organization for the framework, with a detailed explanation on the following pages:

Figure 2: SEL Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools



5.2 Framework Content

Domain 1: Thinking

The “**thinking**” domain includes competences related to processing and acting on thoughts, with two sub-categories, cognitive processing and critical thinking. These skills align with the CBC domain “critical thinking” because they relate to the way students deliberately use their minds to consider information and use it to make decisions.

Cognitive processing refers to the ability to control one's thinking to focus, absorb and remember information, organize thoughts and actions, and act deliberately. An example of cognitive processing is a learner's ability to recall and use what they learned in the previous lesson.

Critical analysis refers to the ability and mindset to use one's mind to reflect, identify and analyze information, make decisions, and form opinions based on reason. An example of critical analysis is a learner's ability to explain the reason for an argument in a debate and identify counterarguments.

Domain 2: Emotion

The “**emotion**” domain includes competences related to processing and acting on emotions, with two sub-categories, emotional awareness, and self-management. This domain is the only domain that does not align directly with a CBC competence and was added as a seventh domain to the SEL framework with the recognition that emotional skills are implicit but not directly stated in the CBC.

Emotional awareness refers to the ability to recognize, understand, interpret, and value one's emotions; how one experiences emotions; and how one relates them with the environment. An example of emotional awareness is a student recognizing their sense of frustration when completing a challenging assignment and understanding that it is an expected emotion that they can work through.

Self-Management refers to the ability to regulate one's emotions and behaviors. An example of self-management is the frustrated student using a self-calming strategy to manage that uncomfortable emotion and complete their assignment.

Domain 3: Self-Identity

The “**self-identity**” domain includes competences related to knowing and valuing oneself, with two sub-categories, self-esteem, and self-awareness. These skills align with the CBC domain “lifelong learning” because they relate to the way students understand their own knowledge and skills and work towards opportunities to improve for personal growth and fulfilment.

Self-esteem refers to the way a person sees and values oneself as an individual. An example of self-esteem is a child's ability to identify and celebrate positive traits in themselves.

Self-awareness refers to the way one views and understands their own traits and identity; their strengths and weakness; their role(s) as an individual and in relation to others. An example of self-awareness is a child's ability to identify what they contribute to their family and classroom.

Domain 4: Self-Direction

The “**self-direction**” domain includes competences related to acting intentionally for oneself and one's future, with two sub-categories, self-reliance, and purpose. These skills align with the CBC domain “Creativity and Innovation” because they relate to the way students take initiative, generate original ideas, and respond to and overcome challenges.

Self-reliance refers to the ability to think, make decisions, and act independently. An example of self-reliance is a learner's ability to recognize and solve a problem like getting lost on the way to school without adult assistance.

Purpose refers to the way a person envisions and acts towards a positive concept of their future. An example of purpose is a child identifying a job they would want when they grow up and working to learn a new skill in school because they know it will be useful in that job.

Domain 5: Communication and Understanding

The “**communication and understanding**” domain includes competences related to understanding others and making oneself understood, with two sub-categories, Understanding and responding in social situations and empathy. These skills align with the CBC domain “Communication” because they relate to the way students convey information, function in a variety of social and cultural communication contexts and comprehend others.

Understanding and responding in social situations refers to the ability to function in society by understanding situational contexts and reacting with appropriate communication. An example of this skill is a child recognizing that a scenario like a funeral calls for serious behavior and knowing to express the appropriate condolences.

Empathy refers to the ability to understand, make sense of, and share in other people’s thoughts and feelings, particularly when the others are different from themselves. An example of empathy is a child recognizing that attendees of the funeral who were close to the deceased person may feel very sad even if they themselves do not.

Domain 6: Socialization

The “**socialization**” domain includes competences related to getting along with others, with two sub-categories, cooperation, and relationship-building. These skills align with the CBC domain “Co-operation, Interpersonal Relations, Life Skills” because, mirroring the CBC definition, they relate to the way students work together in groups and communities and demonstrate mutual respect and generosity.

Cooperation refers to the ability to collaborate with others by taking turns, sharing, interacting, and working towards a common goal, particularly in groups with others who are different from oneself. An example of this skill is a group of learners working on a project together and each learning from each other.

Relationship building refers to the ability to connect with others, make friends, and build community with others. An example of relationship building is a child welcoming a new student into their class and finding commonalities to build a friendship.

Domain 7: Citizenship

The “**Citizenship**” domain includes competences related to promoting a peaceful community and nation, with two sub-categories, conflict management and civic and engagement. These skills align with the CBC domain “Research and Problem Solving” because they relate to the way students find solutions to problems. As the most advanced domain, citizenship skills, values, and mindsets also connect SEL to other elements of CBC, particularly Basic Values (National) and Cross-Cutting Issues.

Conflict management refers to the ability to identify and prevent problems, understand conflicting perspectives, negotiate, and come to an appropriate resolution involving compromise and forgiveness. An example of this skill is a learner using words to come to a compromise instead using violence to resolve a dispute over sharing a toy.

Civic Engagement refers to the mindset and commitment to upholding Basic Values (National) and cross-cutting issues, particularly those related to national identity and peace such as respect for others and human rights, dignity and integrity, national and cultural identity, peace and tolerance, and

volunteerism. An example of civic engagement is a child's interest in participating in community events and contributing to their community.

The table on the following page summarizes how SEL domains link with the CBC generic competencies and shows details of skills, values and mindsets that correspond to each domain. Additional analysis of the linkages between SEL domains and CBC can be found in Annex B. An additional table provides the list of sub-skills/values/mindsets for each domain.

Table 1: CBC Generic Competence Linked with SEL Domains, Skills/Values/Mindsets, and Definitions

CBC Competence	SEL Domain	Skills/Values/Mindsets	Definition
Critical Thinking	Thinking: Processing and acting on thoughts	Cognitive Processing "I control my mind"	The ability and mindset to use one's mind to reflect, identify and analyze information, make decisions, and form opinions based on reason
		Critical Analysis "I use my mind"	The ability to control one's thinking to focus, absorb, and remember information, organize thoughts and actions, and act deliberately
(Implicit)	Emotion: Processing and acting on emotions	Emotional Awareness "I know my emotions"	The ability to recognize, understand, interpret, and value one's emotions; how one experiences emotions; and how one relates them with the environment
		Self-Management "I control my emotions"	The ability to regulate one's emotions and behaviors
Lifelong learning	Self-Identity: Knowing and valuing oneself	Self-Esteem "I value myself"	The way one sees and values oneself as an individual
		Self-Awareness "I know myself"	The way one views and understands their own traits and identity; strengths and weakness; role(s) as an individual and in relation to others
Creativity and Innovation	Self-Direction: Acting intentionally for myself and my future	Self-Reliance "I can think and act by myself"	The ability to think, make decisions, and act independently
		Purpose "I work towards my future"	The way one envisions and acts towards a positive concept of their future
Communication	Communication and Understanding: Understanding others and making myself understood	Understanding and Responding in Social Situations "I can function in society"	The ability to function in society by understanding situational contexts and reacting with appropriate communication
		Empathy "I understand others"	The ability to understand, make sense of, and share in other people's thoughts and feelings, particularly when others are different from oneself
Co-operation, Interpersonal Skills, Life Skills	Socialization: Getting along with others	Cooperation "I can collaborate with others"	The ability to collaborate with others by taking turns, sharing, interacting, and working towards a common goal, particularly in groups with others who are different from oneself
		Relationship Building "I build good relationships with others"	The ability to connect with others, make friends, and build community with others
Research and Problem-Solving	Citizenship: Promoting a peaceful community and nation	Conflict Management "I can manage conflict"	The ability to prevent and identify problems, understand conflicting perspectives, negotiate, and come to an appropriate resolution involving compromise and forgiveness.
		Civic Engagement "I am a good citizen"	The mindset and commitment to upholding Basic Values (National) and cross-cutting issues, particularly those related to national identity and peace.

Table 2: SEL Framework with Sub-Skills/Values/Mindsets

CBC Competence	SEL Domain	Skills/Values/Mindsets	Sub-Skills/Values/Mindsets
Critical Thinking	Thinking: Processing and acting on thoughts	Cognitive Processing "I control my mind"	focus, organization, impulse control, flexibility, listening, memory, planning
		Critical Analysis "I use my mind"	logic, reflection, decision making
(Implicit)	Emotion: Processing and acting on emotions	Emotional Awareness "I know my emotions"	identifying emotions, describing physical sensations and expressions of emotion, connecting situations with appropriate emotions, sense of love
		Self-Management "I control my emotions"	emotional regulation and expression, stress management, following rules, self-control
Lifelong learning	Self-Identity: Knowing and valuing oneself	Self-Esteem "I value myself"	confidence, positive identity (individual and social), self-love, self efficacy
		Self-Awareness "I know myself"	sense of identity, identifying one's traits, knowing strengths and weaknesses, knowing how you fit in with others, knowing when and how to ask for help
Creativity and Innovation	Self-Direction: Acting intentionally for myself and my future	Self-Reliance "I can think and act by myself"	self-motivation, independence, creative thinking, leadership
		Purpose "I work towards my future"	goal setting/planning, perseverance, resilience, overcoming challenges, future orientation, high expectations
Communication	Communication and Understanding: Understanding others and making myself understood	Understanding and Responding in Social Situations "I can function in society"	communication, listening perceiving social signals, polite expression, self-expression, demonstrating respect
		Empathy "I understand others"	making sense of others' feelings and thoughts, share in others' happiness or other feelings, holding multiple perspectives, appreciating differences
Co-operation, Interpersonal Skills, Life Skills	Socialization: Getting along with others	Cooperation "I can collaborate with others"	teamwork, taking turns, sharing, generosity, interacting, communication for action
		Relationship Building "I build good relationships with others"	Finding commonalities, accepting/appreciating differences, helping others, understanding social roles, discretion, trust, communication for forming social connections
Research and Problem-Solving	Citizenship: Promoting a peaceful community and nation	Conflict Management "I can manage conflict"	identify problems, prevent problems, compromise, negotiation, "agree to disagree," fair play, apologize/forgive, tolerance
		Civic Engagement "I am a good citizen"	Basic Values (National): dignity and integrity, self-reliance, national and cultural identity, peace and tolerance, justice, respect for others and for human rights, solidarity and democracy, patriotism, hard work, commitment and resilience Additional sub-skills/values/mindsets: peacebuilding, volunteerism, service, open-mindedness, reconciliation, sacrifice, gratitude, appreciation of diversity, shared identity building

6. Differentiation of SEL Skills by Level

A child's social-emotional learning skills, values, and mindsets progress as the child progresses through developmental stages. Similar to other developmental categories, SEL development will look different for every child and will not always be linear or predictable. However, we can identify general expectations, milestones, and patterns in children's social-emotional development. This document will provide a brief example of SEL skills in pre-primary age groups (age 3-6) compared to SEL in lower primary age groups (age 6-9).

Table 3: Example SEL Skills/Values/Mindsets Upon Completion of Pre-Primary and Lower Primary Levels

Domain	Skills, Values, Mindsets	Pre-Primary School Examples: Upon completion of pre-primary grades, the child can...	Lower Primary School Examples: Upon completion of lower primary grades, the child can...
Thinking	Critical Analysis	-Explain a reason for their action -Follow classroom rules	-Reflect on their action and explain why it had that result -Follow and explain the rules
	Cognitive Processing	-Follow instructions as a teacher is talking through the steps	-Recall and follow a set of instructions with multiple steps
Emotion	Emotional Awareness	-Name their emotions -Make connections between simple emotional states and behavior	-Express negative emotions like anger or sadness in appropriate ways -Understand how emotions affect personal decision making -Identify appropriate ways to express different emotions
	Self-Management	-Calm down self after emotional reaction -Control and express appropriate emotional reactions in different situations	-Use simple calming strategies for strong emotions before they act -Explain their daily schedules -Express emotions in a socially acceptable manner
Self-Identity	Self-Esteem	-Identify activities they are good at -Notice effects of own physical actions -Repeat familiar activity to gain comfort and confidence -Convey ownership of objects and people ("my friend") -Try new activities and experiences with support from adults	-Describe themselves in front of a group -Distinguish attributes of self in comparison to attributes of others -Try new activities and experiences with support from peers -Attempt new activities independently
	Self-Awareness	-Describe a group they belong to and their role in it -Identify personal likes & dislikes, needs & wants	-Explain skill they have learned and how they have improved -Attempt progressively complex activities and experiences independently
Self-Direction	Self-Reliance	-Carry out basic personal care tasks independently with supervision (ex: dressing)	-Pursue a new activity independently of adults
	Purpose	-Name a person they want to be like when they grow up	-Identify a goal, the steps towards achieving it, and likely challenges

Communication and Understanding	Understanding and Responding in Social Situations	<ul style="list-style-type: none"> -Understand a serious situation and stay quiet -Show affection and bond with caregivers -Indicate needs through vocalizations and body movements 	<ul style="list-style-type: none"> -Understand a serious situation and provide the socially appropriate response -Engage in reciprocal conversations and interactions with peers and adults -Ask for and accept offers of help when needed or appropriate -Recognize that there are socially acceptable ways to behave in different places and situations
	Empathy	<ul style="list-style-type: none"> -Identify others' emotions through simple physical and verbal cues, - Communicate similarities and differences between self and others, -Demonstrate care/concern for others, 	<ul style="list-style-type: none"> -Understand another person's emotions based on what that person is experiencing -Distinguish attributes of self in comparison to attributes of others
Socialization	Cooperation	<ul style="list-style-type: none"> -Take turns in a structured game 	<ul style="list-style-type: none"> -Recognize when a peer needs help and provide help
	Relationship Building	<ul style="list-style-type: none"> -Show curiosity in another person's interests -Recognize that there are socially acceptable ways to behave in different places and situations 	<ul style="list-style-type: none"> -Show respect and find commonalities with a peer who appears different than themselves -Understand that others' actions might be different than own in the same situation -Demonstrate socially acceptable behaviors according to environment
Citizenship	Conflict Management	<ul style="list-style-type: none"> -Distinguish between appropriate and inappropriate ways to react during a conflict -Communicate about a conflict with trusted adults/caregivers 	<ul style="list-style-type: none"> -Recognize that friends and peers make mistakes and then demonstrate forgiveness -Identify conflicts commonly experienced by peers -Recognize that friends and peers make mistakes
	Civic Engagement	<ul style="list-style-type: none"> -Be a "helper" in classroom tasks like cleaning 	<ul style="list-style-type: none"> -Recognize when a classmate is being excluded and demonstrate acceptance

7. Implementation Plan: SEL Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools

The framework provides a tool to inform Ministry and Development Partners' implementation of SEL at the pre-primary and lower-primary levels, including policies, curriculum and materials development, and teacher training. By latching the framework to the CBC, this framework will guide facilitate integration of SEL into various components of teacher professional development, classroom instruction, and materials development for pre-primary and lower-primary schools, as well as Teacher Training Colleges preparing educators to teach at the pre-primary and lower-primary levels.

7.1. Implementation Steps

The SEL Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools will be implemented in a coordinated process with the cooperation of education stakeholders:

- **Launch:** The SEL Framework will be shared and publicized to relevant stakeholders, including Ministry partners, Development Partners, and other education stakeholders.
- **Classroom Activities Development:** A mapping of SEL sub-skills by grade will be used to analyze the teacher guides and other teaching and learning materials to identify activities and pedagogical methods already present in the curriculum for each grade that target each SEL sub-skill. To fill any gaps where existing materials do not comprehensively address a SEL sub-skill, SEL activities will be selected from international resources or new SEL activities developed based on culturally relevant activities like local songs and games. These activities will then provide the content for an Activity Guide for teachers, as well as any supplemental instructional materials like SEL texts or storybooks.
- **Activity Guide Development:** The SEL activities will be compiled into a SEL Activity Guide for teachers to use to guide the facilitation of SEL activities in the classroom. The guide will be organized by grade and SEL skills/value/mindset to point teachers to appropriate activities to use in their class. Ministry representatives and education stakeholders will validate the guide.
- **Training:** School leaders, teachers, community volunteers, community literacy champions, school executive committee members, and other education stakeholders will be trained on the SEL framework and on the use of the SEL Activity Guide to facilitate SEL programming for children. The framework may also guide the integration of SEL into other relevant trainings and professional development. Pre-Service teachers will be trained on the SEL framework and on the use of the SEL Activity Guide as part of the Teacher Training College curriculum. SEL components will be included in the Foundational Literacy Course for Teacher Training College tutors' professional development. As new materials are designed for the Early Childhood Education methods course that supports pre-primary teacher education related to literacy skills, SEL components will be integrated into the course module and included in tutor training for implementing the course with student teachers.
- **SEL Assessment Development:** The mapping of SEL sub-skills by grade will provide a basis for identifying existing measurement instruments (such as ISELA/IDELA from Save the Children) to assess the impact of SEL programming on children's outcomes, as well as developing new measurement instruments to fill any gaps. The measurement instruments will also be adapted into assessment tools such as checklists for teachers to assess their students' progress as part of the Activity Guide. The measurement instruments will be adapted, tested, and validated for this context.

- **Monitoring and Evaluation:** SEL will be integrated into existing monitoring systems such as classroom observations and student assessments to monitor and evaluate the implementation of SEL activities and the impact on student outcomes. SEL will be embedded into a comprehensive monitoring tool to observe and assess SEL activities, SEL facilitation in the classroom, and SEL outcomes.

7.2. Roles and Responsibilities for Implementation and Sustainability

To support the successful implementation and sustainability of the SEL framework through education programming, the roles, responsibilities, and supports of stakeholders at each level of the education system are as follows:

At the **national level**, REB, NESAC, and MINEDUC have the responsibility to:

- Coordinate training related to SEL
- Provide their inputs in the preparation of the SEL instructional resources
- Support the development of training manuals
- Validate all documents related to SEL
- To monitor implementation of SEL in schools
- To facilitate invitation of participants in different trainings and other activities related to SEL

At the **district and sector level**, DDEs, DEOs and Sector Education Inspectors (SEIs) have the responsibility to:

- Ensure all pre-primary and lower-primary teachers are trained on SEL
- Ensure effective use of teaching and learning materials
- Provide all needed data related to SEL
- Monitor implementation of SEL in all schools

DDEs, DEOs and Sector Education Inspectors (SEIs) will be supported by others through:

- REB and other development partners to avail adapted teaching and learning materials
- REB will design required tools to be used in monitoring

At the **school and TTC level**,

Head teachers and TTC principals have the responsibility to:

- Mobilize teachers/tutors, learners, and parents about SEL
- Participate in training and professional development
- Monitor SEL implementation in classrooms
- Incorporate SEL in sector and district peer learning communities (PLCs)
- Incorporate SEL in community of practices (COPs)

Head teachers and TTC principals will be supported by others through:

- Incorporation of SEL in district peer learning communities (PLCs)
- Incorporation of SEL in school improvement plans and school action plans
- Opportunities to participate in program planning and design
- Monitoring of how SEL is implemented in schools

Pre-primary and lower-primary teachers have the responsibility to:

- Participate in training and professional development on SEL

- Facilitate SEL activities and teaching methods in their classes
- Integrate SEL skills, values, and mindsets into their lessons
- Develop instructional goals related to SEL
- Foster safe, supporting, and caring learning atmospheres in and outside the classroom
- Communicate and collaborate with parents and caregivers to understand and support children's needs
- Advocate for learners with special education needs and from marginalized groups
- Participate in Community of practices (COPs) and other professional development opportunities

Pre-primary and lower-primary teachers will be supported by others through:

- Provision of SEL TLMs by REB and development partners
- Coaching and professional development opportunities from district and sector education authorities
- Support from SEIs and development partners to mobilize parents, caregivers, and communities

Role of Development Partners

To support stakeholders at each level, **development partners** have the responsibility to:

- Facilitate the representation and participation of diverse and inclusive stakeholder groups in the design, implementation, and monitoring of all SEL programming
- Host and participate in workshops, meetings, and trainings on SEL
- Provide SEL TLMs and other instructional resources designed in collaboration with representative stakeholders
- Facilitate the monitoring, evaluation of SEL activities and then adapt and improve programming based on results
- Foster communication and collaboration between stakeholder groups on SEL
- Include considerations for sustainability and local ownership in all elements of SEL programming

Role of Families/Caregivers

When families feel valued as partners in the school, they can also learn how to support and build on schoolwide SEL practices in their homes. Families and caregivers can also be critical partners in shaping SEL implementation in schools. Families are children's first teachers and essential to promoting social and emotional learning (SEL) throughout a child's life. When educators and families work together, they can build strong connections with each other that reinforce social and emotional skills developed in the home, in schools, and in their communities.

As experts in their children's development, interests, cultures, and strengths, families are also important advocates for SEL at their child's school. Families are far more likely to form partnerships with schools when the school's norms, values, and cultural representations reflect their own experiences. For these reasons, it is important to foster a culturally responsive and welcoming school environment and authentically engage families as partners in promoting students' SEL.

Therefore, families should:

- Participate in families' meeting and trainings on what SEL is, why it is essential and the roles in which they may provide feedback and input about schoolwide SEL.
- Provide information about family preferences, perceptions, talents, and availability for SEL implementation.

- Share information on family perceptions of their student's strengths.
- Be flexible and creative in communication about SEL.
- Participate as members of decision-making committees and groups being involved in decisions affecting their children's Social-Emotional Learning.

Annex A: SEL Terms and Corresponding Terms in Kinyarwanda

Table 4: Kinyarwanda Translations of SEL Terms

CBC Alignment*	Domain	Skills, Values, Mindsets
Critical Thinking Gutekereza byimbitse	Thinking Gutekereza	Cognitive Processing Gukoresha inyurabwenge
		Critical Analysis Iseengura ryimbitse
(Implicit)	Emotion Imbamutima	Emotional awareness Gusobanukirwa n'imbamutima zawe
		Self-Management Kugenzura imbamutima zawe
Lifelong Learning Kwiga no guhora yiyungura ubumenyi	Self-Identity Imiterere ya Muntu	Self-Esteem Kwiyubaha no kwigirira ikizere
		Self-Awareness Kwisobanukirwa
Creativity and Innovation Guhanga udushya	Self-Direction Kugira ikerekezo	Self-Reliance Kwigira
		Purpose Intego
Communication Gusabana mu ndimi zemewe gukoreshwa mu gihugu	Communication and Understanding Gushyikirana no kumva abandi	Understanding and responding in social situations Gusobanukirwa n'igihe urimo no gukora igikwiye
		Empathy Impuhwe
Co-operation, Interpersonal Skills, Life Skills Ubufatanye, imibanire ikwiye n'abandi n'ubumenyi ngiro mu buzima bwa buri muni	Socialization Imibanire n'abandi	Cooperation Ubufatanye
		Relationship building Kubaka imibanire
Research and Problem-Solving Ubushakashatsi no gushakira ibibazo Ibisubizo	Citizenship Uburere Mboneragihugu	Conflict Management Gukumira no gukemura amakimbirane
		Civic Engagement Inshingano Mboneragihugu

*Translations of CBC Generic Competences from integanyanyigisho y'uburezi bw'inshuke kuva ku myaka 3 kugeza ku myaka 6.

Annex B: Map of Alignment of SEL Framework to CBC Generic Competences

Table 5: Alignment of SEL Framework to CBC Generic Competences (English)

CBC Generic Competence: Critical Thinking		Aligned SEL Domain: Thinking	
Definition from CBC	SEL Skills, Values, Mindsets	SEL Components/skills found in CBC	Components implicit in or aligned to CBC
<ul style="list-style-type: none"> Think reflectively, broadly and logically about challenges encountered in all situations. Weigh up evidence and make appropriate decisions based on experience and relevant learning. Think imaginatively and evaluate ideas in a meaningful way before arriving at a conclusion. Explore and evaluate alternative explanations to those presented by others. 	Critical Analysis “I use my mind”	Logic, reflection, decision making, evaluating alternatives	Reflective practice
	Cognitive Processing “I control my mind”	Thinking deliberately	focus, attention, listening, memory, planning, cognitive flexibility, adaptation
CBC Generic Competence: Lifelong Learning		SEL Domain: Self-Identity	
Definition from CBC	SEL Skills, Values, Mindsets	SEL Components/skills found in CBC	Components implicit in or aligned to CBC
<ul style="list-style-type: none"> Take initiative to update knowledge and skills with minimum external support. Cope with the evolution of knowledge and technology advances for personal fulfillment. Seek out acquaintances more knowledgeable in areas that need personal improvement and development. Exploit all opportunities available to improve on knowledge and skills. 	Self-Awareness “I know myself”	Knowing your knowledge and skills, finding opportunities to improve	Self-perception of strengths and weaknesses
	Self-Esteem “I value myself”	Personal fulfilment and improvement	Confidence, self-worth, positive identity

CBC Generic Competence: Creativity and Innovation		Aligned SEL Domain: Self-Direction	
Definition from CBC	SEL Skills, Values, and Mindsets	SEL Components/skills found in CBC	Components implicit in or aligned to CBC
<ul style="list-style-type: none"> Respond creatively to the variety of challenges encountered in life. Use imagination beyond knowledge provided to generate new ideas to enrich learning. Take initiative to explore challenges and ideas in order to construct new concepts. Generate original ideas and apply them in learning situations. Demonstrate resilience when faced with learning challenge 	Self-Reliance “I can think and act by myself”	Take initiative, generate original ideas, Creative thinking	leadership, self-motivation, self-efficacy, independence
	Purpose “I work towards my future”	Respond to and overcome challenges, demonstrate resilience	Goal-setting, future orientation, high expectations
CBC Generic Competence: Communication		Aligned SEL Domain: Understanding and Communication	
Definition from CBC	SEL Skills, Values, Mindsets	SEL Components/skills found in CBC	Components implicit in or aligned to CBC
<ul style="list-style-type: none"> Communicate and convey confidently and effectively information and ideas through speaking and writing and other forms of communication. Use correct language structure and relevant vocabulary effectively in a range of social and cultural contexts. Comprehend language through listening and reading. Use oral and written language to discuss, argue and debate a variety of themes in a logical and appealing manner. Communicate clearly and confidently using a range of linguistic, symbolic, representational and physical expression. Develop and communicate formal messages and speech appropriate to the target recipient or audience. 	Understanding and Responding in Social Situations “I can function in society”	Conveying information, communicating in a range of social and cultural contexts, communicating appropriately for the context	Politeness, respect, self-expression
	Empathy “I understand others”	Comprehending others	Making sense of and sharing in others’ thoughts and feelings, considering multiple perspectives, appreciating differences

CBC Generic Competence: Co-operation, Interpersonal Relations, Life Skills	Aligned SEL Domain: Socialization		
Definition from CBC	SEL Skills, Values, Mindsets	SEL Components/skills found in CBC	Components implicit in or aligned to CBC
<ul style="list-style-type: none"> • Co-operating with others as a team in whatever task assigned. • Adapting to different situations including the world of work. • Demonstrating a sense of personal and social responsibility and making ethical decisions and judgments. • Practicing respect for the rights, views and feelings of others. • Practicing positive ethical and moral attitudes with respect to socially acceptable behavior. • Perform practical activities related to environmental conservation and protection. • Advocating for personal, family and community health, hygiene and nutrition. • Developing motor skills to perform a variety of physical activities for fitness, health, leisure and social interaction 	Cooperation “I get along with others”	Entire definition: collaboration, teamwork, generosity,	taking turns, sharing
	Relationship Building “I build community with others”	Respect for others, positive ethical and moral attitudes	Finding commonalities, understanding social roles, discretion, trust
CBC Generic Competence: Research and Problem Solving	Aligned SEL Domain: Citizenship		
Definition from CBC	SEL Skills, Values, Mindsets	SEL Components/skills found in CBC	Components implicit in or aligned to CBC
<ul style="list-style-type: none"> • Be resourceful in finding answers to questions and solutions to problems. • Produce new knowledge based on research of existing information and concepts and sound judgment in developing viable solutions. • Explain phenomena based on findings from information gathered or provided. 	Conflict Management “I can manage conflict”	Finding solutions to problems, using sound judgment in developing viable solutions, gathering information	Understanding situations, compromise, negotiation, forgiveness/apologizing, reconciliation
	Civic Engagement “I am a good citizen”	**connects to Basic Values (National) and Cross-Cutting Issues in CBC	Volunteerism, sacrifice, respect for human rights and others, peacebuilding, shared identity

Implicit SEL Domain: Emotion			
Justification	SEL Skills, Values, Mindsets	SEL Components/skills found in CBC	Components implicit in or aligned to CBC
CBC does not explicitly address emotional skills as this is not within the CBC's scope. However, the evidence shows that emotional skills are a prerequisite to the skills included in the CBC. To be a good student, peer, or citizen, children need to first understand and control their emotions and your behaviors.	Emotional Awareness "I know my emotions"	Understanding oneself in relation to others	Identifying and understanding emotions, sense of love
	Self-Management "I control my emotions"	Being able to behave in a way that supports learning and getting along with others	Stress management, emotional expression and regulation

Annex C: Kinyarwanda version of annex B

Ishusho yo guhuza ingeri z'imbamutima n'imibanire n'ubushobozi nsanganyamasomo bwo mu nteganyanyigisho ishingiyeye ku bushobozi (CBC)

Imbonerahamwe ya 6: Ihuriro ry'ingeri z'ubumenyi bw'imbamutima n'imibanire n'ubushobozi nsanganyamasomo bwo mu nteganyanyigisho ishingiyeye ku bushobozi (CBC)

Ubushobozi nsanganyamasomo: Gutekereza byimbitse	Ingeri y'ubumenyi bw'imbamutima: Gutekereza		
Ibisobanuro byo muri CBC	Ubumenyi bw'imbamutima, indangagaciro n'imyumvire	Ibigize ubumenyi bw'imbamurima n'imibanire muri CBC	Ibigize ubumenyi bw'imbamutima n'imibanire bihura na CBC
<p>Gutekereza byimbitse ni ubushobozi bufasha umunyeshuri gutekereza ahanga no gushyira mu gaciro ku buryo bwagutse bituma abonera ibisubizo ibibazo ahura na byo mu buzima bwa buri muni.</p>	Iseengura ryimbitse	Inyurabwenge, gutekereza, gufata ibyemezo, gusuzuma ubundi buryo bukoreshwa	Ubushobozi bwo gukora wabanje gutekereza/ kudahubuka
	Gukoresha inyurabwenge	Gutekereza wisanzuye	Ubushobozi bwo kwibuka, gutegura, gutega amatwi, kugira intego/kwibanda, kwigenzura mu bikorwa, gukurikiza amabwiriza
Ubushobozi nsanganyamasomo bwo muri CBC: Kwiga no guhora wiyungura ubumenyi	Ingeri y'ubumenyi bw'imbamutima n'imibanire: Kumenya uwo uri we mu muryango nyarwanda		
Ibisobanuro byo muri CBC	Ubumenyi bw'imbamutima n'imibanire,	Ibigize ubumenyi bw'imbamutima n'imibanire bigaragara muri CBC	Ibigize ubumenyi bw'imbamutima n'imibanire bihura na CBC

	indangagaciro n'imyumvire		
Kwiga no guhora yiyugura ubumenyi ni ubushobozi bufasha umunyeshuri kujyana n'igihe yiyugura ubumenyi n'ubumenyi ngiro atarinze gufashwa muri byose. Ibi bimufasha kandi kujyana n'iterambere yibanda ku bumenyi n'ubumenyiringiro bikenewe.	Kwisobanukirwa	Gusobanukirwa ubumenyi n'ubushobozi byawe no gushaka uburyo bwo kubiteza imbere	Kumenya imbaraga n'intege nke by'umuntu, kumenya uko uhuza n'abandi, kumenya igihe n'uburyo bwo gusaba ubufasha
	Kwiyubaha no kwigirira ikizere	Kugira intege no kwiteza imbere	Kwigirira ikizere, kugira imyitwarire myiza, imyitwarire ikwiye, kwigirira umumaro

Ubushobozi nsanganyamasomo bwo muri CBC: Guhanga udushya		Ingeri y'ubumenyi bw'imbamutima n'imibanire: Kugira ikerekezo	
Ibisobanuro byo muri CBC	Ubumenyi bw'imbamutima n'imibanire, Indangagaciro n'imyumvire	Ibigize ubumenyi bw'imbamutima n'imibanire bigaragara muri CBC	bigize ubumenyi bw'imbamutima n'imibanire bihura na CBC
Guhanga udushya bifasha umunyeshuri gufata iya mbere agatekereza aherye ku byo azi, maze agahanga ibintu bishya.	Kwigira	Gufata iya mbere no gutanga ibitekerozo by'umwimerere, gutekerezanya ubuhanga	Ubuyobozi, kwigenga/gukora ku giti cyawe, kugira ishyaka
	Kugira intege	Kwihangana no gukumira inzitizi	Gushyiraho intege/ gutegura, kugira intumbero ihanitse
Ubushobozi nsanganyamasomo bwo muri CBC: Gusabana mu ndimi zemewe gukoreshwa mu Gihugu		Ingeri z'ubumenyi bw'imbamutima n'imibanire: Gushyikirana no kumva abandi	
Ibisobanuro byo muri CBC	Ubumenyi bw'imbamutima n'imibanire, indangagaciro n'imyumvire	Ibigize ubumenyi bw'imbamutima n'imibanire bigaragara muri CBC	Ibigize ubumenyi bw'imbamutima n'imibanire bihura na CBC

<p>Gusabana mu ndimi zemewe gukoreshwa mu Gihugu ni ubushobozi bufasha umunyeshuri gusabana n'abandi nta mususu no gutanga ibitekerezo bye ku buryo buboneye mu mvugo no mu nyandiko akoresha imvugo n'amagambo bikwiye.</p>	<p>Gusobanukirwa n'igihe urimo no gukora igikwiye</p>	<p>Ubushobozi bwo gutanga amakuru, gusabana bijyanye n'umuco n'ahantu</p>	<p>Kwisobanura mu kinyabupfura, kubasha kwisobanura</p>
	<p>Kwishyira mu mwanya w'undi ukamugirira impuhwe</p>	<p>Kumva abandi</p>	<p>Kumva ibitekerezo n'amarangamutima by'abandi, gusangira ibiyumvo n'abandi, guhitamo ikerekezo, gushima ibitandukanye n'ibyawewe.</p>

Ubushobozi nsanganyamasomo bwo muri CBC: Ubufatanye, imibanire ikwiye n'abandi n'ubumenyiringiro mu buzima bwa buri munsu		Ingeri z'ubumenyi bw'imbamutima n'imibanire: Imibanire n'abandi	
Ibisobanuro byo muri CBC	Ubumenyi bw'imbamutima n'imibanire, indangagaciro n'imyumvire	Ibigize ubumenyi bw'imbamutima n'imibanire bigaragara muri CBC	Ibigize ubumenyi bw'imbamutima n'imibanire bihura na CBC
Ubufatanye, imibanire ikwiye n'abandi n'ubumenyi ngiro mu buzima bwa buri munsu, ni ubushobozi bufasha umunyeshuri gukorana n'abandi mu matsinda, mu kazi ako ari ko kose ahawe, arangwa n'imyitwarire n'indangagaciro bikwiye. Yubaha uburenganzira, ibitekerezo n'imyitwarire binyuranye n'ibye. Ibi bifasha kandi umunyeshuri gukora ibikorwa bijyanye no kubungabunga ibidukikije, gukora ubuvugizi ku byerekeye ubuzima bwe n'ubw'umuryango yita ku isuku n'imirire iboneye kandi na none akemura ibibazo ahura na byo mu buzima.	Ubufatanye	Gukorera, hamwe/ imikoranire, ubuntu, gufasha abandi	Guhana umwanya/gusimburana, gusangira, gusabana bigamije ibikorwa
	Kubaka imibanire	Kubaha abandi, indangagaciro n'imyitwarire myiza	Kubona ibyo muhuriyeho, gushima ibyo utandukanyeho n'abandi, gusobanukirwa n'uruhare rwawe mu bandi, ubushishozi, ikizere
Ubushobozi nsanganyamasomo bwo muri CBC: Ubushakashatsi no gushakira ibibazo ibisubizo		Ingeri z'ubumenyi bw'imbamutima n'imibanire: Uburere mboneragihugu	
Ibisobanuro byo muri CBC	Ubumenyi bw'imbamutima n'imibanire, indangagaciro n'imyumvire	Ibigize ubumenyi bw'imbamutima n'imibanire bigaragara muri CBC	Ibigize ubumenyi bw'imbamutima n'imibanire bihura na CBC
Ubushakashatsi no gushakira ibibazo ibisubizo ni ubushobozi buzafasha umunyeshuri gukemura ibibazo ahereye ku makuru	Gukumira no gukemura amakimbirane	Gushakira ibibazo ibisubizo bikwiye, hakoreshwe amakuru yakusanyijwe mu bushishozi.	Gutahura ibibazo, Kwemera imishyikirano, gusobanukirwa n'ibitekerezo bitandukanye, kubabarira, kwemera ikosa no gusaba imbabazi, kumvikana

no ku bumenyi busanzweho no gusobanura ibintu ahereye ku makuru yakusanyije.	Inshingano mboneragihugu	Indangagaciro remezo z'umuco nyarwanda n'ingingo nsanganyamasomo.	Ubukorerabushake, gufasha, kugira ibitekerezo byagutse, ubwiyunge, kwitanga, gushimira, kwemera ko hari ibyo utandukaniyeho n'abandi
Ingeri y'ubumenyi bw'imbamutima n'imibanire itaragaragajwe: Imbamutima			
Impamvu itagaragajwe	Ubumenyi bw'imbamutima n'imibanire, indangagaciro n'imyumvire	Ibigize ubumenyi bw'imbamutima n'imibanire bigaragara muri CBC	Ibigize ubumenyi bw'imbamutima n'imibanire bihura na CBC
Integanyanyigisho ishingiyeye ku bushobozi ntisobanura mu buryo bweruye ubushobozi bw'imbamutima kuko bitari bigenderewe. Nyamara, ubushakashatsi bugaragaza ko ubumenyi bw'imbamutima bukenewe ubushobozi buri mu ntegananyigisho ishingiyeye ku bushobozi. Kugira ngo umuntu abe umunyeshuri mwiza, agire inshuti cyangwa abe umunyagihugu mwiza, akeneye kubanza kumva no kugenzura imbamutima n'imyitwarire ye.	Gusobanukirwa n'imbamutima zawe	Kwisobanukirwa wigerenanije n'abandi.	Gutahura imbamutima, guhuza ibihe n'imbamutima bijyanye, kugira urukundo
	Kugenzura imbamutima zawe	Ubushobozi bw'imyitwarire ifasha kwiga no kubasha kubana n'abandi.	Kugenzura no kugaragaza imbamutima zawe, kwimenya no kwigenzura mu gihe uhangayitse.

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