



Plenary sitting

B9-0122/2022

23.2.2022

MOTION FOR A RESOLUTION

pursuant to Rule 143 of the Rules of Procedure

on measures to improve social-emotional learning in school education

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B9-0122/2022

Motion for a European Parliament resolution on measures to improve social-emotional learning in school education

The European Parliament,

- having regard to Rule 143 of its Rules of Procedure,
- A. whereas the COVID-19 pandemic has led to an increase in delinquency and depression in European adolescents;
- B. whereas the findings published by UNESCO last December on the ‘Regional Comparative and Explanatory Study (ERCE) 2019’ study conducted in Latin America highlighted the importance of social-emotional skills and the role of teachers in improving academic performance among students;
- C. whereas the acquisition of life skills, such as self-awareness, emotion management and empathy, is important for the world of work;
- D. whereas social-emotional learning (SEL) helps to develop self-determination and self-efficacy in students, improves their confidence in themselves and their abilities, and helps them to acquire relational and social skills by means of a cooperative approach;
- 1. Urges the Commission to take new initiatives to advance social-emotional learning by removing barriers to the uptake of SEL in low-income environments;
- 2. Calls on the Commission to monitor information on plans for social-emotional learning and to provide an overview of its current status in the Member States.