



GSEHD



# **Advancing SDG 4 in Post-Conflict and Low Resource Settings: Networking to Integrate SDG Target 4.7 and SEL Skills into Educational Materials (NISSEM)**

## **NISSEM Working Bibliography**

**Advancing SDG 4 in Post-Conflict and Low Resource Settings:  
Networking to Integrate SDG Target 4.7<sup>1</sup> and SEL Skills<sup>2</sup> into Educational Materials (NISSEM)  
Working Bibliography 1.1**

This bibliography summarizes academic and practitioner literature relevant to integrating SDG Target 4.7 and SEL into text-based educational materials in post-conflict and low-resource settings, with particular emphasis on textbooks. Version 1.1 was assembled by Aishwarya Khurana working for the UNESCO Chair in International Education and Development at The George Washington University under the direction of Professor James H. Williams and Adjunct Faculty Colette Chabbott. The bibliography incorporates references from many sources, including, but not limited to, suggestions from members of the network and:

Julia Narita, with contributions from Colette Chabbott and Ash Hartwell (2016). Database of literature relevant to social and emotional learning in crisis and conflict settings. Waltham, Massachusetts: Education Development Center. For the USAID-funded Education in Conflict and Crisis Network.

Jisun Jeong, with contributions from Patrick John Young and Aishwarya Khurana. (2018) Concept mapping: Background paper for ‘Advancing SDG Target 4.7 in Post-Conflict and Low Resource Settings’ workshop. George Washington University, February 1-2. Unpublished manuscript.

Justin Rotundo & Tory McKillop. (2018) The science of social and emotional skills: Background paper for ‘Advancing SDG Target 4.7 in Post-Conflict and Low Resource Settings workshop’. George Washington University, February 1-2. Unpublished manuscript.

Sabrina J. Curtis. (2018) Global citizenship and peace education teaching and learning: Background paper for ‘Advancing SDG Target 4.7 in Post-Conflict and Low Resource Settings workshop’. George Washington University, February 1-2. Unpublished manuscript.

Resources from these specialized clearinghouses are not systematically integrated into this bibliography:

- [Clearinghouse for Global Citizenship Education](#). Asia-Pacific Institute for Education for International Understanding. NB: Since 2017 covers all SDG Target 4.7 themes.
- [Education for Sustainable Development \(ESD\) Resource Bank](#). Global Action Programme on Education for Sustainable Development.
- [Teaching and Learning for a Sustainable Future](#) (multimedia teacher education programme)
- [UNICEF Peacebuilding Project Documents](#). On Education in Crisis & Conflict Network website.

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<sup>1</sup> **Sustainable Development Goal (SDG) Target 4.7** “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

<sup>2</sup> **Social & Emotional Learning** may cover some or all of the following skills: self-management, brain building (e.g, attention control, listening, following directions), cognitive flexibility, cultivate working memory, stress management, self-awareness/emotion regulation, self-confidence, perseverance (patience), resilience, sense of hope for the future, mindfulness, social awareness, empathy, appreciate diversity, character (respect, justice, citizenship, responsibility for self and others, work ethics), social engagement, relationship skills, collaboration/ teamwork, communication, conflict-resolution, responsible decision-making, problem solving.

Please send corrections and suggestions for additional references and instructions, for accessing electronic and physical documents, to [nissem.sdg4@gmail.com](mailto:nissem.sdg4@gmail.com).

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