



СЕКЦІЯ 2. ТЕОРІЯ І ПРАКТИКА НАВЧАННЯ

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**THE ROLE OF SOCIAL-EMOTIONAL LEARNING
IN PREPARING THE INTELLECTUAL ELITE OF THE NATION**

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The **purpose** of this article is to thoroughly examine the crucial role of social-emotional learning (SEL) in preparing the intellectual elite of the nation, underscoring its significance within modern educational systems worldwide. In addition, the article delves into the history of implementing SEL, discussing its evolution from a supplementary educational tool to a fundamental component of modern curricula. This historical analysis provides context for understanding how SEL has become integral to developing the intellectual and emotional capacities of students globally. Through the analysis of recent research and case studies from various countries, our study demonstrates how SEL fosters essential competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These competencies are not only fundamental for intellectual growth but are also important for preparing the intellectual elite and leaders who are emotionally intelligent and ethically grounded. The research **methodology** employed in this study integrates a qualitative analysis of existing SEL programs, with a particular focus on their impact on both intellectual development and leadership capabilities; in order to obtain the relevant information, methods of information analysis and generalization were also used. The **results** support previous studies while extending the understanding of SEL's unique role in enhancing critical thinking and ethical decision-making. The discussion compares the findings with earlier research, specifically analyzing implications for educational practices and policy-making in countries like Singapore and Ukraine. The study offers valuable insights into the potential of SEL to shape the future of education and leadership development. By addressing the challenges of preparing students for leadership roles in an increasingly complex world, the article argues for the broader implementation of SEL in curricula. The conclusion highlights the prospects for expanding SEL's role in education, emphasizing its capacity to develop well-rounded, socially responsible leaders who are equipped to navigate the challenges of the future, including roles and jobs that may not yet exist.

Key words: *SEL, social-emotional learning, intellectual elite, intellectual leaders, leadership, emotional intelligence, Singapore, Ukraine.*

**РОЛЬ СОЦІАЛЬНО-ЕМОЦІЙНОГО НАВЧАННЯ
У ПІДГОТОВЦІ ІНТЕЛЕКТУАЛЬНОЇ ЕЛІТИ НАЦІЇ**

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Метою цієї статті є усебічне дослідження ролі соціально-емоційного навчання (СЕН) у підготовці інтелектуальної еліти нації, підкреслюючи його значення в сучасних освітніх системах по всьому світу. Окрім того, у статті розглядається історія впровадження СЕН, звертаючи увагу на його еволюцію від додаткового навчального інструменту до одного з основних компонентів сучасних навчальних програм. Дослідження надає контекст для розуміння того, як СЕН став невід'ємною частиною розвитку інтелектуальних та емоційних здібностей студентів на глобальному рівні. Через аналіз новітніх досліджень і досвіду різних країн наше дослідження демонструє, як СЕН сприяє формуванню таких компетенцій, як самосвідомість, саморегуляція, соціальна обізнаність, навички побудови відносин і відповідальне прийняття рішень. Ці компетенції є не лише фундаментальними для інтелектуального зростання, а й важливими для підготовки лідерів, які є емоційно інтелектуальними та етично стійкими. **Методологія** дослідження включає якісний аналіз існуючих програм СЕН з акцентом на їхній вплив на підготовку інтелектуальної еліти; для отримання релевантної інформації використано методи аналізу та узагальнення інформації. **Результати** підтверджують попередні дослідження, водночас розширюючи розуміння унікальної ролі СЕН у розвитку критичного мислення та етичного прийняття рішень. У дискусії порівнюються здобуті результати з попередніми дослідженнями, аналізуючи їх використання в освітніх практиках таких країн, як Сингапур та Україна зокрема. Дослідження підкреслює потенціал СЕН у формуванні майбутнього освіти та розвитку лідерських якостей. З огляду на виклики підготовки студентів до лідерських ролей у все більш складному світі, у статті аргументується необхідність більш широкого впровадження СЕН у навчальні програми. **Висновки** підкреслюють перспективи розширення ролі СЕН в освіті, наголошуючи на його здатності формувати всебічно розвинених, соціально відповідальних лідерів, які здатні орієнтуватися у викликах майбутнього, включаючи ті ролі та професії, які ще не існують.

Ключові слова: СЕН, соціально-емоційне навчання, інтелектуальна еліта, інтелектуальні лідери, лідерство, емоційний інтелект, Сингапур, Україна.

The increasing complexity of the global landscape and job market demand that intellectual leaders possess more than just cognitive abilities and hard skills. A growing number of research highlights the importance of Social-Emotional Learning (SEL) in shaping individuals who not only succeed academically but are also able to navigate various social and professional environments. In the past decade, Social-Emotional Learning (SEL) has seen a significant surge in both academic research and practical application worldwide. Scientists all around the world continue to provide evidence that SEL is essential for the holistic development of students. Over the past five to ten years there have been extensive meta-analyses and longitudinal studies that highlight the positive outcomes associated with SEL programs. For example, a comprehensive meta-analysis published in 2023 reviewed over 424 studies conducted across 50 countries, involving more than 500,000 students. This analysis demonstrated that students who participated in SEL programs showed significant improvements in social skills, emotional well-being, and academic performance compared to those who did not participate in such programs (Hechinger Report, 2023). Moreover, studies have expanded the understanding of SEL beyond the traditional classroom settings, exploring

its impact on students' long-term outcomes. Research published by the Society for Research in Child Development (SRCDD) in 2022 emphasizes that SEL contributes not only to immediate academic success but also to long-term mental health, career readiness, and civic engagement.

One of the leading figures in SEL research, Joseph Durlak, has contributed extensively to the understanding of SEL's impact on students' outcomes. In his meta-analysis conducted in 2011, Durlak, along with Roger Weissberg and Allison Dymnicki, demonstrated that students who participated in SEL programs exhibited an 11% gain in academic achievement compared to those who did not (Durlak et al., 2011). More recently, Christina Cipriano, a prominent psychologist at the Yale Child Study Center, has advanced the study of SEL (Cipriano et al., 2023). Marc Brackett, SEL researcher and the Director of the Yale Center for Emotional Intelligence, has highlighted the importance of emotional intelligence in education, and his research has shown that integrating SEL into school curricula not only improves academic outcomes but also enhances students' emotional health and social interactions (Brackett & Rivers, 2014). The COVID-19 pandemic brought additional insights into the relevance of SEL, with scholars such as Stephanie Jones of Harvard University



highlighting the critical role of SEL in building resilience during crises. Furthermore, Linda Darling-Hammond has emphasized the long-term benefits of SEL, particularly in fostering ethical leadership and civic engagement. Darling-Hammond's work has focused on the integration of SEL into teacher education and policy frameworks, advocating for a holistic approach to education (Darling-Hammond, 2007). Among Ukrainian scientists this discussion is still gaining popularity, Panchenko V., Duzhyk N., Elkin O., and others have greatly contributed to the discussion and implementation of SEL in Ukraine. As a co-author of the New Ukrainian School concept and state standards, Olexandr Elkin has played an important role in promoting SEL in Ukraine (Elkin, 2023; 2024).

In this article, we argue that SEL is crucial not only for academic success but also for developing the social and emotional competencies. The intellectual elite of tomorrow must be equipped with these skills to effectively lead, innovate, and inspire the society in a world that is becoming ever more interconnected, challenging and collaboration-oriented. The task of this discussion is to explore the concept of SEL, its key components, and its integral role in the education of future intellectual leaders. The research methodology in this study focused on the collection and analysis of data to explore the impact of Social-Emotional Learning (SEL). To ensure a comprehensive understanding of the subject matter, data was collected from a variety of sources, including educational records, academic performance metrics, and existing SEL program evaluations. Additionally, examining data from existing literature and case studies, provided deeper insights into how SEL contributes to the development of leadership qualities in students.

To start with, it is necessary to define the key terms which are used in the study. The term "intellectual elite" refers to individuals who stand at the forefront of academic, scientific, and cultural domains, often serving as leaders and innovators within their fields (Chykharina, 2023; 2024a). Traditionally, the focus in preparing such specialists has been on their cognitive development, with educational systems prioritizing academic achievements, and primarily hard skills. However, this approach overlooks the essential role of emotional intelligence and interpersonal skills in fostering true intellectual leadership and sustainable development of the individual within their fields.

Nowadays, the importance of soft skills has been widely recognized. Soft skills as a broader concept includes a wide range of abilities (communication, critical thinking, teamwork, leadership, conflict resolution, and more). Social-emotional skills are a critical component of this broader set, as they support effective interaction and communication. Therefore, social-emotional skills often serve

as a foundation for developing other soft skills. Over time, it has become clear that studying social-emotional learning (SEL) is a complex interdisciplinary task that requires collaboration among researchers from various fields of science, combining the latest advancements in psychology, pedagogy, neurobiology, and other disciplines. This integrated approach enables a deeper understanding of social-emotional learning and the development of effective programs for cultivating various social-emotional skills in both children and adults (Elkin et al., 2024).

SEL, which includes core competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, is increasingly recognized as a critical component in the holistic development of future leaders and members of the intellectual elite (Bradberry, T., & Greaves, J., 2009). In an increasingly complex and interconnected world, the role of SEL skills and emotional intelligence in leadership is becoming more evident. Research shows that 90% of top performers have high **emotional intelligence, a key component nurtured through Social-Emotional Learning (SEL)** (Bradberry & Greaves, 2009). Intellectual leaders who excel in their fields often attribute their success not just to their cognitive abilities but also to their capacity to manage emotions, navigate social complexities, and build strong relationships.

Being a human predetermines the fact that the rational part of our brain still can't prevent the limbic system from feeling the emotions. And that is the communication between the "emotional" and "rational" brains that defines emotional intelligence. It is claimed by scientists that all emotions are derived from five basic feelings: such as happiness, sadness, anger, fear, and shame. There is no doubt that deepening the knowledge of individuals related to managing emotions will lead to enhancing emotional intelligence that will undoubtedly result in improving not only the academic results, but general performance as well. The term "emotional intelligence" was first introduced by the psychologists Peter Salovey and John D. Mayer in 1990. They defined emotional intelligence as the ability to monitor one's own and others' emotions, to discriminate between different emotions, and to use this information to guide thinking and behavior. The concept was later popularized by Daniel Goleman in his 1995 book "Emotional Intelligence", which brought the idea to a wider audience and linked it to success in personal and professional life (Goleman, 1995). What is more, emotional intelligence is recognized as a vital component in educational settings. It greatly contributed to creating positive rapport, conflict resolution, effective communication etc (Bashkir et al., 2023).

Social-Emotional Learning (SEL) is a multifaceted concept that has been defined



in various ways by scholars, each emphasizing different aspects of its impact on the development of an individual. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL encompasses the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships in different environments, and make responsible decisions. This definition highlights SEL as an educational approach that fosters holistic development beyond traditional academic skills.

From another perspective, Zins, Weissberg, Wang, and Walberg (2004) define SEL as the process through which children and adults develop essential social and emotional competencies that are critical for success, both in school and life. They emphasize that these competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which enhance both academic achievement and emotional well-being.

Bradberry and Greaves (2009) connect SEL with the broader concept of emotional intelligence. They define emotional intelligence as the ability to recognize and understand emotions in oneself and others, and to use this awareness to manage behavior and relationships effectively. Their work underscores the practical applications of SEL in improving leadership qualities, communication, and conflict resolution, making it a vital skill set for intellectual leaders.

The complex nature of implementing SEL demands analyzing the *historical perspective* of the matter. As we have previously mentioned, it can be noticed that formal education has primarily been focused on cognitive development of the students. Traditional education models have predominantly emphasized the acquisition of academic knowledge, under the belief that intellectual development alone would be enough for success in life and work. This approach was largely influenced by early theorists and educators who prioritized the measurable outcomes of standardized testing as the main indicator of students' achievements. In the traditional models, emotional and social development were often considered secondary or even irrelevant to the primary educational mission. The classroom environment was structured around rote learning, memorization, and the mastery of core academic subjects, with little to no attention given to how students' emotional states or social interactions could impact their learning outcomes (Zins et al., 2004). As a result, students were generally not equipped with the tools needed to navigate the emotional and social challenges that they would inevitably encounter in real-world situations.

The shortcomings of traditional education models in addressing the holistic needs of students led to the gradual recognition of Social-Emotional Learning (SEL) as a critical component of education. The shift began in the latter half of the 20th century, as educational researchers and psychologists started to acknowledge that intellectual development alone was insufficient for preparing students for life beyond the classroom. Key figures in the field of psychology, such as Daniel Goleman, whose work on emotional intelligence became highly influential, argued that emotional and social competencies were just as important as cognitive skills in determining success in life (Goleman, 1995).

The formal concept of SEL was developed and championed by organizations like the Collaborative for Academic, Social, and Emotional Learning (CASEL) in the 1990s. CASEL's framework for SEL also identified five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making that were essential for students' overall development (CASEL, n.d.). Newer approaches emphasize the integration of SEL into everyday school practices and across various educational contexts, from preschool to high school. This integration is seen as crucial for building a consistent foundation of SEL skills that support students throughout their educational journey. Additionally, the COVID-19 pandemic has accelerated the adoption and recognition of SEL as a necessary component of education. The pandemic highlighted the emotional and social challenges faced by students, leading to a surge in SEL programs designed to help students cope with stress, maintain connections, and stay engaged in their learning environments (ERIC, 2022).

Educational leaders are increasingly advocating for its integration into national education policies. This is evident in the growing number of states that have adopted SEL standards and benchmarks, which guide schools in implementing SEL effectively across all grade levels. It's necessary to align social-emotional learning and academic objectives. So SEL skills can be taught as a separate course, or it can be integrated in teaching other subjects, and involving students in extra activities. Teachers play an important role in involving students in a wide range of activities such as collaborative tasks, group work, discussions, problem-solving tasks etc (Duzhyk, 2020). SEL programs that are well-integrated into the curriculum help to create a supportive school climate, which has been shown to enhance student motivation and academic achievement, thereby contributing to the development of a nation's intellectual leadership.

Undoubtedly, all the mentioned points show how beneficial SEL is when it comes to preparing the modern intellectual elite. Enhancing intellectual development beyond mere cognitive abilities, SEL



contributes to a more holistic form of intellectual growth that encompasses emotional intelligence, ethical reasoning, and interpersonal skills, all of which are vital for success in the modern world. SEL supports the development of a growth mindset, which is crucial for lifelong learning and intellectual resilience.

Taking all the mentioned aspects into consideration, let us look through the list of the core components of SEL and their role in developing intellectual elite.

Self-awareness is the foundational competency in Social-Emotional Learning (SEL) and involves the ability to accurately recognize one's emotions, thoughts, and values, as well as how they influence behavior. It also includes the capacity to assess one's strengths and weaknesses with confidence and a growth mindset. Developing self-awareness is crucial for intellectual leaders as it enhances critical thinking and decision-making abilities. Self-aware individuals are better at regulating their emotions, which is essential for maintaining focus and achieving long-term goals (Goleman, 1995; Durlak et al., 2011). Self-awareness also plays a pivotal role in the development of reflective practices, which are critical for continuous personal and intellectual growth (Hechinger Report, 2023).

Self-management refers to the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, and motivating oneself to achieve goals. For intellectual leaders, self-management is particularly important as it enables them to maintain resilience and productivity in high-pressure situations. Effective self-management allows leaders to stay focused on their objectives, even when faced with significant challenges or setbacks (Bradberry & Greaves, 2009). Leaders who excel in self-management are better equipped to prioritize tasks, manage their time efficiently, and achieve a balance between their personal and professional lives.

Social awareness is the ability to understand the perspectives of individuals from diverse backgrounds and cultures. This competency is crucial for intellectual leaders who must navigate and influence complex social dynamics. Social awareness enhances a leader's ability to engage in effective networking, collaboration, and leadership (Zins et al., 2004). Empathy, a key component of social awareness, allows leaders to build trust, which is essential for creating inclusive environments and fostering innovation. Leaders who are socially aware are better equipped to lead teams, manage conflicts, and inspire others by understanding and addressing the emotional and social needs of their colleagues and employees (Goleman, 1995).

Relationship skills involve the ability to establish and maintain healthy and rewarding relationships

with others. This includes effective communication, active listening, cooperation, conflict resolution, and the ability to seek and offer help. Strong relationship skills enable intellectual leaders to work effectively within teams, build coalitions, and navigate the complexities of interpersonal dynamics. The importance of relationship skills extends beyond professional success; they are also crucial for personal fulfillment and well-being (Hechinger Report, 2023).

Responsible decision-making is the ability to make ethical, constructive choices about personal and social behavior. It involves evaluating the consequences of various actions and considering the well-being of oneself and others. For intellectual leaders, responsible decision-making is crucial as it predetermines ethical leadership and the ability to navigate complex moral and social challenges (Zins et al., 2004). This competency also involves considering long-term impacts, making it essential for sustainable leadership and the advancement of knowledge and innovation in ways that benefit society as a whole (Bradberry & Greaves, 2009; CASEL, n.d.).

Having analysed the key compliments of SEL and its influence on intellectual elite preparation, it's necessary to study the example of practical implementation. Social and Emotional Learning (SEL) has been implemented in various countries, including the United States, Canada, the United Kingdom, Australia, and Singapore, among others. Since the term was coined in 1994, numerous programs have been developed primarily targeting school-aged children.

Singapore is often cited as a global leader in education, not only for its outstanding performance in international assessments such as the Programme for International Student Assessment (PISA) but also for its innovative approaches to integrating Social-Emotional Learning (SEL) into its education system. Since 2010, Singapore has made significant strides in embedding SEL within its schools, recognizing that cognitive excellence alone is insufficient for developing well-rounded, future-ready citizens. Singapore's Ministry of Education (MOE) has systematically incorporated SEL into its national curriculum through the Character and Citizenship Education (CCE) framework, which was introduced in 2011 and revised in 2014 and 2021 to better meet the needs of students. The CCE framework is designed to teach values, social skills, and civic responsibility, ensuring that they grow not only as knowledgeable individuals but also as emotionally intelligent and socially responsible citizens (Ministry of Education Singapore, 2021). The CCE framework emphasizes core SEL competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. These are taught through various subjects, co-curricular activities (CCAs),



and specific programs like Values in Action (VIA), which encourages students to apply their learning in real-world contexts by engaging in community service and other socially meaningful projects.

The integration of SEL into Singapore's educational framework has shown positive outcomes. A study conducted by the National Institute of Education (NIE) in 2018 found that students who participated in SEL programs demonstrated higher levels of emotional resilience, better interpersonal relationships, and improved academic performance compared to those who did not. It is important to mention that these findings align with international research indicating that SEL contributes to both academic success and overall well-being (Durlak et al., 2011).

Moreover, the focus on SEL has helped Singaporean students navigate the pressures of a highly competitive academic environment. The MOE's emphasis on emotional regulation and stress management has been particularly important in helping students cope with the rigorous demands of the education system. By teaching students how to manage stress and maintain a healthy balance between academic and personal life, Singapore's SEL initiatives have contributed to a more supportive and holistic educational experience.

Singapore's success in implementing SEL is also attributed to its comprehensive approach to teacher development. The MOE provides extensive training for teachers in SEL principles, ensuring that they are well-equipped to foster these skills in their students. This professional development is crucial, as teachers play a key role in creating a positive school culture that supports emotional and social learning.

Despite its successes, Singapore continues to refine its approach to SEL in response to emerging challenges. The MOE's recent revisions to the CCE framework reflect a growing emphasis on digital literacy and the responsible use of technology, recognizing the need to equip students with the social-emotional skills necessary to navigate the digital world responsibly. The ongoing challenge is to maintain the balance between academic rigor and the nurturing of SEL competencies in a rapidly changing global landscape.

Such examples show that in modern education systems, Social-Emotional Learning (SEL) plays a crucial role in preparing students not only to excel academically but also to lead effectively in a complex world. In elite schools and universities, SEL is often embedded into leadership training and entrepreneurship programs. For instance, institutions such as Harvard, Stanford, and Yale have incorporated SEL principles into their leadership development courses, focusing on self-awareness, empathy, and ethical decision-making as core competencies for future leaders

(Goleman, 1995; Bradberry & Greaves, 2009). These programs emphasize the importance of emotional intelligence in leadership, recognizing that leaders who can manage their emotions and understand the emotions of others are better equipped to inspire and guide their teams. Moreover, elite institutions are adopting a holistic approach to education that includes SEL as a fundamental component. This approach not only enhances students' academic performance but also prepares them for the complexities of global leadership (Hechinger Report, 2023).

The integration of SEL into Ukraine's education system has the potential to play a transformative role in shaping the country's future leaders and professionals. As Ukraine continues to navigate significant social, political, and economic challenges, the development of SEL competencies among its youth is critical for fostering resilience, social cohesion, and ethical leadership. In recent years, Ukraine has taken steps to reform its education system, with a growing focus on developing not just academic skills but also the social and emotional competencies needed for active citizenship and leadership in a democratic society. The Ministry of Education and Science of Ukraine has recognized the importance of SEL in addressing the emotional and psychological needs of students, particularly in the context of ongoing conflicts and social instability. Looking forward, the expansion of SEL in Ukrainian education could have profound implications for the country's development. As Ukraine seeks to strengthen its position in the global economy and foster a culture of innovation and entrepreneurship, the cultivation of social-emotional competencies will be essential. SEL can help to create a new generation of leaders who are not only intellectually capable but also emotionally intelligent, ethical, and socially responsible. These leaders will be better prepared to address the complex challenges facing Ukraine, from economic modernization to social integration and democratic governance. Additionally, the emphasis on SEL could contribute to greater social cohesion within Ukraine. By promoting empathy, social awareness, and responsible decision-making, SEL can help bridge divides and foster a sense of unity and shared purpose among Ukraine's diverse population. This is particularly important in a country that has experienced significant social and political upheaval in recent years.

In conclusion, these findings underscore the critical role that SEL plays in developing well-rounded individuals who not only achieve academic excellence but also lead with empathy, resilience, and social awareness – traits that are indispensable for leadership in today's global landscape and diverse environments. We have to understand that we the intellectual



elite that is being prepared today, will have to confront the challenges of the future, and do the jobs that possibly do not exist today. SEL programs vary across countries due to differences in cultural values, educational priorities, and available resources. Singapore integrates SEL into its Character and Citizenship Education (CCE) curriculum, focusing on moral values and social responsibility. Meanwhile, Ukraine, still in the early stages, uses SEL to foster resilience and social cohesion. Despite these differences, the core principles of SEL are adapted to fit the unique contexts of each country. The article shows how the development of core SEL competencies can be beneficial for the intellectual elite and make sure it is proactive, not reactive.

The results of this study confirm and build upon the findings of several key scholars in the field of Social-Emotional Learning (SEL). The work of Joseph Durlak and his colleagues (2011), which highlighted the academic and social benefits of SEL programs, serves as a foundational reference for our research. Additionally, the meta-analysis led by Christina Cipriano (2023) provided valuable insights into the global effectiveness of SEL, particularly in terms of its impact on social skills, emotional well-being, and academic performance. Marc Brackett's research on emotional intelligence and its integration into educational settings (Brackett & Rivers, 2014) also informed our understanding of how SEL contributes to the development of leadership qualities. This study extends the existing research by offering new evidence on the specific role of SEL in enhancing critical thinking and ethical decision-making among students in elite educational institutions. While previous studies primarily focused on the general social and emotional benefits of SEL, our findings indicate that these programs also play a crucial role in preparing students for leadership by fostering the ability to make sound ethical decisions and engage in reflective, critical thought. Moreover, this study analyzed the implications of SEL in different national contexts, specifically in Singapore and Ukraine.

Looking ahead, the prospects for integrating Social-Emotional Learning (SEL) into educational systems worldwide appear highly promising, particularly as the benefits of SEL continue to be recognized and validated by both research and practical application. The growing body of evidence supporting SEL's impact on academic success, emotional resilience, and leadership development suggests that these programs will become an integral part of curricula, not just in elite institutions but across diverse educational settings. One of the key areas of potential is the expansion of SEL into digital and hybrid learning environments. Furthermore, the successful implementation of SEL in contexts like Singapore offers a model that can be

adapted and applied in other countries, including Ukraine, where the focus on SEL is still emerging. As research continues to explore and expand on the benefits of SEL, we can expect to see these programs become even more embedded in educational practice, shaping the leaders of tomorrow in profound and lasting ways.

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