



ExSELLEnT Philippines

*Batang Mahusay: Exemplifying SEL in Learner's
Environns and Teacher's Pedagogy (ExSELLEnT)*

**The Contextualized Social and
Emotional Learning (SEL)
Competency Framework
for Filipino Learners**



Ex**SEL**LEnT Philippines

*Batang Mahusay: Exemplifying SEL in
Learner's Environs and Teacher's Pedagogy
(ExSELLEnT)*

under the SEAMEO INNOTECH Learning Solutions Series



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Message from the Department of Education

The Department of Education (DepEd) proudly and wholeheartedly recognizes ChildFund Philippines and SEAMEO INNOTECH for their visionary work—Project ExSELLEnT (Batang Mahusay: Exemplifying Social and Emotional Learning in Learners’ Environs and Teachers’ Pedagogy). A pioneering initiative that champions holistic, learner-centered education.

This initiative affirms a fundamental truth: social and emotional learning (SEL) is the true foundation of education. It teaches our learners to listen with empathy, to speak with respect, and to stand firm while remaining kind. ExSELLEnT is more than a program; it is a part of the larger ecosystem of care that we are intentionally building across our schools.

At DepEd, we take a holistic approach to learning. Through the School-Based Feeding Program (SBFP), we recognize that a hungry child cannot learn. Through our efforts to promote a more inclusive and flexible curriculum, we ensure that every student feels seen, supported, and valued. Additionally, through our expanded school mental health programs, we are training teachers and other staff to recognize signs of distress and respond with compassion instead of punishment.

When our schools are grounded in SEL, they become more than institutions of learning. They become spaces where empathy is nurtured, resilience is fostered, and community is built.

To our learners: *Kayo ang sentro ng layuning ito.* May this initiative remind you that strength lies not only in intellect, but in integrity, in compassion, in your capacity to rise and rise again.

To our teachers and partners: Thank you for showing up not just with lessons, but with patience, warmth, and grace. In your presence, children learn to trust the world.

DepEd is proud to stand with organizations that champion the emotional and psychological well being of every child—starting from the earliest years.

We move forward with a clear goal to raise not only better students, but better human beings. In doing so, we raise the future of this nation.

Mabuhay ang ChildFund Philippines at SEAMEO INNOTECH! Mabuhay ang mapag-arugang Bagong Pilipinas!



Sonny Angara

Secretary

Department of Education



Message from ChildFund Philippines

Research consistently shows that social and emotional learning (SEL) has a profound impact on students, from enhancing academic performance to fostering emotional resilience and well-being. More importantly, it instills values like empathy, kindness, and teamwork—qualities that are essential to building strong, inclusive communities.

ChildFund Philippines partnered with SEAMEO INNOTECH and the Department of Education in the creation of a contextualized SEL framework, tailored specifically for the unique needs and experiences of Filipino students. This framework represents a collective effort to ground SEL competencies in the rich cultural and social values of the Philippines, ensuring that learning is not only effective but deeply resonant with local realities.

By taking into account the diverse contexts of our learners—whether it’s the challenges posed by poverty, mental health concerns, or geographic diversity—this framework offers a roadmap for cohesive and consistent policies and programs that can truly make a difference.

Through this contextualized framework, we have the opportunity to support students in becoming not just better learners, but compassionate and responsible citizens who will contribute meaningfully to society.

This framework is not just for educators—it is for everyone who plays a role in the development and well-being of our learners. Teachers, school leaders, parents, policymakers, and community organizations each have a part to play in nurturing these competencies and ensuring that they are embedded in everyday learning experiences.

As we embark on this journey together, we will continue to listen to and engage with the voices of those directly involved—the students, the teachers, the parents, and the communities, ensuring that the SEL competencies we develop are truly reflective of the values and experiences that shape the lives of Filipino learners.

A handwritten signature in black ink, appearing to read 'Anand Vishwakarma'.

Anand Vishwakarma
Country Director
ChildFund Philippines



Message from INNOTECH

Today marks a milestone in our collective effort to strengthen Filipino learners' well-being and equip them for the future. The launch of the Philippine Contextualized Social and Emotional Learning (SEL) Competency Framework, co-developed by INNOTECH and ChildFund Philippines, is more than a technical output. It is a bold step and necessary step toward nurturing a generation of changemakers.

This initiative is anchored in INNOTECH's mission of being a catalyst of innovation and technology transforming Southeast Asian education and its vision of shaping learners into changemakers of tomorrow. It reaffirms our shared commitment to building learning systems that are not only academically sound, but also compassionate, contextually rooted, and geared toward developing lifelong competencies.

In today's world, learners face challenges that extend far beyond the classroom—mental health issues, economic hardship, natural disasters, and growing social fragmentation. In an era defined by global integration, AI, Industry 4.0, and a fast-evolving energy transition, education can no longer exist for its own sake. It must respond to technological shifts and emerging labor demands. As the Southeast Asian region adapts to these transformations, the holistic development of learners becomes not only desirable but necessary to ensure that education keeps pace with innovation.

A growing body of global evidence supports this shift. According to UNESCO, embedding SEL throughout education systems improves academic performance, enhances mental health, strengthens school climate, and supports long-term peace and social cohesion. When implemented within a broader ecological and relational context, SEL has the potential to revitalize education systems toward positive social transformation and sustainable development. The World Bank likewise identifies SEL as a cornerstone of learning recovery and resilience, particularly in crisis-prone settings, and has advocated for culturally responsive, scalable SEL programs around the world.

This new framework responds to that call. It fills a long-standing gap in Philippine education by offering a tool not imported from abroad, but rooted in the lived experiences of Filipino learners—from Luzon to Visayas to Mindanao. It is grounded in local values, language, and culture. It empowers learners to respond with empathy, build relationships, manage emotions, and exercise responsible decision-making—skills essential for navigating adversity and shaping better communities.

As we move forward, let us work together to integrate this framework into our schools, equip our teachers with the tools and training they need, and ensure that every Filipino learner is supported not just academically, but emotionally and socially.

This is more than a launch—it is the start of a movement to redefine education in the Philippines and the region—one that responds to the demands of today while shaping learners into the changemakers of tomorrow.

Together, let us drive innovation for education.


Majah-Leah V. Ravago, PhD
Centre Director
INNOTECH



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The development of ExSELLent Framework, a contextualized Social and Emotional Learning (SEL) Competency Framework for Filipino Learners would not have been possible without the participation of all the children, their parents, as well as the teachers and school heads during the community consultations and validation.

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To the Project Team, (ChildFund) Janella Nelson, Diosdado P. Wana, Marlene S. Floresca, and Jhovin Tuyay; (SEAMEO INNOTECH) Dr. Juan Robertino Macalde, Michelle C. Sarabillo, Dr. Lilibeth Taa, Ma. Regina Peñarroyo, and Mary Rose Almojuela.

[1] Exemplifying Social and Emotional Learning (SEL) in Learners' Environs and Teachers' Pedagogy

ExSELLEnT:

The Contextualized Social and Emotional Learning (SEL) Competency Framework for Filipino Learners

ChildFund Philippines and **SEAMEO INNOTECH**, together with the **Department of Education**, developed a contextualized SEL framework for Filipino learners. It is designed to help students grow, socially and emotionally, in a way that fits their values, culture, and everyday experiences.

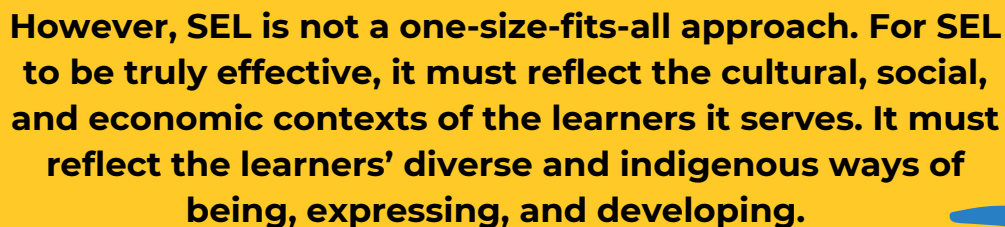
This framework:

- Defines SEL competencies in the **Filipino context**. By grounding its principles in Filipino cultural and social values, it helps ensure that SEL strategies resonate with local realities.
- Bridges gaps in current SEL practices. It offers a **foundation** for cohesive and consistent policies and programs.

What is SEL and why does a contextualized framework matter?

SEL is a continuous process that helps learners develop the competencies, values, and skills to understand and manage themselves, show care and concern for others, build positive and respectful relationships, make responsible decisions, and navigate life's challenges. Through SEL, learners are empowered to contribute meaningfully to their families, communities, and society.

Research shows that SEL has a strong positive impact on learners. It leads to better academic performance, increased resilience, and improved emotional well-being. It also cultivates important values like kindness, empathy, and teamwork, which are essential for creating supportive and inclusive communities. By strengthening SEL competencies, we help learners become compassionate and responsible individuals who can make positive contributions to society.



However, SEL is not a one-size-fits-all approach. For SEL to be truly effective, it must reflect the cultural, social, and economic contexts of the learners it serves. It must reflect the learners' diverse and indigenous ways of being, expressing, and developing.

In the Philippines, challenges such as poverty, mental health, social inequality, and geographic diversity highlight the need for a SEL framework that is attuned to the realities of Filipino learners. Without a unified and localized framework, SEL efforts often become fragmented, limiting their effectiveness and reach.

The contextualized SEL competency framework aims to address these gaps. Rooted in the voices and perspectives of Filipino learners, it ensures that social and emotional competencies are developed and nurtured in ways that deeply connect with students and makes learning experiences relatable, engaging, and impactful.

Who is this framework for?

This contextualized competency framework is designed for everyone involved in the education and well-being of Filipino learners:

- **Teachers** who create and manage classroom experiences and integrate SEL into their daily lesson plans and activities.
- **School leaders** who design teacher professional programs.
- **Parents and families** who support students' learning and growth at home.
- **Policymakers** who are dedicated to improving the education system by embedding SEL into the curriculum, making it a core part of learning.
- **Community organizations** who are striving to create safe and supportive environments that extend beyond the classrooms.
- **Students** who reflect on their growth and relationships and apply SEL in daily life.

This framework can be used as a go-to practical guide for developing and nurturing SEL competencies of Filipino learners.

The competency framework development journey

The development of the contextualized framework started with the study of current SEL efforts in the country, which helped avoid repeating existing work and identified new opportunities and partners. Dialogues with teachers, community organizers, policymakers, and other experts and stakeholders ensured that the competency framework aligns with national education goals.

The framework was developed through an extensive consultative and participatory process that involved six diverse communities representing the three major island groups in the country: Metro Manila and Apayao in Luzon, Bacolod in Visayas, and North Cotabato, Sulu, and Tawi-Tawi in Mindanao. This process involved gathering input from a diverse group of stakeholders: kindergarten to Grade 12 students, alternative learning system (ALS) learners, teachers, school principals, parents, and education experts, capturing a wide range of stories, backgrounds, and perspectives.

The student participants in this study were “high-achieving” students from the 2022-2023 and 2023-2024 academic years, selected according to the standards set by the Department of Education. This selection was based on the established positive relationship between SEL and academic achievement, making these students an ideal group for understanding and illustrating SEL in practice. By profiling them, the framework establishes an inspiring yet attainable standard that utilizes real-life examples demonstrating how SEL fosters resilience and success, even in challenging circumstances.

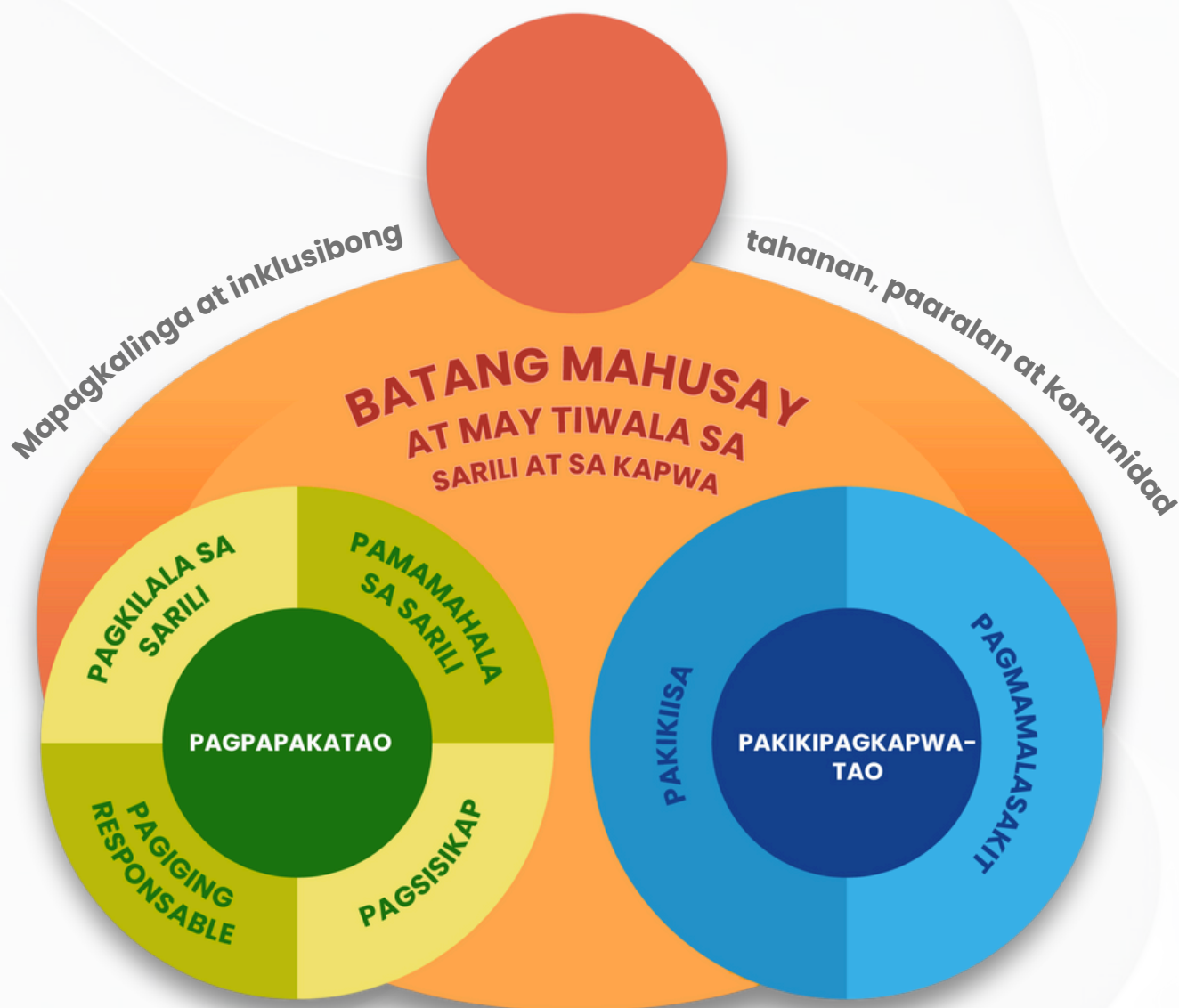
The ExSELEnT competency framework

The competency framework aims to help students become competent and confident in themselves and others (**Batang mahusay at may tiwala sa sarili at sa kapwa**).



The framework presents **two competency domains**, which are not just complementary but are fundamental in making the development of the whole child possible. While they may appear distinct, they are deeply interconnected and equally vital. Together, they integrate intrapersonal and social competencies into a unified framework that defines and shapes the competent and confident student.

The Contextualized Social and Emotional Learning (SEL) Competency Framework for Filipino Learners



The framework recognizes SEL as a continuous and non-linear process that evolves over time, adapting to learners' changing needs, experiences, and circumstances. This dynamic framework acknowledges that the expression of SEL competencies can vary across developmental stages, communities, and contexts. For instance, younger learners may demonstrate empathy through sharing and cooperative play, while older students might express it through active listening or community engagement. Similarly, culture and geographic location may influence how competencies like *pakikipag-ugnayan* (engagement and connection with others) and *pagamamalasakit* (compassion) are understood, manifested, and practiced.

By embracing these variations, the framework ensures SEL stays relevant, meaningful, and impactful for learners of all ages and backgrounds. It provides a structured yet flexible foundation, allowing educators, parents, and community leaders to nurture these competencies in ways that resonate with their unique environments.

The framework also emphasizes that a safe and nurturing environment at home, school, and in the community is essential for the holistic development of learners, particularly during their early years when they rely heavily on their families for support and guidance. As they transition to high school, their interactions increasingly shift toward friends and social groups, making peer relationships more influential in their social and emotional development.

Having supportive relationships and caring and inclusive spaces impact the development and application of SEL competencies. These environments provide a foundation for learners to explore, practice, and strengthen their social and emotional skills in meaningful and relevant ways.



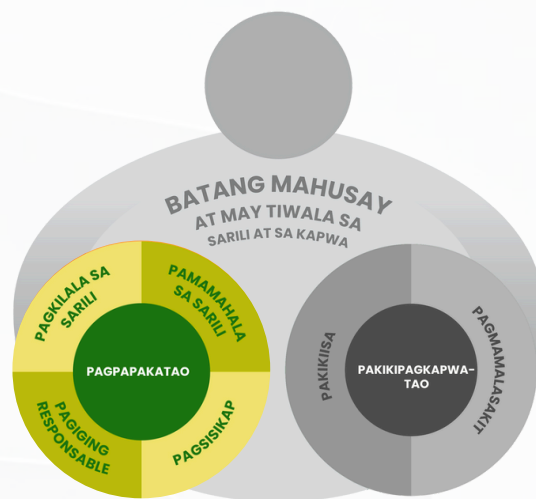
**When learners feel secure, valued,
and empowered, they develop a
strong sense of belonging and well-
being, which are important for their
lifelong learning
and growth.**



Competency domains and standards

The competency framework has two competency domains and six general competencies under them:

Competency domain 1: *Pagpapakatao* (Being humane) embodies the essence of identity and self-development, highlighting personal growth, responsibility, and resilience. It captures the journey of understanding oneself and managing behaviors in alignment with one's values and aspirations.



General competencies:

1. ***Pagkilala sa sarili* (Self-awareness):** Understanding one's strengths and weaknesses with confidence and humility, while valuing self-identity through setting boundaries, pursuing talents, and staying open to growth and feedback.

How these are manifested in each level:

K-3	Grades 4-6	Grades 7-10	Grades 11-12
Learners express their likes, share about themselves, and choose friends who make them feel happy and safe.	Learners identify their strengths and challenges, seek opportunities to develop skills, and use feedback to improve. They set personal goals, express opinions, and explore their talents through activities that reflect their interests and values.	Learners reflect on their abilities, take initiative to improve, and use feedback for personal and academic growth. They celebrate their identity and remain open to exploring new interests and perspectives.	Learners assess their skills and interests, using feedback and reflection to set personal goals. They articulate their values, engage in discussions, and build relationships that support their growth and identity.

2. **Pamamahala sa sarili (Self-management)**: Demonstrates the ability to show curiosity, observe their environment, and adjust their actions thoughtfully. Learners make informed decisions and manage emotions by reflecting, seeking guidance, and expressing feelings appropriately while learning from feedback and experiences.

How these are manifested in each level:

K-3	Grades 4-6	Grades 7-10	Grades 11-12
<p>Learners begin to identify and name their feelings, express emotions appropriately, and calm themselves. They show curiosity by asking questions about people and things around them and pay attention to their surroundings.</p>	<p>Learners begin to reflect on the reasons behind their emotions and learn to regulate their responses to different situations. They seek guidance from trusted adults, accept feedback, and learn from mistakes. They also adjust their behavior according to the situation and begin evaluating options when making decisions.</p>	<p>Learners deepen their self-awareness and control by thoughtfully expressing feelings and examining the meaning of events or interactions. They take responsibility for their actions, consider the consequences of their choices, and aim to do what benefits not just themselves, but also others and their environment.</p>	<p>Learners demonstrate emotional maturity by making thoughtful, independent decisions that help themselves and others. They reflect critically on their emotions and experiences, respond with calmness and clarity, and accept mistakes as opportunities to grow. They assess situations and act in ways that reflect strong ethical judgment and social responsibility.</p>

3. **Pagiging responsible (Responsibility):** Involves setting meaningful goals and working towards them through planned actions and continuous learning. It also emphasizes self-care, making responsible decisions, and valuing personal growth and rights.

How these are manifested in each level:

K-3	Grades 4-6	Grades 7-10	Grades 11-12
<p>Learners show interest in tasks that help them grow and contribute to home and school life. They begin choosing actions that are good for themselves and recognize their abilities and strengths. They start to follow simple rules at home and in school and learn the value of taking care of oneself.</p>	<p>Learners set simple goals to improve their skills and contribute to group work. They follow guidelines in school and the community, seek advice from trusted adults and peers, and make choices that benefit their growth. They begin to understand their rights and take steps to protect them.</p>	<p>Learners show greater independence in setting academic and personal goals and acting on them with optimism and perseverance. They actively take part in school and community activities, reflect on their mistakes, and begin to recognize how their strengths can help them achieve their goals. They apply feedback and show readiness to improve.</p>	<p>Learners set long-term goals for their future and make concrete action plans to achieve them. They monitor their own growth, apply feedback, and accept help when needed. They also make life choices that promote personal well-being and responsibility grounded in a strong understanding of their rights and purpose.</p>

4. **Pagsisikap (Perseverance)**: Showing determination and resilience in the face of obstacles, continually striving for excellence, and using setbacks as opportunities for learning and improvement.

How are these manifested in each level:

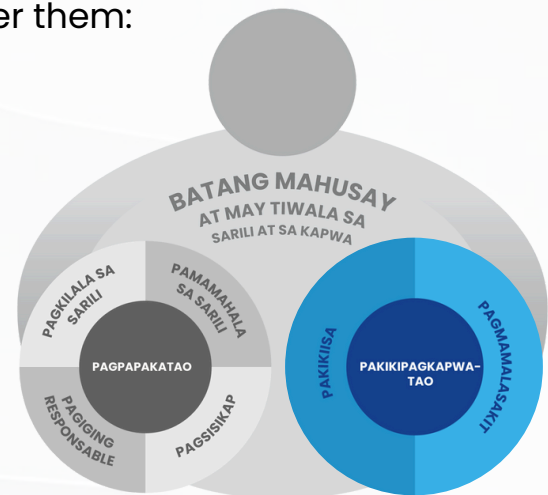
K-3	Grades 4-6	Grades 7-10	Grades 11-12
<p>Learners begin to recognize simple challenges and persist through them with support. They follow routines, stay focused on tasks, and begin to act on their own initiative.</p>	<p>Learners start identifying what helps or hinders them in reaching goals. They use simple strategies to respond to challenges, stay motivated despite setbacks, and begin to reflect on the lessons they gain from difficult experiences.</p>	<p>Learners take greater ownership of their growth. They show determination even in the face of failure or difficulty, manage their time and distractions effectively, and apply stress management and growth mindset strategies. They begin to define their direction in life and connect their effort to a deeper sense of meaning.</p>	<p>Learners pursue their goals with consistent effort and self-leadership. They demonstrate sustained discipline, take initiative beyond what is required, and persevere according to their personal values and life purpose. They reflect on their growth and remain focused on long-term direction with a strong sense of commitment.</p>

Competency domains and standards

The competency framework has two competency domains and six general competencies under them:

Competency domain 2: *Pakikipagkapwatao* (Strengthening a shared humanity)

represents the social dimension of development, focusing on building relationships, fostering empathy, and contributing to a harmonious community. It emphasizes understanding and respecting others while actively engaging in collaborative and compassionate actions.



General competencies:

5. Pakikiisa (Being one with others): Embracing and celebrating diversity by recognizing and respecting different perspectives, experiences, and identities. It involves listening attentively and working effectively with others to promote inclusivity and to prevent and address issues such as discrimination, bullying, and inequality.

How these are manifested in each level:

K-3	Grades 4-6	Grades 7-10	Grades 11-12
Learners begin to recognize and respect individual differences. With guidance, they express their feelings clearly, listen to others, and respond kindly and respectfully in simple conversations and shared activities.	Learners acknowledge and celebrate differences more intentionally. They show concern for others' needs and rights, communicate their thoughts clearly, listen with attention, and respond with empathy and understanding in group settings.	Learners actively recognize and respect diverse perspectives, experiences, and rights. They express themselves effectively, engage in meaningful dialogue, and show empathy by understanding and valuing others' ideas and emotions.	Learners celebrate diversity and advocate for human rights. They communicate with clarity and empathy, listen deeply to others, and respond thoughtfully to build strong and respectful relationships.

6. **Pagmamalasakit (Deep sense of care and concern):** Involves understanding and empathizing with others' situations and feelings, providing help, and contributing to the well-being of others and the community. It also includes being a responsible and active citizen.

How these are manifested in each level:

K-3	Grades 4-6	Grades 7-10	Grades 11-12
<p>Learners show care and empathy for others through kind words and actions. They listen attentively, offer simple help, and follow rules to contribute positively to their immediate surroundings.</p>	<p>Learners demonstrate understanding of others' feelings and needs by actively offering support. They perform acts of kindness willingly, remind peers of responsibilities, and participate in activities that help their community.</p>	<p>Learners display deeper empathy and respond thoughtfully to others' situations. They support, fairness and equality, and contribute to improving their community and environment through responsible actions.</p>	<p>Learners show strong compassion through consistent actions and advocacy for others' well-being. They actively participate in civic responsibilities, promote justice and human rights, and contribute to addressing local and global issues, including caring for the environment.</p>

Are Filipino learners' SEL competencies distinctly unique?

The contextualized SEL competency framework is not a radical departure from other established frameworks. Still, it brings to light distinctly Filipino perspectives as it mentions competencies like *pagsisikap* (diligence), *kababaang loob* (humility), and *pagsangguni* (consultation), among others. It highlights nuanced differences that reflect the unique worldviews, values, and experiences of Filipino learners.

The framework serves as a baseline and offers valuable insight into the current situation of Filipino learners in the public school system. Data collected from diverse communities across the country reveal that students share many similarities in interests, experiences and aspirations, regardless of their geographical location. By acknowledging these commonalities, the framework provides a snapshot of learners' current realities and establishes standards that resonate with their collective experiences and goals.

In the future, this framework could be enhanced by including perspectives from private school students.

Let us know what you think!

The competency framework is a living document that is continuously revisited to reflect the unique journeys and diverse realities of Filipino students.

Share your insights with us at email address batangExSElLenT@gmail.com.

We would love to hear from you!



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ExSELEnT Philippines

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Annex



The contextualized SEL competency framework is written in Filipino. It consists of 6 general competencies, 17 enabling competencies and 65 success descriptors.

Competency Domain: Pagpapakatao		
General competencies	Enabling competencies	Success descriptors
1. Pagkilala sa sarili	1. Pag-unawa sa sariling kalakasan at kahinaan	<p>1. Kinikilala at sinusuri ang mga kalakasan at kahinaan nang may kumpanyansa sa sarili at kababaang loob.</p> <p>2. Lumalahok sa mga aktibidad/opportunidad upang mapaunlad ang sarili.</p> <p>3. Tumatanggap ng payo at puna tungkol sa kalakasan at kahinaan para sa personal na paglago.</p>
	2. Pagpapahalaga sa pagkakakilanlan	<p>4. Tinatanggap, ibinabahagi, at ipinagdiriwang ang pagkakakilanlan.</p> <p>5. Nagtatakda ng mga hangganan at magalang na tinatanggihan ang mga bagay na hindi naaayon sa sariling values o interes.</p> <p>6. Nakatuon sa pagbuo ng mga talento, pananaw, at pagpupursige sa mga bagay na kinagigiliwan, popular man o hindi.</p> <p>7. May kumpiyansang ibinabahagi ang mga opinyon na pinag-isipang mabuti, kahit na naiiba sa karamihan o may kinakaharap na paghamon.</p> <p>8. Nagsusuri at interesadong sumubok ng mga mabubuting bagay upang makita kung ano ang tumutugon sa sariling pagkakakilanlan.</p> <p>9. Bukas ang kaisipan sa pagbabago ng pagkakakilanlan batay sa mga pinag-aaralan at karanasan.</p> <p>10. Pumipili ng mga kaibigan na nagpapahalaga sa kung sino siya.</p>

Competency Domain: Pagpapakatao

General competencies

2. Pamamahala sa sarili

Enabling competencies

3. Pagkilala sa damdamin

Success descriptors

11. Tinutukoy, kinikilala, at tinatanggap ang mga nararamdaman at iniisip.

12. Ipinahahayag ang nararamdaman at iniisip sa marapat na paraan batay sa sitwasyon.

13. Humihinahon at hindi nagpapadala sa bugso ng damdamin.

14. Tumatanggap ng payo upang matuto mula sa mga ito.

4. Pag-angkop sa kapaligiran

15. Nagpapakita ng curiosity at inaalam ang kasagutan tungkol sa iba't-ibang ideya o konsepto, kapwa-tao, sitwasyon, at kapaligiran.

16. Aktibong nakikinig at binibigyang-pansin ang mga nangyayari sa paligid.

17. Sinusuring mabuti ang kahulugan ng mga sitwasyon.

18. Ibinabagay ang kilos ayon sa kinakailangan ng pagkakataon o pangyayari.

5. Pagpapasya nang mahusay

19. Inaalam nang mabuti ang sitwasyon bago magpasya at kumilos.

20. Sumasangguni sa mga magulang, nakatatanda, guro, at pinagkakatiwalaang tao upang makakalap ng mga ideya, lalo na kung hindi tiyak sa gagawin.

21. Pinipili at ginagawa kung ano ang makabubuti para sa sarili, sa kapwa, at sa kapaligiran.

22. Tinatanggap ang kahihinatnan ng ginawang pagpapasya o kilos at itinatama kung may pagkakamali.

Competency Domain: Pagpapakatao

General competencies

3. Pagiging responsable

Enabling competencies

6. Pagkakaroon ng layunin at pangarap sa buhay

Success descriptors

23. Ipinahahayag ang layunin at pangarap na mapabuti ang buhay para sa sarili, sa pamilya, at sa panglokal, pambansa, at pandaigdig na komunidad.

24. Gumagawa ng plano ng mga pamamaraan at mga hakbang at isinasagawa ang mga ito upang maabot ang mga layunin at pangarap.

25. Pinananatili ang positibong pananaw at naniniwala na may pag-asa.

26. Itinutuon ang isip at gawa sa pag-abot ng mga pangarap.

7. Pagkilala at pagsasagawa ng mga kinakailangang hakbang

27. Nag-aaral nang mabuti at aktibong sumasali sa mga gawain sa eskwelahan at komunidad upang mapaunlad at maibahagi ang mga talento at kakayahan.

28. Sumusunod sa mga alituntunin sa bahay, sa paaralan, at sa panglokal, pambansa, at pandaigdig na komunidad.

29. Sumasangguni at nakikinig sa payo ng mga magulang, guro, nakatatanda, malapit na kaibigan, at iba pang pinagkakatiwalaang tao.

30. Kumikilala at umaako sa pagkakamali at itinatama ito.

8. Pag-aalaga sa sarili

31. Naipaliliwanag ang mga karapatan ng isang bata.

32. Inaalaam kung paano at saan sumasangguni upang maipagtanggol ang sariling karapatan.

33. Pinipili ang mga aksyon na ikabubuti at ikauunlad ng sarili.

34. Kinikilala at pinagyayaman ang mga sariling kakayahan, talento, at hilig.

35. Tinatanggap ang mga kabiguan at ginagamit sa ikabubuti.

Competency Domain: Pagpapakatao

General competencies	Enabling competencies	Success descriptors
4. Pagsisikap	9. Pag-unawa sa mga hadlang at oportunidad	<p>36. Inuunawa ang mga bagay, kapwa, institusyon, at pagkakataon na makatutulong sa pagkamit ng layunin at pangarap.</p> <p>37. Gumagawa ng mabuting diskarte batay sa pagsubok at nakalap na impormasyon.</p>
	10. Hindi bumibigay o sumusuko	<p>38. Pinalalakas ang loob at patuloy na nagsasanay sa mabuting pagharap sa mga oportunidad at hamon.</p> <p>39. Nagpapakita ng determinasyon kahit sa mahirap na sitwasyon at kabiguan batay sa kakayahan.</p> <p>40. Inaalam at ibinubuhay ang mahahalagang aral sa bawat hamon</p>
	11. Tinutulungan ang sarili	<p>41. Pinaunlad ang sarili sa pamamagitan ng tamang pagsisikap, patuloy na pag-aaral, at paghingi ng mabuting gabay.</p> <p>42. Dinidisciplina ang sarili sa pamamagitan ng mahusay na paggamit ng oras, pagprioritize ng gawain, at paglaban sa distractions.</p> <p>43. Gumagamit ng growth mindset at stress management skills.</p> <p>44. Nagtatakda ng malinaw at maaabot na mga layunin na nagbibigay ng direksyon at kahulugan sa buhay.</p> <p>45. Pinaunlad ang spirituality tungo sa pagkakaroon ng direksyon sa buhay.</p>
	12. Pagbibigay ng buong kaya	<p>46. Nakatuon sa at pinaghuhusay ang mabuting ginagawa.</p> <p>47. Nagkukusa.</p> <p>48. Kumikilos ng higit sa kinakailangan batay sa sitwasyon at kakayahan.</p>

Competency Domain: Pakikipagkapwa-tao

General competencies	Enabling competencies	Success descriptors
<p>5. Pakikiisa</p>	<p>13. Paggalang sa pagkakaiba-iba at pagkilala sa pagkakapantay</p>	<p>49. Kinikilala, iginagalang, at ipinagdiriwang ang magkakaibang pananaw, karanasan, damdamin, pagkakakilanlan at pangangailangan ng kapwa.</p> <p>50. Nakikiisa at sumasama sa mga gawain na nagsusulong ng paglaban sa diskriminasyon, pang-aabuso, at bullying.</p>
	<p>14. Pakikipag-ugnayan</p>	<p>51. Ipinahahayag ang mga damdamin at kaisipan nang malinaw at mabisa.</p> <p>52. Nakikinig nang mabuti at inuunawa ang mga saloobin, ideya, at damdamin ng kapwa.</p> <p>53. Sumasagot nang may paggalang at pag-unawa sa mga ipinahahayag ng kapwa.</p>
<p>6. Pagmamalasakit</p>	<p>15. Pag-unawa at paglalagay ng sarili sa kalagayan at nararamdaman ng kapwa</p>	<p>54. Nagmamahal at nagmamalasakit sa kapwa.</p> <p>55. Nakikinig at inuukol ang buong pansin sa mga sinasabi, tono, damdamin, at kilos ng kapwa.</p> <p>56. Tumutugon sa iniisip at nararamdaman ng kapwa na may pagkilala, pag-unawa, pagdama, at pagtanggap.</p>
	<p>16. Pagtulong</p>	<p>57. Pinag-aaralan at isinasagawa ang tamang paraan ng pagtulong sa kapwa.</p> <p>58. Nagbibigay ng anumang makakayanan nang bukal sa puso.</p> <p>59. Nagpapaalala sa kapwa kung may nagawang mali upang maituwid ito.</p>
	<p>17. Aktibong pagkamamamayan</p>	<p>60. Nagmamahal sa sariling bayan.</p> <p>61. Inaalang at sumusunod sa mga alituntunin ng pamahalang panglokal, Pambansa, at pandaigdig.</p>

Competency Domain: Pagpapalaganap

62. Tumutulong upang maipatupad ang mga alituntunin ng pamahalang panglokal, pambansa, at pandaigdig batay sa kakayahan.

63. Inaalagaan ang karapatang pantao at kinikilala ang mga pananagutan ng bawat isa.

64. Gumagamit ng makatarungan at mapayapang pamamaraan sa pagsasaayos ng mga hindi pagkakasundo.

65. Tumutulong sa pangangalaga sa kalikasan.



**Are you a
teacher?
Parent?
Caregiver?
Try this out!**



**“What Makes You
Happy?”
(Pagkilala sa damdamin)**

Ask students to think of one thing that makes them happy.

Pass a ball or toy around.

When a student gets the ball, they share their answer.

Ask, “Why does it make you happy?”

**“Solve It Together”
(Pakikipagtulungan)**

During group work in Science, Math, or English class add a short reflection after the activity.

Ask:

- How did you help each other?
- What skills did you activate in doing the group activity?
- What made it easier or hard to work as a team?

**“Weekly Kumustahan
sa Bahay”
(Pagmamalasakit)**

At the end of the week, have a family conversation during a meal where everyone shares:

- The kindest thing someone did for me.
- The kindest thing I did for someone.
- How little acts of kindness can make a big difference.

Show appreciation with words or a small treat, like making a special dessert or drink.



ExSELLEnT Philippines

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Learning (SEL) Competency Framework
for Filipino Learners**

