

# Education in Emergencies

*FHI 360 is an active participant in the Inter-Agency Network for Education in Emergencies (INEE), the Education in Crisis and Conflict Network (ECCN) and the Basic Education Coalition's (BEC) crisis working group.*

## EQUITY AND CONFLICT SENSITIVITY

**are at the core of our work in conflict-affected and fragile environments.**

As co-lead of the Education Equity Research Initiative with Save the Children, FHI 360 is helping to develop and advance evidence for strengthening equity in and through education. As co-lead of INEE's sub-group on conflict-sensitive education (CSE) with USAID, FHI 360 is supporting a major roll-out of CSE globally. FHI 360, along with ECCN, has published guidance on education equity indicators for education access in crisis and conflict-affected contexts.



Jessica Scranton

FHI 360's education in emergencies (EiE) programs prioritize local institutional capacity building and systems strengthening to ensure learner and teacher well-being with an emphasis on psychosocial support, social emotional learning (SEL), safe learning environments and equitable access to certified quality formal, non-formal and accelerated learning opportunities. Our digital data collection methods use rolling assessments and complexity-aware monitoring to enable continuous learning and adaptive management during the program lifecycle.

## APPLYING OUR TECHNICAL EXPERTISE

### *Chronic Crisis & Displacement Contexts*

The USAID-funded Addressing Education in **NORTHEAST NIGERIA** (AENN) program helps to increase access to safe, relevant and quality education for over 300,000 conflict-affected children and youth, while building long-term resilience in the education system. The program builds the capacity of the education system to effectively collect and utilize data, implement accelerated learning programs for non-formal education, support conflict-affected schools through teacher training programs and school safety initiatives and increase community awareness and involvement. Additionally, we support an OFDA-funded humanitarian initiative that uses the Safe Healing and Learning Spaces toolkit to deliver SEL lessons and games, mindfulness activities and recreation for displaced children and youth.

As a major partner on the USAID-funded Room to Learn (RtL) project in **SOUTH SUDAN**, FHI 360 helped to expand safe education services, enhance education relevance and support education management using a holistic perspective that accounted for instructional best practices, policy climate, teacher ability, sustainability and project goals.

**About FHI 360:** FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. Our staff includes experts in health, education, nutrition, environment, economic development, civil society, gender, youth, research, technology, communication and social marketing—creating a unique mix of capabilities to address today's interrelated development challenges. FHI 360 serves more than 70 countries and all U.S. states and territories.

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**Post-Conflict & Crisis Recovery**

In southern **SENEGAL**, the USAID-funded Passerelles activity is helping the Ministry of Education rebuild the education system after years of instability. The activity works to strengthen the provision of education for children and out-of-school youth by providing various forms of non-formal education, updating curriculum to integrate social emotional learning, increasing school safety through a comprehensive school climate package, supporting activities to promote successful transition from primary to middle school and capacity building of the education sector in developing community-based education policies.

**Fragile Environments**

In **EL SALVADOR**, a Millennium Challenge Corporation-funded Teacher Social-Emotional Learning Workshop Series helps 3,000 teachers in schools affected by a high prevalence of gang violence improve their SEL capacity, well-being and resilience.

In **DR CONGO**, the USAID and Department for International Development (DFID) Accelerating Equitable Access to School, Reading, Student Retention and Accountability (ACCELERE!) project helped launch the first national language program for reading in accelerated learning programs with the development of teaching and learning materials and an integrated curriculum that touches on life skills and psychosocial themes.

The USAID-funded **AFGHANISTAN** University Support and Workforce Development Program (USWDP) builds the capacity of Afghanistan's Ministry of Higher Education to improve quality assurance, align academic programs with workforce needs and produce graduates with the knowledge and skills to secure employment.

**DATA AND EVIDENCE GENERATION IN EiE**

FHI 360's EiE work is informed by rigorous research and evaluation that support responsive, conflict-sensitive programming while building the global evidence base for EiE. All of FHI 360's EiE activities are informed by rolling assessments that draw on humanitarian data sources, while our independent research and data mapping activities contribute to global conversations around best practices for data collection in challenging environments. Sample activities include:

- USAID Middle East Education Research, Training and Support (MEERS) activity that supports data mapping, data collection and analysis capacity building for crises in the Middle East.
- Dubai Cares-funded Non-Formal Education Study: A 3-year longitudinal study that examines how participation in a non-formal accelerated education program shape adolescents' trajectories and outcomes in Northeast Nigeria.
- World Bank-funded study: A rapid Early Childhood Development study that examines the impacts of displacement on caregivers and young children in Northeast Nigeria.
- USAID Youth Power soft skills and Equity Initiative Teacher Well-Being measurement tools development and validation for wider dissemination to and use by the EiE community.
- PSS/SEL paper for the UNESCO Global Education Monitoring Report that examines the evidence of PSS/SEL in times of forced displacement.