

Education in Emergencies

Reaching over
**2 million children
and youth** living in
crisis and conflict
contexts.



Photo: Kathleen Denny, FHI 360

Technical Expertise

Our technical priorities ensure evidence-based interventions that support:

- Nonformal and Accelerated Education
- Learner, Teacher, and Caregiver Psychosocial Wellbeing and Social-Emotional Learning (SEL)
- School Safety
- Gender Equity and Social Inclusion
- Conflict-Sensitive and Crisis-Responsive Adaptive Management

FHI 360 Education in Emergencies (EiE) programming prioritizes a Do No Harm approach using data and evidence to reach maximum beneficiaries with high quality education interventions. Our team works side by side with ministries, communities, schools, teachers, and families to create education systems that respond to the complex, dynamic and diverse needs of the people they serve. Our programs:

- Utilize evidence-based approaches to develop and support formal and nonformal education in early childhood, primary and secondary education
- Prioritize cross-cutting gender equity and social inclusion
- Build capacity and resilience of communities and education systems
- Provide quality contextualized teaching and learning materials
- Ensure education quality through teacher training and continuous professional development
- Respond to fluctuating emergencies like COVID-19 with flexible, tiered interventions

APPLYING OUR TECHNICAL EXPERTISE

Chronic Crisis & Displacement Contexts

The USAID-funded Addressing Education in **NORTHEAST NIGERIA** (AENN) program reaches over 300,000 conflict-affected children and youth through formal and nonformal accelerated education with SEL and local language literacy activities while strengthening government capacity to improve education policy and data systems through regional data hubs.

In **SOUTH SUDAN**, USAID Education for Peace, Recovery, and Resilience (EPRR) is increasing access to safe and equitable learning opportunities for crisis-affected children and adolescents by supporting teachers and community members implement PSS, SEL and peacebuilding activities through both formal and nonformal education. EPRR is also constructing temporary durable learning structures and rehabilitating existing structures to increase access to safe spaces.

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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The Elimu ni Jibu ya USAID project in the **DEMOCRATIC REPUBLIC OF THE CONGO (DRC)**, is reaching 200,000 children and youth to improve access to quality education through tiered home, community, and school-based interventions.

Through the UNICEF **IRAQ** Life and Citizenship Education Initiative for Young People, FHI 360 is working with local organizations to develop contextualized and conflict-sensitive tools and curriculum to foster learning, improve employability skills, empower individuals, and promote active citizenship for youth across Iraq.

Post-Conflict & Crisis Recovery

In southern **SENEGAL**, FHI 360 supports 260,000 learners through community education and formal schools through SEL activities and pedagogy training.

Through the USAID-funded Advancing Higher Education for Afghanistan's Development (AHEAD) Project in **AFGHANISTAN**, FHI 360 is supporting the government to enhance the management and administrative capacity of higher education institutions and government counterparts.

In **GUATEMALA**, the USAID-funded Advance program supports future teachers to develop SEL skills for themselves and their students during pre-service training.

DATA AND EVIDENCE GENERATION IN EIE

FHI 360's EiE activities are informed by rigorous research, continuous monitoring, and rolling assessments that draw on beneficiary feedback and humanitarian data to support responsive, conflict-sensitive programming. Our independent research and data mapping activities contribute to the global evidence base and best practices for data collection in challenging environments. Sample activities include:

- 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' lives** in NE Nigeria.
- A randomized control trial embedded into the AENN program that will evaluate the **relative impacts of two SEL delivery modalities**.
- A mixed methods evaluation of the **effects on teacher well-being of social emotional learning** interventions and a study on developing and evaluating the **psychometric properties of a teacher well-being tool** using a sample of El Salvadoran teachers.

THOUGHT LEADERSHIP IN EiE

FHI 360 is active in the Inter-Agency Network for Education in Emergencies (INEE) as a member of the Ad Hoc Steering Committee and sits on INEE Working Groups including PSS-SEL (Psychosocial Support and Social Emotional Learning) Collaborative, Quality and Equitable Learning Outcomes Working Group, and the Humanitarian-Development Coherence Task Force. FHI 360 is also a member of the Basic Education Coalition's (BEC) Crisis Working Group. FHI 360 has contributed to publications including:

- Landscape Review of Teacher Well-being in Low Resource, Crisis, and Conflict-affected Settings
- Background Paper on Humanitarian-Development Coherence in Education: Working together in crisis contexts
- USAID Paper on Effective SEL/Soft Skills Interventions in Distance Learning
- How-to Note: Social Emotional Learning in USAID Basic Education Programs