

Social and Emotional Learning in Crisis and Conflict

GLOBAL EDUCATION

FHI 360 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 programs in early grade reading, writing and math
- Strengthen education systems that help youth acquire the skills they need to succeed in the workforce and become productive citizens
- Provide curriculum and materials development and teacher professional development
- Strengthen community mobilization
- Ensure gender equality and inclusive education



Children and youth grow and thrive in school, work and life when they are placed in a safe, supportive environment with key role models who promote positive childhood development. This is especially critical in a conflict and crisis context, where **FHI 360 uses a conflict-sensitive education approach to strengthen education systems at all levels.** Our education in conflict and crisis (EiCC) programs prioritize building local institutional capacity to increase equitable access to quality learning opportunities. Our approach addresses psychosocial support, fostering safer learning environments, promoting teacher well-being and providing social-emotional learning (SEL) activities for learners, teachers and caregivers.

SEL is a critical part of FHI 360's holistic approach to all education programming. It is linked to short and long-term outcomes, including improvements in academic achievement, behavior, and health and decreases in aggression and substance abuse.

When provided with support such as SEL interventions, the harmful impacts of exposure to violence, abuse and neglect can be stopped and even reversed.

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 FIVE SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

FHI 360 SEL programs pull from the globally recognized Collaborative for Academic, Social, and Emotional Learning evidence-based competencies:

- **Self-awareness:** to accurately recognize one's own emotions, thoughts and values and how they influence behavior.
- **Social awareness:** to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- **Responsible decision making:** to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.
- **Self-management:** to successfully regulate one's emotions, thoughts and behaviors in different situations.
- **Relationship skills:** to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

FHI 360 is a global thought leader in EiCC:

- Member of the Inter-Agency Network for Education in Emergencies (INEE) working groups, co-leading INEE's Conflict Sensitive Education collaborative and actively contributing to the Psycho-Social Support/SEL, Teachers in Crisis Contexts, and Data/Evidence/M&E collaboratives
- Steering Group member on the USAID Education in Conflict and Crisis Network
- Co-Chair of the Equity in Education Research Initiative, supporting a global rollout of CSE and Equity Indicators in EiCC
- Co-Chair of the EiCC work group for the Basic Education Coalition (BEC)

Despite immense adversity, children are remarkably resilient. In conflict affected parts of **Northeast Nigeria**, our **Office of Foreign Disaster Assistance-supported program uses the Safe Healing and Learning Spaces (SHLS) toolkit**, with SEL at the core of the intervention. This approach provides out-of-school children and youth living in conflict and crisis settings a safe, caring and nurturing space to learn, develop and be protected. The SHLS toolkit provides sequenced and explicit lessons, games and recreational activities that strengthen learners' five SEL competencies. Mindfulness is integrated throughout, which helps children and youth develop awareness, focus and concentration while reducing anxiety and emotional distress.

At FHI 360 we understand that key caregivers, including teachers, must practice and model these five core SEL competencies. Our **unique Millennium Challenge Corporation-funded Teacher Social-Emotional Learning Workshop Series in El Salvador** helps teachers in schools affected by a high prevalence of gang violence improve their own SEL capacity and well-being. This series provides 120 hours of comprehensive professional development for 3,000 teachers to develop essential SEL competencies using mindfulness-based strategies to improve their overall well-being and resilience. A rigorous study will measure teachers' well-being improvements and the linkage between well-being and classroom climate. Linked to retention and fostering conducive learning environments for students, teacher well-being and social-emotional competencies are critical, especially in a crisis and conflict contexts.