



Global Education

For over 60 years, FHI 360's Global Education experts have worked to ensure that all children and youth have equitable access to a quality education that equips them to become productive and empowered citizens.

We focus on achieving measurable and relevant learning outcomes by collaborating with governments, civil society, the private sector, and communities to build resilience and sustain improvements in national education systems.



We are working with over

7,300

schools and 54,000 teachers

Over

2 million

children and youth benefit from our projects each year

Our experts have experience in more than

95 countries



Technical Areas of Expertise

Learning Throughout the Education Cycle

FHI 360's programs focus on **improving education** at the classroom, school, community and system levels, ensuring that children and youth receive comprehensive support across the learning continuum. Our evidence-based approaches **produce measurable improvements in learning outcomes** through early grade reading initiatives, accelerated learning programs, teacher professional development, curricula and teaching and learning materials development, a positive youth development approach, safe and inclusive learning environments, and committed partners from the public and private sectors.

Social-Emotional Learning (SEL)

The best learning happens in the context of **supportive relationships**, where learning is safe, challenging, engaging, and meaningful. Incorporating SEL in our programs for teachers and students helps them acquire and use the **knowledge, attitudes, and skills** necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Teacher Professional Development

Changes in teaching practice drive improvements in learning outcomes. We **build the capacity** of educators in content knowledge, pedagogical skills, school management and governance, learning assessments, curriculum development, and social emotional learning **through coaching**, mentoring, blended IT-based and face-to-face modeling, and teacher learning circles that complement the techniques taught during in-service training workshops.

Education in Emergencies

Through our work in conflict affected, post-conflict and fragile environments, we **prioritize local institutional capacity building and systems strengthening** to ensure learner and teacher well-being with an emphasis on psychosocial support, safe learning environments, and equitable access to quality formal, non-formal, and accelerated learning opportunities.

Collaborating, Learning, and Adapting (CLA) Framework

FHI 360 incorporates CLA into our projects to ensure they are **grounded in a strong evidence base** and regularly adapted to remain relevant throughout implementation.

Equity and Inclusion

All our education programs integrate equity and inclusion strategies that **facilitate safe access to education to children and youth**, especially the most vulnerable and marginalized, and students with disabilities. We aim to remove the barriers created by harmful gender and social norms to create the positive learning environment in which all learners can thrive.

Systems Strengthening and Institutional Capacity Building

Our systems approach acknowledges the political, institutional and technical elements of education reform. We consistently work with a range of key education stakeholders such as 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 prioritize country ownership and take a collaborative approach to help ministries build their institutional capacity for data-driven decision making.

Social + Behavior Change (SBC)

Our SBC work integrates best practices from disciplines such as social psychology, human-centered design, anthropology, behavioral economics, social marketing, and other behavioral sciences. We design interactive, participatory strategies and solutions to ensure a holistic approach to understand and address people's desires and barriers and facilitators to change.

FHI 360's Response

FHI 360 is working with national governments, civil society, communities and schools across the globe to address these challenges. Selected examples of our work are highlighted below.

LIST OF CURRENT PROJECTS

Africa

- FCDO Nigeria Partnership for Learning for All in Nigerian Education (PLANE)
- MCC Cote d'Ivoire Education Sector Advisory and Consultant Services
- USAID Djibouti Early Grade Reading Activity
- USAID DRC Elimu ni Jibu
- USAID Ghana Advancing Partnerships for Improved Learning
- USAID Liberia Education Systems Strengthening Activity
- USAID Madagascar Foundational Skills for a Better Future – Lovat
- USDA FFE Madagascar Mianatra
- USDA FFE Madagascar Mavotrika Mianatra
- USAID Rwanda Tunozu Gusoma (Schools and Systems)

Global

- Education Above All Foundation/Educate a Child
- GE Foundation, Next Engineers

Latin America and the Caribbean

- USAID El Salvador Educational Innovation Project
- USAID Realizing Equitable Access, Retention and Completion in Higher Education (REACH)

Middle East and North Africa

- USAID Egypt Pioneers
- USAID Morocco Bridge to Middle School

1. GLOBAL - Engaging with the Private Sector

With local partners in four communities in the U.S., U.K., and South Africa, funded by the GE Foundation, FHI 360 manages *Next Engineers*, a global program offering inspiring programs to students ages 13–18 to increase the diversity of the next generation of engineers. *Next Engineers* seeks to engage over 14,000 young people in four cities by the end of 2026.

2. LAC REGIONAL - Targeting our REACH to ensure higher education opportunity for youth

Implemented in Guatemala, Honduras and Paraguay, the *USAID Realizing Equitable Access, Retention and Completion in Higher Education (REACH or ALCANZA)* project expands access to market-relevant higher education and training for marginalized youth. REACH works closely with local higher education institutions and partners to enhance their capacity to provide sustainable academic, financial and psychosocial support services so students can thrive academically, professionally and personally. With youth at the center of the project, REACH provides tailored scholarships and improved student support services so that more youth, particularly the most vulnerable, have access to and complete higher education.

4. DEMOCRATIC REPUBLIC OF THE CONGO - Contextualizing our education response

Working with 11 local civil society organizations, *USAID Elimu Ni Jibu (Education is the Answer)* delivers tailored and inclusive formal and nonformal education services in the eastern and central-western areas of the Democratic Republic of the Congo, including in-classroom support and out-of-school support through tutoring, catch-up classes and safe and healing learning spaces. The project also conducts child protection and economic development activities (savings groups, nonconditional cash transfers, income-generating activities) that support safe access to learning. Finally, the project has a strong focus on gender, with 286 gender-based violence (GBV) committees formed and trained, 1,527 boys and girls — including young people with disabilities and children from Indigenous communities — involved in leadership and gender clubs and camps, and 304,164 students sensitized on GBV thus far.

3. MOROCCO — Building Capacity to Implement Student-Centered Curricula in Upper Primary and Lower Secondary School

USAID Bridge to Middle School partners with the Moroccan Ministry of Education (MEN) to improve learning outcomes in Arabic, select science subjects, and English by piloting and scaling up revised curricula, teaching and learning materials, and teacher training. Bridge will improve the performance of MEN central directorates, regional education academies, and provincial directorates in three pilot regions (90 pilot schools) in employing evidence-based pedagogies that promote continuous learning and assessment and emphasize critical-thinking skills.

5. DJIBOUTI - Improving reading outcomes and instruction

The *USAID Djibouti Early Grade Reading Activity (DEGRA)* is a five-year program to improve the reading outcomes of more than 55,000 students in grades one through five. DEGRA supports the Ministry of Education's strategy of improving quality basic education through improved curricula and teacher professional development, increased community/family engagement, and strengthened assessment, teacher coaching and data-driven decision-making. Thanks to DEGRA, 45.7% of grade two students evaluated now meet the minimum proficiency benchmark in comparison to 19.6% of the sampled grade two students who did prior to the project.

Active presence Past presence

We live in a complex world where challenges are intimately linked—and so must be the solutions. That's why we leverage expertise across FHI 360 to offer integrated solutions to address the most pressing education challenges.

Areas Of Expertise

Curriculum and materials development	Policy and management information systems
Early grade reading and math	Primary and post-primary education
Education and employability	Research and evaluation
Education in emergencies	Systems strengthening
Higher education	Teacher professional development
Institutional capacity building	Youth

Cross-Cutting Expertise

Gender equity and social inclusion	Social and behavior change
Health and nutrition	Water, sanitation, and hygiene (WASH)
Inclusive education	
Information and communications technology (ICT)	

About FHI 360: FHI 360 is a global organization that mobilizes research, resources and relationships so people everywhere have access to the opportunities they need to lead full and healthy lives. With collaborations in over 60 countries, we work directly with local leaders to advance social and economic equity, improve health and well-being, respond to humanitarian crises and strengthen community resilience. We share data-driven insights and scalable tools that expand access and equity so communities can effectively address complex challenges, respond to shocks and achieve thriving futures.

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