

SOCIAL AND EMOTIONAL LEARNING



Why Social and Emotional Learning?

Social and Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.¹

Since 2018, and especially as a result of the COVID-19 pandemic, social and emotional learning has become a key component of foundational learning programs because: 1) academic instruction alone does not lead to students overall well-being; 2) social and emotional development, in addition to foundational literacy and numeracy, are all considered part of children’s holistic development; 3) such programs contribute to resilient students, teachers, caregivers, and systems that are better prepared to withstand crises; and 4) schools play a role in providing safe learning environments that support children’s positive social and emotional development.

SEL is an integral approach within World Vision’s unique, community-led, whole child model which helps establish sustainable child well-being solutions.

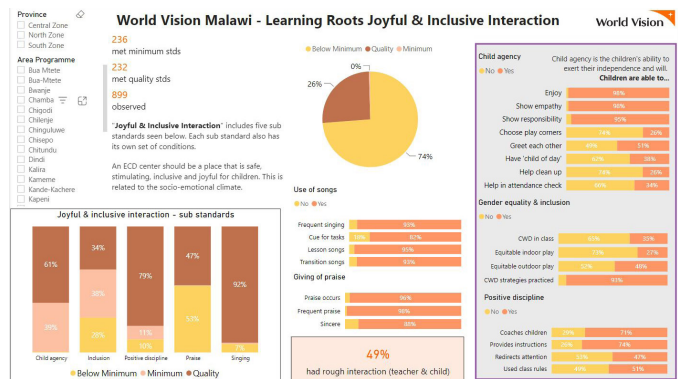
World Vision’s approach to SEL

World Vision has a particular advantage in programs incorporating social and emotional learning because of our unique, holistic model which we have refined and expanded over our 70-year history.

Our social and emotional learning programs are characterized by five main elements: 1) Programs include humanitarian, sustained, and accelerated approaches tailored to the needs of the children and communities we serve; 2) World Vision recognizes that child protection is integral to students’ learning experiences, ensuring a basis for foundational learning; 3) SEL involves a supportive environment to students by integrating learning in classrooms and nonformal settings 4) World Vision’s SEL programs are adapted to the culture and context in which they are implemented to most accurately reflect local values; 5) World Vision measures the effectiveness of SEL programs by using our digital survey tool, MEQA, for real time implementation assessment, coaching, and data for decision making.

How World Vision measures SEL

World Vision measures SEL in a combination of ways, always tailored to the local context. First, we measure our unique contributions to children’s well-being through a compendium of over 200 indicators for each of our 15 child well-being outcomes. The compendium brings together tried-and-tested indicators from major agencies such as UNICEF and WHO, but



OUR RESEARCH

World Vision works holistically across the education ecosystem, from homes, communities, schools and local systems to build stakeholder capacities to support children’s literacy and love of learning, reaching children in and out of school.

Research findings show that children who attend our Reading Clubs are not only developing their literacy skills and interest in reading, but also developing social-emotional skills, such as building their self-confidence, social behavior and learning values.

2023, IDRC, [Improving literacy for children through the support of community networks in Ghana, Honduras, and Nicaragua: a cross-country comparison of key learnings related to adaptation and scaling for impact of World Vision’s Unlock Literacy reading camps](#)

Sample SEL data collected by MEQA

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also innovative indicators from within World Vision or from child well-being research institutions. Second, World Vision uses widely accepted and publicly available tools such as IDELA for understanding young children's school readiness and ISELA for measuring SEL skills in primary-grade children. Third, we use a digital e-monitoring and coaching tool called MEQA (Measuring Evidence of Quality Achieved) which has three features: 1) digitised observation tools for schools, centers and clubs; 2) provision of instant feedback for coaching; and 3) online, real time dashboards that analyze, aggregate, and visualize the data collected. By using real-time monitoring data, MEQA will capture the inequity in education and shed light on which children risk being left behind.

Selected current and recent projects

Rwanda: Uburezi Iwacu

In Rwanda, World Vision builds upon the recently designed and adopted national SEL framework by leading the USAID Uburezi Iwacu (Homes & Communities) project. Along with sub partners, Imbutu Foundation and Humanity & Inclusion, the project aims to ensure all Rwandan children have literacy-supportive, stimulating, and safe home and community environments to foster reading and develop the foundation for future learning. Parents and Early Childhood Development (ECD) caregivers are equipped with tools to support children's learning and social emotional development, particularly in ECD centers and home environments through: 1) media messaging; 2) caregiver sessions that build understanding of ECD approaches, integrated services, positive parenting, the learning process, and how to assess progress; 3) support visits to parents/caregivers in their homes and ECD centers to reinforce session lessons and practically demonstrate and practice ways in which they foster SEL support to their children. Uburezi Iwacu currently reaches 147,038 caregivers/parents and aims to reach over 800,000 children, including those with disabilities.

Democratic Republic of Congo: Sasa Tunasoma!

In south Kivu Democratic Republic of Congo, World Vision is a subrecipient to Save the Children to carry out the USAID Sasa Tunasoma! (We're Reading) project. The overall goal is for girls and boys ages 6-9 in select marginalized and underserved zones in South Kivu to demonstrate improved foundational literacy and social and emotional skills. Sasa Tunasoma! engages each element of the education ecosystem in a cohesive, coherent approach that unifies stakeholders around literacy as well as social and emotional skill building



for all young children and strengthens links between different stakeholder groups. To engage families and communities in reading activities outside of school, World Vision conducted caregiver sessions on how to support children's learning and how children learn through play, reaching 598 caregivers.

Ethiopia: READ II Education Recovery Activity

In the conflict-affected regions of Amhara, Afar, and Tigray Ethiopia, World Vision was a subrecipient to Creative Associates to carry out the USAID READ II activity, focusing our interventions on supporting internally displaced persons (IDPs) and communities through short-term activities to help children—including girls and those at-risk—heal and return to learning. The efforts included trainings in IDP camps and schools on the following: Psychological First Aid² (humane responses to those needing support), Psychosocial Support (promoting holistic well-being and facilitating resilience), and SEL (promotes skills and abilities that help children, young people, and adults learn). READ II also repurposed Reading Camps to provide those same services and initiate book-sharing movements among parents and students. Parent Awareness Workshops (PAW) were held with 304,789 parents and local education and community officials. The Outcome Assessment revealed overwhelming support for PAW sessions, with most parents having improved their own SEL skills while also supporting their children—75% of Kebele Education Technical Board participants indicated that these trainings were the most important intervention in relation to school enrollment and retention.

² World Health Organization, War Trauma Foundation and World Vision International (2011). Psychological first aid: Guide for field workers. WHO: Geneva.

