

Session 9: Education



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Reminder: Ferrero – SC Programmatic Framework – Education Component

EXPECTED RESULTS	MAIN ACTIVITIES	CORE KPIS
<p>Children have access to quality, inclusive and participatory education</p>	<p>Develop / support bridging classes and community schools (*)</p> <p>Implement proactive strategies to enroll and retain children in school (*)</p> <p>Develop and conduct radio/media campaigns, peer-to-peer awareness</p> <p>Promote children, parents and communities' participation in school planning and decision-making processes</p> <p>Support parents and community members involvement in children's learning outside of school</p> <p>Develop school and teachers code of conduct</p>	<ul style="list-style-type: none"> • # and % of children of official primary education age enrolled in primary school / bridging classes • # and % of primary school students who regularly attend primary school / bridging classes

Reminder: Ferrero – SC Programmatic Framework – Education Component

EXPECTED RESULTS	MAIN ACTIVITIES	CORE KPIs
<p>Safe and accessible learning spaces are available for all children</p>	<p>Establish/upgrade learning spaces to ensure safe and inclusive access (*)</p> <p>Furnish and equip learning spaces with quality inclusive teaching and learning material</p> <p>Train teachers and children on WASH practices.</p>	<p># of learning spaces (bridging classes and reading spaces) established and functional</p>
<p>Teachers are able to apply contextually appropriate, inclusive, child centered methodologies and to employ specific pedagogical skills</p>	<ul style="list-style-type: none"> • Train teachers on inclusive child centered methodologies and pedagogical skills (*) • Train teachers to facilitate socio-emotional learning 	<p># of teachers trained on LB/NB methods, positive discipline, socio-emotional learning, inclusive pedagogical practices, and identification of special needs</p>

OBJECTIVES OF THE SESSION

By the end of this **SESSION, you will have a clear understanding of:**

- What is quality education as per SC standards
- What is inclusion and links to quality
- The TaRL approach: Teaching at the Right Level
- Socio-Emotional Learning

Part 1: Quality education

Key learning objectives:

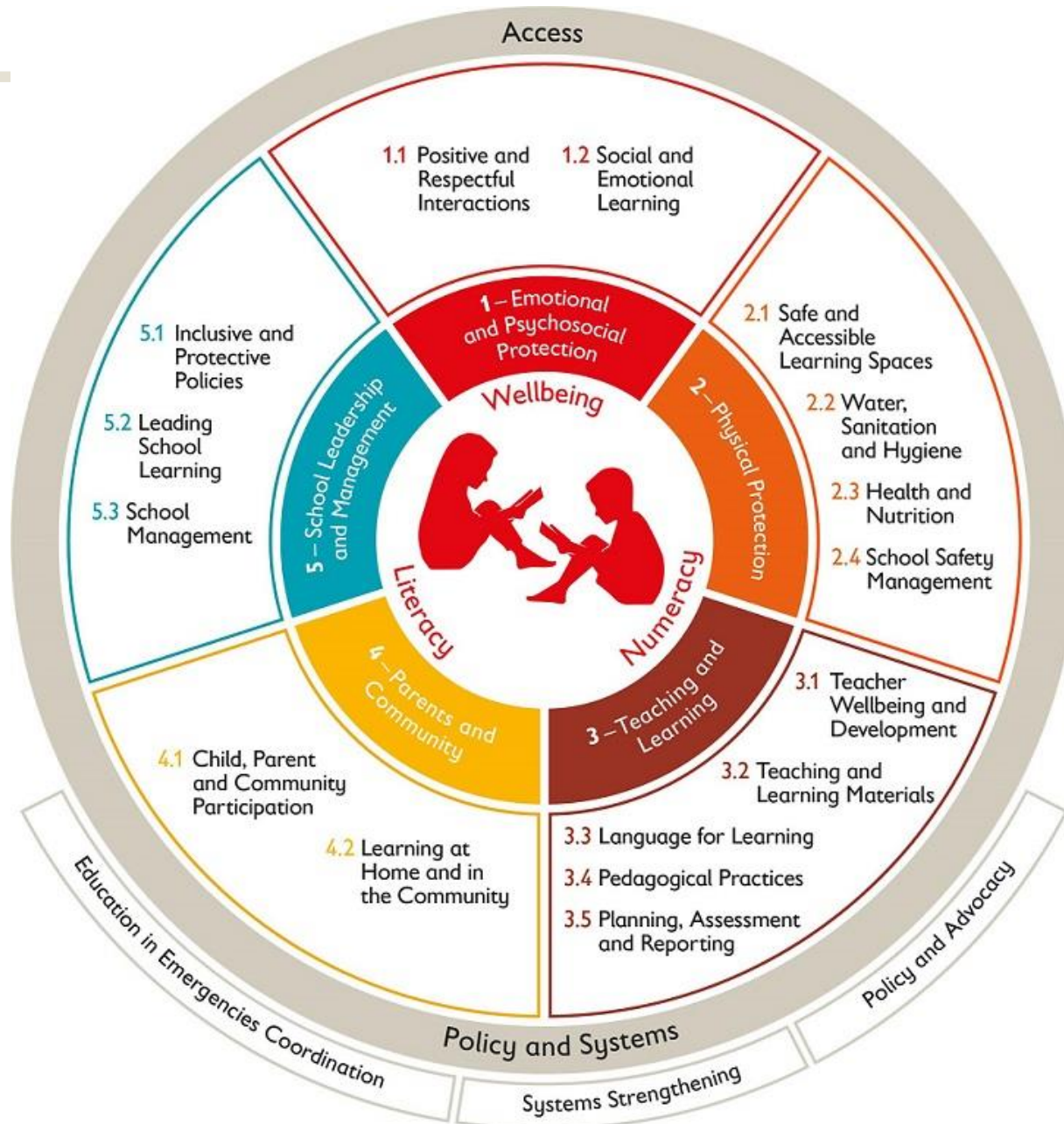
- Quality education in Save the Children standards;
- Inclusive education;
- How to use Save the Children's inclusive education toolkit



HOW DO WE DEFINE
QUALITY EDUCATION

MENTIMETER
www.menti.com

The Quality Learning Framework



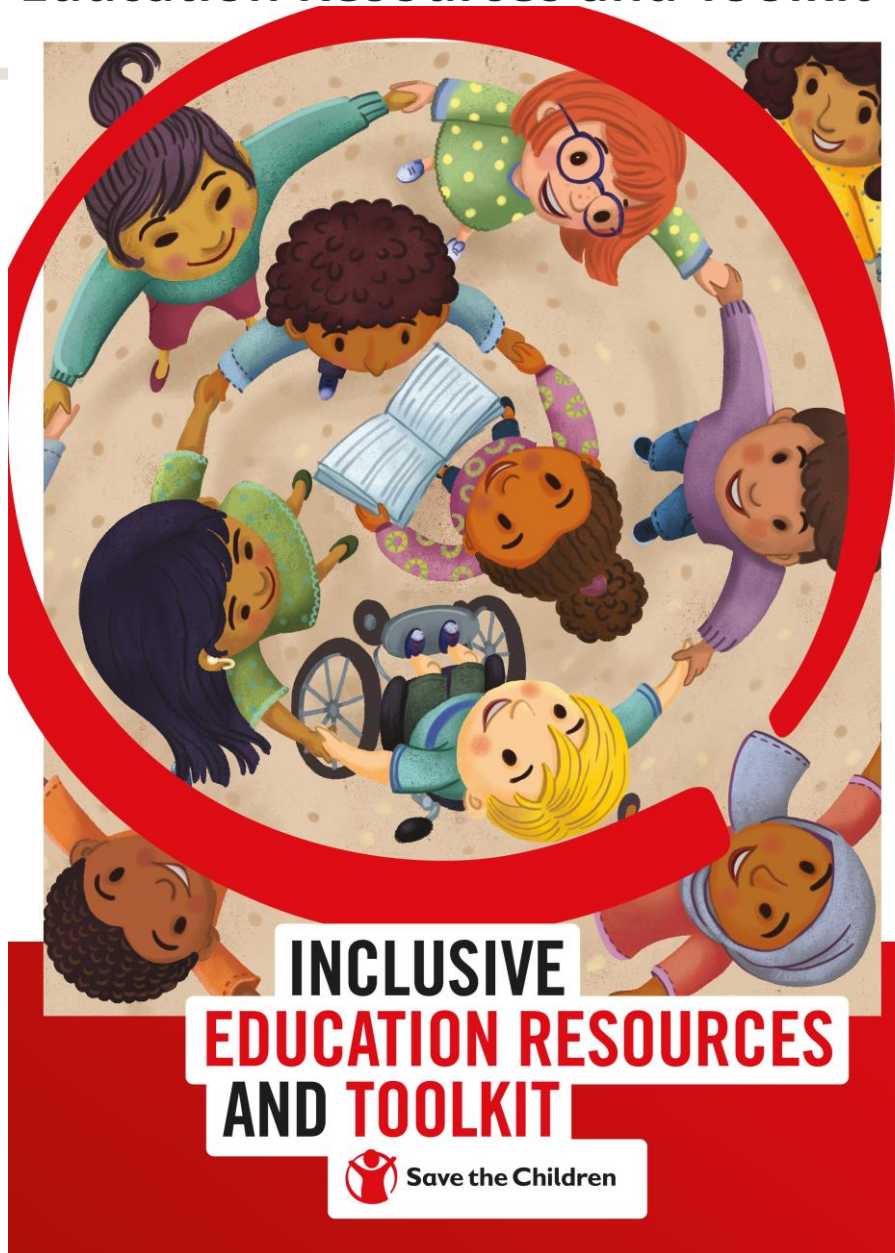
Quality Education means also Inclusion

Inclusive education is one dimension of a rights-based quality education which emphasizes equity in access and participation and responds positively to the individual learning needs and competencies of all children. Inclusive education is child-centered and places the responsibility of adaptation on the education system rather than the individual child. Together with other sectors and the wider community, it actively works to ensure that every child, irrespective of gender, language, ability, religion, nationality or other characteristics, is supported to meaningfully participate and learn alongside his/her peers and develop to his/her full potential.

Save the Children position paper







The Inclusive Education Resources and Toolkit



The Inclusive Education Resources and Toolkit

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What are Common Approaches?



A Common Approach is our best understanding of how to solve a particular problem for children.

It is based on evidence.

It can be adapted to work in multiple contexts and also replicated in different countries.

Common Approaches

Problem for Children

Children who do not receive adequate health, nutrition, protection, care, and stimulation in their early years are more likely to do poorly in school and earn less, entrenching a lifetime of unfairness and poverty.

Too many children do not have the foundational skills they need to learn in school.

Nearly 400 hundred million children of primary school age cannot read or write.

Over half the world's school-aged children are not learning basic numeracy skills.

There is a global shortage of motivated and well-trained teachers, contributing to the 250 million children who are not learning the basics in school.

Many children are not safe in and around school. Children's safety is threatened by violence, natural and everyday hazards and conflict that affect their learning and wellbeing.

Common Approaches solution

1

Building Brains

2

Ready to Learn

3

Literacy Boost

4

Numeracy Boost

5

Enabling Teachers

6

Safe Schools

Part 2: TaRL

Teaching at the Right Level

Key learning objectives :
to understand how Save the Children has integrated the Literacy Boost and TaRL approaches



OBJECTIVES OF THE SESSION

The main objectives of [this session](#) are to:

- ✓ Know the TaRL (Teaching at the Right Level) approach
- ✓ Know the benefits of learning based on the TaRL approach
- ✓ Know the different actors and their roles
- ✓ Know how we integrated the TaRL approach into the Literacy Boost approach

EXPECTED RESULTS OF THE SESSION

At the end of this **SESSION**, you will be able to :

- ❖ Defining the TaRL approach TaRL
- ❖ Differentiating between traditional systems and the TaRL approach
- ❖ Define the 04 key elements of the TaRL approach
- ❖ Defining the 04 pillars of the TaRL approach
- ❖ Adapt a learning system to the TaRL approach

Why the TaRL approach

Save the Children has been experimenting with a child-centred, play-based approach to learning for some years.

This approach has produced successful learning outcomes around the world. Indeed, called Literacy and Numeracy Boost, the LB&NB approach is child-centred, uses play as a means of disseminating knowledge and has strong parental involvement.

Save the Children, in its ongoing quest to tackle the global learning crisis, uses other approaches similar to LB&NB that have been shown through research to be effective in boosting literacy and numeracy.

Thus SC is experimenting with the TaRL approach a targeted teaching programme on its FERRERO project.

The advantages of the TaRL approach compared to the traditional system.

Traditional system

- Completing the school programme
- Little follow-up after initial teacher training
- Children are grouped by class
- The primary objective is the completion of the school programme
- Compositions as a means of assessing learning outcomes

TaRL System

- Ensuring that all children have the basic skills in mathematics and reading
- Training - follow-up - coaching - mentoring
- Individualised teaching and peer learning
- Periodic, rapid and personalised assessments that guide reframing

Key steps in the TaRL approach



Stage 1: Assessments

- Carry out LB/NB or ASER assessments at the beginning, during and at the end of learning (LB & TaRL)
- Using the data to develop the whole class and individual child support plan (LB&TaRL)
- Set personal targets for each teacher in relation to children's learning outcomes (SOW)



Step 2: Grouping

- Based on the results of the learning assessments, pupils are grouped by skills.
- There are 5 literacy skills and five numeracy skills

Key steps in the TaRL approach



Step 3: Remedial activities

- The teachers use playful remedial activities adapted to the real level of the children
- The tools are playful and adapted, taking into account the socio-emotional aspects of children



Step 4: Pupils' progress

- Pupils are assessed regularly and make rapid progress towards new skills
- Students are happy because their rights are secure and they are looking forward to a promising future

The 04 pillars of the TaRL or CEP approach

- Pillar 1



- Test Aser
- Data collection
- Grouping of children

- Pillar 2



- Educational activities
- Teaching materials

- Pillar 3



- Activities implementation
- Classroom management

- Pillar 4

- Follow-up
- Mentoring

The ASER Test

The test is done according to a specific state of mind.

The teacher is very close to the child that performs the test safely.



The grouping is done after the test in according to the results of each student:

- ✓ 05 French skills (alphabet/letter; phonological awareness/syllable; vocabulary/word; fluency/simple sentence; text and comprehension)
- ✓ 05 Mathematical skills (reading a 1-digit number; 2-digit number; 3-digit number; operations and forms)

NB: groups of more than 25 students must be split into 02

The ASER Test Tools

A- in reading

Histoire

Tous les matins, Pénélope travaille dans son jardin. Il cultive des légumes pour toute la famille. Avant de planter, il bêche la terre. C'est fatigant ! Mais il ne fait pas encore trop chaud, le matin. Il a planté des tomates, des carottes, des salades... il faut arroser souvent. Parfois, je l'aide quand je ne vais pas à l'école. Les légumes poussent bien. Mais il faut faire attention, les lapins aussi aiment les carottes et les salades ! Alors, Pénélope a posé une clôture pour protéger le potager des animaux. Maintenant, nous mangeons les légumes de Pénélope.

Paragraphe

Yao joue aux billes.
Son ami le rejoint.
Ils font une partie ensemble.
Puis, ils se séparent.

Paragraphe

Les garçons veulent des cocos.
Sondé grimpe au cocotier.
Il fait tomber treize cocos.
Il en donne à ses camarades.

Lettres

e l r
m v
u f s
i o j

Mots

lave vélo
rouge
achète marmite
banane plat
planche
avocat pile

The tools can be adapted to suit the learning environment.

The ASER Test Tools

B- in Calculation



TEST - MATHEMATIQUE (Exemple-1)



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The material

The TaRL approach uses local and semi-structured material. The animation is usually done on the floor or outside the classroom.

- Sticks
- Pebbles
- Recovery material, e.g. cardboard boxes, plastic sheeting
- The number card
- The phonetic-syllabic table



Work organisation



Group work

Work organisation



Working in sub-groups

Work organisation



Peer work (the strongest supporting the weakest)

Work organisation



Individual work with recurring home exercises

Monitoring and supervision of teachers

The monitoring and supervision is very different from the traditional system.

Monitoring is carried out by school headmasters (outreach mentoring), pedagogical advisors and pre-school and primary school inspectors.

The most gifted teachers coach the less gifted.

They assist each other during preparations, class observations and evaluations.

Teachers are organised in Teacher Learning Circles (TLC) where they discuss and share their experiences. Possibility to use a WhatsApp groups.

School governance is improved through headmasters' triangles, which are platforms where headmasters discuss issues related to school leadership.

Monitoring and supervision of teachers

A- Teacher training



Monitoring and supervision of teachers

B- Classroom observation by mentors



What makes LB or TaRL so different

- ❖ Children have fun while learning. They link their emotions to learning
- ❖ The model does not limit the potential of each child
- ❖ The model allows children to use their dialect, which builds their confidence
- ❖ Children learn at their own pace
- ❖ What matters is the level of knowledge of the children, not the level of completion of the programme
- ❖ The model allows children in the middle grades who do not have sufficient skills to acquire literacy and numeracy skills without being forced to drop down to the lower grades (CP)

Literacy Boost



Literacy Boost at a glance

- **4 key principles**

- Focus on all 5 key reading skills early
- Link reading to life
- Make reading active and fun
- Address reading & reading materials inside schools and out

- **4 components**

- Assessment
- Materials
- Teacher training and support
- Community action

- **5 key skills**

- Alphabetic principle/ Letter knowledge
- Phonemic awareness
- Fluency
- Vocabulary
- Comprehension

COMPONENT 4: COMMUNITY ACTION



Community Action: material creation, supporting reading development outside school, and creating a culture of reading for enjoyment

Includes awareness-raising workshops, read and play activities, and involving community in enhancing print environment



COMMUNITY ACTION: READ AND PLAY

Reading Clubs

Youth facilitate for younger children in regular group sessions designed to build love for reading

Reading Buddies

Paired reading at home or at school, with older pupil serving as a model reader to the younger child

Story Time

Community/village volunteers schedule a regular time to do oral storytelling with children in the community

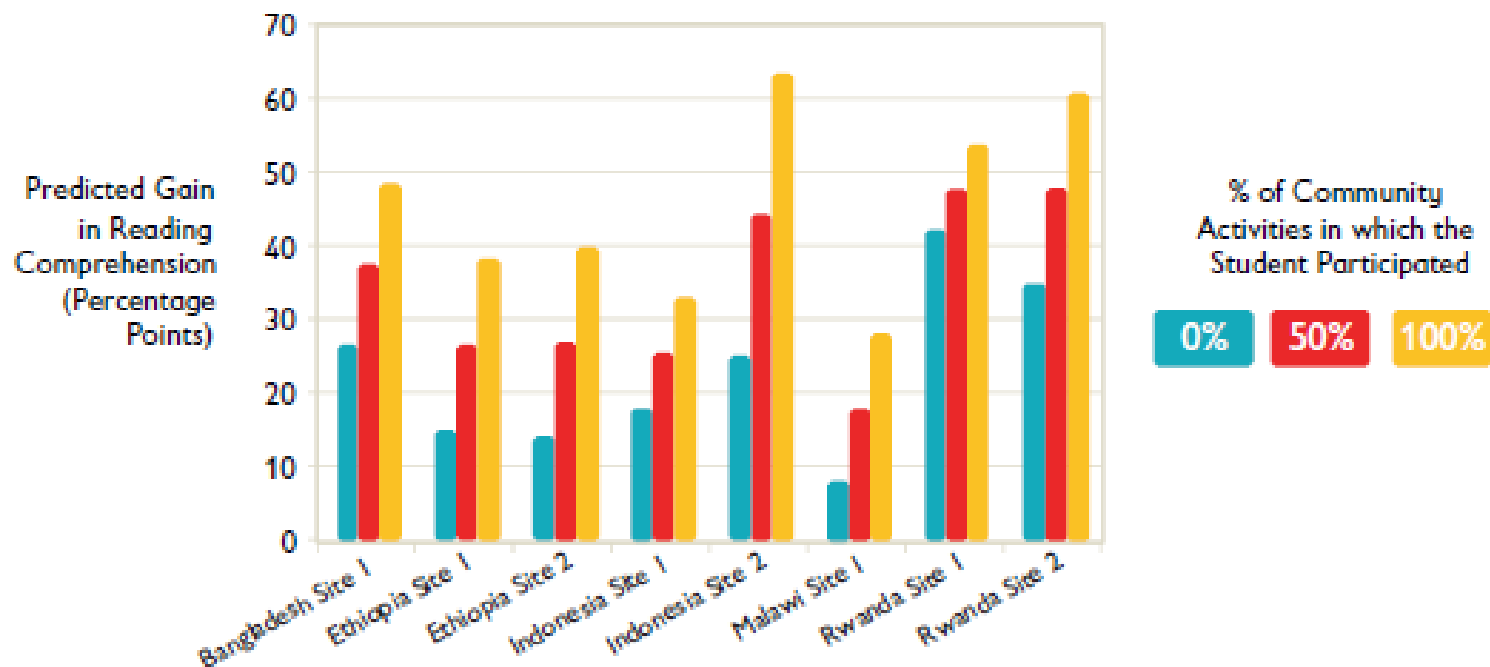
Reading Festival

Celebration of reading in community



Impact of Community Action on Reading

FIGURE 10 CORRELATION BETWEEN COMMUNITY-BASED READING PRACTICE AND READING COMPREHENSION IN MULTIPLE LITERACY BOOST SITES



A 2015 analysis of factors that predict reading gains across 12 Literacy Boost project sites revealed a strong positive correlation between participation in out-of-school reading activities and children's progress in reading comprehension, as well as letter knowledge and fluency (not shown), in eight of the sites. Gains shown are predicted average gains after controlling for children's age, sex, socioeconomic status, home learning environment, and other relevant background characteristics.⁷⁶

HOW WE INTEGRATED THE TARL APPROACH INTO THE LITERACY BOOST APPROACH

The Ferrero project implements some of the activities of the community component of the literacy boost.

Book banks are distributed to schools to give them a taste for reading.

The books are borrowed by the children, they read them and return them to the school.

In 2020, the Ferrero project organised a reading festival in Oupoyo in the presence of the communities' administrative and educational authorities. This activity was a great success with students, teachers and parents.

This year, the second reading festival will be organised for approximately 3000 children.

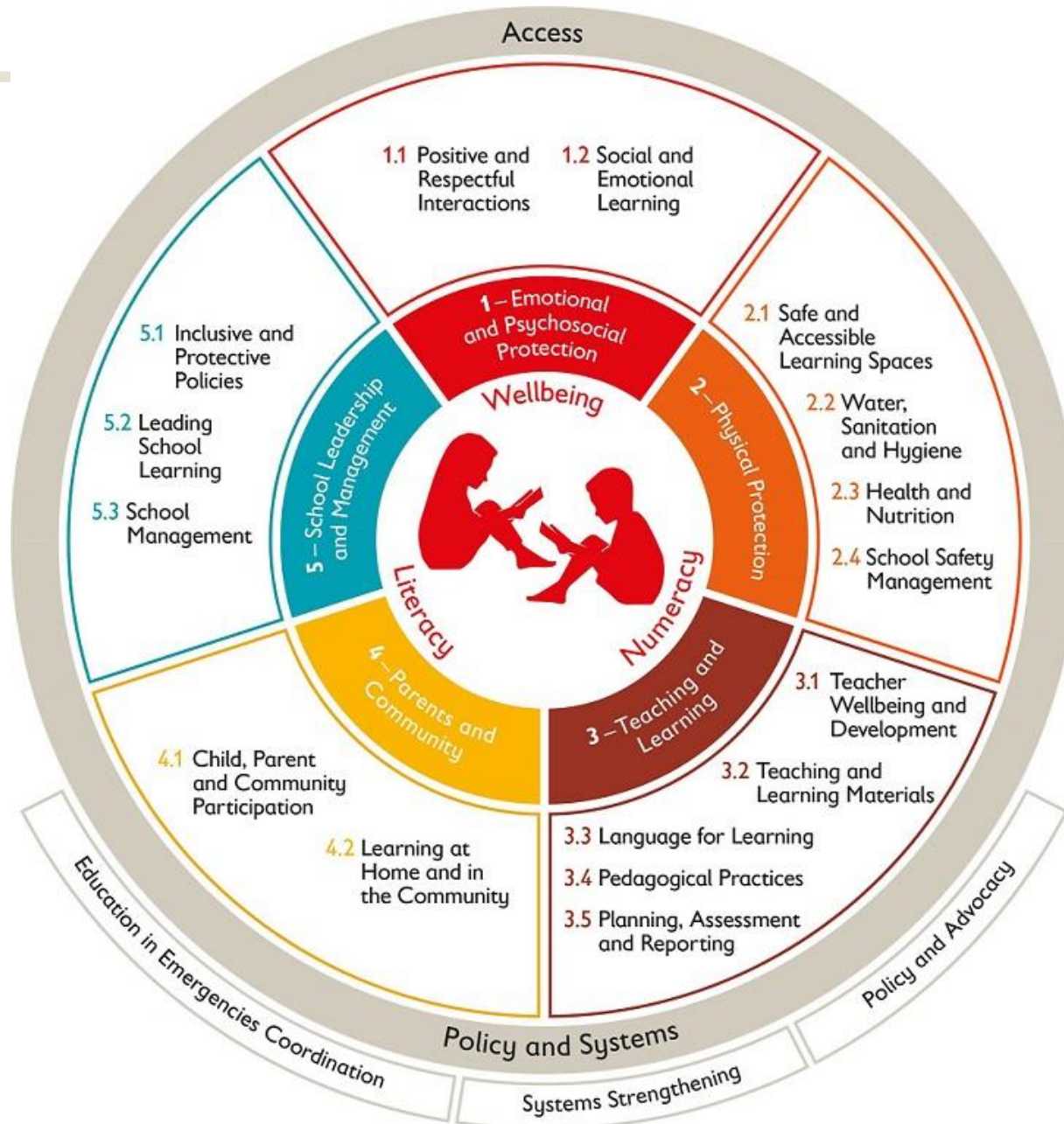
It is also planned to open the community reading spaces in year 3 of phase 2 of the project.

Part 3: Socio-Emotional Learning

Key Learning / Objectives :
Understanding Socio-Emotional Learning and its components related to education programming



The Quality Learning Framework



What is child wellbeing?

Child wellbeing is the extent to which a child enjoys the realization of her or his rights across several domains, including survival, health, nutrition, education, standard of living, protection and self-expression, at all times and in all circumstances.

What is Social and Emotional Learning?

Social and emotional learning (SEL) is the process through which children acquire and effectively apply 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.

Wellbeing and SEL alignment

Cross-Thematic

- Child wellbeing is the extent to which a child realizes her or his rights across several domains, including survival, health, nutrition, education, standard of living, protection and self-expression, at all times and in all circumstances

Education Theme

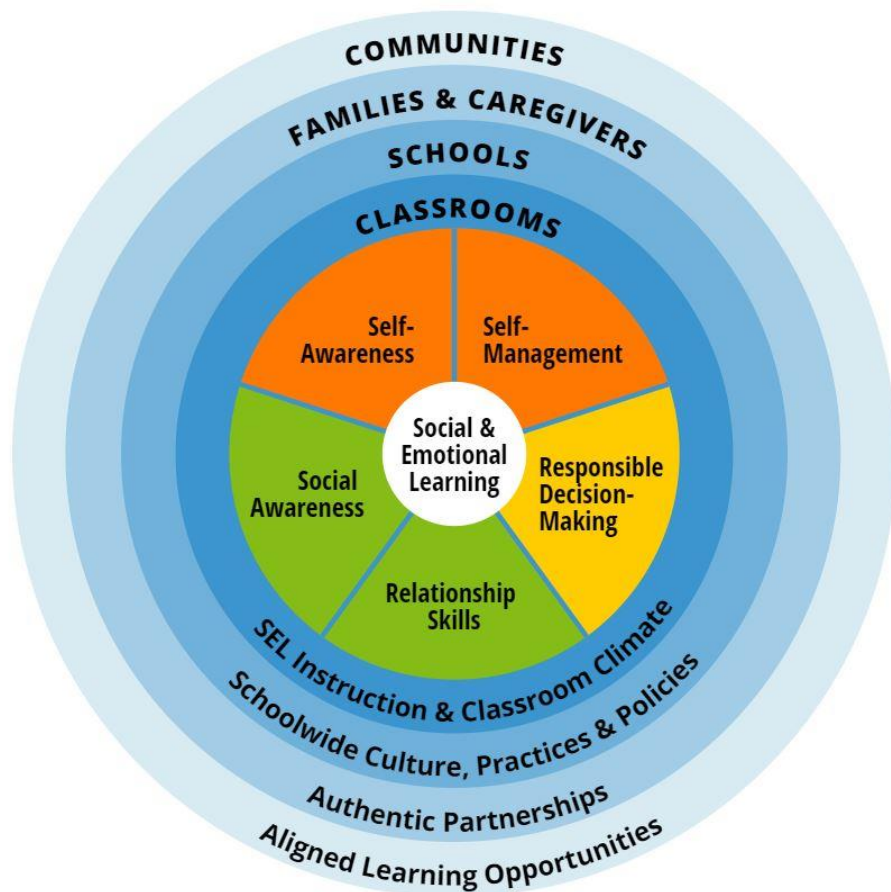
- In the context of education, wellbeing is a holistic condition that refers to physical, social, emotional and cognitive wellness

SEL

- Social and emotional learning (SEL) is the process through which children acquire and effectively apply 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.

What is Social and Emotional Learning?

CASEL Framework



Social & Emotional Learning

Social and emotional learning (SEL) is an integral part of education and human development. 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.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Social and emotional learning: competencies and skills

Sequenced, Active, Focused, Explicit

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Why Life Skills and Social Emotional Learning (SEL)?

The benefits of SEL are well-researched:



SEL leads to **improved academic outcomes** and behaviors



SEL benefits are **long-term** and global



SEL is a **wise financial investment**



Social and emotional skills **help improve lifetime outcomes**



For more: <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

made possible with support from



Why SEL is important within our context?

Children exposed to child labour are very often school drop-outs or do not regularly attend or have ever been.

The bridging classes are a chance for these children. You just have to take their emotions into account.

Adults in charge of these children, including teachers and community members, need to be trained to manage and control their emotions when dealing with this profile of children.

To help these people, the Ferrero project trains teachers on emotional management, communication skills, gender-sensitive and non-violent training and psychosocial support, positive discipline.

The same support is given to community members.

Social workers conduct home visits to provide psychosocial support to parents and children. These visits and trainings help to retain students in bridging classes to ensure school continuity.

Mainstreamed across sectors - integration & coordination



SURVIVE

By 2030 no child will die from preventable causes before their fifth birthday

Protect and Promote the wellbeing of children and caregivers

Include MHPSS in nutrition programmes, including baby friendly spaces and mother-baby wellbeing approaches

Build MHPSS capacity in PHC and EHU, including functional referral networks to case management for vulnerable children, caregivers and families

Explore opportunities for integration with Child Health, Maternal Newborn Health and Adolescent Sexual and Reproductive Health



LEARN

By 2030 all children will learn from quality basic education

Ensure education services are safe, protective and supportive of children's wellbeing

Establish quality MHPSS within schools, including teacher capacity to identify, respond to and refer children in need of higher level services, and support to teacher wellbeing

Promote children's development and wellbeing through SEL as a key component of comprehensive MHPSS programming

Ensure inclusion and support for all children in learning environments, including those with pre-existing mental disorders, intellectual disabilities or other MHPSS needs

Link schools with comprehensive, cross-sectoral MHPSS supports for holistic care approaches

Provide leadership at global level to ensure all education clusters are effectively implementing MHPSS for children and caregivers

BE PROTECTED

By 2030 violence against children will no longer be tolerated



Mitigate and address The MHPSS impacts of children's exposure to violence and grave violations of human rights

Raise awareness of children's protection and wellbeing needs from community to national levels

Equip local actors in community based MHPSS appropriate to the socio-cultural context



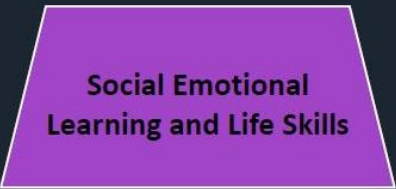

Identify and provide targeted MHPSS for vulnerable children (CAAFAG, children affected by SGBV, children with pre-existing mental disorders or disabilities etc.)

Prevent self harm and suicide among children, adolescents and caregivers

Integrate and mainstream MHPSS across sectors to strengthen care systems from local community to national levels, and engage a range of civil society and governmental actors for sustainability



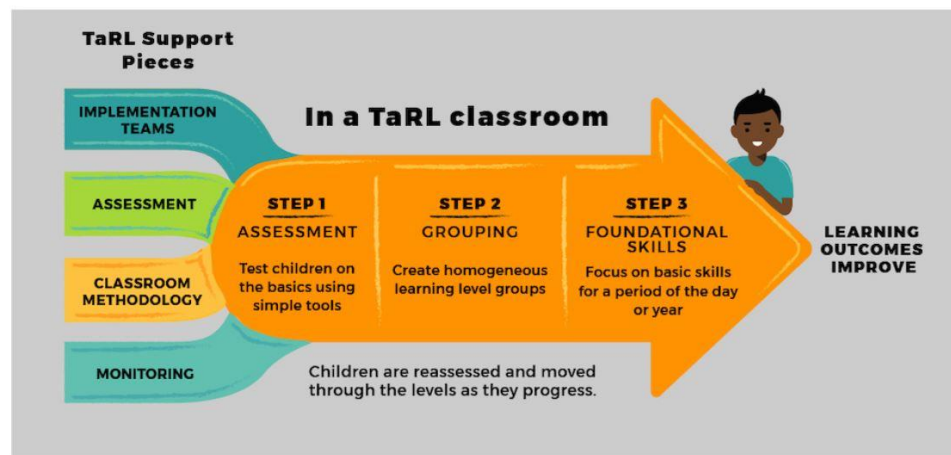
The Wellbeing Continuum -> MHPSS

	Types of activities that fall into each category	Level of MH severity	Skills / TA Areas
 <p>Mental Health Treatment</p>	Cognitive behavioral therapy, Acceptance and commitment therapy, Dialectical behavioral therapy, trans-diagnostic therapy approaches specific trauma treatments (Prolonged Exposure Therapy & Cognitive Processing Therapy)	Mod-to-Severe MH and/or experience of significant trauma (e.g. sexual/physical violence, death of a parent, recruitment into extremist group, displacement due to natural disaster or conflict)	Training of providers in evidence-based mental health interventions; strengthen referral networks to support all levels of needs
 <p>Mental Health Promotion & Psychosocial Support</p>	Focused group support, adaptations of cognitive behavioral and other treatment-focused approaches. Designed by and with supervision from MH professionals. These approaches are specifically designed to be appropriate for paraprofessionals or highly trained and supervised teachers/parents. Includes trauma-informed education training for teachers, parents/family support programs.	No MH issues to Mod MH problems and/or experience of less significant trauma (e.g. harassment, general community unrest, family problems); ideal for youth or adults living in conflict, or post-conflict settings and for those at risk for violence (including violent extremism)	Mental health coping skill building, safe disclosure of violence experience (to prevent re-traumatization), development of cognitive flexibility and behavior change, training in psychosocial interventions
 <p>Social Emotional Learning and Life Skills</p>	Life skills classes, play-based curricula, community programs, youth clubs, SEL curricula delivered in school or out-of-school settings, school climate, instructional design for SEL across training, curricula, materials, & delivery systems.	Appropriate for all ages to provide general, foundational skills for healthy living. This may need to be tailored or enhance for individuals with mild social and emotional learning needs AND/OR whose communities are in conflict or post-conflict areas which often necessitates a higher level of support.	Social & emotional learning & skill building
 <p>Pre-conditions & Safe Learning environments</p>	Temporary learning spaces, school safety and security plans, school feeding programs, disaster risk reduction, safe building design to prevent violence	N/A	Physical needs (food & security), Environmental safety

Key Resources / References



The TaRL Approach



Key Resources / References

What is the CASEL SEL framework?

For many, our framework is known as the “CASEL wheel.” At the center are the five core social and emotional competencies—broad, interrelated areas that support learning and development. Circling them are four key settings where students live and grow. School-family-community partnerships coordinate SEL practices and establish equitable learning environments across all of these contexts.

[Explore the CASEL Framework](#)



Comment form

Please take the time to give us your feedback using the form available by clicking on the link below:

[Education: Feedback form for the session 03.05.2022 \(English\) & 05.05.2022 \(French\)](#)

Contacts

For more information, please contact

**Nourgo Koné - Education Technical Advisor, Save the Children
Cote d'Ivoire**

E-mail: nourgo.kone@savethechildren.org

**Alice Cavallazzi – Education Senior Technical Advisor, Save the
Children Italy**

E-mail: alice.cavallazzi@savethechildren.org

THANK YOU



Save the Children