

MANAGEMENT

RESILIENCE/

PERSISTENCE

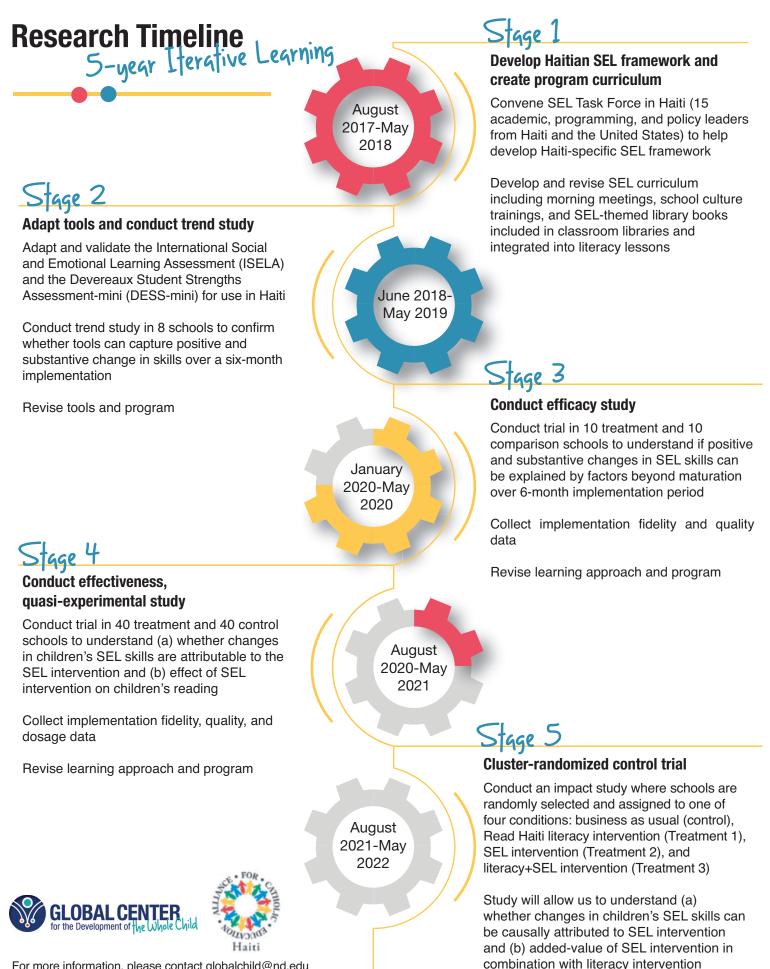
intrapersonal and interpersonal skills that children use in understanding their emotions, managing their behavior, and successfully navigating their relationships. Over the last few years, SEL programming has become more common in low-resource and fragile contexts given the evidence that children demonstrate remarkable psychosocial resilience and academic achievement when provided with education opportunities that include SEL.

The burgeoning interest in SEL programming has come with two related sets of questions. First, which SEL skills should different programs in different contexts target? Given the normative nature of social and emotional skills, it is likely that several aspects of skills will differ by context: their subjective importance in children's lives, the behavioral manifestation of skills, and the value placed on skills by the community. Once appropriate skills have been identified and programs have been designed to address these skills, there are still questions about the effects of SEL programs in low-resource and fragile contexts. There is limited evidence on the impact of SEL programs on children's development. Do SEL programs in these different contexts actually change the social and emotional competencies in children? What skills do different programs affect, and how? What impact do SEL interventions have on children's academic development?

The Allignce for Catholic Education Haiti (ACE Haiti) at the University of Notre Dame recognized the need for an SEL program to accompany their proven literacy programming for children in public and parochial primary schools in Haiti. The SEL program has three components: morning meetings for children and teachers, a school SEL culture training for administrators and teachers, and a classroom library with SEL-themed books. The program team at ACE Haiti partnered with the Global Center for the Development of the Whole Child (GC-DWC) at the University of Notre Dame to ensure that there was a structured research and learning framework accompanying their SEL program to ensure that questions about which skills to measure, how to measure them, and how the program could be improved were addressed iteratively over several years. This SEL program-research collaboration has embarked on a multi-year learning endeavor focused on SEL programming in Haiti.

EMOTIONAL

UNDERSTANDING



For more information, please contact globalchild@nd.edu