

Transforming **Peace Education** through Social Emotional Learning (SEL)

A repository of ***practice*** and ***research***
based SEL case studies for youth in
conflict affected and marginalized
contexts.

Team



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Social Emotional Learning (SEL) for Sustainable Peace

A repository of actionable SEL opportunities for youth in conflict affected and marginalized contexts



What are SEL Skills?

Key human capabilities that are vital for a young person to succeed and thrive in school, work, and life.

self-awareness self-management
social awareness relationship skills
responsible decision-making

Why the project?

- SEL is still absent or lacking in educational systems, workforce training, and societal values.
- In conflict-affected and marginalized contexts, exposure is further reduced or completely absent.
- Goal of bridging the gap between *SEL Advocacy* and *SEL Practice*: even where SEL is introduced, they are fragmented across smaller learning environments limited by resources and capacity to scale and replicate.



What is the project?

SEL REPOSITORY

with Action-Research Guidelines

A 2 YEAR PILOT

- Two-year pilot to promote SEL as a form of in-class or outside-the-classroom learning for the youth from marginalized and conflict-affected contexts.
- Proven case studies and best-practices with learning, tools, and implementation guidelines through a process of Participatory Action-Research.
- Knowledge transfer and foster replication through co-facilitation and collaboration across different demographics – adapted for cultural, historic, and contextual sensitivities.

Who is our target?

Primary beneficiaries and stakeholders



youth
aged
13-25

from
conflict-affected
and marginal
backgrounds

civil
society
actors

for
implementation
and scaling

educators
+ education
systems

to benefit
from knowledge
transfers
and capacity
building

Foundations
+ International
Organizations

for adoption
and replication

Pilot countries: Sri Lanka > South Korea > Kenya



Project Promotional Phase

Focus Group Consultations: Four (4) Main Discussion Questions

1. How do you perceive SEL skills and why are they important for youth?
2. How do youth in at-risk contexts currently acquire SEL skills?
3. In what ways can SEL lead to sustainable peace?
4. What are effective ways to deliver SEL and what are the barriers?

Empathy
Intense
Humility
Rich in value
Foundational
Communication
Conviction
Learning to love
and be loved

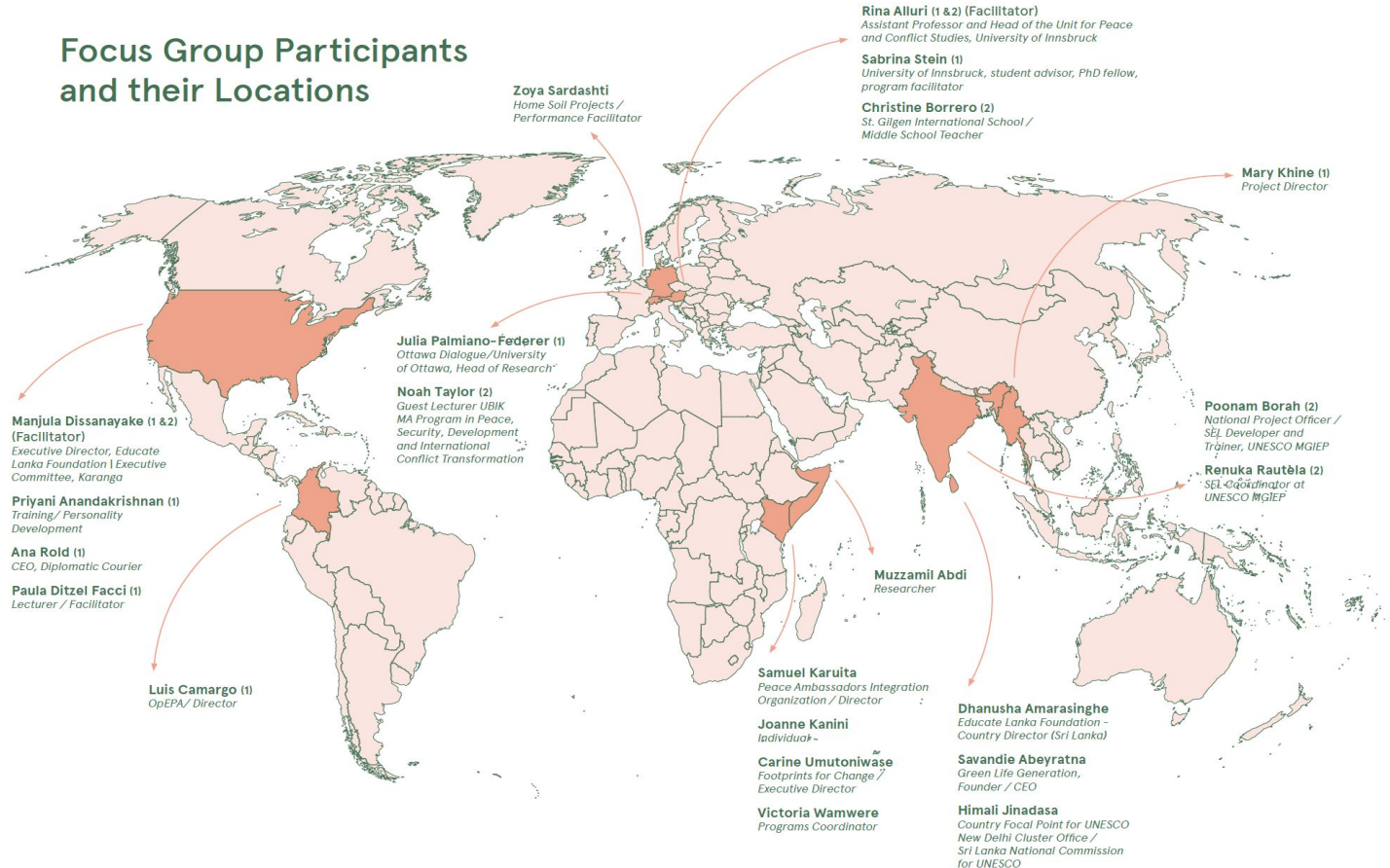
Critical
Inclusive
Empathy
Calmness
Affectionate
Present
Evolution
Emotions
Cultural exchange
Self awareness
Facilitation
Understanding

Project Promotional Phase

Focus Group Participants and their Locations

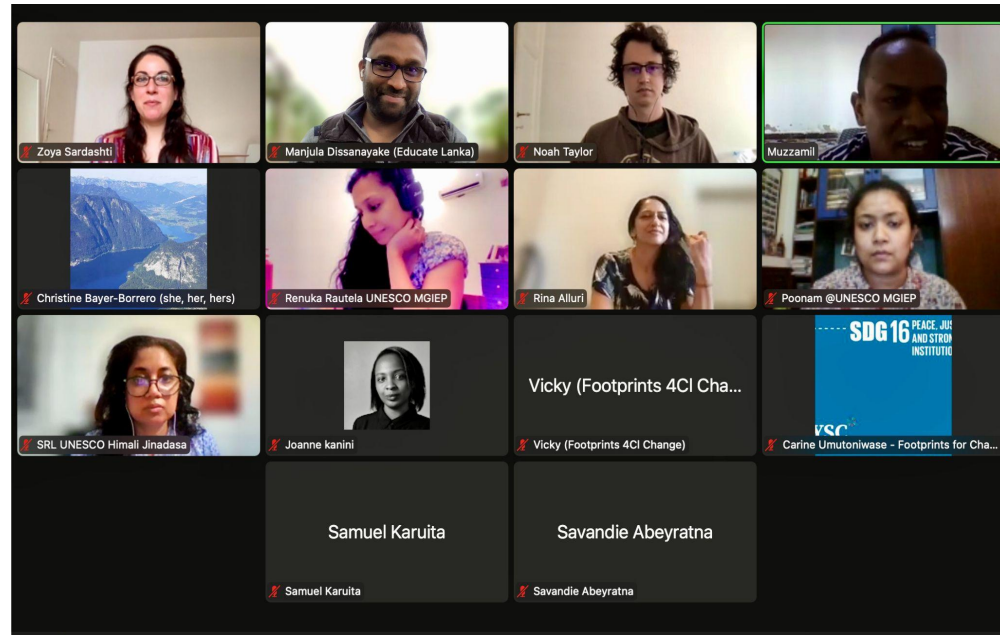
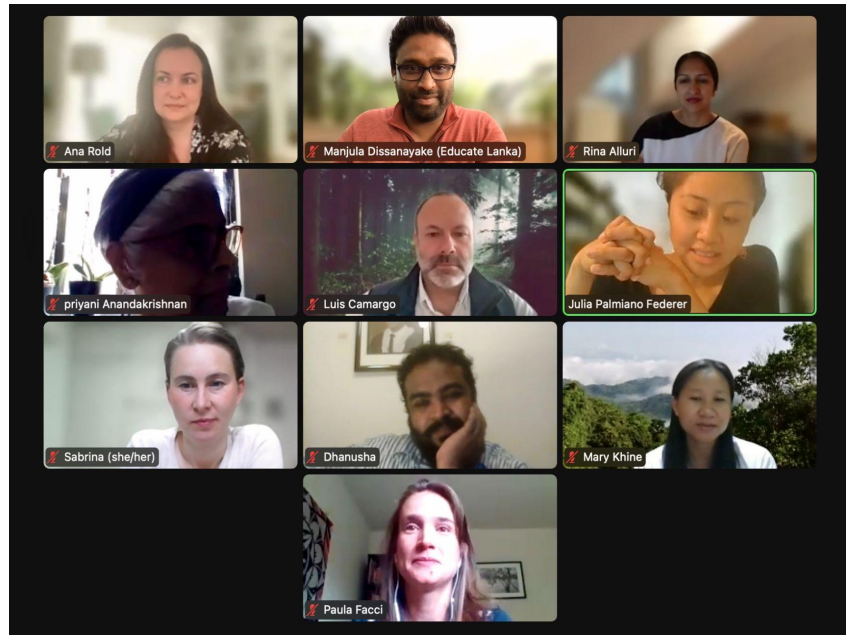
11 countries
2 co-facilitators
20 stakeholders

Academia
Int'l Orgs (UNESCO)
Journalists
Peacebuilders
Civil Society
Private Sector



Project Promotional Phase

Focus Group Consultations



Country-level Efforts: Sri Lanka Snapshot (*pre-implementation*)

Landscape Assessment of Perception of SEL in Sri Lanka

Perceptions & Barriers of SEL Development in Sri Lanka

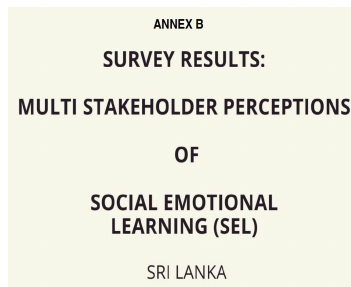
Nigel Gray, Athena Haywood, Brigid Fister, and Lujia (Viola) Yang

(Professor Lynne Sacks | TF Andrea Parker)

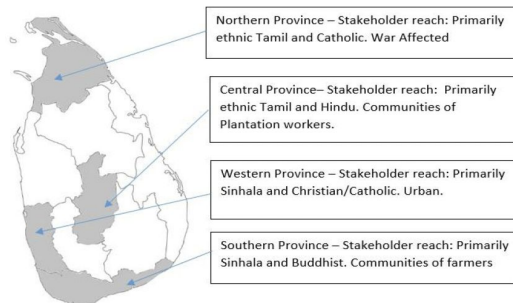
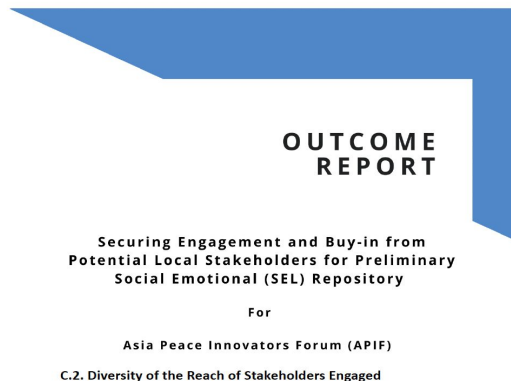
(Partner Organization: The Educate Lanka Foundation)

Submitted In Partial Fulfillment of the Requirements for the
Introduction to Qualitative Program and Policy Evaluation (S513) Module

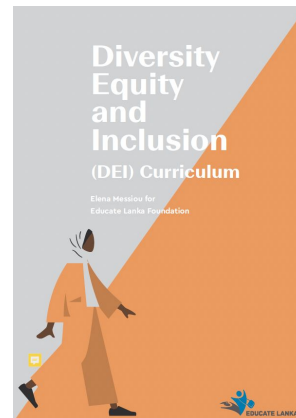
Harvard Graduate School of Education



Assessment of Upstream and Downstream Stakeholder Engagement and Buy-in



Curriculum Development and Adoption



Curriculum Overview

Module 1: Stereotypes, bias and discrimination
Module 2: Types of discrimination
Module 3: How discrimination affects our lives
Module 4: Privilege & Equity
Module 5: Solutions in DEI
Module 6: Final project



Country-level Efforts: Sri Lanka Snapshot (implementation)

KPIs Achieved:

- **3 Successful Pilots** Implemented (2021 - 2023)
 - **6 SEL Curriculums** used
 - **\$75K in funding** raised and used for pilot implementations
 - **250 youth** (age 15-27 / 70% Female) trained
 - Average of **90 individual training hours per trainee**
 - **40 youth-led community projects** executed as direct application of learning
 - Comprehensive **M&E completed** for each pilot (baseline and endline surveys, project reports, testimonials)
- Initial **Training of Trainers (ToT)** completed (2024)
 - **15 trainers** trained over 2-days
 - Trainer-led pilot replications (10 pilots) - *ongoing*

Country-level Efforts: Sri Lanka Snapshot

EDUCATE LANKA

American Center
COLOMBO • SRI LANKA

Educate Lanka Foundation

under
Educate Lanka Skills Development Program
presents

ENGene

Equitable New Generations

An innovative and scalable
Diversity, Equity, and Inclusion (DEI) Learning Intervention

supported by
the U.S. Embassy, Colombo

**ENGene
2022**

Training:
August - November 2022

Empowering Sri Lanka's young generation through immersive and progressive learning to become empathic citizens who are committed, prepared, and equipped to understand and address structural imbalances of our times with the utmost awareness and respect for equity, diversity, and inclusion.

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EDUCATE LANKA
presents

EATUNTAUNG
CHARITY
PROJECTS

EDUCATE LANKA YOUTH CHANGE AGENTS

Supported by Ratnatunga Charity Projects
APRIL - JULY 2023

A Unique Project-Based 21st Century Skills Learning Project to Upskill and Empower the Underserved Youth in Sri Lanka.

NEED

- Unequal access to quality educational resources and opportunities.
- Lack of 21st century skills and learning in formal education.

IMPACT

Empathic, engaged, and empowered youth motivated to create sustainable and equitable positive change.



Social Emotional Learning



Human-Centered Design Thinking



Leadership



Project Management and Professional Development



Teamwork and Team-building



Problem-solving and Entrepreneurship



DEI



Effective Communication



Taking Initiative and Project Development

OUTCOMES

Youth learn, develop, and practice 21st century skills by designing and implementing innovative solutions for real-world problems.

- 150 Youths Trained
- 10 Trainers Trained
- 5 New Curriculums Developed
- 15 Sustainable Development Solutions Implemented with Multiplying Impact
- 7,200 Collective Direct Training Hours
- 7,500+ Collective Self-Learning Hours















Educate Lanka

Educate Lanka Presents

Educate Lanka Youth Change Agents

Supported by the US Embassy, Colombo



MAY – NOV 2021

A Project-Based Training Program to Unearth and Empower the Next Generation of Change Agents from Marginalized Backgrounds.



WHY ELYCA ?

1



Disproportionate marginalization of underserved communities

2



Unequal access to quality educational resources and opportunities

3



Lapse in 21st century skills and learning outcomes

LEARNING
OUTCOMES

Social Emotional Learning Skills

Human-Centered Design Thinking

Leadership and Entrepreneurial Skills

Professional Development and Project Management Skills

IMPACT



2000+ Training Hours
600+ Global Mentorship Hours
35 Community Change Agents
30 Community Development Solutions

















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Collaborative Partners





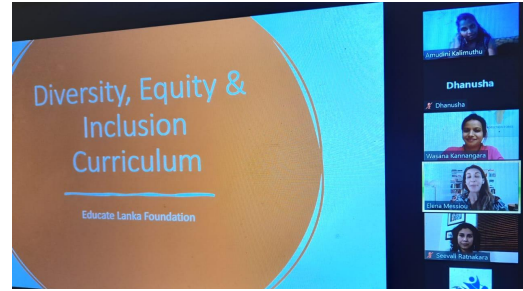



Country-level Efforts: Sri Lanka Snapshot

Table 1: SEL Framework and Key Pillars developed by the Educate Lanka Foundation

EMPOWERMENT	CITIZENSHIP	LEADERSHIP
Confidence	Responsibility and accountability	Teamwork and Collaboration
Self-management	Civic Engagement	Problem-solving
Resilience	Empathy	Creativity
Self-awareness	Compassion & Kindness	Communication
Ethics/ Character	Embracing diversity	Critical thinking
Relationships / Connection	Conflict Resolution	Responsible decision-making
Purpose	Global-awareness	Initiative





Participant Testimonial (DEI Curriculum): Sri Lanka

*"This training has absolutely **transformed me to become sensitive towards people and the society**. I have learned to identify DEI issues in existence in our day-to-day life. **Not only to identify but also to take action on them** so that they will not blow into larger societal problems. I am very proud to say that I have become much more knowledgeable about these matters **as I started to develop empathy**. I am very grateful to Educate Lanka for giving me the opportunity to take part in this training."*

Participant Testimonial (DEI Curriculum): Sri Lanka

*"This training has so far been an exceptional one. As a youth, I know **our generation suffers a lot from stress, depression, and anxiety** on a regular basis. I believe one of the main reasons for these psychological issues is the reality of the actual implications of inequitable and unequal society the youth will soon be a part of. The training opened my eyes to realize that **I myself could be discriminatory in some ways directly or indirectly** while at the same time **I myself could also be a victim of discrimination without my knowledge.***

*After learning deeply about topics such as '**stereotypes**', '**bias**', '**discrimination**', '**privilege**', '**equality**', '**equity**', and '**liberation**', I reflect upon my attitudes and actions as an empathic being to contribute positively to society. I am now committed to incorporating the lessons learned, experiences gathered into my life."*

Country-level Efforts: Sri Lanka

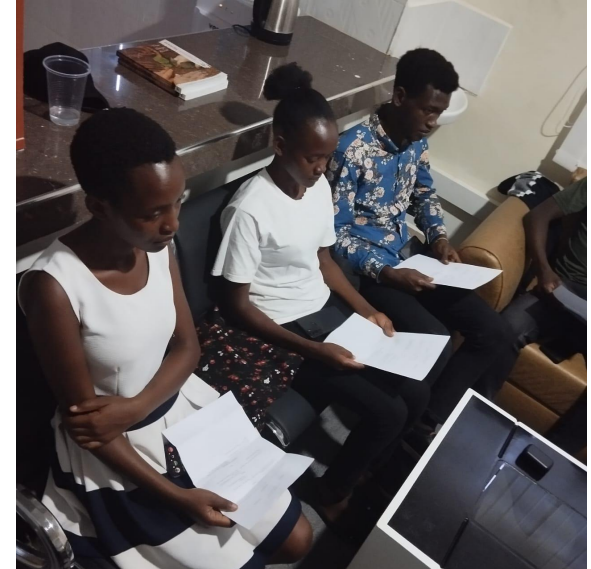
Next steps

- A focus group session with Educate Lanka **implementation team** on lessons learned for documentation, publication, and sharing
- Document the learnings and outcomes for the purpose of the ***Transforming Peace Education Through SEL Repository*** (i.e. our APIF project) for cross-implementation and replication
- Continue to source and secure additional implementation and replication (ToT) support and resources (i.e. partnerships, funding)

Country-level Efforts: Kenya

Updates

- Ongoing pilot in 2 Kenyan Universities targeting 30 youth leaders
- Baseline survey for Needs Assessment



Country-level Efforts: Kenya

Kenya: Next steps

- Complete pilot by July 2024
- Document the process through a report
- Capture and present best practices
- Generate a formula for scaling
- Scale the project into 10 universities in the next one year

Country-level Efforts: South Korea

Updates

Integrated feedback and from pilot at Seoul National University to expand curriculum for sustained engagement.

Next steps

- Data analysis from Nepal Acceleration Workshop
- Pilot in Nepal with Freedom Studio April 10-12, 2024
- Publication of Autoethnographic curriculum
- Dissemination of promotional material to share course curriculum with Peace Studies departments in Europe.

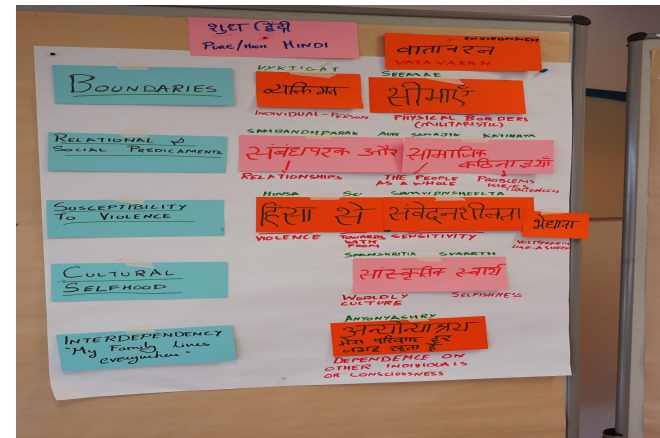
Country-level Efforts: Austria

Updates

Implementation of Conflict Transformation module in MA Programme Peace and Conflict Studies, University of Innsbruck has supported the development of arts-based curriculum

Next steps

- Compile a portfolio and public facing material on how translanguaging increases students capacity to work as a collective



Data collection at Nepal Acceleration Workshop

1 Individual Interview

- 1 APIF fellow on SEL learnings from Nepal (Subindra)
- 2 team members conducted interview (Rina & Manjula)

2 Focus Group Discussions:

- Facilitated discussion by Rina on role of SEL in case study contexts, questioning history of colonized education and conflict affected contexts, connection between SEL to peace education
- Team members
- APIF Facilitator: Ayub

Facilitated Workshop: *Autoethnography: Composing Experience Through Performance*

- Interactive auto-ethnographic workshop facilitated by Zoya
- Team members
- Nepali partner (Freedom Studios)
- APIF facilitator: Tali



Nepal Acceleration Project Workshops: Key Insights

1. Emphasis on transforming peace education through social emotional learning (and not SEL writ large)
2. Reflect on our unique selling points: South-South learning, research and practice, conflict affected contexts
3. Reflect on opportunities for future case study in Nepal
4. Focus on creating brave spaces for vulnerable conversations for conflict-affected and marginalized youth
5. Engaging in a deeper understanding of our team knowledge and experiences, common curriculums etc.
6. Curriculum learnings from 3 cases: emphasis on Non-violent communication (NVC), Diversity, Equity and Inclusion (DEI) and arts-based approaches

Quotes from Nepal Acceleration Workshop: Initial Insights

"We are born in relationships and we die in relationships" - how can we support youth in conflict affected contexts to learn skills and forms of engagement that can support their ability to form meaningful relationships, whether in their families, studies and work?

"In the Kenyan context, there's a lot of work that needs to be done, because how I also see social emotional skills is like a muscle. If you don't exercise it a lot, then it eludes you and you're going to lose it, its functionality, but the more you exercise this muscle, the more to become stronger and then it can support you. So if young people in my country what I see is that there's a need to have more spaces to exercise that. That's the muscle for them to integrate it in their day to day life"

"SEL is crucial in peace education, as it helps young people develop empathy and question their preconceived beliefs. In Sri Lanka, SEL is not part of the core curriculum, but concepts like bias, discrimination, and critical thinking can be incorporated to address these issues."

"Integrating social emotional learning (SEL) into education systems in the global south, particularly in elite schools, is crucial for developing essential life skills in students. SEL should be incorporated into pedagogy in private international schools in the global south, and language medium and local languages should be considered in its implementation."

"Education systems must prioritize holistic development and well-being, rather than solely focusing on academic success."

"Integrating performance tools and training with SEL curriculum helps students access their imagination and creativity to transform conditions that are violent and oppressive in order to bring about and reshape the world that we want to live in where peaceful coexistence is possible."

"We need to understand that we all have universal needs. But conflict often starts at the strategy level and not at the needs level. SEL skills and competencies as strategies to meet our needs in a more peaceful way".

Scalability, Outreach and Outcomes

Project Roadmap

Short term (0-3 months):

- In-depth review of 3 training interventions (countries) to document key commonalities and differences
- Review of data from Nepal Acceleration Workshop
- Further data collection and analysis of the implemented pilots from all countries
- Further conversations with Freedom Studio as possible Nepal pilot
- Kenya pilot further development

Medium term (3-12 months):

- Creation of a framework for curriculum-based SEL's for Peace Education (2-pager/short videos)
- Continued monitoring and evaluation of implementation and reporting and sharing of impact
- Continued fundraising and partnership development for scaling and cross-replication of pilots and deliverable of long-term outcomes

Long-term (12-24 months):

- Academic publication that critically reflects on lessons learned of key case studies and curriculum based framework
- Pilot and test cross-replication of implemented pilots among piloted and new countries/contexts
- Publish and disseminate project outcomes through the *Karanga* Network and global peace education networks

Thank you!



karanga.org/sel-for-peace