



Social and Emotional Learning in Uganda

Annet decided to return to Avogera school after four years away, but instead of being welcomed, she faced rejection and stigma from the school community and was struggling and at risk of dropping out again.



We trained all 11 teachers at Annet's school, which meant they were able to provide her with better support. Annet joined Avogera Social and Emotional Learning club, which helped her build her resilience and become more aware of her strengths. Now a mother of two, Annet is still in school and is motivated to encourage other girls in similar situations to return.

Social and Emotional Learning is a globally recognised educational approach focused on development of self-awareness, self-control, and interpersonal skills, with a proven positive impact on school attendance and academic achievement. It is recognised as an approach which can be particularly helpful for children who have experienced trauma, or who are especially vulnerable, as it can promote their psychosocial wellbeing and resilience.

Learners reached by SEL interventions are likely to:

- Have improved levels of self-esteem, self-confidence and agency, which is correlated with improved learning outcomes.
- Have an increased sense of safety and belonging in their schools.
- Have an increased school retention, particularly for girls.
- Be more resilient to challenges that they face inside and outside of school.

What we do

- [Social and Emotional Learning Approach Paper](#)
- [SEL project in Uganda](#)
- [Reaching Our Goals in Malawi](#)
- [Girls in STEM in Ethiopia](#)

Link Education removes barriers to education across Uganda, Ethiopia and Malawi, especially for girls.