Localizing INEE PSS-SEL Resources Workshop

Facilitating psychosocial wellbeing and social and emotional learning
Icebreaker

- **STEP 1**: Update your Zoom name to show your name, organization, and location
- **STEP 2**: Let us know how your day is going using only emojis
Overview

Introduce the PSS-SEL Resources currently available for use and contextualization.

Four key objectives:

1. Refresh on some key PSS-SEL Terminology
2. Introduction to the PSS-SEL Toolbox with an emphasis on the localization tools
3. Introduction to the Teacher Wellbeing Guidance note
The Basics of PSS-SEL
INEE Resources on PSS-SEL

INEE Guidance Note on Psychosocial Support

INEE Background Paper on PSS and SEL for Children and Youth in Emergencies
What do we need to feel well?

Go to: bit.ly/ineejam

I have...  
I am able to...  
I feel...  
I believe...
How do humanitarian crises affect psychosocial wellbeing?

- **Environmental disasters** often cause a direct threat to life, ongoing destruction of infrastructure, and high levels of stress and tension.

- **Human-made disasters** often lead to prolonged conflict and chronic emergency. They do not necessarily cause acute life threats, but rather ongoing tension and persistent fear.

- **Both** disrupt every aspect of daily living, including housing, health, sanitation, recreation, and education. They disrupt family relationships and social cohesion and create feelings of uncertainty, fear, anger and loss.
Psychosocial Support (PSS)

Processes & actions that promote holistic wellbeing

1. Sense of belonging
2. Intellectual stimulation
3. Physical stimulation
4. Personal attachments
5. To feel valued
6. Relationship with peers

NEEDS
## Psychosocial Support Needs and Interventions

<table>
<thead>
<tr>
<th>Children’s Needs</th>
<th>Possible Psychosocial Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Sense of Belonging</td>
<td>Establish an educational structure where children feel included.</td>
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<tr>
<td></td>
<td>Promote the restoration of cultural, traditional practices of childcare, whenever possible.</td>
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<tr>
<td>Relationships with Peers</td>
<td>Provide a dependable, interactive routine, through school or other organized educational activity.</td>
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<td></td>
<td>Offer group and team activities (i.e., sports, drama etc.) that requires cooperation and dependence on one another.</td>
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<tr>
<td>Personal Attachments</td>
<td>Enlist teachers that can form appropriate caring relationships with children.</td>
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<td></td>
<td>Provide opportunities for social integration and unity by teaching and showing respect for all cultural values, regardless of differing backgrounds.</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>Enhance child development by providing a variety of educational experiences.</td>
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<tr>
<td>Physical Stimulation</td>
<td>Encourage recreational and creative activities, both traditional and new, through games, sports, music, dance etc.</td>
</tr>
<tr>
<td>To Feel Valued</td>
<td>Create opportunities for expression through individual/group discussions, drawing, writing, drama, music etc. which promote pride and self-confidence</td>
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<tr>
<td></td>
<td>Recognize, encourage and praise children</td>
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</table>
Psychosocial Support

Interventions can PROMOTE WELLBEING and can be...

PREVENTIVE
when they decrease the risk of developing mental health issues

OR

CURATIVE
when they help overcome and deal with psychosocial issues
Social and Emotional Learning (SEL)

Process that fosters the development of competencies

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship building
5. Responsible decision-making
Intervention Pyramid

- Specialised services
- Focused, non-specialised supports
- Community and family supports
- Basic services and security

Go to: bit.ly/ineejam
The PSS-SEL Toolbox
Current Challenges in the field of PSS-SEL

There are many different frameworks for PSS and SEL, and they use many different names, definitions, and measurement strategies.

- This makes it difficult to understand evidence tied to specific PSS-SEL skills, to communicate effectively across organizations or partners, and to design programs and align measurement strategies to the specific skills or outcomes of interest.
- The lack of transparency and coherence has a negative effect on the ability to promote, measure, and track progress of PSS-SEL efforts, which undermines the field as a whole.
- Culture and context influence social and emotional development and wellbeing, yet the majority of research on SEL comes from the US and other western, stable contexts and reflects dominant white, western cultural norms.
Our Response: PSS-SEL Toolbox

The PSS-SEL Toolbox is designed for stakeholders working on psychosocial support (PSS) and social emotional learning (SEL) in global settings, with a focus on education in emergencies (EiE) and humanitarian response to protracted crises.

The purpose of the Toolbox is to promote greater understanding and coherence in the sector, and improve PSS-SEL initiatives for the world’s most vulnerable children and youth. The Toolbox includes three types of tools:

**Data Tools**
Interactive data-based and visual tools
Designed to explore the PSS-SEL approaches currently used in over 50 countries and EiE settings

**Localizing Tools**
Localizing processes and contextualization guidance
Designed to help stakeholders use these data to inform PSS-SEL work in their local context

**Resources**
Additional information, guidance, and support
Designed to help stakeholders navigate the site, understand the data, and learn more about PSS-SEL in EiE

View Data Tools
View Localizing Tools
View Resources
Advancing PSS-SEL Measurement through Collective Action

- PSS-SEL Toolbox (Harvard EASEL Lab and INEE)
- SEL/SS Measurement Taskforce (USAID and UNICEF)
- Measurement Library (INEE)
Stakeholder Input

Reference Group
- 24 members
- 18 countries
- 23 organizations working in EIE settings
- Ongoing

Think Tanks
- 70+ participants
- 29 countries
- 60 organizations
- 12 university partners
- 6 ministries of education & government officials
- Fall 2020, Spring 2021

Field Testing
- 13 countries
- Anchor Orgs include university partners, MOE, local and international NGOs, and consultants
- May - December 2021
Why did we create the PSS-SEL Toolbox?

The PSS-SEL Toolbox aims to **build on the evidence** for PSS-SEL--while recognizing that evidence is largely based on stable contexts and should be **localized** for relevance, meaning, and fit for EiE settings.

**Data Tools** show the current approaches (frameworks and terms)

**Localizing Tools** ensure relevance, meaning, and fit for EiE settings
Inside the Toolbox
A note on language

- Localizing tools have been translated and are currently being designed in the other INEE languages for uploading on the website:
  - Arabic
  - French
  - Portuguese
  - Spanish

- Data tools require further funding as translation is a much bigger project

- All other linked INEE resources in the Resources section of the Toolbox are available in the INEE languages
A Note on ‘Frameworks’

- In this project we use the term ‘frameworks’ as a catch-all term to refer to any document used in the delivery of PSS or SEL activities.

- During our outreach, we broadened the scope from ‘frameworks’ to include:
  - Frameworks
  - Guidelines
  - Scope and sequence of lessons
  - Training resources
  - Curriculums
  - Textbooks
  - Worksheets
Let’s Get to know each other……

- **STEP 1**: Type in the zoom chat where you are join us from. Your location in terms of city and country

- **STEP 2**: What is unique about where you live?
Localizing the Toolbox
What are the Localizing Tools?

- Identify Local Needs
- Learn About Skills
- Use the Data
- Prioritize for Local Context
- Validate for Local Context
What can Localizing Tools help you do?

- Explore local needs
- Gather local input
- Highlight and prioritize local perspectives
- Use data and resources

...to inform development or adaptation of PSS-SEL materials in your organization, country, or context.

Flexible Standalone or sequenced Include guides for your setting
How can you use the Localizing Tools?

- **Identify needs** through focus groups with local stakeholders
- **Learn** about key skills
- Align and **prioritize** key skills
- **Validate** materials in your local community

All tools...

- Are **flexible**—use based on your needs, objectives, and resources
- Can be used **on their own**, or in **sequence**
- Include guides to make information actionable in **your setting**
## Identify Local Needs

<table>
<thead>
<tr>
<th>WHAT?</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A four-step process—including a comprehensive bank of questions—for identifying the PSS-SEL skills most important in your setting</td>
<td>The relevance, value, and developmental progression of social emotional skills can vary across cultures and contexts.</td>
</tr>
<tr>
<td></td>
<td>Existing resources may not include the skills and supports that are important in your context, so it is important to determine local needs to ensure that your work is effective.</td>
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</tbody>
</table>
# Identify Local Needs

## IDENTIFY NEEDS: QUESTION SETS

Use the sample questions below to guide a series of focus group discussions with different groups of stakeholders in your context. Review the questions in order to select the themes and specific questions that are most relevant to what you want to learn more about.

### THEME 1: CHILDREN’S LEARNING GOALS

This category includes questions like...

- What does it mean for a child to be successful in your setting?
- What are the skills or qualities that help a child succeed at school? [1]
- What skills or qualities do children learn at home that help them in school? [1]
- What is already happening at home or in schools to help children gain these skills?

Explore the full list below.

### Skill Development

1. What does it mean for a child to be successful in your setting?
2. What are the skills or qualities that help a child succeed at school? [1]
   - What skills or qualities do children learn at home that help them in school? [1]
3. What skills or qualities do children learn at home that help them in school?
4. What is already happening at home or in schools to help children gain these skills?
5. What strengths do your children have? What skill sets, behaviors, or lessons do your children struggle with the most?
6. How do you know when children are learning effectively? What does it look like?
7. If skills were to improve, what changes would you like to see in school or at home (e.g., child behaviors, child outcomes, classroom climate, etc.)?
8. How do caregivers or teachers manage stress or conflict with children?
9. What stories are told to children in your setting to teach behaviors or skills? What games are played to teach behaviors or skills? Are there other activities children engage in to learn behaviors or skills?
   - Why is it important for children to participate in these stories, games, or activities?
10. Below is a list of some of the skills that matter to communities in different parts of the world.

## IDENTIFY NEEDS: WORKSHEET

When developing, adapting, or implementing PSS-SEL materials, it is important to identify your setting’s unique needs and the relevant skills and supports necessary to meet those needs. This worksheet guides you through a four-step process designed to prompt conversations with various stakeholders in your setting, with the goal of identifying local needs related to PSS and SEL.

### STEP 1: REFLECT

Consider the following guiding questions, and write your responses below.

- How well do you think you understand the needs in your setting?
- How well do you think you understand the social and emotional skills that are important in your setting?
- What do you want to learn more about?
- What information do you have?
- What information do you need?
- What information will help you think about your setting’s people (children, caregivers, teachers, etc.)?
- What information will help you think about your environment (school, home, etc.?)

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*Harvard Graduate School of Education*
HOW?

- Engage with stakeholders including community, children and adolescents to identify local needs, values, and priorities—and use those to guide design and development of PSS-SEL efforts.

- Identify goals and outcomes of PSS-SEL programs or staff trainings, find frameworks aligned to your needs, or select measures aligned to skills relevant in your context.

- Ensure that terms used in your PSS-SEL materials are culturally relevant.
Identify Needs and Assets For Your Local Context

Consider the following while using the toolbox:

Which themes or sub-themes would you be most interested in exploring in your setting? Why?

(Hint: the question sets are organized by themes and each theme has additional sub-themes)

Are there specific stakeholder groups that you might consider including in a process to identify local needs and assets? Which ones and why?
Identify Local Needs

Reflect
Examine assumptions

Plan
Select questions to gather information

Engage
Have conversations

Synthesize
Apply learning to your work
Learn About Skills

**WHAT?**
An inventory of 24 concrete SEL skills and 30 dimensions of wellbeing that support positive outcomes for children and youth

**WHY?**
The field of PSS-SEL includes many types of things. This tool helps stakeholders understand the specific concepts often referred to as SEL and PSS, and reflect on what they look like in their setting.
Consider the following:

When looking at the inventory of skills are there competencies listed here that you know by other names?

Are there competencies listed here that are new or surprising to you?

When looking at the inventory of contextual factors that affect wellbeing which contextual factors are most important to consider for your work?
Learn About Skills

HOW?

- Become familiar with skills and features of wellbeing that support positive outcomes for children and youth.

- Deepen your knowledge about PSS-SEL concepts that appear frequently in global research, programs, curricula, and measurement tools.

- Consider how these concepts appear in your local setting, and what might be missing.
## Use the Data

<table>
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<tr>
<td>A brief walkthrough of each Data Tool and suggestions for how to address specific interests, needs, or questions about PSS-SEL frameworks currently used in EIE settings.</td>
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</tbody>
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<tr>
<th><strong>WHY?</strong></th>
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<tr>
<td>The Data Tools enable users to explore information from 70 different PSS-SEL frameworks and other materials currently used in global EIE settings. Given the large number of frameworks and terms included in the materials, the Data Tools are critical for understanding how PSS-SEL concepts appear and are defined throughout the field.</td>
</tr>
</tbody>
</table>
Learn About Skills

HOW?

● Gain a deeper understanding of SEL skills and features of wellbeing that meet the needs of your setting, and identify the frameworks or terms that are best aligned with your specific needs and context.

● Learn how to do things like: compare different PSS-SEL frameworks and terms, identify the focus of specific frameworks, find patterns among frameworks used in specific regions or with certain age groups, and search for skills that are aligned with your work.
Learn About Skills

- Compare frameworks and terms
- Identify the focus of frameworks
- Find patterns among frameworks
- Search for skills aligned with your work
# Prioritize for Local Context

<table>
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<tbody>
<tr>
<td>A two-part exercise to reflect on local needs and key documents, align and refine terms and definitions for your context, and determine next steps in your work.</td>
<td>Each context may have unique needs that shape how PSS-SEL concepts are prioritized. Consider local needs plus other important inputs to ensure that your PSS-SEL work is aligned to your setting and to the relevant terms and definitions currently used in the field. This promotes greater transparency and cohesion between PSS-SEL approaches, while maintaining important local variation, across the field of EiE.</td>
</tr>
</tbody>
</table>
Consider the following:

The Prioritize tool guides the user through a prioritization process that incorporates learnings from many of the other localizing tools (or different areas of your work/understanding of the context).

As you read through the reflect and plan steps in the Prioritize tool, are there areas in your work, or specific projects (current, past or future), that could benefit from this prioritization process?
Prioritize for Local Context

**HOW?**

- Align: (a) the needs of your setting, (b) relevant skills and concepts, (c) relevant frameworks, and (d) other resources that inform your PSS-SEL work.

- Refine definitions for key PSS-SEL concepts in your setting, and organize them to guide your work—they may serve as the basis for frameworks, curriculum, or other resources that are aligned to local needs.
Prioritize for Local Context

Alignment

- Setting Needs
- Relevant Skills and Concepts
- Other literature, resources, or research
- Existing Frameworks and terms
<table>
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<tr>
<th>WHAT?</th>
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<tbody>
<tr>
<td>A set of activities to examine the relevance and fit of PSS-SEL materials in your local setting, by gathering feedback from key community members.</td>
<td>Many PSS-SEL resources are developed with a specific outcome, context, or population in mind. Materials developed in one context may not be relevant for a different context with different needs. Plan how to gather feedback on PSS-SEL materials to ensure their usability, cultural relevance, uptake, and sustainability.</td>
</tr>
</tbody>
</table>
Consider the following:

Read through the overview of validation and with this information in mind, can you think of any components of your work (program materials, training toolkits, etc.) that could benefit from validation?

How could engaging in a validation process be beneficial for these components of your work?
<table>
<thead>
<tr>
<th>HOW?</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Plan and carry out activities that engage local community members in giving feedback on relevance and fit of PSS-SEL materials.</td>
</tr>
<tr>
<td>● Identify who should be involved, how to gather useful feedback, and what questions or content stakeholders need to address.</td>
</tr>
</tbody>
</table>
Who should be involved?

How will you gather useful feedback?

What questions or content should reviewers address?

Validation

Determine the degree of agreement between your materials and your context.
Inventory: SEL Skills and Competencies

**COGNITIVE**
- Attention Control
- Working Memory & Planning
- Inhibitory Control
- Cognitive Flexibility
- Critical Thinking

**EMOTION**
- Emotion Knowledge & Expression
- Emotion & Behavior Regulation
- Empathy & Perspective Taking

**SOCIAL**
- Understanding Social Cues
- Conflict Resolution/Social
- Problem Solving Skills
- Prosocial/Cooperative Behavior

**VALUES**
- Ethical Values
- Performance Values
- Intellectual Values
- Civic Values

**PERSPECTIVES**
- Optimism
- Gratitude
- Openness
- Enthusiasm / Zest

**IDENTITY**
- Self-Knowledge
- Purpose
- Self-Efficacy/Growth Mindset
- Self-Esteem
# Inventory: Features of Wellbeing

## ECOLOGY
- Home
- Learning environment
- Peers
- Community
- Relationships
- Geographic Location
- Culture
- Religion
- Partnerships

## EQUITY
- Gender
- Language
- SES
- Race/Ethnicity
- Dis/ability
- Religion
- Nationality
- Emergency
- Development
- Access to education
- Documentation

## HEALTH
- Physical
- Mental
- Sexual and Reproductive
- WASH
- Nutrition

## ADULT SUPPORT
- Professional development
- Training and coaching
- Materials
- Resources
- Other forms of support related to PSS and SEL for the adults in children’s lives (e.g., teachers or caregivers)

## SAFETY
- Physical
- Psychosocial
- Bullying
- Sexual violence
How can the tools be used together?

1. Identify local needs
2. Validate for local context
3. Prioritize for local context
4. Learn about skills
5. Use the data

Contextualization Process
PSS-SEL Toolbox in Practice

A practical experience inside the toolbox
Teacher Wellbeing in Emergency Settings

Why does teacher wellbeing matter?
Why does teacher wellbeing matter?

“Teacher mental health and wellbeing is a strong predictor of children’s mental health and wellbeing.” (1)

“Teachers contribute more to children’s learning and well-being than any other school-level factor.” (2)

“Teacher wellbeing is often conceptualized as a means to achieve student wellbeing, rather than as a valued outcome in and of itself.” (3)

“I started becoming calmer and my anger gradually faded away. I feel I’m a better teacher and person today. I have the knowledge and tools to change the way these children, and myself, view life. The students I work with continuously give me the motivation and encouragement to deal with my own problems.” (4)
What affects teacher wellbeing in your context?

Type your answer in the chat
Conceptual Framework for Teacher Well-being in Low Resource, Crisis, and Conflict-affected Contexts

- **Teacher well-being constructs**
  - Teacher self-efficacy
  - Job stress and burnout
  - Job satisfaction
  - Social-emotional competence

- **School (contextual)**
  - Gender
  - Displacement status
  - Level of education
  - Coping mechanisms
  - Employment status
  - Teaching experience
  - Content knowledge
  - Cultural competence
  - Peer relationships
  - Teacher-student relationships
  - School leadership
  - School resources

- **Community (contextual)**
  - Access to basic needs
  - Respect and recognition
  - Responsibility and duty

- **National (contextual)**
  - Policy environment (teacher management, right to work, compensation, teacher professional development, certification)

- **Regional (contextual)**

- **Global (contextual)**

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The [INEE Minimum Standards](#) are aligned with and provide guidance for understanding and applying this conceptual framework.

**Source:** [INEE and USAID (2019) Teacher Wellbeing Landscape Review](#)
INEE Teacher Wellbeing Resources

INSTRUCTION
Teacher Wellbeing in Emergency Settings

GUIDANCE NOTE
Teacher Wellbeing in Emergency Settings

INEE Guidance Note on Teacher Wellbeing in Emergency Settings
Domain 3 - Teaching and Learning
Kakuma Refugee Camp Contextualization

Analysis of the wellbeing and mental health needs of teachers at the Ciudadela Sucre Educational Institution
Domain 1: Foundational standards
Colombia contextualization

INEE Guidance Note on Teacher Wellbeing in Emergency Settings
Domain 2 - Access and Learning Environment
Palestine Contextualization

INEE Guidance Note on Teacher Wellbeing in Emergency Settings
Domain 3 - Teaching and Learning
Myanmar Contextualization
Eleonore Ghill, Jenny Ond, Elisa Vlaho, Khan Sagar Mus, Khan Wei Xuat, Dr Menthan Aung, Myat Aung San, U Thein, Dr Tho San Pye, Kyaw Zaw Naing, Twee Zaw Naing, Kyi Naing
August 2022
Teacher Wellbeing in Emergency Settings

**PRINCIPLE 1**
Promote teachers’ access to MHPSS

**PRINCIPLE 2**
Create enabling work environments for teachers

**PRINCIPLE 3**
Enhance teacher voice, agency and leadership

How can different stakeholder groups support teacher wellbeing?
How can you support Teacher Wellbeing in your setting?

Type your answer in the Zoom chat