

# An Introduction to New INEE Training Materials for PSS and SEL

December 5, 2019



**Inter-agency  
Network for Education  
in Emergencies**

# Webinar Presenters

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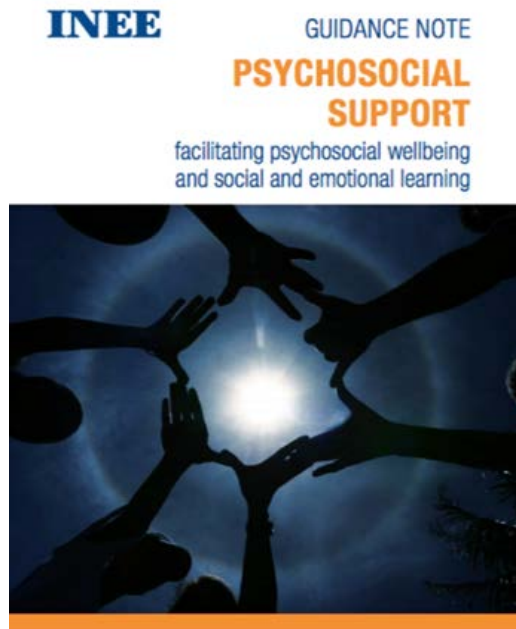
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Education in Emergencies Advisor,  
Save the Children

# INEE PSS-SEL Collaborative

- Formed in 2018 and is a continuation of the PSS -SEL sub-group from INEE Working Groups (2014-2017)
- Aim is to better support ongoing work in PSS and SEL in crisis contexts
- Collaborative members work across agencies to address gaps in policy, practice, and research regarding
- Made up of individuals from 18 agencies and co-convened by Save and Children and the IRC
- For more about the Collaborative's ongoing work plan, visit <https://inee.org/collaboratives/pss-sel>

# Foundational Documents

*INEE Guidance Note on  
Psychosocial Support*



*INEE Background Paper on  
Psychosocial Support and  
Social and Emotional  
Learning for Children and  
Youth in Emergency Settings*

INEE Background Paper on  
**Psychosocial Support and  
Social and Emotional  
Learning for Children and  
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**INEE**

An international network for education in emergencies  
Un réseau international pour l'éducation en situations d'urgence  
Una red internacional para la educación en situaciones de emergencia  
الشبكة العالمية لوكالات التعليم في حالات الطوارئ

# Rationale and audience

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- **Why did we develop this training?**
  - To disseminate the GN and BP, especially at field level, with shorter, user -friendly resources
  - To support field practitioners to operationalize the GN and BP principles and strategies to their own contexts
  - To explore another way to capture information on what additional support is needed by the field, by tracking the use of the training module
- **Who is it for?**
  - Practitioners on the ground
  - Can be adapted for other audiences

# Module Development 2019

All INEE resources go through a collaborative, iterative process!



# Training Objectives

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By the end of the training, participants will be able to:

- Define key terms related to psychosocial well-being and support
- Identify symptoms of stress
- Explain the effects of stress on learning and development
- Give examples of how emergencies can affect the psychosocial well-being of children and young people
- Identify examples of psychosocial support (PSS) and social and emotional learning (SEL) interventions in education settings
- Develop an action plan for improving PSS and SEL interventions in education settings

# Training Overview

Part A: Defining Key Concepts		
Section 1: Psychosocial well - being	<i>Ex: Brainstorming the factors we need to feel well</i>	15-35 minutes
Section 2: Stress	<i>Ex: Matching different types of stress symptoms</i>	40-70 mins
Section 3: Psychosocial support and social and emotional learning	<i>Ex: Roleplay on positive and negative coping mechanisms</i>	50-70 minutes
Part B: Strategies for Promoting Psychosocial Well -being through Education		
Section 4: PSS and SEL Interventions	<i>Ex: Identifying and analysing PSS and SEL interventions in case studies</i>	45-60 mins
Section 5: PSS and SEL strategies	<i>Ex: Developing a PSS-SEL intervention action plan</i>	45-75 mins





# Training Materials

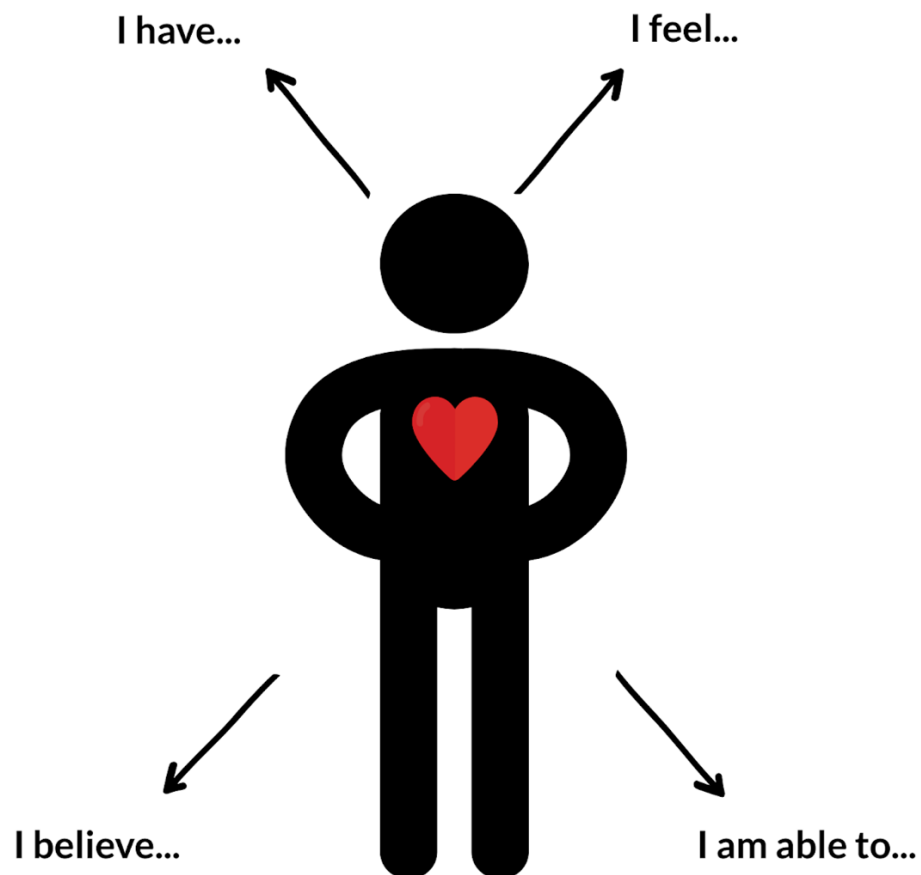
Training materials for the module include:

- Slide deck
- Facilitator's Guide
  - Training overview
  - Contextualization and adaptation guidance
  - Facilitation guide
  - Facilitator materials
  - Participant materials
  - Feedback form



# What do we need to feel well?

1. Click the link to open the [jamboard](#).
1. Create at least one sticky note with a factor that influences wellbeing. What are things you must **have**, **feel**, **believe**, or **be able to** do to feel well?
1. Which factors might be threatened in a humanitarian context? Move those sticky notes to the center of the board.



# Ways to use this training

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- New staff orientation
- Refresher course for existing staff
- Introduction to the topics of PSS-SEL for staff in other sectors
- Introducing the topic for incorporation in the work environment
- Materials for a training module with teachers, community members, and parents
- Share with Communications colleagues (PSS-SEL 101)
- Tool for contextualization - good basis for discussion to determine cultural relevance
- Jumping off point for staff, “how do we want to address this issue in the communities where we work?”

# What comes next?

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- Training module will be available in all INEE languages (Arabic, French, Spanish, and Portuguese) in January 2020
- Reach out to PSS-SEL Collaborative members ([pss-sel@inee.org](mailto:pss-sel@inee.org)) if you are interested in:
  - Facilitating the training
  - Providing feedback on the training for data informed revision
  - Translating the module into another language
- Tracking adaptation/contextualization of training as it is used in various contexts to create a repository of resources
- Identifying complementarity to link this training to other initiatives

THANK YOU!



[www.inee.org](http://www.inee.org)