An Introduction to New INEE Training Materials for PSS and SEL

December 5, 2019
Webinar Presenters

Margi Bhatt
INEE Coordinator, Education Policy

Andrea Diaz - Varela
Education Specialist, Right to Play

Lauren Gerken
INEE Consultant, Gender and Education in Emergencies

Julia Finder Johna
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 the 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
Rationale and audience

- **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!

- **March**: Draft Zero
  - Developed with support from FCA

- **April-May**: Drafts 1-4
  - 3 rounds of feedback and adjustments

- **May**: In-person Consultation
  - Consultation with consultant and INEE members

- **May-July**: Pilot Phase
  - 4 pilots by 6 agencies in 4 locations with lots of feedback

- **November**: Final Draft
  - Developed by INEE Secretariat

- **Endorsed & Published**: Approved by INEE Secretariat and PSS-SEL Collaborative
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

<table>
<thead>
<tr>
<th>Part A: Defining Key Concepts</th>
<th>Section 1: Psychosocial well-being</th>
<th><em>Ex: Brainstorming the factors we need to feel well</em></th>
<th>15-35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Section 2: Stress</td>
<td><em>Ex: Matching different types of stress symptoms</em></td>
<td>40-70 mins</td>
</tr>
<tr>
<td></td>
<td>Section 3: Psychosocial support and social and emotional learning</td>
<td><em>Ex: Roleplay on positive and negative coping mechanisms</em></td>
<td>50-70 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B: Strategies for Promoting Psychosocial Well-being through Education</th>
<th>Section 4: PSS and SEL Interventions</th>
<th><em>Ex: Identifying and analysing PSS and SEL interventions in case studies</em></th>
<th>45-60 mins</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Section 5: PSS and SEL strategies</td>
<td><em>Ex: Developing a PSS-SEL intervention action plan</em></td>
<td>45-75 mins</td>
</tr>
</tbody>
</table>
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

- 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?

- 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) 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 contexted to create a repository of resources
- Identifying complementarity to link this training to other initiatives
THANK YOU!

www.inee.org