

A Partnership between



# The Learning Passport: IC-ADAPT for SEL High Level Programme Design

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IC Thinking Research Lab  
Department of Psychology  
University of Cambridge  
Downing Street  
Cambridge  
CB2 3EB

# Contributors

(Listed in alphabetic order)

*We would like to acknowledge the contributions of the following experts who have supported the development of the IC-ADAPT for SEL high-level programme design. Full biographical details are included in Appendix A.*

## Authors:

- **Dr Eolene Boyd-MacMillan:** Department of Psychology, University of Cambridge
- **Prof Valerie DeMarinis:** Public Health and Clinical Medicine, Umeå University, Sweden; Public Mental Health, Innlandet Hospital Trust, Norway; Religion, Meaning and Culture, Uppsala University, Sweden

## Advisors and reviewers:

- **Dr Claire Campbell:** School of Psychology, University of Ulster
- **Prof Roberto Lewis-Fernández:** Department of Psychiatry, Columbia University
- **Prof Siobhan O’Neill:** School of Psychology, University of Ulster
- **Prof Derrick Silove:** School of Psychiatry, University of New South Wales Sydney, Australia
- **Prof Peter Suedfeld:** Department of Psychology, University of British Columbia
- **Dr Alvin Tay:** School of Psychiatry, University of New South Wales Sydney, Australia
- **Tim Watson:** New Horizons Psychology, Manchester

## Project Assistants:

- **Eva Mayer:** Department of Psychology, University of Cambridge
- **Emma Soye:** School of Education and Social Work, University of Sussex

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# 1 Glossary of Terms

**Adaptations** A series of decisions affecting content and/or delivery made during course co-creation to plan well for programme compatibility with learners, teachers, families/communities in a specific locale, while also maintaining fidelity to programme design and ensuring learner engagement throughout.

**Assessment** Formative (carried out *while* a programme is being developed) and summative (carried out *after* a programme is finalised) assessment, and programme evaluation; can be universal (used with all learners) or specific (e.g., for those with disabilities, special needs). Methods can include self-report, rating scales, direct assessments (e.g., learners demonstrate SEL competencies by solving emotionally and socially challenging tasks), behaviour observation, peer to peer ratings, etc. Challenges include balancing rigour with relevance and development of IUA (interpretation and use argument) for each assessment tool. Monitoring and evaluation of the programme, along with tracking and trace methods of following learner development and progress, are aspects of assessment.

**Attachment** An affectional tie that one person or animal forms with another person or animal. The tie binds them together in space and endures over time. Rooted in work by John Bowlby and Mary Ainsworth. Attachment experiences significantly affect a child throughout life, their future relationships, brain development, and mental health. Multiple factors influence attachment, including a caregiver's reflective capacity, ability to develop an understanding of a child's inner world and emotional states, a caregiver's own attachment history, and neural circuitry and neurobiological correlates.

**Certification** Approval by local ethics review board indicates the steps of the certification process of the programme (SEL programme *and* training programme to deliver SEL programme) and of those who fulfil the delivery training requirements (which means they agree to follow certain protocols).

**Competencies** Increasing SEL competencies among learners strengthens/enhances an individual's capacities to integrate skills, attitudes, and behaviours for effective and ethical handling of daily tasks. SEL competencies operate at both the conscious and less than conscious level; they are human capacities that can be strengthened and enhanced through increased awareness, targeted support, explicit and implicit practice, explicit and implicit use of specific skills, and other applications of knowledge.

**Components** The organisational elements of the curriculum framework. The particular elements of a learning progression.

**Context-agnostic** SEL involves shared human capacities and needs (e.g., for relationship), but their expression is culturally and contextually dependent and cannot be context agnostic.

**Cultural Broker** Strategic and trusted figure from within or directly related to the target population who works as a liaison for programme anchoring and development.

**Curriculum** This is a learning programme. It includes both enacted and intended elements and includes formal and informal learning opportunities.

**Curriculum coherence** A characteristic of curriculum indicating the extent to which the curriculum aims and content, as well as textbooks, teaching methods, and assessment are aligned and reinforce one another. Some research findings suggest that a high-level of curriculum coherence is associated with high performing systems.

**Curriculum map(ing)** A curriculum map is a visualisation of relationships within and between a curriculum or curricula, for instance, charts, diagrams and so on. Curriculum mapping refers to a variety of methods for creating and using the curriculum maps.

**Disability** Covers a wide health care spectrum, including but not exclusive to learning disabilities. A range of potential variables among SEL learners that need to inform the SEL programme design, including disability informed SEL teaching and support for teachers, other learners, family members/communities.

**Diversity** Any dimension that can be used to differentiate groups and people from one another. The way in which the SEL programme design will support the exploration of commonalities and differences in a safe environment.

**Eudaimonic** Current research on well-being (an SEL aim within a health framework) has two general perspectives: the hedonic approach, which focuses on happiness and defines well-being in terms of pleasure attainment and pain avoidance; and the eudaimonic approach, which focuses on meaning and self-realization and defines well-being in terms of the degree to which a person is 'fully functioning'. These two views have given rise to different research foci and a body of knowledge that is in some areas divergent and in others complementary.

**Focus groups** A focus group is a carefully planned discussion designed to obtain perceptions on a defined area of interest. Researcher relies on in-group interaction and discussion on topics that are supplied by the researcher who often takes the role of a moderator. Activity-oriented questions, questions that engage participants or focusing exercises, enable responses from focus group participants who are less comfortable with immediate verbal responses, need extra time for thinking, or prefer to sketch out their ideas.

**Framework** An organising structure that underlies a system, construct, or set of linked ideas that can be broad or narrow. The body of frameworks tied directly or indirectly to SEL include those that are comprehensive (a broad array of interlinked domains), those that probe deeply one domain or several (e.g., emotional intelligence, executive function, IC), those more narrowly organised around one construct or concept (e.g., growth mindset, framing), simply a list of skills, (e.g., active listening) or those embodied in educational department standards or requirements.

**Initial conceptualisation** Related to how one initially conceives a specific deliverable, without any detail.

**Interoceptive** Refers to the process by which the nervous system senses, interprets, and integrates signals originating from within the body; a conscious level of interoception

(with multiple dimensions) is potentially accessible to self-report/awareness. This awareness can be anxiety-driven or evidence meta-cognition.

**Learning Progressions** These are the contingent concepts, principles, fundamentals operations and core knowledge that learners need to accrue through their education. They are successive and based on key waypoints. For some in education, 'progression' refers to a sequence that uses a specific formula and has only one correct and definite sequence.

**Learning sequence** Learning sequence refers to an order that is based on logical rules and may have some variance. This is a preferred term for some educationalists who define 'learning progressions' as a specific formula that has only one correct and definite sequence.

**Level** This is a way of grouping the waypoints into manageable clusters. These are intended to be based on actual development more than age-based fixed categories.

**Supportive Milieu** A comprehensive, integrative, collaborative approach for increasing regulation of negative emotions and nurturing positive emotions through increased awareness of and reflection on thinking patterns in ways that support behaviour change. In this approach, environmental prompts and nudges enhance awareness of self/other/social dynamics to encourage application of learning in the situation. Psychoeducation, targeted cultural activities, and physical activity can be important aspects of this approach.

**Operationalisation** Refers to the testing of a formal (quantitative) hypothesis and the testing of a working hypothesis (qualitative): Formal hypotheses are operationalised as numeric variables and tested using inferential statistics. Working hypotheses are tested through evidence collection and the assessment of the evidence. The evidence is generally collected within the context of a case study. Formal operationalisation involves specification of the kinds of evidence needed to support the hypothesis as well as evidence which would "fail" to support it. Case study protocols specify the kinds of evidence needed during the data collection phases. Six sources of evidence include: 1) documentation; 2) archival records; 3) interviews; 4) direct observations; 5) participant observation; and, 6) physical or cultural artefacts.

**Pathways** The routes through a learning progression. They are structured around waypoints. There are multiple potential routes from one concept to another. An attempt is made to identify the *optimal route* through a learning progression for each subject domain.

**Peacebuilding** While peacebuilding is a political undertaking, it has a social psychological/public mental health dimension through which nonviolence and 'democratic processes' become the acceptable methods (i.e., social norms) for resolving conflict. Peacebuilding is a professional field with a worldwide network.

**Pedagogy** The theory and practice of education and how this influences learner growth. How knowledge and skills are imparted. Pedagogical choices reflect the intersection of learning goals, teaching/learning facilitation competencies/practices, and tool availability with specific learner group and within a specific locality.

**Pilot** Empirical testing of the programme design to determine feasibility and effects. Results inform revisions. See Assessment.

**Professional development (Reflective practices)** Traditionally, professional development (PD) for educators reflects a top-down teacher training delivery model in which an outside expert provides teachers with a set of decontextualized knowledge and skills to incorporate into their instructional practices (Brown & Englehardt, 2016; Snyder et al., 2012). This type of PD defines teacher development and learning as the ability of educators to acquire ‘what’ the outside expert teaches them (Dall’Alba, 2009); significant learning requires external input. Alternative PD delivery models (e.g., enquiry activities) continue to focus on the acquisition of knowledge and skills. Without devaluing knowledge and skills, re-centring the PD process on teaching experiences in her/his teaching environment re-locates professional learning and development to the active, situated, and social learning experiences (Webster-Wright, 2009). Educator PD then involves the incorporation of reflective and responsive practices/processes alongside knowledge and skills.

**Process leaders** The persons who create the conditions that allow others to succeed. *Process leaders* are the people who guide, support, nurture, and facilitate the shared learning process. The process leader invites the learners to share responsibility in supporting their own and others’ learning.

**Programme** All that is needed for SEL development among learners, teachers, families/communities.

**Psychosocial impairment** Dysfunctional and/or maladaptive family and/or peer relationships and poor school or work performance involving, e.g., disregard for others, lack of empathy, uncontrolled emotional reactions, low life quality. Psychosocial impairments can occur among those with clinical diagnoses, but often are not associated with a mental health condition. Psychosocial impairments may be temporary or longer term, and can be caused by a range of external and/or internal factors.

**Resilience** Resilience is a complex concept and continues to be both defined and approached in research in different ways. Generally, it is accepted that resilience is inherently related to the resources that an individual can draw on to overcome adversity (e.g. Richardson, 2014). These protective or promotive factors come in a wide variety of forms that combine to *make* a person resilient. Three interacting levels are involved: individual, social, community. The process approach to studying resilience looks more at *how* individuals cope with hardship and, in particular, is often associated with assessing patterns of wellbeing over time to determine who is resilient in periods of stress (Luthar et al., 2000; Windle, 2011; Becker & Ferry, 2016). Example schemas drawn from traditional community practices (Native American) and positive psychology can be found in Brendtro, LK. Brokenleg. M & Van Bockern, S., (1990) and Seligman (2011).

**Sustainability** The definition of sustainability is fraught with competing political ideologies, economic agendas, and social goals. Often defined as the inter-weaving of economic, social, and environmental development, the term ‘development’ can be problematic (e.g., implying a form of positivism that relies on technologies to solve world problems or involving a developmental trajectory and time-line defined and determined by those who view themselves as ‘more developed’). In programme

development, the term usually refers to accessibility, scalability, affordability, and embeddability in local structures and systems for ongoing use as ‘fit for purpose’ and wide buy-in.

**Trauma** Individual trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, and/or spiritual well-being. Trauma can occur vicariously (sometimes referred to as ‘secondary trauma’) and individuals can be re-traumatised through institutional mishandling/ineptness and other means. When whole family groups and/or communities go through physically and emotionally harmful and/or life-threatening experiences, the result can be collective trauma.

## ABBREVIATIONS

<b>ADAPT</b>	Adaptation and Development After Persecution and Trauma
<b>ASI</b>	Adaptive Stress Index
<b>CFI</b>	Cultural Formulation Interview
<b>CRA</b>	Community Readiness Assessment model
<b>IAT</b>	Integrated ADAPT Therapy
<b>IC</b>	Integrated complexity
<b>ICT</b>	IC Thinking intervention method
<b>LP</b>	Learning Passport
<b>MH</b>	Mental Health
<b>PSS</b>	Psychosocial Support
<b>SEL</b>	Social and Emotional Learning

## 2 Orientation<sup>1</sup>

The Learning Passport is a joint collaborative project developed in partnership between UNICEF, the University of Cambridge, and Microsoft. A Programme Cooperation Agreement (PCA) between Cambridge University Press and UNICEF was signed in April 2019. The aim of the project is to tackle an intractable problem: the quality of education in displacement contexts. As UNICEF point out in their advocacy brief 'Education Uprooted' (2017) the ongoing global crisis of multiple types of displacement is also a crisis of education. Education is interrupted, often for long periods; the education that children receive is often ill-suited to their needs; and the useful accreditation of learning is frequently absent. The result is children on the move who are denied access to the advantages education provides, including its role as a buffer against the stress of upheaval (UNICEF, 2017, p.13).

The starting goal of the Learning Passport was to make an appreciable difference to this crisis, with the hypothesis being that quality can be improved by making available a model for basic education that takes seriously the specific holistic needs of children unable to access (temporarily or permanently) national education systems.

Here 'education model' does not mean a theoretical construct. The Learning Passport aims to provide a well-developed schema that can be used to underpin an actual intervention. It centres around three elements: first, a lightweight Curriculum Framework for core subjects (Maths, Science, Literacy) as well as a Social and Emotional Learning (SEL) high-level programme design; second, an approach to sourcing quality-assured teaching and learning materials; third, an approach to the provision, recognition and tracking of assessment, including providing children with a portable record of their learning.

In addition, there are three essential operative principles underpinning the research of the Learning Passport. Firstly, all elements of the Learning Passport would be contextualised through collaboration between international and local stakeholders. Secondly, a goal of the Learning Passport would be to help children smoothly transition either back into, or into, national education systems. Thirdly, and related, the Learning Passport is conceived as a resource of which national governments should determine the use and usefulness, recognising that national ownership and leadership are key to any education response, and echoing the stress placed on this by the Global Compact for Safe, Orderly and Regular Migration and the Global Compact on Refugees.

### **RELATIONSHIP BETWEEN THE CURRICULUM FRAMEWORK AND THE RESEARCH AND RECOMMENDATIONS REPORT**

The Curriculum Framework builds on the recommendations of the Research and Recommendations Report (Cambridge University Press & Cambridge Assessment, 2020). As the initial step in developing the proposed education model, the Research and Recommendations Report had three purposes. The first was to anchor the project in the available evidence for valuable, effective, sustainable, and quality education in general and for Education in Emergencies (EiE) contexts in particular. The second was to synthesise the available evidence into recommendations for how the Learning Passport should be taken forward or rethought. The third was to engage with the project's expert

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<sup>1</sup> This section is drawn in part from the Learning Passport Research and Recommendations Report (Cambridge University Press & Cambridge Assessment, 2020).

External Reference Group (ERG), which was created by UNICEF to advise on the project and review its outputs.

This programme design document represents the final draft of the Social and Emotional Learning (SEL) high-level programme design. For ease of reference, the relevant recommendations from the Research and Recommendations report are reproduced here:

*'2g. Social and Emotional Learning (SEL). It is recommended that for the Social and Emotional Learning (SEL) programme developers consider:*

*2g.1. That within a MHPSS overarching framework, an integrated 'IC-ADAPT'<sup>2</sup> framework for EiE contexts be used to establish criteria for identifying priority SEL programme areas and outcomes in educational contexts, covering:*

- *SEL programme design that includes an integrating function for and with the other Learning Passport curricular areas as well as an SEL curricular component, all within the MHPSS overarching framework.*
- *Guidance for cultural- and contextual-adaptation of the context-neutral programme areas across the Learning Passport.*

*2g.2. That education-based MHPSS services to improve mental health and wellbeing of learners (using adapted CWB domains) to support and enhance education outcomes should consider enabling provision across all four levels of the MHPSS triangle, including Layers 1 and 4, as well as 2 and 3.*

*2g.3. That all implementations of the LP should consider beginning with the internationally-tested model, CRA (Community Readiness Assessment) model, to engage all stakeholders (local, regional, national, international) as the first step in adapting the full LP to each context.*

*2g.4 That a special version of the internationally-tested assessment instrument, Cultural Formulation Interview (CFI) – with supplementary modules for school-age children and adolescents as well as an informant version that allows parents, caregivers and significant others to provide information on the learner's situation – should be considered for inclusion during initial assessments, as part of the CRA process for the whole Learning Passport.*

*2g.5 That the initial assessment process for the LP as a whole (e.g., using the CRA that includes the CFI) is itself recognised as an intervention for promoting mental health and psychosocial wellbeing that can jumpstart the development of social and emotional skills to support academic engagement.*

*2g.6 That not only adverse event, trauma and depression reduction techniques, but also lower functioning and attachment rebuilding and restoration strategies, with focus on wellbeing and resilience promotion, are incorporated into the SEL programming.*

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<sup>2</sup> As reviewed in the Research and Recommendations Report, and discussed with the Learning Passport's External Reference Group, Harvard researchers argue that self-regulation underlies all SEL skills through the developmental progression of differentiation and integration, beginning with basic self-regulation skills that differentiate into specialised skills and then integrate into more complex skills (Bailey & Jones, 2019). As a result, the cross-culturally validated model and empirical measure of differentiation and integration, the integrative complexity (IC) model, captures the fundamental building blocks of all SEL programming and targeted skills. Partnered with the ADAPT model, IC-ADAPT represents an ideal framework for identifying priority SEL programme content and outcomes for displaced and vulnerable learners in each context and culture.

*2g.7 That an 'IC-ADAPT' framework should be considered the fundamental organising base for 'SEL' programming and delivery.<sup>3</sup>*

*2g.8 That incorporating play, play-based pedagogies and other evidence-based learner-centred pedagogies in multiple modalities will increase programme effectiveness and benefits for learners and youth.*

In summary, this document picks up where the Research and Recommendations Report left off by presenting a social and emotional learning (SEL) high-level programme design based on the above recommendations. It will be helpful to read this document in tandem with Chapter Four in the Research and Recommendations Report. A full bibliography for the programme design appears in Chapter 10 of this document.

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<sup>3</sup> See footnote 2.

## 3 Introduction to the SEL high-level programme design

### 3.1 Introduction

This high-level programme design is qualified by the recognition that education in emergency (EiE) contexts, and other contexts hosting vulnerable learners, fluctuate rapidly and it may not be possible to implement every aspect of the design in all situations at all times. A high-level programme design functions like a roadmap to guide: a) the co-development of an SEL programme that will support learners and those who support learners, as robustly as possible; and b) the development of collaborative relationships with local, regional, national, and international stakeholders to support, deliver, monitor, and evaluate the programme.

For emphasis, this document presents a *high-level Social and Emotional Learning (SEL) programme design*, not the programme itself. The SEL programme itself will come in the next phase of the LP project (a brief theory of change flow chart with a phase schedule appears before the conclusion). In alignment with existing SEL policies and programmes when present, a ‘high-level programme design’ serves as a foundation on which a programme can be developed for a specific EiE or other context. Since context and culture always shape and inform emotional and social processes, there is no such thing as a context agnostic SEL programme. Rather, SEL factors, competencies, and skills in one culture may not be recognised as such in another and thereby be overlooked, ignored, or discounted (Frydenberg et al., 2017; Torrente et al., 2015).

Similar to the Learning Passport’s maths, science, and literacy Curriculum Framework, as introduced by Prof. Tim Oates in the foreword to that document (Cambridge Assessment, 2020), this high-level programme design provides an essential ‘bedrock’ for elaboration in each context or range of contexts. To paraphrase Oates, the learning programmes and materials derived from a high-level programme design of this kind can bolster the social, emotional, and cognitive learning of vulnerable children and youth in different circumstances, and allow those who have missed out on essential steps to have their needs identified and their learning supplemented. Avoiding over-detailed specifications, a high-level programme design can lay the foundation for the development of contextually appropriate memorable reference points and benchmarks. ‘Detailed interpretation... can be done through context-appropriate learning materials, learning support, and professional practice, where teachers or supportive others are available’ (ibid., p.iii).

A high-level SEL programme design provides the programme structure and principles but not the programme itself. The programme itself must be contextually instantiated. As reviewed in the Research Report, international transfer of already-developed SEL programmes has had mixed or little success (even from HIC to HIC) without substantial cultural and contextual adaptations, in essence creating a new programme that cannot necessarily be compared with pre-existing deliveries of the original programme (as is recognised in discussions around the ‘fidelity-adaptation’ tension). To enable comparisons across different delivery sites, the IC-ADAPT SEL programme design would enable the development of different versions of the same programme while also beginning with the needs of the displaced learner and their lived reality. This starting

place would prioritise the SEL self-regulation skills needed for academic attainment, secure relationships, future employment, and civic participation among displaced or vulnerable learners without compromising fidelity to the programme design.

There is no one-size-fits-all approach for SEL, but adherence to recommended frameworks, principles, methods, approaches, and structures would create contextually and culturally appropriate SEL programming versions for learners in different contexts, while also enabling cross-site comparisons of multi-levelled effectiveness. Programming for social and emotional learning is always culturally and contextually shaped, informed, and expressed, and requires localised development but can also remain faithful to a model that begins with the needs of displaced and/or vulnerable learners.

Although innovative and unique, this SEL high-level programme design has three important aspects that cohere with the maths, science and literacy framework, as noted by Oates in his foreword to the Curriculum Framework:

- 1) It is research-based.
- 2) It links with all other SEL programmes by focussing on the developmental progression of self-regulation through differentiation and integration that underlies all SEL competencies and skills, such as those identified by CASEL and the Harvard Taxonomy project.
- 3) As far as possible in a rapidly developing field with international collaborative mapping exercises just underway, it is informed by comparisons of programmes and standards (as reported in the Research and Recommendations Report).

Similar to the authors of the maths, science, and literacy Curriculum Framework, we consider this SEL high-level programme design to be unique and powerful, and highly valuable for the development of social and emotional learning programmes, learning materials, and assessment approaches for the world's displaced, vulnerable, and/or learning impoverished children and youth.

## 3.2 Overview of document sections

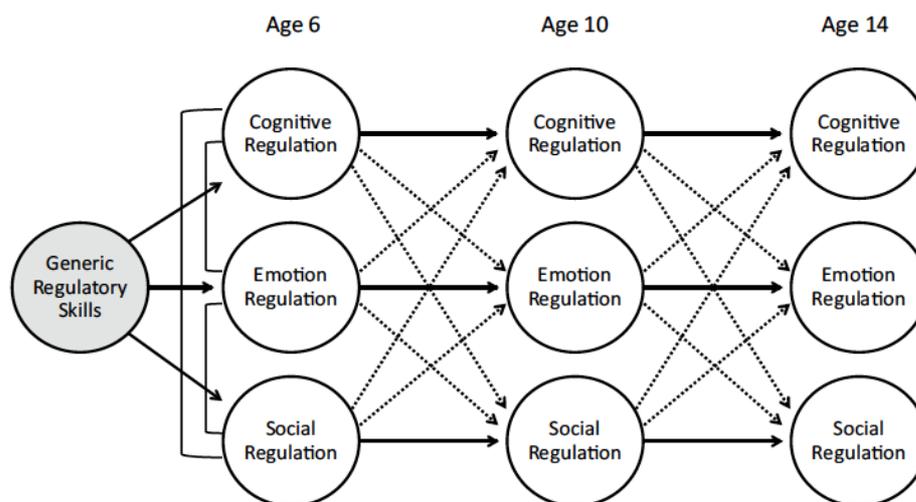
The following sections begin with two evidence-based models, integrative complexity (IC) and the Adaptation and Development After Persecution and Torture (ADAPT), highlighting how the partnership of these models aligns with the self-regulation skill needs and life experiences of displaced learners. This discussion is followed by an exploration of the overall programme design methods and approaches, including age appropriateness, and how the SEL elements integrated across the Learning Passport's curricular components (mathematics, science, literacy) would cohere with the SEL curricular component to create a comprehensive SEL programme. The programme design is located within the MHPSS-SEL programming triangle and envisioned as supporting learners across all four levels, in fulfilment of the United Nations Convention on the rights of the child, which asserts that education is a right for every child. Within the current two-domain model of mental health with a wellbeing and resilience focus (two important SEL outcomes), a broadly defined 'diagnostics' approach is recommended along with principles for supporting special needs of all kinds.

The discussion then turns to pragmatic frameworks, principles, methods, approaches and structures regarding development of the SEL programme. The discussion includes both the SEL elements integrated within the other LP curricular components (maths, science, and literacy) and the SEL curricular component itself, with the aim of providing the maximum level of SEL support for displaced learners. Short sections briefly explore the following aspects of the programme design: initial engagement with a community, including initial assessments; programme development; teacher preparation; family and wider community support; and monitoring and evaluation, including data management. The final section provides a brief theory of change flow chart. Illustrative examples are provided throughout the discussion.

## 4 IC-ADAPT for SEL high-level programme design

As reviewed in the Research Report, given the cultural and contextual differences regarding what is and is not an SEL factor, it seems important that an SEL programme design for EiE contexts uses evidence-based models that capture the interaction between individual and social expressions of self-regulation within the ecosocial life systems directly relevant to displaced learners. It has been argued that the fundamental human developmental progression of self-regulation underlies all SEL skills (Bailey and Jones, 2019). During this progression, cognitive, emotion, and social skills differentiate and integrate over time to support increasingly more complex behavior (see Figure 1). Self-regulation begins with generic, basic skills that differentiate into more tailored, specialised skills and then integrate into skills that are more complex and sophisticated. Figure 1 represents schematically this developmental progression through differentiation and integration, highlighting the interplay of cognitive, emotion, and social regulatory skills.

**Figure 1. Regulatory influence within and across domains: ‘Skills in one regulatory domain influence the development of more sophisticated skills in that domain and also influence other domains’** Source: Bailey and Jones (2019, p.19)



The cross-culturally empirically validated IC (integrative complexity) model uniquely focuses on the developmental progression of self-regulation underlying all SEL skills as represented by differentiation and integration (Baker-Brown et al., 1992; Bailey & Jones, 2019) – see also section 4 of the Learning Passport Research and Recommendations Report (Cambridge University Press & Cambridge Assessment, 2020) – while the multidimensional ADAPT model identifies five ecosocial ‘pillars’ (or, ‘life systems’) that characterise all societies, whether stable or disrupted. Together these models offer the essential ingredients for an SEL programme design for displaced learners in varied contexts and cultures. The IC model was reviewed in the Research Report alongside a brief introduction to the ADAPT model. The next section provides more detail about the ADAPT model and integrative partnership with the IC model for SEL programming.

## 4.1 ADAPT: An empowering MHPSS-SEL ecosocial model created with and for displaced learners

The evidence-based Adaptation and Development After Persecution and Torture (ADAPT) model was created with and for refugee, migrant, displaced and other vulnerable populations (hereafter referred to as ‘displaced’) (Silove, 2013). Although the title of the model suggests relevance mainly to severely affected sub-groups, as an ecosocial model its relevance and value spans all four levels of the MHPSS-SEL programming spectrum, and along both dimensions of mental ill-health AND wellbeing at the micro (individual), meso (family and group) and macro (society) levels. For emphasis, the model is appropriate for all displaced and/or vulnerable learners.

### 4.1.1 Five ecosocial ‘pillars’ (life systems) of potential psychosocial wellbeing or lowered functioning

The ADAPT model organises the ecosocial environmental-societal domains of every society into five core ‘pillars’ (or ‘life systems’) that support safety and security; interpersonal bonds and networks; justice; identities and roles; and existential meaning (Silove, 2013). The undermining or disruption of one, a few, or all five pillars (life systems) — as experienced by displaced learners — is associated with core psychosocial reaction patterns at the micro (individual), meso (family, group) and macro (societal) ecosocial levels (Bronfenbrenners’s model, 1979). These psychosocial reactions can be organised according to the impact on the pillars (life systems):

- ✚ Chronic or recurrent threats to safety and security (Pillar 1) generate fear and anxiety, and when the threat extends beyond the individual's capacity to adapt, manifests in overt symptoms of PTSD and other forms of clinical anxiety (Tay et al., 2015b).
- ✚ Multiple adversities, traumatic losses and separations (Pillar 2) lead to grief and when unmitigated, result in complicated forms of bereavement and extreme separation anxiety which in turn affect ongoing relationships (Silove et al., 2010; Tay et al., 2016c).
- ✚ Exposure to gross human rights violations (torture, sexual abuse, massacres) often provokes an intense sense of injustice (Pillar 3) associated with normative feelings of anger, a response that can become dysfunctional when anger expresses itself in inappropriate aggression (Rees & Silove, 2011; Silove et al., 2017; Tay et al., 2015c).
- ✚ Loss of roles and identities (Pillar 4) can challenge the sense of identity and at the extreme, lead to feelings of marginalisation and anomie (Tay et al., 2019b).
- ✚ Disruption of systems of meaning in the social, cultural, political, spiritual and religious domains (Pillar 5) challenges the individual to re-evaluate established belief systems which in turn can lead to a sense of incoherence and existential despair (Başoğlu et al., 2005).

The ADAPT model offers two levels of benefits for MHPSS-SEL programming for displaced learners in EiE contexts. **General benefits:**

- First, as the model extends beyond the conventional categories of depression and PTSD, it offers guidance for safeguarding against over- or under-diagnosing on only one of the MH continuums (mental ill-health) to the neglect of the equally important continuum of wellbeing.
- Second, the overall approach and focus of the model on individuals' own understandings of both their problems and resources make it a resource that is 'bottom up', e.g., responsive to local voices and less vulnerable to 'top down' risks, such as:
  - the view that only MH specialists can address MH and PSS concerns, and
  - operative myths among mental health and psychosocial support professionals that lead to the dismissal of indigenous, cultural and contextual resources without investigating their potential value and usability in planning different kinds and levels of interventions and supports (INEE, 2018; UNESCO, 2019).

### Specific benefits for guiding the SEL programme design:

- First, the five pillars (life systems) provide a conceptual framework to bring some coherence to the sense of chaos that many displaced children, young people, and families experience.
- Second, identifying the pattern of distress/social dysfunction that corresponds to the undermining of each of the five pillars (life systems) can provide a platform for self-help and targeted interventions to assist survivors in strengthening their coping skills and capacities for change and adaptation.
- Third, by focusing on resilience and adaptation, any resulting improvement may be assumed to mitigate mental health symptoms (associated with any of the five pillars/life systems) without the need for specialised services to treat complex comorbid diagnoses.
- Fourth, from a public mental health perspective, the five pillar (life systems) ADAPT model has the potential of being applied along the lifecycle, and adaptable to the targeted needs of specific groups and circumstances, as a preventative or health promotion approach for use (with appropriate modifications) across a range of sector services and community efforts in displaced communities of all kinds.

### Example in Syria: ADAPT pillars (life systems) fit with displaced child accounts of their experiences

The ADAPT model was used as the underpinning theoretical model in the successful UNHCR sponsored MHPSS programme primarily for urban refugees in pre-war Syria (Quosh, 2013). This model was chosen for the close fit of the five pillar areas (life systems) to the areas of psychosocial distress and hope identified by the displaced population. In particular, DeMarinis (2010) found that these pillar areas were a central feature that emerged during interviews with the refugee children. The ecosocial perspective expressed by the ADAPT model and the five pillar/life system areas were successfully used to design a network of coordinated MHPSS interventions that also included what can be classified as SEL interventions for displaced children. This MHPSS example of coordinated and displaced person-empowering interventions and activities along the MHPSS spectrum of populations and sub-populations, underpinned by the ADAPT model, then inspired the development of a community-based education and activity center in Turkey for displaced Syrian populations that included both support- and clinically-directed group work (Cetrez & DeMarinis, 2017). A grass-roots effort, with an ever-changing population, the center continues to provide a safe place for children and adults to be, learn, and contribute.

This brief presentation of the ADAPT model with an example from Syria suggests how the synchronicity between the ADAPT model and the experiences of displaced learners would enable LP learners to make meaningful connections among past experiences, personal responses, current coping capacities, and future self-regulation goals. United in one programme, an IC-ADAPT framework for a SEL high-level programme design would promote the important SEL outcomes of self-regulation to promote wellbeing and resilience at the micro, meso, and macro levels. Displaced learners require a multi-levelled approach to strengthen existing and acquire new normative self-regulation skills (e.g., when fearful or anxious, knowing about and how to use skills that are culturally and contextually appropriate to self-soothe and/or find a safe person) while responding to current (including adverse) experiences occurring in the inter-related pillars/life systems.

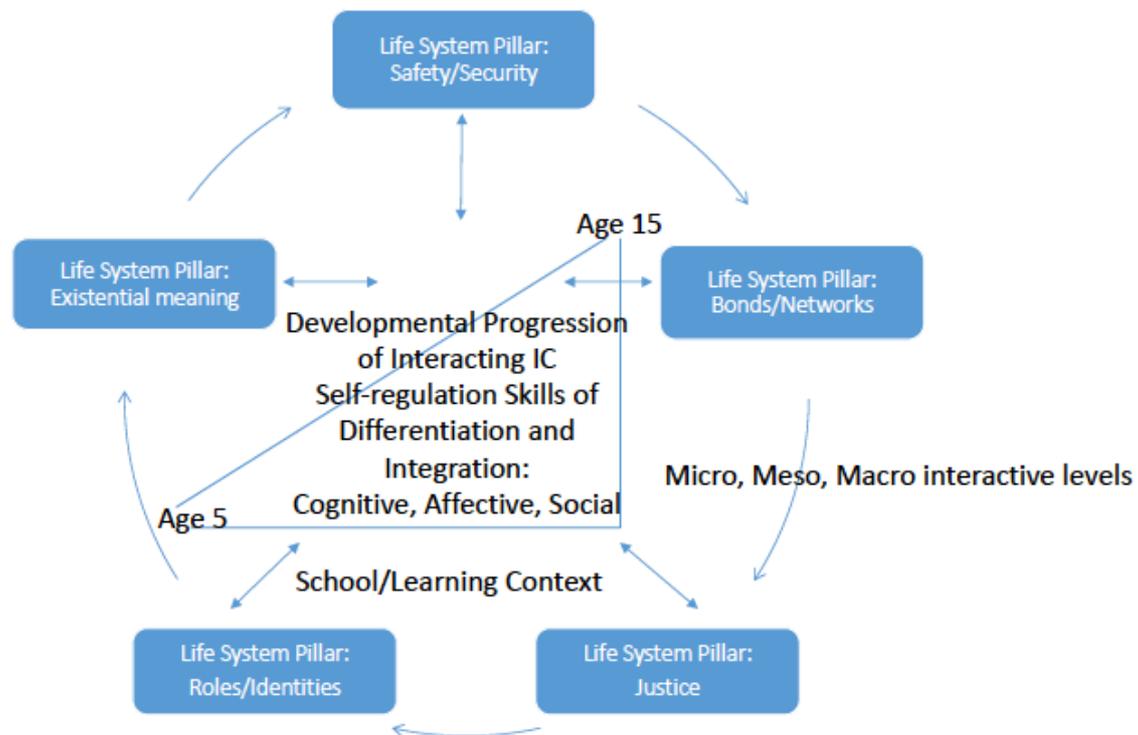
On the following two pages, Table 1 summarises the core features of the combined IC-ADAPT models and Figure 2 schematically presents the IC-ADAPT SEL programme model for displaced learners. These are followed by a presentation of the types of self-regulation skills recommended for co-development during contextualization. Examples are provided of the self-regulation skills that would be taught and why they would be important for displaced or vulnerable learners (i.e., how the skills could help learners to make sense of and adapt to their life situations to support academic attainment, develop secure relationships, improve employment opportunities, and participate in civic life).

Table 1 IC-ADAPT framework core features. Adapted from Silove, 2013.

<p><b>IC</b> Self-regulation domains (underlying all SEL competencies and skills)</p>	<p><b>ADAPT</b> Pillars/Life systems IAT (Integrated ADAPT Therapy) tool</p>		
<p><b>ICT</b> (IC Thinking) intervention method</p>	<p><b>Individual Learner Level</b>  Micro Psychosocial resources or impairments associated with the disruption or undermining of the five pillars/life systems</p>	<p><b>Family Level</b>  Meso Psychosocial resources or impairments associated with the disruption or undermining of the five pillars/life systems</p>	<p><b>Community Level</b>  Macro Psychosocial resources or impairments associated with the disruption or undermining of the five pillars/life systems</p>
<p><b>1. Differentiation:</b> Begin with basic self-regulation skills. Basic skills then develop into more tailored, specialised self-regulation skills</p> <p>Cognitive Affective Social</p> <p><b>2. Integration:</b> Tailored, specialised skills develop into more sophisticated, complex self-regulation skills</p> <p>Cognitive Affective Social</p> <p>Eventual capacity to judge the level of self-regulation required in a particular situation.</p>	<p><b>i. Safety/security</b> Normative = fear, anxiety Clinical = PTSD, clinical anxiety</p> <p><b>ii. Bonds/networks</b> Normative = grief Clinical = complicated bereavement, extreme separation anxiety affecting current relationships</p> <p><b>ii. Justice</b> Normative = anger Clinical = inappropriate aggression</p> <p><b>iv. Roles/identities</b> Normative = challenged sense of identity Clinical = marginalisation, anomie</p> <p><b>v. Existential meaning</b> Normative = re-evaluate belief systems Clinical = incoherence, existential despair</p>	<p><b>i. Safety/security</b></p> <p><b>ii. Bonds/networks</b></p> <p><b>iii. Justice</b></p> <p><b>iv. Roles/identities</b></p> <p><b>v. Existential meaning</b></p> <p><b>Family level =</b> Common experiences, similar challenges</p> <p>In initial CRA assessment, families at risk should be identified (if not already).</p> <p>Implementers should consider coordination with Specialized services (Level 4 of MHPSS intervention triangle), where they exist, and Focused, non-specialized services (Level 3), where they exist, for family-based interventions, depending on the nature of disruption and functioning resources in the five pillar areas/life systems.</p> <p>Targeted SEL activities should be included for family cohesion, with a focus on strengthening and enhancing functioning resources.</p> <p>Cultural brokers working with teachers should consider identifying resource persons that will help to link school and family contexts.</p>	<p><b>i. Safety/security</b></p> <p><b>ii. Bonds/networks</b></p> <p><b>iii. Justice</b></p> <p><b>iv. Roles/identities</b></p> <p><b>v. Existential meaning</b></p> <p><b>Community level =</b> Common experiences, similar challenges</p> <p>Nature and extent of erosion in each system should be examined in preliminary research of target population.</p> <p>Before the initial CRA assessment, communication with cultural brokers, using a public mental health promotion framework, should identify the community-based resources available and/or already engaged to:</p>
<p><b>Table 1 notes:</b></p> <ol style="list-style-type: none"> <li>1. Differentiation must precede integration</li> <li>2. There is interplay among cognitive, affective, and social processes in self-regulation</li> <li>3. Differentiation and integration develop across the ecosocial domains (micro, meso, macro) and 5 pillars/life systems</li> <li>4. The 5 pillars/life systems interact among one another as well as operate in each ecosocial domain.</li> </ol>			

The dynamic IC-ADAPT SEL programme model for displaced learners is represented in Figure 2<sup>4</sup>:

Figure 2. IC-ADAPT SEL MODEL (DeMarinis, Boyd-MacMillan, Silove, & Tay, 2019, as cited in DeMarinis et al., forthcoming 2020)



<sup>4</sup> The IC-ADAPT SEL programme design model (DeMarinis, Boyd-MacMillan, Silove, & Tay 2019, as cited in DeMarinis, Cetrez, & Shakra, forthcoming 2020) has been developed originally for use in both clinical and non-clinical settings with vulnerable- and trauma-exposed children. The version planned for EiE contexts is further adapted to meet the needs of these contexts and the LP design.

## 5 SEL for displaced learners: Self-regulation through an IC-ADAPT framework

Building on the insight that the developmental progression of cognitive, emotional, and social self-regulation through differentiation and integration underlies all SEL skills, the IC-ADAPT framework is designed to guide the identification of the most appropriate self-regulation skills for the context, culture, and lived experiences of those who are displaced, vulnerable or learning impoverished.

### 5.1 IC self-regulation and ADAPT pillars/life systems

The multidimensional ADAPT model identifies the five pillars (life systems) in which displaced learners will need to develop self-regulation (IC) skills that are contextually and culturally appropriate. The following table highlights five areas of self-regulation skills for displaced learners recommended for co-development during contextualization. Not every area would be relevant to every context and not all implementers/co-developers/teachers would need to know all the theory (from the extensive evidence-base relevant to displaced learners). Readers can scan the headings, which highlight key points, and access the text beneath the headings for detailed examples of the types of self-regulation skills that would be taught and why they would be important for displaced and or vulnerable learners.

#### IC self-regulation and ADAPT pillars/life systems

Integrative Complexity (IC)-Adaptation and Development After Persecution and Torture (ADAPT)

Self-regulation developmental progression through differentiation and integration (IC):

- Basic self-regulation skills (low IC) differentiate into tailored, specialised skills that then integrate into complex, sophisticated skills (high IC)

Five Pillars/Life systems (ADAPT):

- 1. Security/safety; 2. Bonds/networks; 3. Justice; 4. Identities/roles; 5. Existential meaning

#### 1. Identities/roles, justice (Pillars/Life systems 3, 4) and self-regulation for peacebuilding

**A pervasive and prevalent precondition:** Drops in IC self-regulation (no differentiation or integration) are a pervasive and prevalent precondition for destructive social polarisations, conflict and violence. (Suedfeld et al., 2013; Suedfeld, 2010; Liht et al., 2005; Tetlock & Tyler, 1996).

**Particular educational approaches combined with the destruction of ADAPT Pillars/Life Systems can undermine self-regulation:** An analysis by Gambetta and Hertog (2009) found that those whose education reinforces a mindset characterised by ‘cognitive closure’, ‘clear-cut answers’, and ‘an intolerance of ambiguity’ (low IC, no differentiation or integration), as they

found in the field of engineering, while also experiencing relative deprivation, frustrated expectations, and repression, are overrepresented among those who opt for violent extremist solutions to their problems.

The combination of social, economic, and political experiences with a particular educational approach creates a potential cocktail of risk. Most if not all displaced learners and their families experience deprivation, frustrated expectations, and repression. These experiences indicate the toppling or significant destruction of one or more ADAPT pillars, which are frequently undermined simultaneously, leading to combinations of reactions (e.g., grief, anger, identity confusion, related to Pillars, 1, 2, 3). Adapting to the challenges accompanying these stressors requires contextually-, culturally-, and age-appropriate self-regulation (differentiation and integration) with gender and disability responsiveness.

**Learners benefit from a contextually- and culturally-appropriate targeted approach to age-appropriate self-regulation:** The goal of peacemaking through SEL programmes requires a targeted approach to the developmental progression of self-regulation (differentiation and integration) in culturally appropriate ways that would be helpfully identified through initial assessment processes such as the Community Readiness Assessment (CRA) model and Cultural Formulation Interview (CFI).

## **2. Safety/security (Pillar/Life System 1) and self-regulation for living well with difference**

**Safety and security is part of MHPSS-SEL in EiE contexts:** The importance of safety and security, inter-personal bonds and networks, and roles and identities (ADAPT Pillars 1, 2, and 4) feature widely in SEL literature generally and particularly for SEL in EiE contexts (e.g., Soye & Tauson, 2018; INEE, 2016, 2018; Oddy, 2019; GEM, 2019; Frisoli et al., 2019).

The Global Monitoring Report on Migration, Displacement, and Education (GEM, 2019) emphasises that migration is an expression of the human aspiration for safety; school should be a safe haven and ensuring safe passage to basic services as part of the Global Compact includes the provision of welcoming and safe schools. Level one of the MHPSS intervention triangle focuses on the establishment of foundational basic services and security for all children that are safe, appropriate and protect children's dignity (Frisoli et al., 2019, p. 2; UNESCO, 2019, p. 4; INEE, 2016; INEE, 2018). Safe passage to, from, and in learning spaces alongside stable and secure relationships and attachments create physical and emotional security with peers, teachers, and family/carer members (Mendenhall et al., 2017; Bowles et al., 2017; Sperling et al., 2016).

**Another form of safety is created through self-regulation skills:** Alongside these essential forms is the need for the safety offered by the capacity to respect others' values, beliefs, and worldviews despite difference, disagreement or even opposition, sometimes referred to as 'inclusion' (UNESCO, 2018). Inclusion mandates are indispensable. Yet individual and group motivation and capacities to access internal and external coping resources (IC self-regulation) that enable learners to abide by such mandates through respect for difference, even when it touches on core values, beliefs, and identities, is challenging for all, let alone for those in EiE contexts. Learning how to do this can operate as a protective factor against destructive social polarisations and conflict, increasing individual and community resilience (Boyd-MacMillan, 2017; Boyd-MacMillan et al., 2016).

**This form of safety is particularly important for displaced and vulnerable learners:** The loss of roles and identities (Pillar 4 in the ADAPT model) often eliminates this type of safety from the lives of displaced learners. This can lead to marginalisation in one form or another, and a cascade of consequences (e.g., withdrawal, depression, alienation) for individual, familial,

community mental health (Silove, 2013), increasing the risk of lowered thinking complexity (less or no differentiation, no integration) and destructive social outcomes. Attempts to instill specific viewpoints, values, and beliefs, rather than supporting the development of complex thinking (self-regulation through differentiation and integration), risks creating a classroom of 'groupthink' (Janis, 1972, 1982).

**This form of safety, respect for difference, prevents groupthink:** Groupthink cohesion and unanimity restricts the range of information that is seriously considered and evaluated (both essential for learning) and reduces the IC (differentiation and integration) of the people involved (Park & Deshon, 2018). The reduced capacity for IC is compounded by poor or disrupted attachments and experiences of childhood stress, adversity, and trauma. Experiences of undermined ADAPT Pillars require a *negotiated adaptive process* among small and large groups (e.g., families and communities) in which members have had different experiences of the same reality. Age-appropriate self-regulation will be essential for survival let alone flourishing.

Being offered a form of safety that respects and allows for difference and disagreement, alongside learning how to offer that safety to others, is a function of IC self-regulation (differentiation and integration) that can be taught to learners and supported by teachers via SEL programmes (Liht & Savage, 2014; Savage et al., 2014; Boyd-MacMillan et al., 2016; Boyd-MacMillan, 2016).

Park and Deshon (2018) found that leading group discussions in order to increase IC (via prompts and nudges) reduced the sense of greed and fear between groups as well as the likelihood of future group competition. In contrast, groups led to increase cooperation alone did *not* show these effects.

Gruenfeld and Hollingshead (1993) found that group IC self-regulation can evolve over time as group members become increasingly motivated and able to recognise or generate different views and integrate them into a cohesive overarching viewpoint.

Shao et al. (2019) found correlations between higher IC and creativity with enhanced abilities to manage workload pressures effectively among both leaders and team members.

**Learners benefit from culturally-appropriate targeted teaching of age-appropriate IC self-regulation (differentiation and integration) rather than solely on rules and regulations:**

Attempts to impose respect for difference purely through rules and regulations can be not only ineffective but backfire (Romero, 2016; Wurzman & Casebeer, 2016; Morin, 2016) by reinforcing a rigid, categorical (low IC) mindset rather than specialised and sophisticated self-regulation (Andrews Fearon & Boyd-MacMillan, 2016; Boyd-MacMillan et al., 2016; Boyd-MacMillan, 2016).

Disallowing particular verbalisations or actions, that is, focusing on content or 'what' is said, without addressing the how, i.e. the underlying conceptual structures that support that content (the presence or absence of differentiation and integration) has been found to be unsuccessful in primary, secondary, and tertiary prevention of destructive inter-group conflict and radicalisation (Liht & Savage, 2013; Boyd-MacMillan et al., 2016).

Teaching, and creating learning spaces that support, IC self-regulation, enabling affirmation of one's own core values *alongside* respecting and engaging pro-socially with difference, requires more cognitive resources, but leads to a more robust and sustainable form of safety than prohibitions alone precisely because of the required motivation and energy (Suedfeld, 1992, 2010; Tetlock, 1986).

IC self-regulation supports the development of critical thinking, meta-cognition, and other skills essential for academic attainment (see e.g., Boyd-MacMillan et al., 2016).

### 3. The 5 Pillars/Life Systems: The relationships among self-regulation, stress and values

**Current stressors may be as challenging for learners as past events:** The INEE PSS-SEL Background Paper (2016) highlights the role of stress in the lives of displaced children. Postmigration or exile-related stressors, such as social isolation (Pillar 2), unemployment, and discrimination (Pillar 3), are perhaps better predictors of mental health problems than premigration exposure to violence (Porter & Haslam, 2005). Children face a range of challenges, such as altered family dynamics (Pillar 4) that may involve assuming the role of caregiver for younger siblings and/or for psychologically and physically injured parents. Those who resettle across international borders often carry out these tasks while managing a new language, education system, and culture (Pillar 5), typically under difficult economic and legal circumstances (Reed et al., 2012). Daily stressors are persistent among populations affected by crisis (Fernando et al., 2010; Miller & Rasmussen, 2010).

The 5 ADAPT Pillars/Life systems represent distinct yet overlapping life system domains. Their undermining or destruction can each and in combination elicit a range of stress responses that are central to current displacement experiences. These stressors can be reflected in preoccupations, and other emotional and behavioural reactions that manifest among children in age-appropriate ways.

**Long-term implications for learning of compromised self-regulation due to stress from adverse events:** A child's stress response systems may be compromised by early adverse events including trauma. This may lead to hypervigilance and hyper reactivity. When combined with a weakened sense of trust and low self-esteem that is associated with poor early attachment patterns, the threshold for toxic stress and the capacity for adaptive coping are reduced. As highlighted in the ADAPT model, past experiences inform present and future reactions to stressful situations.

Any experience of an environment as unsafe in any way, emotionally, socially, or ideologically, as well as physically (Pillar 1), is a stressor that can lead to a threat response. It can feel like physical danger even when it is not.

During a threat response, negative emotion can simplify self-regulation (less or no differentiation and integration) to focus on basic protection or defence of whatever is at stake against a perceived threat (Andrews Fearon & Boyd-MacMillan, 2016).

Our thinking becomes inflexible and we are closed to new information (Suedfeld, 1986). Attention becomes selective with reduced breadth of cue utilisation from our surrounding environment (Suedfeld & Bluck, 1993, p. 127).

Over time, a threat response can result in higher vigilance, exaggerated startle, and psychological reactivity with negative ramifications on social bonds and networks (Silove, 2013).

In these ways, low IC (the use of only very basic or absence of age-appropriate self-regulation skills through differentiation and integration) severely impedes learning.

**Value tensions can generate motivation and energy for self-regulation in response to mild and moderate stressors:** Differentiation and integration require adequate motivation to muster the

required cognitive, emotional and social resources (Suedfeld et al., 1994; Suedfeld et al., 1998; Suedfeld, 1992).

'Value pluralism', the perception that more than one *equally important* value is at stake and in tension during a specific situation (e.g., freedom *and* security; belonging *and* independence), motivates us to muster the cognitive resources necessary to engage in more complex cognitive processing (Tetlock et al., 1994; Tetlock, 1986).

This type of value conflict (between two equally important values) elicits increased and broadened vigilance, attempts to balance pluses and minuses for value trade-offs, and searches for integrative solutions (Tetlock, 1986, p. 826). Accessing a wider range of values supports the use of more specialized and complex self-regulation (differentiation and integration) and can be taught and learned (e.g., Liht & Savage, 2014; Tetlock, 1986; Boyd-MacMillan et al., 2016).

**Some mindsets can support self-regulation:** Another factor contributing to whether we appraise a situational stressor as a threat or challenge is called 'stress mindset', referring to our subjective view about the nature of stress as enhancing or debilitating (Andrews Fearon & Boyd-MacMillan, 2016). Stress mindsets are malleable.

Concluding that we do not have the necessary resources for a stressful situation classifies it as a threat. This appraisal can be accompanied by the decision that only one most important value is at stake ('value monism', e.g., freedom *or* security; belonging *or* independence; in either case, *not both*) and this reinforces the feeling of threat. Selective attention and decreased responsiveness to environmental cues thereby become part of a self-reinforcing pattern of using only basic self-regulation skills rather than more specialized and sophisticated self-regulation skills. In the face of difference and disagreement, this can lead to increased destructive conflict and even violence.

In contrast, adopting the mindset that 'stress is enhancing' fosters challenge responses to stress, increases positive emotion, and increases the use of more complex self-regulation skills (differentiation and integration) (ibid.). A realistic self-appraisal that concludes we are capable of coping with an environmental demand is part of a 'stress is enhancing' mindset.

**Learners benefit from culturally-appropriate targeted teaching of age-appropriate differentiation and integration to self-regulate during mild to moderate stress:** Teaching, and creating learning spaces that support, the practice of using more tailored, specialized, complex self-regulation skills (IC, differentiation and integration), helping learners to access a wide range of their own core values *alongside* respecting and engaging pro-socially with difference, and supporting the adoption of appropriate stress mindsets *all* require more cognitive, emotional, and social resources. That is, they require great effort. However, they also promote wellbeing and resilience. As learners experience this, their self-regulation skills will become more robust, enduring and transferable.

#### **4. Justice and existential meaning (Pillars/Life Systems 4 and 5): The effects of disruptive stress and shattered worldviews**

**Education, justice, and MHPSS build self-regulation skills:** The INEE Guidance Note on Gender (2019, p.101) defines gender equity as referring to fairness and justice and Burde et al. (2017, p.627) suggest that youth anger toward injustice may render civic education without government reform a contributor rather than preventor of violence. This suggestion coheres with the findings by Gambetta and Hertog (2009) regarding the risks created by educational

approaches that reinforce cognitive closure and intolerance for ambiguity in tandem with relative deprivation, frustrated expectations, and repression.

‘Promoting a culture of justice and human rights that creates a sense of acknowledgement, dignity, respect, empowerment’ promotes mental health among those who have been exposed to persecution and human rights violations (Pillar 3, ADAPT model; Silove, 2013, p. 243).

A sense of injustice is a psychological (rather than a legal or human rights) construct and anger is a normative adaptive form of coping that becomes maladaptive when presenting as persisting preoccupation over cumulative injustices or as inappropriate expressions, e.g., explosive (Silove, 2013), indicating reduced self-regulation.

A key recommended action for UNICEF is ‘Clarifying the linkages between mental health and justice; acknowledge the importance of economic, social and political justice as foundational for mental health and psychosocial wellbeing’ (2019, p.10).

The author of the ADAPT model argues that all ‘individuals require a coherent narrative, whether implicit or explicit, in order to make sense of their lives. Conflict and displacement represent a major disruption to the sense of continuity of life, compelling survivors to re-appraise, and at times, to revise fundamentally their world views and systems of belief’ (Silove, 2013, p. 244).

The INEE PSS-SEL Background Paper (2016) includes a sense of structure and meaning in a child’s life as a protective factor that can enable learning (p. 49).

**Disruptive stress can lower IC (reduced or absent self-regulation, differentiation and integration):** Following a curvilinear pattern, low to moderate stress arousal heightens the need for more specialised, complex self-regulation skills, but will inhibit differentiation and integration when the stress is enduring or disruptive and eventually shatter individual, familial, and communal meaning-systems or worldviews (Suedfeld et al., 1998; Tetlock & Kim, 1987, p. 708; Conway et al., 2008).

Prolonged stress usually decreases the use of specialized or complex self-regulation skills (Suedfeld & Tetlock, 1977, pp. 170-171), although it can temporarily increase differentiation and integration if not knowing what to do creates excitement, information search, and new learning, i.e., the stress becomes a challenge rather than a threat (p.175-176).

At some point, however, a severity threshold for stress is reached and self-regulation (IC) becomes increasingly basic and generic (Suedfeld, 1985, p. 1649). This may be adaptive for a time, but in the long-term predicts destructive social polarisations, conflict and even violence.

**‘Shattered worldviews’ decrease self-regulation (differentiation and integration):** Extreme stress reduces comprehensibility, manageability, and meaningfulness; these effects differ from moderate or mild stress that can be reframed, used to energise and motivate, or otherwise managed through more specialized or complex self-regulation skills. Experiences of shattered worldviews (Janoff-Bulman, 1992) ‘are pertinent to feelings of vulnerability and safety resulting from changes in basic assumptions about the benevolence, meaningfulness, and predictability of the world, and the goodness of people’ (Chung and Freh, 2019, p. 1).

Janoff-Bulman, who coined the phrase ‘shattered worldviews’ (1992), described the experience as felt by victims of crime and disaster, illustrating the experience of ecosocial destruction represented by the five pillars of the ADAPT model:

“‘Nothing seems to be as they had thought, their inner world is in turmoil. They can no longer assume that the world is meaningful or what happens make[s] sense [Pillar 5, meaning]. They

can no longer assume that they have control over negative outcomes or will reap benefits because they are good people [Pillars 3 justice, 4 identity]" (Janoff-Bulman, 1992, p. 62); "The world is suddenly a malevolent one, not simply because something bad has happened to the victim but because the world of people is seriously tainted. Trust in others is seriously disturbed [Pillars 1 safety, 2 bonds and networks] (ibid., 1992, p. 78)" (quoted in Suedfeld et al., 1998, p. 332).

**Decreased self-regulation impacts dyadic and wider family relationships among learners and teachers:** Chung and Freh (2019) found that bombing exposure among an Iraqi displaced population shattered assumptions about the world and others, leading to long-term psychological distress including affect (emotions and feelings) dysregulation, regardless of subsequently accessed crisis support and childhood experiences with significant others (attachment).

The authors noted that Arab cultural norms include 'collectivism, interdependence, harmonious relationships, mutual or social obligation and social support. The distress of one family member is shared by other family members. Emotional distress within each family member will, at the dyadic level, influence the relationship and emotion with the other' (Chung & Freh, 2019, p. 6, citing Jayawickreme et al., 2013; Oyserman & Lee, 2008).

For displaced learners, their teachers (many of whom are themselves displaced), and their families, experiences of disruptive stress and shattered worldviews as a result of the destruction of one or more ecosocial ADAPT Pillar can keep people 'locked' in very basic self-regulation skills and lower adaptation to new situations. This will reduce capacities to focus, concentrate, take in new information, and develop or use critical thinking skills.

**Post-crisis periods when consequences of the damaged or destroyed Pillars/Life systems are faced can be more disruptive than an adverse event itself:** In a study using recordings with Holocaust survivors (Suedfeld et al., 1998), there was a highly significant drop in the use of complex self-regulation skills (IC) when compared with the time period before the early Holocaust stage. As the five ADAPT Pillars are destroyed, disruptive stress elicits adaptive processes: negative emotion, cognitive narrowing, threat vigilance, and decreased cognitive complexity.

Then, a statistically significant increase in the use of more complex self-regulation skills occurred from early to late Holocaust and from early to late post-liberation periods. Those who survived into the late Holocaust period mustered their stress-resistance resources and worked out mechanics that increased the likelihood of survival (Suedfeld et al., 1998, p. 332-333). This mustering of resources to cope with environmental stressors supported more differentiation and integration.

However, a number of survivors characterised the post-Holocaust period as more stressful than the Holocaust itself, as they recovered health and strength, discovered the fate of loved ones, and decided where and how to live the rest of their lives (and how to implement those decisions) (ibid., p. 333).

In these respects, such experiences may bear a familial resemblance to the types of experiences that displaced children require support to face while also moving toward a learners' identity and new life situations.

**Learners benefit from culturally-appropriate targeted teaching of age-appropriate differentiation and integration to self-regulate during disruptive stress and/or when worldviews are 'shattered':** While accessing other MHPSS support as needed, learning and practicing to differentiate basic self-regulation skills into more specialized skills and then to integrate them into more complex skills will be empowering, promote wellbeing and

resilience, enhance academic engagement and attainment, and support the process of rebuilding meaning and facets of the other five Pillars.

## 5. Acculturation, negotiating different meaning systems (Pillar/Life System 5), and self-regulation

**Learners experience the adversities of acculturation and language learning:** Displaced learners are exposed to explicit forms of adversity including learning a new language, entering a new formal or informal education system, engagement with or even immersion in a new culture, all in the midst of difficult economic and legal circumstances (Frisoli et al., 2019, p. 2).

**Four possible acculturation strategies:** According to Berry (1980), and as reformulated by Bourhis et al. (1997), there are four acculturation strategies:

*Separation:* maintaining cultural heritage without any intergroup relations;

*Marginalisation:* non-adherence to either the old or the new cultures;

*Assimilation:* relinquishing cultural heritage to adopt new cultural beliefs and behaviours;

*Integration or bi/multi-culturalism:* maintaining cultural heritage and adopting new beliefs and behaviours; the identities might stay separate and activate in different contexts (Tadmor & Tetlock, 2006).

**The stress of becoming bi-cultural and its effects on self-regulation:** Initialising the process of becoming bi-cultural is extremely stressful. The tension of being accountable to two social 'audiences' elicits cognitive dissonance (accompanied by negative emotion) and social discomfort while new cultural frameworks are not yet internalised or reconciled in some way with existing cultural frameworks.

Tadmor and Tetlock (2006, p.177) report that while the tension between cultures remains unresolved, the experience of high dissonance between the two or more cultures generates more effortful conscious cognitive, emotional, and social processing in the midst of accountability tensions (being accountable to more than one cultural audience) and pressures. With support, more specialized and complex self-regulation skills can be developed and used in an attempt to resolve the tension and lower the negative emotion of dissonance (ibid., p. 182).

The higher the degree of value incompatibilities among cultural meaning systems, the more stress is elicited and effortful, complex self-regulation is needed to lower the dissonance (ibid., p. 179).

Children can be taught age-appropriate self-regulation differentiation and integration skills to avoid reaching the point of internal and external resource depletion and moving into a threat response where there is little or no positive emotion and self-regulation decreases.

**Potential benefits of becoming bilingual through self-regulation:** Studies demonstrate that bilinguals' effortful management (using differentiation and integration) of two meaning systems, and the need to switch among them, strengthens their executive control capabilities leading them to display an enhanced ability to deal with dualities not only in the domain of language but also in other areas more generally (Bialystok et al., 2009). Bailey and Jones (2019) identify effortful control and executive function as two building blocks for self-regulation skills.

Tadmor et al. (2012) found that the differentiation and integration skills (IC) of those who identified with both their 'home' and 'host' cultures showed more creative fluency, flexibility, and novelty.

Experiencing the processes of bi-culturalism and/or bilingualism would help to stabilise or reconstruct the five Pillars if supported with learning more specialized and complex self-regulation skills through SEL programming.

**Learners benefit from culturally-appropriate targeted teaching of age-appropriate differentiation and integration to self-regulate while selecting an acculturation strategy:**

Learning self-regulation through the developmental progression of differentiation and integration will be helpful regardless of which acculturation strategy is selected. Enhanced IC self-regulation skills will be particularly supportive of bi-culturalism and bilingualism (the experience of many displaced learners, families, and teachers).

As noted, further development of the above five areas of self-regulation and life systems skills for displaced learners would require programme co-development for a particular site and target population.

## 5.2 The IC-ADAPT SEL high-level programme design: methods and approaches to develop self-regulation

In brief, the 'IC-ADAPT' SEL high-level programme design adapted for the LP is a nonclinical, psychosocial, life ecosystem, and protective methodology that focuses on children and youth's positive coping and resilience for increased age-appropriate self-regulation. Following this design, the resulting SEL programme components would use:

- a 'psycho-educational' method that empowers learners by increasing their understanding of how they function psychologically, that is, age-appropriate awareness of the multi-directional influences among our brains, thoughts, emotions, social processes and wider environment, using experiential and participatory pedagogies to develop self-regulation
- a 'neuro-affective regulatory' evidence-based method that teaches age-appropriate self-regulation of thoughts, emotions and feelings through increased understanding and awareness
- elements of developmentally-culturally-contextually- appropriate Cognitive Behavioural Therapy (CBT), with appropriate adaptations for use with varying age groups in a range of cultures and contexts to increase self-regulation in a range of situations
- a 'meta-awareness' approach to develop multi-levelled self and other awareness for increased self-regulation (at a very basic level for younger children and with increasing specialism and complexity as children grow and mature)
- a 'mind-body feedback' approach (or, 'embodied cognition', including biofeedback techniques) to aid age-appropriate self-regulation
- and other evidence-based wellbeing approaches (e.g., mindfulness) that support the development of age-appropriate self-regulation

These methods and approaches would enhance wellbeing, a core outcome of SEL programming that supports academic attainment, secure relationships, responsible civic engagement and improved opportunities for gainful employment.

### 5.3 Age-appropriateness

The IC-ADAPT SEL programme design would produce a programme relevant for all ages (5-15). This means that those in a specific displacement context would be able to increase and strengthen their SEL skills (all based on the developmental progression of self-regulation, differentiation and integration) over several years. Moreover, the thematic areas, examples and activity progressions for each age group (or level) would not preclude new students (e.g., those who have newly arrived on site) from joining the curriculum at later stages of the programme.

As an example of this progression, the following example highlights how the themes of belonging and making meaning (pillars/life systems 2, bonds and networks, and 5, existential meaning, in the ADAPT model) would be adjusted depending on age. This example does not represent a programme prioritisation of belongingness and is used purely as an example:

- For younger children, SEL programming to support belonging and meaning-making skills (at root, forms of self-regulation through differentiation and integration) would focus on simple examples and exercises through directed play. These would incorporate images and cultural expressions that learners themselves and their families identified in the CRA focus groups, as well as images and expressions that evolved along the way. With this age group, the emphasis primarily would be on nurturing existing, and developing new, protective factors based on various types of self-regulation in a range of situations.
- For older students, especially for those in the teen years, the same themes of belonging and making meaning would focus on activities and examples with more complexity (to develop more complex, sophisticated self-regulation skills). These activities and examples would also incorporate images and cultural expressions identified during the CRA focus groups with older children and youth, and those developed along the way. However, the emphasis would be on nurturing existing protective factors (self-regulation differentiation and integration skills) while facilitating activities that highlight any possible risk factors and offering guidance on how both to identify and avoid or steer away from paths toward such risks (using more complex self-regulation skills).

One such risk factor would be the possibility of joining violence-affirming groups or engaging with those who may have already taken steps in this direction (DeMarinis & Boyd-MacMillan, 2019). Helping to name, understand and work through areas of cognitive dissonance around this complex area, or other themes such as gender-inequality, would be supported by the co-developed IC-ADAPT SEL programme. Activities would be aimed at differentiating, harmonizing, and integrating different perspectives. This would include reconciling changes in, for example, roles/identities and existential meaning/worldview concepts, along with consequences from the past as they could be experienced in the present and affect the future. As possible and appropriate in each context, and done with gender and cultural sensitivity, teachers could be trained to enable older learners to use their SEL skills to support and mentor younger learners during class and/or after school. This would offer an alternative experience of belonging and meaning making to those offered by violence-affirming and other groups.

This example touches on the other pillars/life systems of safety/security, justice, and role/identities. Some pillars/life systems could be more relevant than others to all learners or an area of personal focus for a few. The IC-ADAPT SEL programme would allow for and accommodate these individual differences while guiding a group through sequential topics and learning activities through culturally and age appropriate, gender sensitive, pedagogical guidelines and principles and curriculum structuring.

## 5.4 SEL cohesion: SEL elements integrated throughout other Learning Passport curricular components, and the SEL curricular component

The SEL curricular component based on this high level Programme Design, and the SEL integrated elements that support the Learning Passport as a whole (maths, science and literacy), together are designed to create a safe, nurturing, and dynamic learning environment. In the SEL curricular component, the intra- and inter-personal self-regulation skills would be focused through culturally-informed activities that create age-appropriate experiences for:

- ↘ understanding our own life systems and how they interact
- ↘ understanding our own different emotions and why they are important
- ↘ learning skills to work with our own emotions
- ↘ learning about and exploring how we can recognize and adjust our own ways of responding to situations and how that changes others' responses
- ↘ testing different kinds of challenging situations and finding solutions that work for all involved
- ↘ celebrating and marking learning and thereby creating new memories that bring hope

The classroom becomes a safe space to explore the inner and outer world:

Sometimes I think of this place [classroom] as a kind of lab where it is OK to test things out. Sometimes all I see are the differences between us. And I get tense. But most times now I feel we are just children together. And that is much better. There is more time and energy for doing fun things together like being outside on the playground playing ball or even figuring out homework together.<sup>5</sup>

The classroom, and its environs, becomes the microcosm for safely learning, testing and applying culturally and contextually appropriate self-regulation skills (age-appropriate differentiation and integration). As the LP's design is, in the best of situations, to have the entire school engaged in the SEL curriculum, the microcosm would expand to the entire school context. As the applications of SEL were extended outside of the classroom and school environs, first by structured activities and the pupils' own suggestions, the microcosm would expand into the home environment and everyday situations:

At first I was afraid of the bullying. I just kept quiet. Then I said something about bullying as an example in the class. I was scared to say it happens to me. But then another person said they are going through this too. I didn't feel so alone. We got to understand how and why bullying begins. Then we worked with this and made a plan to support each other. The children that were bullying others got extra help too. It is better now, we know how to spot things before they get more out of control.<sup>6</sup>

The SEL integrated elements throughout the whole Learning Passport (maths, science and literacy) would serve to support academic attainment, wellbeing and resilience, secure relationships and provide other important skills for employment in the following ways:

- The initial pre-programme assessment and data gathering would provide important information from the actual stakeholder groups regarding:
  - culturally-relevant areas of concern;
  - current problems;
  - specific changes in the pillars/life systems;
  - children's areas of interest;
  - personal and group resources;
  - important ways of marking events;
  - both literal and symbolic actions, rites, celebrations that were important for making meaning in the context.

This information would enable the selection of topics and examples that would be used to show learners and families how the SEL learning concepts were relevant in all of the curriculum areas.

- Already identified problem or challenge areas that had to do with specific cognitive concerns, such as problems with concentration, and behavioural concerns, such as acting out and general restlessness, would be addressed with SEL nudges and

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<sup>5</sup> Excerpts from interviews with Syrian children in Turkey. See Cetrez and DeMarinis (2017) for background information.

<sup>6</sup> See note 5.

prompts related to simple biofeedback and mindfulness techniques learned as part of the self-regulation (differentiation and integration) skill set in the SEL curriculum.

- ↘ If new concerns occurred due to changes in contextual or situational circumstances that effect the class as a whole, or school as a whole, these would be taken up in the SEL curriculum course at each grade level and strategies developed there would be coordinated into the other areas of the LP and wider school routines.

These features of the IC-ADAPT SEL programming would be coordinated with existing host countries' MHPSS policies, services, and programmes, as far as possible.

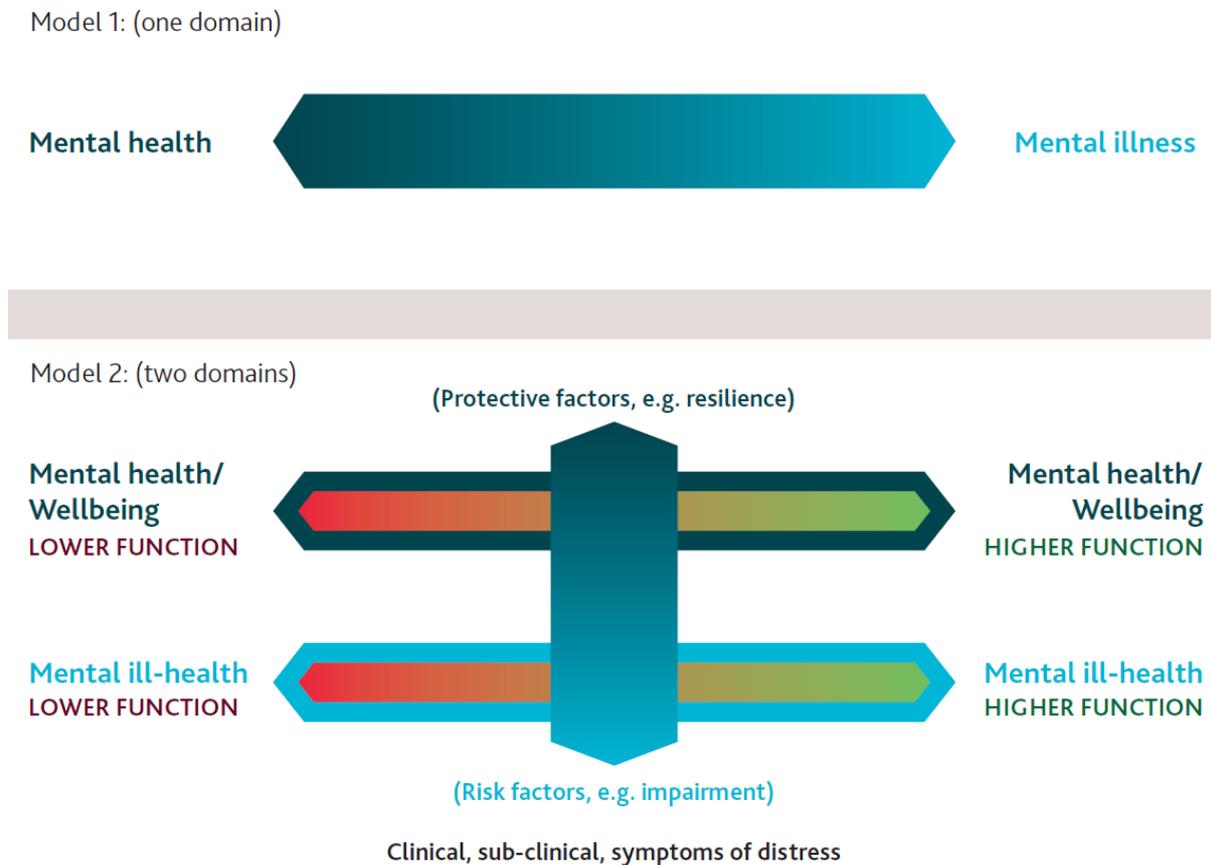
## 5.5 IC-ADAPT SEL programming within MHPSS

The IC-ADAPT SEL high-level programme design would be an integrated component of the four-levelled MHPSS-SEL triangle of support using a two-domain model of mental health (MH).

### 5.5.1 Two-domain model of mental health (MH)

The IC-ADAPT SEL programme design is conceptualised within the current, prevalent two-domain mental health (MH) model, which has replaced the one-domain model (DeMarinis & Boyd-MacMillan, 2019; Patalay & Fitzsimmons, 2016; Kalra et al., 2012). The two-domain model does not focus purely on individuals, but encompasses relationships and experiences of the five environmental-societal pillars (life systems) across the micro, meso, and macro domains. The two domains interact and are related only moderately. An individual functioning with a higher level of distress does not automatically function with lower wellbeing or vice versa. See Figure 3.

Figure 3 One-domain and two-domain models of mental health. Adapted from DeMarinis and Boyd-MacMillan, 2019.



## 5.6 MHPSS ‘diagnostics’ and assessment in IC-ADAPT SEL high-level programme design

The dual and interacting domains of the current mental health model necessitate a dual system of ‘diagnostics’ for the IC-ADAPT SEL programme design (DeMarinis et al., forthcoming 2020). A dual system facilitates understanding of a learner’s actual mental health function in each domain (wellbeing and ill-health). ‘Diagnostics’ is used generally, to include not only clinical diagnoses, but subclinical, psychosocial impairment and distress *and* wellbeing-resilience. Implementers of the IC-ADAPT SEL programme (who do not need to be mental health specialists) should consider creating a two-domain diagnostic profile of learners that can be tracked over time on both individual and group levels. Student profiles would include learner qualitative and quantitative data (such as the ASI [Adaptive Stress Index], Tay et al., 2019), and qualitative data from teachers and parents/caregivers.

In each context, implementers should consider identifying the most practical and scalable tracking method. Depending on resource availability, this could involve digital platforms. In all cases, tracking would require careful planning for implementation training, data protection, and related issues.

As each learner's profile is tracked, implementers should consider monitoring for movement along the two mental health domains:

- Mental health: how a learner's empowerment, trust, and hope base is functioning and being self-regulated; trust and hope are necessary empowering capacities for learners, e.g., that positive experiences can be repeated, that effort can lead to success, and so on; without trust and hope, learners are disempowered from learning; both would be targeted for intentional self-regulation (differentiation and integration).
- Mental ill-health: how past and/or current responses to disruptions are affecting, impairing or disrupting, their current coping (self-regulation, differentiation and integration).

## 5.7 IC-ADAPT SEL programming principles across the 4 MHPSS levels

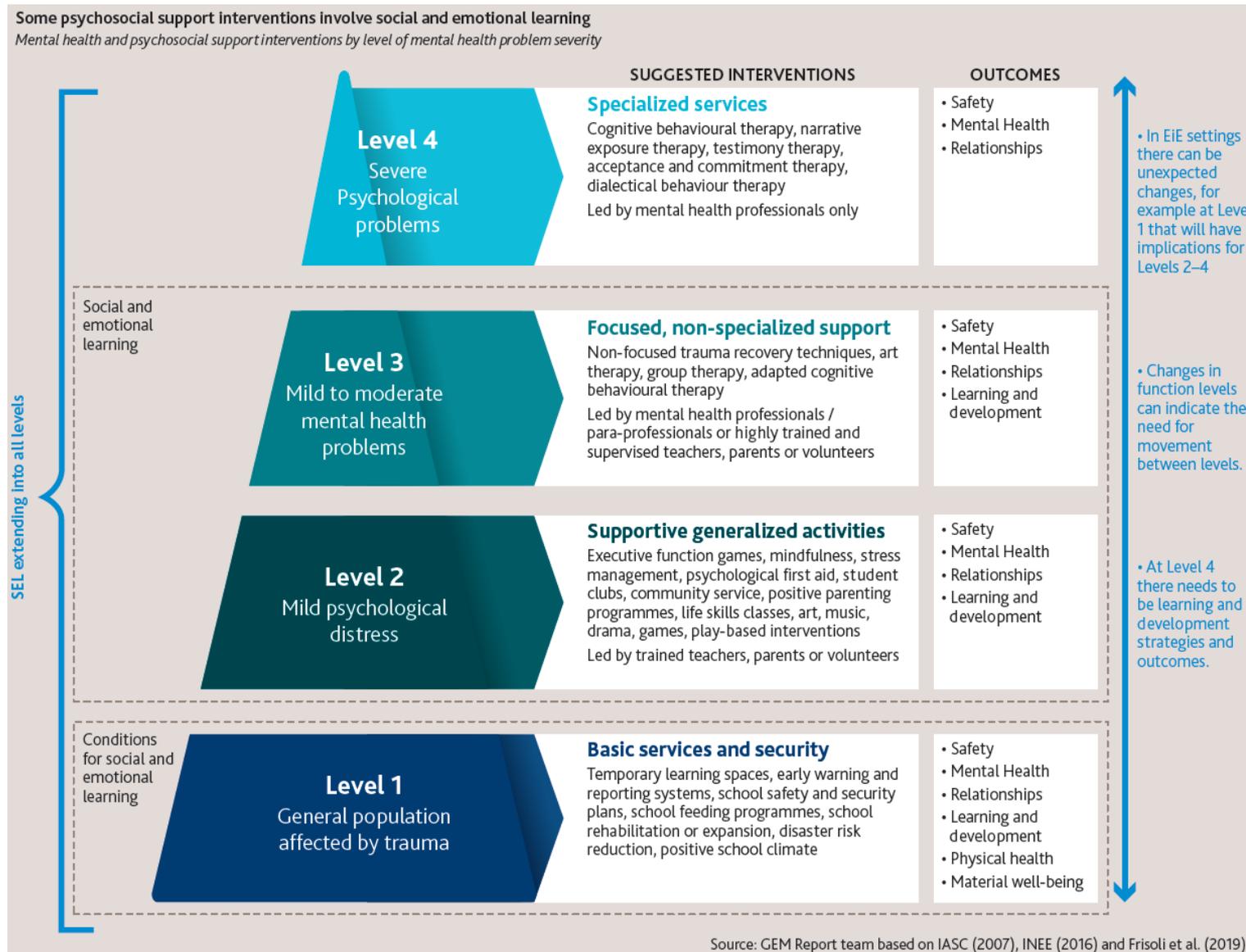
The IC-ADAPT programme design recommends SEL programming across all four levels of MHPSS structures and services in order to enable implementers and other stakeholders to explore possible interactions between (and eventual coordination of) planned MHPSS-SEL interventions and other types of host country MHPSS or psychosocial interventions. This would enable more effective use of scarce resources and facilitate earlier integration of displaced learners who were unable initially to attend LP/SEL classes due to current challenges. See Figure 4 for the MHPSS-SEL triangle with SEL across the four levels.

The IC-ADAPT high-level programme design is for use with the maximum number of learners possible across the levels of the MHPSS triangle<sup>7</sup>. The primary focus in this programme design is toward increasing the resilience process in the wellbeing dimension of the two-domain MH model. Wellbeing and resilience are key outcomes for SEL programming. It is anticipated that the majority of displaced children who participate in the LP/SEL programme have been through and may still be experiencing a number of adversities, and in this respect could be vulnerable. However, as an adversity-informed SEL programme, IC-ADAPT SEL is designed to provide the sensitivity, support and structure needed for displaced and vulnerable learners to develop resilience and wellbeing through culturally and contextually appropriate self-regulation (differentiation and integration).

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<sup>7</sup> In each context, depending on the mental health resources available, another version of the IC-ADAPT programme can be built for delivery with identified sub-group populations receiving specialised MH care.

Figure 4 The place of SEL in the MHPSS pyramid (Source: Adapted from UNESCO, 2019)



The IC-ADAPT SEL high-level design accommodates the potential range of child/youth needs through pre-programme assessment *and* ongoing assessment processes throughout the programme (discussed below). Teachers would be guided to identify the salient sub-groups with special needs in each context along with culturally appropriate guidance for activity adjustment regarding identified and targeted sub-groups in the larger class. This would represent a stepped-care approach for specific needs alongside the general focus on strengthening wellbeing and resilience. The term ‘educational settings’ includes both in and out of class/school activities with special attention to play and activity spaces. As far as possible, culturally appropriate, age and gender sensitive, guidance for inside and outside, play, play-based and learner-centred pedagogies would be integrated throughout.

### **5.7.1 Special needs in IC-ADAPT SEL high-level programme design**

The SEL programme design anticipates the inclusion of all students in a given class for participation in whole group and subgroup activities. Within any given group, however, implementers should anticipate that there will be children/youth with different MH and other needs. A co-developed IC-ADAPT SEL programme would include a set of contextually and culturally appropriate criteria to identify participants who have specific mental ill-health concerns, recent trauma experience, or other situational factors that might warrant initial exclusion. These criteria should be identified in collaboration with the host country mental health specialised services.

If this is not possible, the criteria should be formulated in collaboration with implementers, teachers, families, and key community representatives (‘cultural brokers’) to enable the maximum number of learners to learn with minimal disruption. For example, there could be collaborative identification of general goals and measures for the class as a whole, as well as specific goals and measures for any identified sub-groups within the class. Broad public mental health measures could be used to enable scalability, and guidance provided to allow for a more nuanced understanding of special needs that may influence measure outcomes and how they could be supported within the larger class context.

A collective decision that it is not possible to support a particular child or youth in the educational setting would be based on safety considerations. For example, this decision may be necessary to prevent doing harm to the child or young person, who may be too vulnerable, and/or who might inadvertently harm the group if exhibiting highly disruptive acting-out behaviours. However, an alternative pathway for the individual should be identified immediately, to work toward (re-) integrating these individuals into the mainstream formal or informal educational setting. Through coordination with existing and specialised mental health and other services, children and youth who at first might be unable to participate in the general class due to pre-existing developmental or mental ill-health problems could be introduced to the SEL curriculum through other programming.

If specialised mental health services do not exist, then implementers should confer with the community cultural brokers, parents, and the wider community to translate specific goals and measures for identified sub-groups into processes that non-specialists would be able to deliver and monitor through targeted capacity-building training. For emphasis: a pathway should be identified to stream these children into the general class structure.

This is in keeping with the United Nations Convention on the rights of the child, which asserts that education is a right for every child.

## 6 SEL-informed initial steps for the broader Learning Passport

### 6.1 Introduction

Implementation of the broader Learning Passport (LP), and especially the social and emotional learning (SEL) programme, begins with site identification. Stakeholders should collaborate with ministries of education and health (national, regional, local) to examine whether the LP can support learners in each particular context. For the SEL programme, and the broader LP, those participating in these discussions should consider having several goals, including but not exclusive to:

- ↘ Mapping the de facto situation of displaced learners in that site, e.g., status of access to the national curriculum.
- ↘ Reviewing the national curriculum content and approach in that site, along with pre-entry assessment methods, and identifying overlaps and possible adjustments to the LP, including SEL, for coherence or alignment with the national curriculum and existing assessment methods.
- ↘ Reviewing existing resources, needs, and ongoing assessment methods, across the four layers of the MHPSS-SEL triangle in that site, and identifying overlaps and possible adjustments to the LP, including SEL, for coherence or alignment with existing national MHPSS-SEL services and programming.

After the decision is made to go ahead with the LP in a particular site, it is recommended that all involved are invited to give their formal consent and together establish a vision or mission statement. A formal consent and shared vision or mission statement would serve to confirm multi-levelled commitment and increase the likelihood of success. As challenges arise, the vision or mission statement could offer guidance and incentivise the search for solutions.

Consideration should also be given to forming two to four teams:

- ↘ Learning Passport implementation team
- ↘ SEL co-development team
- ↘ Monitoring and evaluation coordination team
- ↘ Data management coordination team

The SEL co-development team could be a separate team or sub-team of the LP implementation team. Similarly, the monitoring and evaluation coordination and data management coordination teams could be two parts of one team.

### 6.2 Initial assessment for broader LP including SEL: Community Readiness Assessment (CRA) model

The Learning Passport Implementation team should consider using an adapted version of the internationally-tested Community Readiness Assessment (CRA) model (Edwards et al., 2000) to prepare for contextual, cultural, gender sensitive, special needs and/or

disability-related adaptations. The LP implementation team would engage with identified stakeholder cultural brokers/key interpreters through interviews followed by focus groups with both the cultural brokers/key interpreters *and* other community members. Cultural brokers should be identified from among learners, teachers, parents, social workers, mental health professionals, and other groups. The implementation team would:

- Analyse the collected interview and focus group data to identify the dominant themes within community identified needs, priorities, views, existing resources, and other categories.
- Use the dominant themes to shape how the LP as a whole and SEL programming in particular engages with the community-identified priority needs.

Based on the identified community resources and priority needs, implementers would outline a high-level list of SEL elements to be integrated across LP curricular components and the priority SEL self-regulation skills and sequences to be taught in the SEL curricular component. Simultaneously, implementers would consider any existing SEL programming and/or SEL elements articulated by government policies in the host country. Overall, the implementers should consider aiming to create an SEL ecosystem for maximum effectiveness. While all participants would benefit from these consultations, learners would be primary beneficiaries, supported by teachers, families, and the wider community.

The cultural ‘brokers’ or mediators identified through the CRA process could help to address possible barriers to teacher, familial, and community participation in the new educational programme - always including SEL in some way - due to unfamiliarity, inexperience and/or being members of disfavoured groups (Watters, 2001). In some contexts, local religious or faith leaders may play an important role in cultural mediation due to their position of trust and embeddedness within communities (El Nakib and Ager, 2015). In disaster relief camps in Pakistan, for example, Hirani (2014) shows that religious leaders and community mobilisers are vital in convincing the community that education is the basic right of children and that literacy is essential for the development of young children.

In order to capture the particular wordings of learner, teacher, family/carer, and/or community concerns as well as the resources and experiences of children, parents, and teachers, the LP implementation team should consider including a special version of the internationally-used Cultural Formulation Interview (CFI) (Lewis-Fernández et al., 2016) for each of these stakeholder groups in the CRA process. This would enable implementers to map learner, family, and teacher concerns, as well as experiences and resources in relation to their:

- expressions of concerns and hopes;
- personal, social, and general life circumstances;
- accessible and empowering meaning-making resources (e.g., social, cultural, political, spiritual, and religious) with suggestions for including or connecting these resources to the therapeutic process or other intervention (such as MHPSS-SEL programming in educational settings).

Using the CRA model and special version of the CFI would equip the LP implementation team to adapt IC-ADAPT SEL programming content and delivery for age, host culture, gender, and disability sensitivity.

### 6.2.1 Other psychosocial and SEL-specific assessments

In each context, the LP implementation team should explore the availability and use of psychosocial assessment tools in the host country or specific site (e.g., the Refugee Mental Health Assessment Package or ‘R-MHAP’; Tay et al., 2015a). Alongside an adapted CRA model and other SEL specific assessments (which would inform the collaboratively identified criteria mentioned in the special needs section above), further assessments should be considered to determine where learners are in relation to the other LP curricular components (mathematics, science, literacy). These would be identified in a later phase of the LP.

## 6.3 Co-development of the SEL programme

After all initial assessment data are collected and analysed (e.g., from the CRA, CFI, other psychosocial tools used in host country or otherwise), the LP implementation team should consider drafting plans for LP co-development with context-specific adaptations, including all SEL programme components. These plans should be reviewed by all implementers and identified community representatives. The finalised plans should be agreed collaboratively, along with a programme testing and review process. The implementation team should check that all adaptations cohere with the decisions made regarding alignment with the national curriculum and are informed by findings from the initial assessments with the adapted CRA model and other tools.

The co-development team for the SEL programme should consider involving representatives with the authority to make decisions and represent their group. Represented groups should include the following:

- Host governments (local, regional, national)
- Implementing organisation(s)
- Teachers
- Learners and learner families
- Wider community
- Database coordination team
- Monitoring and evaluation coordination team
- Mental health services
- Others, depending on context and culture

Together, the collaborators should consider working in partnership to co-develop an appropriately contextualised seven-part SEL programme covering:

1. IC-ADAPT SEL programming in formal and informal educational settings (broadly defined as above, given variabilities in site facilities, etc.), across the four levels of the MHPSS-SEL triangle

2. SEL elements to be integrated across the LP curricular components to inform:
  - The pedagogical methods used to present content (e.g., enabling physically embodied/active, experiential, reflective, participatory learning as much as possible, i.e., culturally appropriate and gender sensitive),
  - The processes learners use while engaging with the content (e.g., classroom guidelines, small group guidelines),
  - The content itself, when possible (e.g., sharing in maths; energy in science; storytelling in literacy)

In brief, implementers should consider how SEL is the basis of every educational activity (LP or otherwise) to support academic engagement and attainment.

3. Formative and summative monitoring and evaluation processes of the SEL elements incorporated into the other curricular components.
4. A standalone SEL curricular component to be delivered alongside the other curricular components (maths, science, literacy) with formative and summative monitoring and evaluation processes, including the profile tracking process discussed above.
5. Teacher training for both the SEL elements integrated into the other curricular components *and* for the SEL curricular component, with ongoing professional development support and supervision.
6. Ongoing family and community SEL support.
7. A schedule for regular SEL (and whole LP) reviews to enable revisions and updating for continued effectiveness.

Co-development of these seven parts would incorporate findings from the initial assessments of all kinds (CRA with CFI, those used in the host country, if available, other psychosocial tools including ‘diagnostics’ broadly understood, other available tools). The co-development process would include identification of appropriate priority self-regulation skills (differentiation and integration) and sequences within the 5 ADAPT pillars/life systems. Co-developers should consider focusing on but would not necessarily be limited to:

- Structure and pace of SEL learning activities in light of the range of pre-programme assessment results.
- Age appropriateness of SEL materials and learning points.
- Gender sensitivity of SEL materials and learning points.
- Disability and special needs requiring adjustments to SEL materials and learning points.
- Role of physical body movement in SEL programming, including singing (e.g. to support embodied cognition and biofeedback, meta-awareness, and meta-affective reasoning).
- Role of the physical environment in SEL programming.

Examples of how these foci can be considered have appeared throughout this document (e.g., age appropriateness and special needs).

## 7 SEL teacher training and preparation for the broader Learning Passport and particularly SEL

The LP implementation team should consider planning and beginning IC-ADAPT SEL teacher training and preparation in tandem with programme material co-creation and co-production (these processes will differ according to what is possible in each context). Informed and shaped by findings from the CRA and other pre-programme assessments, the teacher training programme would include experiential, multi-modal, participatory training about safeguarding, professional reflexive practices, the theory-practice-feedback loop, and provide quality assurance (QA) grids of varying length for guidance. It is anticipated that in many cases, if not most, the presentation of learning content using SEL informed processes, and SEL content in general, will be new to teachers. Thus, teacher training should focus on creating a peer group shaped and informed by SEL processes, with the incorporation of reflective practices, to support the adoption of SEL informed teaching methods across all subjects and throughout the educational environment. For example, teachers could be encouraged to begin with contextualising and building on the following SAFE approach (adapted from <https://casel.org/what-is-sel/approaches/>):

- **Sequenced:** Connected and coordinated activities to foster self-regulation skills development
- **Active:** Active forms of learning to help students develop self-regulation skills
- **Focused:** Targeting the development of personal and social self-regulation skills
- **Explicit:** Specific social and emotional self-regulation skills

Teachers could be encouraged to use reflective practices to monitor their successes and challenges in following this approach and discuss their experiences in peer supervision groups, with follow-up during successive meetings.

The LP implementation team should consider prioritising, as far as possible, that initial instruction is delivered face-to-face using role play, video examples of best practice, discussion, video recording of the teachers in action reviewed alongside instructors who offer feedback and suggestions, and ongoing supervision with peers and with supervisory implementers. If available, digital platforms could supplement and support face-to-face training but ideally not replace it. One case study offers useful evidence-based learning points and suggestions for teacher training.

### SEL teacher training and preparation example:

Baker-Henningham and Walker (2018) describe the adaptations made to the Incredible Years teacher training materials based on teacher feedback and trainer observations and reflections, alongside quantitative and qualitative evidence collected during a pilot study with pre-school teachers in Jamaica. They documented twenty changes to the training materials, including new training videos to replicate Jamaican classroom features (e.g., high teacher-student ratio, less resources) and a range of adaptations in response to a lack of sufficient prior knowledge, variations in teacher motivation, competence, and persistence, time constraints, low confidence, need for active learning, low learning transfer, and unfamiliarity with learner-led teaching. See Table 2.

Table 2 Adaptations made to the Incredible Years Teacher Training materials after the pilot study. Source: Baker-Henningham and Walker, 2018.

Rationale for adaptation	Source of the evidence	Adaptations to materials
Video vignettes were from US schools and the classroom context was unfamiliar to the teachers (e.g. higher teacher-child ratio, more resources, better physical conditions). Significant amounts of time were spent discussing, role-playing and modelling how the strategies could be implemented in the Jamaican context	Facilitator reflections on workshop. Co-facilitator notes on workshop. Coach's notes on the in-class support sessions	Make video vignettes of teachers in Jamaica preschool classrooms using appropriate behaviour management techniques
Teachers lost concentration and focus during longer video vignettes, teachers often praised vignettes with negative practices and some video examples were very subtle and easily missed by the teachers	Facilitator reflections on workshop. Co-facilitator notes on workshop	Make only short vignettes (1-2 min). Use positive role models only Make the video vignettes very explicit
Teachers did not always have sufficient prior knowledge to easily grasp the strategies as presented in the original programme; some content needed to be repeated several times	Facilitator reflections on workshop. Co-facilitator notes on workshop	Design activities to help teachers acquire new knowledge (e.g. card-sorting activity to differentiate between good and bad instructions). Provide handouts with specific examples of how to use a particular strategy.
Teachers varied in their motivation, competence and persistence in utilising the strategies	Coach's notes on the in-class support sessions. Teacher feedback during workshop. Qualitative evaluation of pilot study	Design role plays to introduce and reinforce new concepts (i) Provide easy to use checklists for teachers to monitor their progress, (ii) Provide simple handouts clarifying key points and (iii) Design classroom assignments to encourage teachers to document their use of specific skills and their effects on individual children (so teachers recognise the effectiveness of the strategies)
Implementing the strategies was difficult in classrooms characterised by overcrowding, few resources, high noise levels and high child/staff ratios	Teacher feedback during workshop. Coach's notes on in-class support sessions. Qualitative evaluation of pilot study	Design new brainstorm and small group activities to help teachers generate and practice solutions to common problems. Provide handouts with creative ideas for solving common problems
Some teachers needed substantial assistance before they were competent at using the strategies without help	Facilitator reflections on workshop. Coach's notes on the in-class support sessions	Design step-by-step guidance on how to explicitly teach skills to the children (e.g. following classroom rules, using social skills) with accompanying checklists for teachers to follow
Teachers found it difficult to find time to utilise a curriculum unit on social and emotional competence containing structured lessons	Quantitative and qualitative evaluation of the pilot study	Design classroom activities that integrate the teaching of social and emotional skills into everyday teaching and learning activities
Rationale for adaptation	Data used	Adaptations to methods
Teachers preferred to spend less time in passive activities (e.g. watching video vignettes, group discussions) and more time in active activities (e.g. role plays, group work)	Facilitator reflections on workshop. Co-facilitator notes on workshop. Qualitative evaluation of pilot study	Reduce the number of video vignettes and the time spent on group discussion. Spend more time on active, hands-on activities (e.g. role plays and small group work)

Rationale for adaptation	Data used	Adaptations to materials
Teachers often lacked confidence to try the strategies in their classroom without assistance and/or became disheartened if the strategies did not work as intended	Teacher feedback during workshop. Co-facilitator notes on workshop. Qualitative evaluation of pilot study	Spend more time on role plays and group activities to give teachers practice using the strategies during the workshops. Provide structured in-class support sessions that focus on modelling and prompting teachers, providing supportive feedback and assisting with problem solving
Teachers found it difficult to generalise their use of the strategies to different situations in the classroom	Teacher feedback during workshop. Coach's notes on the in-class support sessions	Role play using each strategy in different situations. Provide opportunity for teachers to work in small groups to plan and practice how they will use a strategy to address different child behaviours and across different activities in the school day
Teachers were unaccustomed to spending time playing with children, engaging in social conversation and following children's lead. There was a strong emphasis on academic learning with little or no focus on promoting children's social and emotional skills Some teachers needed more guidance before they could use the strategies competently and consistently	Quantitative and qualitative evaluation of pilot study  Facilitator reflections on workshop. Coach's notes on the in-class support sessions	Increase the time allocated to the topics 'Building positive relationships with children' and 'Praise and rewards'. Increase the length of the workshops (from 5–6 days to 8 days)  Utilise demonstrations and explicit teaching in addition to using the more collaborative approach advocated by the IV programme

While the pilot study in Jamaica was not in an EiE context, the description of training challenges reported by Baker-Henningham and Walker coheres with the challenges reported in EiE contexts and would beneficially inform the teacher training that is co-developed for the IC-ADAPT SEL programme. The co-development process would also beneficially align with resources produced by the INEE collaborative, Teachers in Crisis Contexts (TICC), to support unqualified and under-qualified teachers, and which highlight the need to contextualise materials (TICC, 2016).

The LP implementation team should consider including SEL training in the overall LP professional development for teachers, as recommended by Jones and Doolittle (2017), in order to promote teacher wellbeing (Bradley et al., 2018; Soye & Tauson, 2018). Jones and Doolittle (2017, p.9) note that SEL programs are more effective when delivered by adults who show that they understand and respect a learner's point of view. For example, fear of repercussions from sharing sensitive information may hinder some children from telling teachers or facilitators about issues relating to mental health or problems at home. Brainin et al. (2019) found that HIV stigma prevented learners from disclosing hardships to teachers in Kenyan primary schools. Safety is the first layer of the MHPSS-SEL intervention triangle and feeling safe enough to disclose information to teachers in order to seek help is essential for effective SEL programming.

The LP implementation team should consider co-developing definitions and criteria for SEL teaching effectiveness. When this had been carried out, the following could be organised, as far as possible:

- Regularly scheduled supervision by experienced teachers with track records of effectiveness to mentor, guide and support the development of other teachers;
- Peer supervision (in pairs and/or groups) with teachers meeting regularly to share successes, discuss challenges, and generate ideas for solving problems.

At all levels, the LP implementation team should consider planning and putting into place regular review processes for teacher monitoring, evaluation, tracking and record-keeping.

## 8 SEL support for learner families and the wider community for the broader Learning Passport and particularly SEL

Initial engagement with learner families and the wider communities should transition into ongoing support to create a LP and SEL ecosystem for maximum learner benefit. As trust is built and families/carers experience and recognise the academic, social and emotional benefit of SEL for their children, and indirectly for themselves, they should be supported to use SEL informed, culturally sensitive parenting approaches. The LP implementation team should use findings from the CRA and other pre-programme assessments to inform the co-development of IC-ADAPT SEL materials for learner families and the wider community. Caregiver and community support for children's social and emotional learning represent important aspects of SEL programming, which includes the classroom, school and home environments (Diaz Varela et al., 2013; INEE, 2016).

As far as is possible and in coordination with host country policies and existing services, training and support for all involved in learners' lives should be co-developed (Osher et al., 2016). The participation of local stakeholders and gatekeepers in the planning, implementation, and evaluation of the IC-ADAPT SEL programme, including students, teachers, family, and members of the wider community, would be key for effective practice (Strang & Ager, 2003; Richardson, 2014; INEE, 2016; Bangpan et al., 2017). Elbertson et al. (2010) found that engaging the family in SEL programming increased the number of positive student outcomes as well as the duration of the effects.

Implementers of the IC-ADAPT SEL programme should consider aiming for horizontal coherence across the LP through the creation of safe, caring, well-managed and participatory learning environments in school and at home. To thrive academically, emotionally, and socially, learners need secure, trusting relationships with adults, including carers, teachers and those in the wider community.

## 9 Ongoing monitoring and evaluation for SEL in the Learning Passport context

### 9.1 Overview

The IC-ADAPT SEL programme would benefit from multi-level and multi-modal evaluation processes with an oversight coordination team including learner, family, teacher and data management representatives. Formative and summative evaluation processes, along with monitoring and tracking, would beneficially be co-developed with implementers and community representatives in each context to identify the goals and vision for success to various stakeholders (what success would ‘look like’ to each stakeholder). Contextual resources, infrastructures and systems, along with training and maintenance capacities would set some parameters around what was possible in each site. The parameters of EiE contexts change rapidly and the LP implementation team should consider putting in place regular review processes to enable timely responses to new or depleted resources. The partnerships that are forged in each site could collaborate to attract and support new and innovative investment as well as help to create the necessary conditions for new local resources to emerge, develop, and flourish organically. These efforts would require an evidence-base of effectiveness grounded on careful evaluation and ongoing improvements.

The implementation team should consider several layers of formative and summative evaluation and monitoring. For each layer, data would need to be collected, managed, and analysed securely by an identified hosting organisation. In addition to providing data analysis and managing data security and access, the host would monitor security and ongoing compliance with international standards. Several types of data collection and extensive analysis capacities would be required to evaluate and monitor varying types of data related to, for example:

- **Formative** *learning outcomes* through demonstration of knowledge and understanding in order to guide subsequent instruction.
- **Formative** *behavioural outcomes* through demonstration of targeted behaviours in order to guide subsequent instruction.
- **Summative** *learning outcomes* through demonstration of knowledge and understanding in order to determine learner progression through sequential learning points.
- **Summative** *behavioural outcomes* through demonstration of targeted behaviours in order to determine learner progression through sequential learning points.
- **Student progress over time** (e.g., academic, relational, civic participation, employment), as possible.
- **Comparisons** with other populations, as possible.
- Process **outcomes** including documentation and analysis of:
  - programme co-development and delivery;
  - beneficiaries of programme co-development and delivery;
  - resources used and managed;

- practical problems that were encountered;
- how those problems were understood, addressed, and resolved.
- ↘ **Ongoing study of programme effectiveness** in order to identify how it could be strengthened and enhanced; in each context ‘effectiveness’ would need to be defined and research hypotheses formulated according to the evaluation priorities of the host countries, implementers, and other stakeholders.
- ↘ **Teacher SEL practices** in each curricular component, both during each LP delivery and over time.
- ↘ **Family and community** actions taken to provide **SEL support** for learners.

Periodic programme reviews would enable monitoring of the IC-ADAPT SEL programme for continued adherence to the criteria of ongoing value, effectiveness, sustainability and quality. And while some of the factors that contribute to these criteria would be impossible to control, the benefits of regular review would outweigh the influence of uncontrollable factors. The importance of this process would require careful planning. In the context of global flux, regular revisions and updates should be considered for the SEL programme as follows:

- ↘ Learning and teaching materials would need to be updated regularly in order to reflect the latest knowledge and current thinking.
- ↘ Teacher training would need to be updated to reflect changes in the materials, latest knowledge and current thinking.
- ↘ Family/community engagement would need to be kept current to reflect changes in materials and teacher practice to enable as much family support as possible.
- ↘ Database *creation and hosting* by an appropriate organisation would need to be reviewed to check for compliance with latest international standards and regulations, technological developments, and to reflect the latest knowledge and current thinking; database management processes (including collection, storage, analysis, security, access) would need to be updated to enable ongoing SEL programming (and LP) effectiveness, strengthening, and enhancing.

## 9.2 Importance of planning for data management from the beginning

As part of and alongside the initial discussions with host country ministries and other stakeholders would be the need to prepare for database creation to support learner monitoring, evaluation, and tracking. Each context should consider forming, training and providing with ongoing support a database coordination team. As possible, implementers, teachers, and other stakeholders should consider including members of this team in the SEL learning activities to provide teacher support and help to integrate SEL throughout the wider community.

Recommendations for planning and organising the database include but are not limited to:

- ↘ Staff training to collect, store, and manage data, as needed, including documentation of GDPR compliance, with ongoing monitoring.

- A multi-levelled infrastructure, including technological infrastructures.
- Maintenance systems, with back-up plans in case of failure anywhere along the information flow.
- Communication protocols to coordinate with data-base hosting organisation that is able to guarantee compliance with GDPR, analyse data for ongoing evaluation and monitoring, and make recommendations for ongoing improvements.

The creation of an information flow chart would assist learner monitoring, evaluation, and tracking as well as analysis of effectiveness, e.g., showing how data would ‘travel’ securely from the LP/SEL delivery site to the database site where the hosting organisation would be responsible for maintenance, analyses, communication of analyses findings, and gate-keeping processes for security and access. Throughout, responsible key personnel should be identified with processes for regular updating in anticipation of personnel changes.

## 10 IC-ADAPT SEL brief theory of change

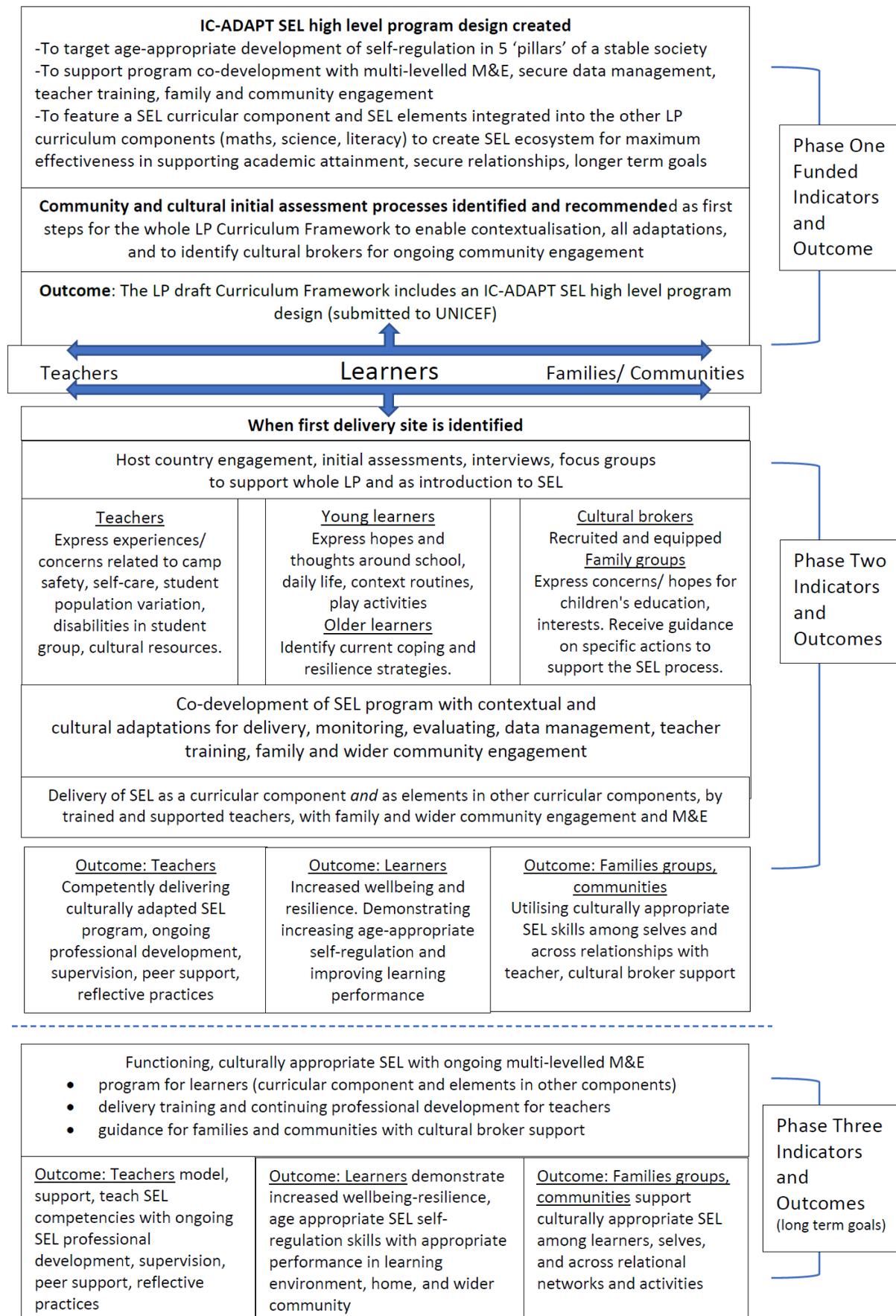
### 10.1 Overview

On the following page, Figure 5 presents a high-level ‘brief theory of change’ flow-chart for the IC-ADAPT SEL high-level programme design. The chart shows the indicators and outcomes for phases one, two, and three. Space does not allow the chart to conclude with goals ‘above the accountability threshold’ (a standard feature of ‘theory of change’ flow-charts), which instead appear below. These last goals stretch well beyond the time-frame of LP and SEL programming to convey the envisioned wider impact of an IC-ADAPT SEL programme design over time. See figure 5.

### 10.2 Goals above the accountability threshold (beyond the LP/SEL time-frame)

- Learners gain successful entry and perform well in mainstream schools; build and maintain stable, trusting, supportive relationships; engage in civic structures and systems; and find full-time employment with a living wage.
- Contributing to learner goals:
  - a) Teachers have clear professional trajectories that are SEL-informed and benefit from SEL-informed support systems with increased retention and job satisfaction.
  - b) Families of displaced and vulnerable learners experience enhanced resilience and reduced trauma residuals, entering into more stable, sustainable living situations.

Figure 5 Theory of change for IC-ADAPT SEL programme design



## 11 Conclusion

The IC-ADAPT SEL high-level programme design builds upon evidence-based recommendations presented in the Research and Recommendations Report. The programme design can only be high-level due to the nature of social and emotional learning (SEL) as always contextually and culturally informed and embodied. SEL factors recognised in one context and culture are not necessarily recognised in another. There is no such thing as a context agnostic or ‘one-size fits all’ SEL programme. The IC-ADAPT SEL programme design unites the fundamental self-regulation developmental progression that underlies all SEL skills, differentiation and integration, through the cross-culturally validated IC model, with the cross-culturally validated life systems model of ADAPT, which was created with and for displaced and/or vulnerable learner populations. This SEL high level programme design provides a foundation for culturally and contextually appropriate SEL programming in each delivery context and situation.

United in the IC-ADAPT SEL high-level programme design, the IC and ADAPT models address the holistic needs of displaced learners. The two models target the developmental progression of self-regulation undergirding all SEL skills as well as the life experiences of displaced and other vulnerable learners. Together, they would uniquely guide the programme development areas and content for a particular context of displaced and/or vulnerable learners. Examples were provided relating to

- self-regulation and the need for experiencing and being able to offer others the safety of respect for difference;
- self-regulation and experiences of injustice; and
- self-regulation and the experience of disruptive stress and/or shattered worldviews requiring the rebuilding of new meaning making systems, including the experience and management of becoming bi-cultural

To support self-regulation for wellbeing and resilience promotion, all SEL programming sits within the MHPSS-SEL intervention triangle. The IC-ADAPT SEL programme design envisions the provision of support in educational settings for as many learners as possible across all four levels, framed within a dual-domain model of mental health and wellbeing. Learners with special needs would be supported and included unless there was any risk of harm. In those cases, pathways would be identified immediately for (re-)integrating these learners into the LP and SEL programming as much as possible, as soon as possible.

After agreement from host country governments and interaction with existing services and resources, as is possible, initial engagement with communities would be guided by the proven CRA and CFI models and tools. The seven-part SEL programme would create an SEL learning environment with the greatest potential to support displaced and/or vulnerable learners in their daily life settings. Enabling them to draw on environmental, inter-personal and intra-personal resources as they face a range of challenges through contextually and culturally appropriate SEL programming would help to increase their wellbeing and resilience for academic attainment, secure relationships, civic participation, and eventual employment.

# Appendix A

## Authors

### **Dr Eolene Boyd-MacMillan**

*Department of Psychology, University of Cambridge*

Dr Boyd-MacMillan works in the intersection of theory, research, practice, and policy in applied settings to promote public mental health. As co-director of the IC Thinking Research Lab, she develops interoceptive programmes to increase self-regulation and resilience in applied settings by operationalising Suedfeld's general cognitive processing model, integrative complexity (IC; Suedfeld, 2010). Current roles include directing a new programme in Sweden, in the area of public mental health promotion, in partnership with Fryshuset (youth NGO) and Umeå University (medical school); expert, EU-RAN Centre for Excellence; expert, EU-Efus project BRIDGE (Building resilience to reduce polarization and growing extremism) with 13 municipalities in seven countries; expert, EU peacebuilding project in Northern Ireland to promote public mental health in partnership with Ulster University. Her background includes supervising research while running a counselling service for children aged two and up using creative play methods in community and educational settings; generic adult counselling; counselling supervision; and government at national and international levels.

### **Prof Valerie DeMarinis**

*Public Health and Clinical Medicine Institution, Umeå University*

DeMarinis is Professor of Public Mental Health in both Sweden and Norway and does research in the following areas: refugee mental health; cultural information in treatment; public mental health and violent extremism. She is Director of the Wellbeing and Health section of the nationally-funded IMPACT research programme/Centre of Excellence at Uppsala University; Primary Mental Health Analyst for the EU- Horizon 2020 project RESPOND: Governance of Migration; and, PI for both Swedish and Norwegian projects on medical communication efficacy of the Cultural Formulation Interview (DSM-5). She has authored over 120 peer-reviewed scientific articles, as well as chapters and books. She is an elected board member of the World Psychiatry Section on Religion and Spirituality in Psychiatry. She is Guest Professor in Public Mental Health at the Public Health and Clinical Medicine Institution at Umeå University, Sweden; Professor of Public Mental Health Promotion at Innlandet Hospital Trust, Norway; and Professor in Psychology of Religion and Cultural Psychology at Uppsala University, Sweden.

## Advisors and Reviewers

### **Dr Claire Campbell**

*School of Psychology, Ulster University*

Dr Claire Campbell is an experimental social psychologist. Her research focuses on intergroup relations. She is currently working on two projects, the first aims to support peacebuilding in Northern Ireland by supporting the emotional resilience of children and young people. The second is a project exploring the psychological processes that underpin radicalisation. Her previous research has employed virtual reality to investigate the impact of social group memberships on helping in violent emergencies and employed implicit cognition to test interventions designed to reduce stigma. Dr Campbell has also been active in community outreach and has run peace-building days in Derry-Londonderry in conjunction with the Irish Churches Peace Project.

### **Prof Siobhan O'Neill**

*School of Psychology, Ulster University*

Siobhan is a Professor of Mental Health Sciences at Ulster University. In 2008 she coordinated the largest ever study of mental health in Northern Ireland, the World Mental Health Survey's NI study of Health and Stress. This study was one of the first to highlight the high proportions of the people in NI population who suffer from mental illness. It also identified the rates of illness associated with the

Troubles. Siobhan also coordinated the largest detailed study of suicides and undetermined deaths in NI, at a time when the suicide rates were rising rapidly. Professor O'Neill has an international reputation as an expert on conflict, trauma and suicide prevention. Her current research programmes focus on ZeroSuicide in health services, mental health and suicide prevention in schools and colleges, childhood adversities and trauma informed practice, and the transgenerational transmission of trauma.

**Prof Roberto Lewis-Fernández, MD**

*College of Physicians and Surgeons, Columbia University*

Roberto Lewis-Fernández MD is Professor of Clinical Psychiatry at Columbia University, Director of the New York State Center of Excellence for Cultural Competence and the Hispanic Treatment Program, and Co-Director of the Anxiety Disorder Clinic, at NYS Psychiatric Institute. His research develops culturally valid interventions and instruments to enhance patient engagement, reduce misdiagnosis, and help overcome disparities in the care of underserved cultural groups. He led the development of the DSM-5 Cultural Formulation Interview, a standardized cultural assessment protocol. He has been PI or co-Investigator of 24 National Institutes of Health-funded studies and other research, and published over 200 articles, chapters, and books. He is President of the World Association of Cultural Psychiatry, chair of the DSM Review Committee for Internalizing Disorders and the DSM-5-TR Culture-Related Issues Review Committee, and co-chair of the ICD-11 Working Group on Culture-Related Issues.

**Prof Derrick Silove, MD**

*Scientia Professor of Psychiatry, University of New South Wales*

Professor Derrick Silove AM (Member of Order of Australia), MB ChB (Hons I), MD, FASSA is a University of New South Wales Scientia Professor of Psychiatry. He played a central role in the early development of STARTTS and remains a member of the STARTTS Board. He has worked for over 30 years with survivors of trauma and persecution. His roles have extended to service development, clinical work, supervision and training, involvement in policy formulation, and research. He and his team have produced over 450 publications including in leading world journals, for example, Lancet, BMJ, JAMA and Nature journals, and he is a co-editor on the leading text on Mental Health and Human Rights (OUP). He has a special interest in family and developmental issues related to early childhood experience, trauma, stress and socio-economic deprivation. He and his team have conducted research into the epidemiology, risk factors and outcomes of mass trauma and persecution, with a particular focus on human rights issues. Research projects have included amongst refugee and asylum seeker populations in Australia and internationally, and with conflict-affected populations in countries such as Timor, Vietnam, Cambodia, the Solomon Islands and Indonesia (Aceh).

**Prof Peter Suedfeld**

*Professor Emeritus, Department of Psychology, University of British Columbia*

Peter was born in Hungary and was educated in Hungary, Austria, and the U.S. After being on the faculties of the University of Illinois and Rutgers University, he served as Professor, Department Head, and Dean at the University of British Columbia in Vancouver, B.C., Canada, where he now holds Emeritus status. His research, described in over 300 publications, deals primarily with human strengths, adaptation, and resilience during and after challenging, dangerous, and extreme environments and experiences. Along with being one of the originating authors of the general cognitive processing model, integrative complexity (IC), these have included high-level political and military decision-making and information processing under stress, survival in genocidal death camps, and working in both polar regions as well as space. He is an Officer of the Order of Canada and a Fellow of the Royal Society of Canada, the Royal Canadian Geographical Society, and many other scientific societies. Among his awards are the Canadian Polar Medal, the Antarctica Service Medal of the U.S. National Science Foundation, the Canadian Psychological Association Gold Medal for lifetime achievement, and Queen Elizabeth II's Diamond Jubilee Medal.

**Dr Alvin Kuowei Tay**

*School of Psychiatry, University of New South Wales*

PhD (Med), MPsych is NHMRC Research Fellow in the School of Psychiatry, University of New South Wales. Over the last decade, Dr Tay has been working with refugee and displaced

communities across many countries. He led several large epidemiological (and intervention) studies with refugees and displaced persons across Papua New Guinea, Timor-Leste, Malaysia, Myanmar, and Bangladesh. He is the originator of Integrative Adapt Therapy, a psychosocial intervention based on the ADAPT Model. IAT has been trialled with Myanmar refugees in Malaysia and Bangladesh, with plans to scale up across primary care and community services for refugees in Malaysia and Myanmar. Trained as a clinical psychologist, Dr Tay has been an active member/fellow with the Australia, Singapore, and Hong Kong Psychological Societies.

### **Tim Watson, MA**

*Independent consultant, Manchester, England*

Tim's childhood was spent between Scotland, India and Bangladesh which provided him with a wealth of different cultural, educational and family experiences, and currently lives in the North West of England. As an educational psychologist, he has been supporting children, young people and their families in Education and Social Care settings for 25 years. Offering tailor made training, regionally and nationally, on topics related to learning, development, trauma and social and emotional needs, he believes that applying psychology as part of a partnership and at all levels, is the most effective way to bring about positive change and provides psychological supervision for colleagues from across a range of disciplines. As an ICthinking® (ICT) trained facilitator, he has been involved in several ICT projects and events across the UK and internationally.

## **Project Assistants**

### **Eva Mayer, MA**

*Department of Psychology, University of Cambridge*

Eva holds an MA in Refugee Protection and Forced Migration Studies from the University of London. Ordinarily resident in Oxford, she is currently based on the Greek island of Samos with the Italian NGO 'Still I Rise', which provides education and psycho-social support for refugee children living in the Samos hotspot. Alongside this, she is a research analyst for Open Doors International, an NGO that supports victims of religious-based persecution. Her research focuses on gender-specific persecution and is contributing to a report that will be released in February 2020 in conjunction with the World Watch Monitor. In addition to gender-specific persecution and education support for refugees, her research interests include the involvement of faith-based organisations in response to refugees and asylum seekers, particularly within a UK context.

### **Emma Soye, MA**

*School of Education and Social Work, University of Sussex*

Emma is a doctoral researcher on an EU-funded project on psychosocial support for young migrants and refugees in schools across Europe. Her PhD research at the University of Sussex aims to challenge assumptions about the nature of 'integration' in contexts of migration and diversity through an ethnography of young people's relationships in two British communities. Emma has conducted research on migrant and refugee wellbeing for international organisations including the Institute of Development Studies (IDS), Save the Children UK, and the Humanitarian Learning Centre. She holds an MA in Development Studies and is a guest lecturer on BA and MA courses on migrant and refugee wellbeing at the University of Sussex.

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A Partnership between



## The Learning Passport: IC-ADAPT for SEL High Level Programme Design

The Learning Passport is a collaboration between UNICEF and the University of Cambridge to improve the quality of education for vulnerable children, and in particular those unable to effectively access national education systems. The project aims to develop an education model for rapid local adaption and deployment, and which delivers both better outcomes and better recognition of outcomes.

✉ [educationreform@cambridge.org](mailto:educationreform@cambridge.org)

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