

FINAL REPORT



Mapping Implementation of Social Emotional Learning /Psychosocial Support Approaches in Refugee Camp Schools in Kenya

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Submitted By:

Psychosocial Support Centre

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EXECUTIVE SUMMARY

Introduction

This report presents a detailed mapping of the implementation of Social Emotional Learning (SEL) and Psychosocial Support (PSS) approaches in refugee camp schools in Kenya. The mapping exercise was conducted by the Psychosocial Support Centre (PSC) under the commission of Porticus and partners. The partners include United Nations High Commissioner for Refugees (UNHCR), United Nations Children's Fund (UNICEF), Lutheran World Federation (LWF), Norwegian Refugee Council (NRC), Humanity & Inclusion (HI), Cohere, FilmAid Kenya, Ubongo International, and 11 Refugee-Led Organisations (RLOs). The mapping covered refugee camps in Kenya namely Kakuma, Kalobeyei, and Dadaab.

Objectives of the mapping

The main objective of this assignment was to map the implementation of Social Emotional Learning /Psychosocial Support Approaches in Refugee Camp Schools in Kenya with the view of proposing recommendations for harmonization of approaches. The specific objectives of the mapping were to establish (i) partners' understanding of SEL/PSS, (ii) the depth of their interventions, (iii) how they measure SEL outcomes, (iv) the extent of collaboration, (v) the extent of alignment with the Kenya national education system including the Competency Based Curriculum (CBC) and (vi) to draw up recommendations towards harmonization of SEL/PSS approaches.

Background and Context

Kenya hosts a substantial number of refugees, predominantly from neighbouring countries such as South Sudan, Somalia, Ethiopia, Burundi, DRC and Rwanda. The Dadaab and Kakuma refugee camps are among the largest and oldest refugee settlements globally, established in the early 1990s. Refugee camp schools in Kenya face unique challenges that impact the academic and emotional development of learners. These challenges often stem from the traumatic experiences of displacement, the instability of their living conditions, and the limited resources in these educational settings. Despite these challenges, significant efforts are being made to ensure that children receive not just academic education but also Social Emotional Learning (SEL) and Psychosocial Support (PSS) necessary for their overall well-being.

Addressing the psychosocial challenges faced by refugees requires comprehensive, evidence-based SEL and PSS approaches. Integrating SEL and PSS approaches has proven vital in helping individuals and communities build resilience and recover from trauma. By promoting students' emotional health and well-being, SEL programs also have a positive impact on child development and learning and are a promising avenue of response for education in emergencies.

Approach and Methodology

The mapping was designed to maximize learning rather than evaluate the implementation of interventions. As such, interventions by partners were mapped and assessed on their merit, only looking at the extent they were meeting the SEL/PSS needs of learners. The mapping borrowed and adapted, as necessary, resources in the SEL-PSS Toolbox developed by the Inter-Agency Network for Education in Emergencies (INEE) and the Harvard EASEL Lab. Data and localization tools are among the resources reviewed and adapted in developing the mapping tools.

Participatory approaches were at the core of the methodology. With guidance from PSC, partners selected the parents/caregivers, teachers, and schools that participated in the consultations. Discussions with parents/caregivers and teachers were participatory and not extractive. Activities such as storytelling were integrated into the FGDs, including the sharing of lived experiences. Mapping of SEL/ PSS frameworks, domains, competencies, and skills in collaboration with partners, allowed them to review and reflect on their interventions and areas they prioritized. Learners were also engaged in participatory activities such as emotions mapping, and dances to explore their needs, their fears, and what they liked about their environment. Qualitative methods were used to collect field data. Research assistants and local translators were drawn from the local refugee community.

Different data collection techniques were used in order to triangulate the information and engage a diverse mix of stakeholders. These techniques included a comprehensive review of relevant literature, focus group discussions, observation of SEL/PSS interventions in practice, in-depth interviews with purposely selected stakeholders, and a mapping of SEL/PSS domains, skills and competencies with partners. Overall, the data analysis was thematic. Qualitative data was appropriately coded to identify the emerging themes and patterns. Themes were then grouped as appropriate and used to complement, augment, and supplement data reviewed from project reports and other relevant documents

Findings and Recommendations

This section presents a summary of the findings and recommendations derived from the mapping of SEL and PSS approaches in Kenya's refugee camp schools. The nine recommendations have been organized into four key categories: (i) Needs Assessment and Measurement Methods, (ii) Capacity Building and Technical Support, (iii) Program Design and Implementation, and (iv) Coordination and Collaboration.

Needs Assessment and Measurement Methods

Recommendation 1: Conduct a comprehensive joint assessment of the SEL/PSS needs of refugees using ethnographic approaches

The findings from the mapping show that many refugees in refugee camps in Kenya have experienced traumatic events including violent conflicts and war, displacement, family separation and loss of family members, sexual and gender-based violence, persecution, torture, lack of basic

needs, poor living conditions, insecurity and health issues. As a result of these traumatic events, they may suffer from emotional, psychological and mental health challenges.

To address this, it is recommended that partners conduct a comprehensive joint assessment of the SEL/PSS needs of refugees, using ethnographic approaches. Ethnographic approaches involve deeply understanding the cultural context and lived experiences of the individuals and communities involved. The primary benefit of using these ethnographic approaches and tools is that they allow individuals to define and understand trauma, depression, and other mental health conditions within the context of their own culture and language.

Recommendation 2: Standardise SEL/PSS Assessment and Measurement Approaches

Findings reveal that most partners implementing Social and Emotional Learning (SEL), and Psychosocial Support (PSS) interventions often neglect specific SEL outcome assessments, opting instead for broader project evaluations that don't capture the unique impact of these initiatives. This oversight limits the ability to fully understand and evaluate the effectiveness of SEL/PSS interventions for refugee children.

To improve the effectiveness and accountability of these programs, it is essential to integrate SEL/PSS outcome assessments into the overall program design. This integration will support continuous learning, ensure impactful interventions, and guide future programming.

Capacity Building and Technical Support

Recommendation 3: Identify a partner to provide technical assistance on SEL/PSS

The findings from the mapping revealed that awareness and understanding of SEL /PSS varied among the SEL/PSS actors in the refugee camps. Overall, there was limited awareness of SEL/PSS and how this might affect the day-to-day affairs of the refugee community. The findings from the mapping have also revealed that different communities have ways and community resources with which they address trauma, stress, and other challenges of life.

It is recommended that partners identify a SEL/PSS lead partner with the responsibility of supporting other partners and community groups to co-create and design relevant and context-specific interventions that build upon what exists in their programmes and community practices. A lead partner would additionally aim to support the complementarity of interventions among the various actors, thus avoiding duplication. They will further support capacity enhancement for SEL/PSS programming among the programme partners.

Recommendation 4: Provide additional and standardized SEL/PSS training aligned to the CBC for teachers to equip them with the skills needed to deliver SEL/PSS

From our findings, teachers and educators in refugee camps in Kenya face numerous SEL/PSS challenges that significantly impact their ability to support their learners' emotional and psychological needs effectively. Also, discussions with educators reveal that many are not adequately prepared to handle the complex trauma-related behaviours exhibited by their

learners, who have often experienced significant distress and disruption. Additionally, from our classroom observations we found that they frequently manage large classes, some with over a hundred learners, making it difficult to address the SEL/PSS needs of each child.

It is recommended that more comprehensive training on trauma-informed care should be provided for teachers as well as ongoing psychosocial support to address their own trauma and psychological needs effectively. This enhanced support would enable them to better support their learners' SEL/PSS requirements.

Additionally, many refugee teachers share traumatic experiences with their learners increasing the risk of re-traumatization and compassion fatigue. To address this, initiatives that prioritize teachers' psychological well-being—such as offering counselling services, establishing peer support networks, and conducting regular debriefing sessions—are pivotal. These measures help mitigate the adverse effects of trauma and stress, enabling teachers to better support the SEL/PSS needs of their learners.

Recommendation 5: Train Child Protection and Community Health Promoters to deliver SEL/PSS services in the Community

Findings from the mapping indicate that SEL/PSS interventions are primarily implemented in schools and other learning centers. Few interventions, such as child protection interventions, target children in the community, while comprehensive interventions targeting caregivers are not visible in the community. In addition, the number of national counselors and schools counselors are too few to serve the community at large. For instance in Kakuma, there are only six national counselors and one school counselor per school. Evidence from the mapping further shows that the challenges children and youth in refugee schools face can be traced back to their households, communities, and countries of origin.

Therefore, it is recommended that a comprehensive SEL/PSS training be conducted for either Community Health Promoters (CHPs) or Child Protection Volunteers (CPVs) who live in the same community as the refugees. These CHPs/CPVs can implement evidence-based, culturally appropriate interventions, which makes better use of limited resources, is more cost effective and enhances reach. This approach is sustainable because people are more willing to work with CHPs who understand their culture and can provide locally accepted solutions to their problems.

Program Design and Implementation

Recommendation 6: Design Age-Appropriate SEL/PSS Programmes that are Informed by the Cultural Context, Sensitivity, and Diversity of Refugees.

The findings from the mapping show that Kenya hosts a diverse population of refugees from various countries and cultural backgrounds. This diversity poses challenges in understanding and addressing the unique traumatic experiences and psychosocial needs of different cultural groups, especially children. In addition, from the mapping, it was clear that while organizations reference and utilize global, regional, or national frameworks, they often fail to adapt these frameworks to local cultural values, the context of refugees' countries of origin, and age-groups of the refugees.

It is recommended that SEL/PSS partners should design and implement age-appropriate SEL/PSS interventions, given that the developmental needs and capacities of individuals vary significantly across different age groups. This is more so given that some children from the refugee community, for example, often join lower classes at a relatively advanced age. Interventions tailored to the age of the target population ensure that the content, delivery methods, and goals are suitable and effective for the specific developmental stage.

Recommendation 7: Strengthen Parental and Caregiver Capacity in SEL/PSS Support

Parents and caregivers are the first line of support for children facing psychosocial challenges, but when they are dealing with their own trauma, they may lack the capacity to effectively help their children.

Therefore, it is recommended that the capacity of parents and caregivers be strengthened by equipping them with basic SEL and PSS skills, alongside support for processing their own trauma. This approach ensures that they are better prepared to support their children's emotional and psychological needs at home. Incorporating parents and caregivers into SEL/PSS interventions in schools is also essential.

Coordination and Collaboration

Recommendation 8: Promote Meaningful Partner Collaboration

The mapping reveals that several organizations are actively working to provide Social and Emotional Learning (SEL) and Psychosocial Support (PSS) interventions in refugee camp schools in Kenya. However, the effectiveness of these efforts is limited by poor coordination, conflicting priorities, and a shortage of dedicated SEL/PSS staff due to the large refugee population. Some organizations, like Film Aid, have highlighted the benefits of collaboration, as they have successfully partnered with other entities to enhance their efforts. Nevertheless, challenges remain, as many organizations struggle to align their approaches and priorities, affecting the overall impact of SEL/PSS interventions.

Furthermore, while a technical working group for Mental Health and Psychosocial Support (MHPSS) exists, there is no equivalent for SEL/PSS, and the current group does not include SEL/PSS as a focal area. Given that SEL/PSS is a relatively new thematic area in refugee settings, fostering better collaboration among stakeholders is crucial for the success of these interventions. Creating an inclusive technical working group dedicated to SEL/PSS, setting shared goals, and promoting open communication would help harmonize efforts and improve the overall well-being of refugee children and young adults in Kenyan refugee camps.

Recommendation 9: Establish a Common Understanding of SEL and PSS

Findings from the mapping show that varied SEL/PSS terminologies across organizations may hinder effective collaboration. To improve SEL/PSS programs, partners should collaborate to unify understanding of approaches and terminologies and prioritize continuous training for staff to ensure effective implementation.

It is recommended that all partners in refugee contexts establish a common understanding of SEL/PSS terminologies and concepts to ensure consistency and standardization, minimizing confusion, miscommunication, and challenges in coordination and evaluation.

Conclusion

The mapping of Social Emotional Learning (SEL) and Psychosocial Support (PSS) approaches in Kenya's refugee camp schools underscores their critical role in addressing the emotional and mental health challenges of refugee learners. However, the implementation of these interventions is inconsistent, with varying levels of understanding and execution among stakeholders. The need for harmonization is evident, requiring coordinated efforts among government agencies, international organizations, and local NGOs to deliver culturally relevant and effective SEL/PSS support. A framework to guide the harmonization of SEL/PSS approaches in refugee camp schools in Kenya has been developed and it is included alongside this report. The framework is informed by the findings and recommendations from the mapping report.

ACKNOWLEDGEMENT

This report on mapping implementation of SEL/PSS approaches in refugee camp schools in Kenya was prepared by the Psychosocial Support Centre (PSC) team, consisting of Lincoln Ndogoni, Catherine Nderi, Dr. Beth Kimathi, Priscilla Wahome, and Munene Kiura. The mapping was commissioned by Porticus and Partner organisations.

The partners play a key role in implementing SEL/PSS through the regional programme - Transforming Education for Displaced Children at Kakuma Refugee Camp. They include the United Nations High Commissioner for Refugees (UNHCR), United Nations Children's Fund (UNICEF), Lutheran World Federation (LWF), Norwegian Refugee Council (NRC), Humanity & Inclusion (HI), Cohere, FilmAid Kenya, Ubongo International, and 11 Refugee-Led Organisations (RLOs). Other significant contributors to the mapping include INEE, Triple Line, Finn Church Aid (FCA), and Terre des Hommes (TDH).

We thank Porticus and all partners for their invaluable technical and administrative support during the entire mapping process, from design, implementation and report development phases, as well as mobilizing various participant groups for this mapping. Their commitment and collaborative efforts were crucial in advancing this project.

We wish to express our deep gratitude to the community members in Kakuma and Kalobeyei, particularly those who shared with us their lived experiences of trauma and migration. Their invaluable insights and perspectives have been instrumental in shaping this report.

We also sincerely thank all schools and individuals who generously shared their time, insights, and experiences, including children, teachers, parents/caregivers and counsellors. Our gratitude also goes to key stakeholders who provided invaluable input towards the mapping, including the Department of Refugee Services (DRS), Ministry of Education (MOE), Kenya Institute of Curriculum Development (KICD), and Kenya National Examination Council (KNEC). Their contributions have been invaluable, and we sincerely appreciate their willingness to engage and share their perspectives.

We would like to give a special mention to the field researchers in Kakuma and Kalobeyei. Their dedication and hard work in gathering the perspectives and ideas of caregivers, teachers, and other stakeholders have been invaluable to this report.

Finally, we are grateful for the ongoing commitment and passion of all individuals and organizations involved in this initiative. Your collective efforts in SEL/PSS continue to significantly impact the lives of children and communities in refugee settings.

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ABBREVIATIONS AND ACRONYMS

CASEL	Collaborative for Academic, Social, and Emotional Learning
CBC	Competency-Based Curriculum
CEEL	Center for Equity for English Learners
DRC	Democratic Republic of Congo
ECD	Early Childhood Development
ECE	Early Childhood Education
EiD	Education in Displacement
EIE	Education in Emergencies
FCA	Finn Church Aid
FGDs	Focus Group Discussions
HI	Humanity & Inclusion
HALDO	Holistic Assessment of Learning & Development Outcome
IFRC	International Federation of Red Cross
IRC	International Rescue Committee
INEE	Inter-agency Network for Education in Emergencies
IDELA	International Development & Early Learning Assessment
ISELA	International Social & Emotional Learning Assessment
KII	Key Informant Interviews
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
LWF	Lutheran World Federation
MELE	Measure of Early Learning Environment
MODEL	Measure of Development & Early Learning
MHPSS	Mental Health & Psychosocial Support
NRC	Norwegian Refugee Council
PTSD	Post-Traumatic Stress Disorder
PSS	Psychosocial Support
PSC	Psychosocial Support Centre
RLOs	Refugee-Led Organisations
SEL	Social and Emotional Learning
SDGs	Sustainable Development Goals
TdH	Terres Des Hommes
UBEC	Universal Basic Education Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas
WASH	Water, Sanitation, and Hygiene
WHO	World Health Organization

DEFINITION OF TERMS

TERM	DEFINITION	SOURCE
Cognitive Domain	This includes the basic cognitive skills required to direct behaviour toward the attainment of a goal. Skills in this domain are involved in tasks that require you to concentrate and focus, remember instructions, prioritize tasks, control impulses, set and achieve goals, use information to make decisions, and more.	INEE & Harvard's EASEL. (n.d.). Compare domains and definitions. Retrieved from http://inee.exploresel.gse.harvard.edu/compare-domains/#definitions
Emotion Domain	This includes skills that help you recognize, express, and control your emotions and understand and empathize with others. Skills in this domain are essential for managing your feelings and behaviour and interacting with and responding to others in prosocial ways.	INEE & Harvard's EASEL. (n.d.). Compare domains and definitions. Retrieved from http://inee.exploresel.gse.harvard.edu/compare-domains/#definitions
Identity Domain	Identity encompasses how you understand and perceive yourself and your abilities. It includes your knowledge and beliefs about yourself, including your ability to learn and grow. When you feel good about yourself, of your place in the world, and confident in your ability to learn, grow, and overcome obstacles, it becomes easier to cope with challenges and build positive relationships.	INEE & Harvard's EASEL. (n.d.). Compare domains and definitions. Retrieved from http://inee.exploresel.gse.harvard.edu/compare-domains/#definitions
Mental Health	A state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community. Mental health is more than the absence of mental disorders. It exists on a complex continuum, which is experienced differently from one person to the next, with varying degrees of difficulty and distress and potentially very different social and clinical outcomes.	World Health Organization (WHO). (n.d.). Mental health. Retrieved from https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response .
Mental Health & Psychosocial Support (MHPSS)	This is a composite term used across different sectors. It aims to help individuals recover after a crisis has disrupted their lives and enhance their ability to return to normality after experiencing adverse events.	INEE (n.d.). MHPSS and SEL https://inee.org/collections/mhpss-and-sel .
Perspectives Domain	This is how one views and approaches the world. It impacts how one sees oneself, others, and one's circumstances and influences how one interprets and approaches challenges in their	INEE & Harvard's EASEL. (n.d.). Compare domains and definitions. Retrieved from

	daily life. A positive perspective can help one protect against and manage negative feelings to accomplish tasks and get along with others.	http://inee.exploresel.gse.harvard.edu/compare-domains/#definitions
Psychosocial Support	The processes and actions that promote the holistic well-being of people/children in their social world. It includes support provided by family and friends. PSS can also facilitate resilience within individuals, families, and communities. PSS aims to help individuals recover after a crisis has disrupted their lives and to enhance their ability to return to normality after experiencing adverse events.	INEE. (2018). INEE Guidance Note on Psychosocial Support. https://inee.org/eie-glossary/psychosocial-support
Social Domain	This includes skills that help you accurately interpret other people’s behaviour, effectively navigate social situations, and interact positively with others. Skills in this domain are required to work collaboratively, solve social problems, build positive relationships, and coexist peacefully with others.	INEE & Harvard's EASEL. (n.d.). Compare domains and definitions. Retrieved from http://inee.exploresel.gse.harvard.edu/compare-domains/#definitions
Social and Emotional Learning	The process of acquiring core competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively. SEL aims to foster self-awareness, emotional literacy, cognitive flexibility, improved memory, resilience, persistence, motivation, empathy, social and relationship skills, effective communication, listening skills, self-esteem, self-confidence, respect, and self-regulation.	Harvard EASEL Lab and INEE. (2022). Learn About Skills in PSS-SEL Toolbox. Retrieved from: https://inee.org/eie-glossary/social-and-emotional-learning
Values Domain	This includes the skills, character traits/virtues, and habits that support you to be a prosocial and productive member of a particular community. It encompasses understanding, caring about, and acting upon core ethical values, the desire to perform to one’s highest potential, and the habits required to live and work together with others as a friend, family member, and citizen.	INEE & Harvard's EASEL. (n.d.). Compare domains and definitions. Retrieved from http://inee.exploresel.gse.harvard.edu/compare-domains/#definitions

CHAPTER 1: INTRODUCTION

This report presents a comprehensive mapping of the implementation of SEL and PSS approaches in refugee camp schools in Kenya. The report has six chapters: Chapter 1: Introduction, Chapter 2: Literature Review, Chapter 3: Methodology, Chapter 4: Findings, Chapter 5: Recommendations and Conclusion.

Chapter 1 provides a comprehensive introduction to the mapping. It covers the background and context of refugee education, highlighting the challenges faced due to displacement. The objectives and significance section outlines the goals of the mapping exercise, including understanding partner interventions and extent of collaboration. The scope describes the study's focus on SEL/PSS interventions in Kakuma, Kalobeyei, and Dadaab, involving key stakeholders. Additionally, it introduces Harvard EASEL Lab and INEE frameworks which were used to analyse SEL domains, skills, and competencies.

1.1. Background and Context

Kenya hosts many refugees, predominantly from neighbouring countries such as Somalia, South Sudan, and Ethiopia. The Dadaab and Kakuma refugee camps are among the largest and oldest refugee settlements globally, established in the early 1990s. Refugee camp schools in Kenya face unique challenges that impact learners' academic and emotional development. These challenges often stem from the traumatic experiences of displacement, the instability of their living conditions, and the limited resources available in these educational settings¹. Despite these challenges, significant efforts are being made to ensure that children receive not just academic education but also SEL/PSS necessary for their overall well-being.

1.2. Objectives and Significance of the Mapping

The main objective of this assignment was to map the implementation of SEL/PSS approaches in refugee camp schools in Kenya and propose recommendations for harmonization of approaches. The specific objectives of the mapping were to establish;

- i. Partners' understanding of SEL/PSS
- ii. The depth of their interventions
- iii. How they measure SEL outcomes
- iv. The extent of collaboration
- v. The extent of alignment with the Kenya national education system including the Competency Based Curriculum (CBC) and
- vi. Draw up recommendations towards harmonization of SEL/PSS approaches.

¹ UNHCR and World Bank Group (2019). Understanding the Socioeconomic Conditions of Refugees in Kenya Volume B: Kakuma Camp-Results from the 2019 Kakuma Socioeconomic Survey.

This mapping was jointly commissioned by Porticus and its implementing partners, namely United Nations High Commissioner for Refugees (UNHCR), United Nations Children's Fund (UNICEF), Lutheran World Federation (LWF), Norwegian Refugee Council (NRC), Humanity & Inclusion (HI), Cohere, FilmAid Kenya, Ubongo International, and 11 Refugee-Led Organisations (RLOs). These partners are implementing a Transforming Education for Displaced Children at Kakuma Refugee Camp programme, to make the camp education system more responsive to the academic learning and SEL/PSS needs of refugee learners at the Pre-Primary and Primary school levels. Psychosocial Support Centre (PSC-Open Space) conducted the mapping exercise.

The mapping, conducted by the Psychosocial Support Centre (PSC- Openspace), has significant implications for the education and well-being of refugee learners in Kenya. It aims to provide an in-depth understanding of how SEL and PSS programmes are currently being implemented in refugee camp schools in Kenya. This knowledge is crucial for policymakers, educators, and humanitarian organizations to comprehend the existing situation and identify gaps and areas of improvement. Harmonizing SEL/PSS initiatives across the camps will also help prevent a parallel implementation system for refugee learners and enable efficient use of available resources and access to standardized and quality SEL/PSS programmes.

1.3. Scope of the Mapping Study

The mapping exercise focused on SEL/PSS frameworks implemented by all Porticus partners delivering SEL/PSS interventions in Kakuma Refugee Camp, Kalobeyei Settlement Scheme, and Dadaab Refugee Complex in Kenya.² Other organizations implementing SEL/PSS programs in these refugee camps were also included, such as Terre des Hommes (TdH) and Finn Church Aid (FCA), alongside relevant stakeholders like the Kenya Institute of Curriculum Development (KICD), the Kenya National Examinations Council (KNEC), and the Ministry of Education, who were identified as key players in the mapping process.

Additionally, a sample of partner organizations in Dadaab, including LWF, UNICEF, NRC, Film Aid, and UNHCR, were interviewed remotely via phone and virtual meetings as key informants. They also participated in an interviewer-facilitated self-mapping exercise, which helped highlight differences between SEL/PSS interventions in Kakuma, Kalobeyei, and Dadaab. This exercise contributed to gaining a national perspective on SEL/PSS programming across refugee camps in Kenya. The interviews targeted refugee communities, partner organizations, and other relevant stakeholders.

Our analysis of SEL domains, skills, and competencies was based on the Harvard EASEL Lab and INEE framework, which is specifically designed for education in emergencies, making it particularly relevant for this assignment. We acknowledge that there are other well-known global SEL frameworks, such as CASEL, which organize SEL domains, skills and competencies differently. CASEL, widely used in stable and formal education environments, focuses on five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. While these

² Porticus partners implementing SEL/PSS interventions in refugee camp schools -UNHCR, UNICEF, Lutheran World Federation, Norwegian Refugee Council, Humanity & Inclusion, Cohere, FilmAid Kenya, Ubongo International, the 11 Refugee Led Organisations (RLOs).

competencies are fundamental to SEL, they are primarily designed for general school-based interventions in non-crisis settings and may not fully address the unique and complex needs of learners in emergency situations, such as those in refugee camps.

In contrast, the Harvard EASEL and INEE frameworks organize SEL into six comprehensive domains: cognitive, emotional, social, values, perspectives, and identity. Within these domains, there are twenty-four sub-domains, encompassing a wide range of skills and competencies, offering a holistic approach to the social and emotional development of children and youth in crisis situations. This expanded categorization is critical as it addresses the psychological, social, and emotional challenges unique to displaced and vulnerable populations. Moreover, the INEE framework is aligned with global best practices and informed by extensive research and collaboration among international experts, making it a robust and adaptable tool for meeting the specific needs of refugee learners.

The following six tasks guided the mapping assignment. These are also the core areas around which the mapping was organised and designed. The tasks, alongside the mapping objectives, further informed the report structure.

Task 1: Conduct a review on relevant and prioritized PSS/SEL domains, frameworks, skills/competencies at global, regional, and national levels.

Task 2: Conduct an analysis to determine the existing SEL/PSS frameworks, policies, curricula, initiatives, and assessments approaches in refugee camps including mapping out key partners and stakeholders involved in development and implementation of SEL/PSS for refugee education.

Task 3: Identify the evidence base of the SEL/PSS initiatives in refugee camps and synthesize the extent of implementation and reach and measurement/evaluations until now.

Task 4: Review the guidelines and practice of SEL in the national education system including the Competency Based Curriculum and propose mechanisms for mainstreaming in the refugee context.

Task 5: Provide a taxonomy of SEL/PSS domains/frameworks/skills/competencies being referenced in SEL/PSS initiatives in refugee camps.

Task 6: Provide recommendations for harmonization at level of frameworks/skills/competencies, policies, curriculum, interventions, assessment.

CHAPTER 2: LITERATURE REVIEW

Chapter 2 provides a literature review on SEL and PSS in refugee settings. It examines the refugee context in Kakuma, Kalobeyei, and Dadaab camps in Section 2.1, and reviews education challenges in these camps in Section 2.2. Psychosocial challenges such as trauma are addressed in Section 2.3, followed by the importance of SEL and PSS approaches in Section 2.4. Section 2.5 addresses **Task1** of the mapping assignment : Review the relevant and prioritized SEL/PSS domains, frameworks, and skills/competencies at global, regional, and national levels.

2.1. Refugee Context in Kakuma, Kalobeyei, and Dadaab Refugee Camps

Kenya hosts some of the largest and oldest refugee camps globally, with 770,255 refugees and asylum-seekers as of April 2024. Kakuma Refugee Camp, established in 1992 in Turkana West, hosts refugees from South Sudan, Somalia, Ethiopia, Burundi, and DRC, divided into four areas: Kakuma 1, 2, 3, and 4. The Kalobeyei Settlement, near Kakuma, was created in 2015 to promote self-reliance and integration, hosting around 60,000 refugees and 20,000 locals in three villages.³

Dadaab Refugee Complex, founded in 1991 in Garissa County, includes camps like Hagadera, Dagahaley, and Ifo and accommodates over 382,639 refugees, mainly from Somalia. Urban refugees in Nairobi total 103,378. The largest refugee groups in Kenya are from Somalia (54%), South Sudan (24.5%), DRC (8.9%), and Ethiopia (5%).⁴

For years, Kenya's encampment policy prevented refugees from participating in the country's economy because of the lack of freedom of movement, lengthy processes for getting refugee identification cards, and opaqueness in accessing work permits. Kenya's encampment policy now aims to integrate refugees into the economy and host communities, moving from temporary encampments to urban settlement areas.⁵

2.2. Overview of Refugee Education in Kenya

Education is crucial for refugees, offering stability and empowerment. Kakuma and Kalobeyei camps host numerous schools: Kakuma has 13 pre-primary, 21 primary, and 7 secondary schools, while Kalobeyei has 6 pre-primary, 6 primary, and 2 secondary schools, with a total enrolment of 94,783 students in 2023 (41% girls). The teaching staff includes untrained interns and ICT coaches, totalling 1,420. Dadaab hosts 22 pre-primary schools, 22 primary schools, 6 secondary schools, 5 primary accelerated learning centres, 9 (Alternative Basic Education) ABE centres, and 6 vocational learning centres.⁶

³ UNHCR. (2024). Refugee and Asylum Seeker Population Statistics. United Nations High Commissioner for Refugees.

⁴ Ibid

⁵ Refugees International (2024) The New Refugee Act in Kenya and What it Means for Refugees.

<https://www.refugeesinternational.org/perspectives-and-commentaries>

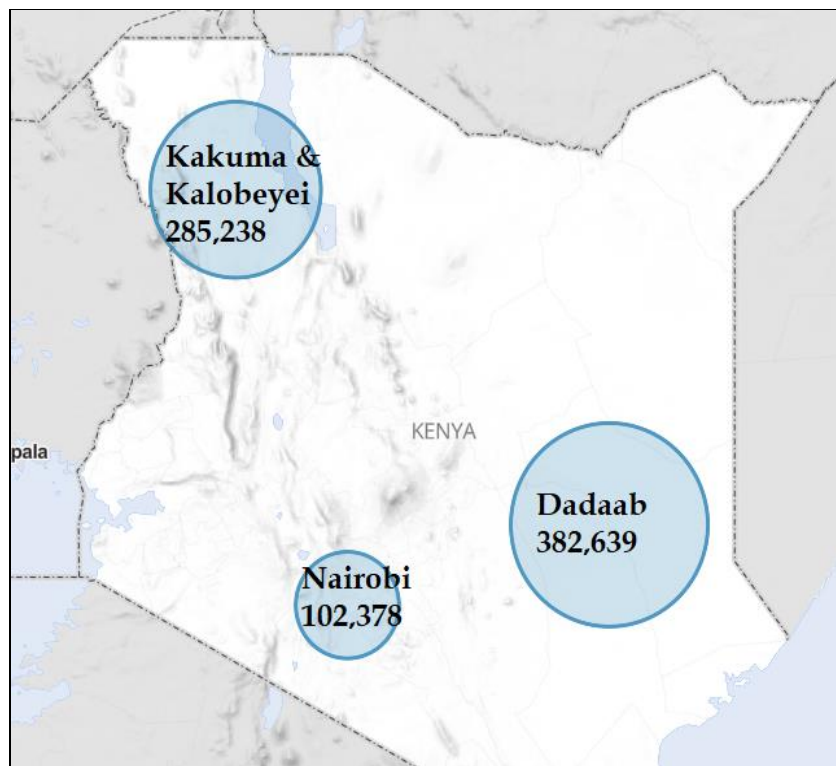
⁶ UNHCR. (2024). Refugee and Asylum Seeker Population Statistics. United Nations High Commissioner for Refugees.

<https://help.unhcr.org/kenya/dadaab/education/> <https://>

Despite significant investments, nearly 50% of school-age children remain out of school, with girls and children with disabilities facing additional barriers. Challenges include school congestion, language barriers, unqualified teachers, trauma, socio-economic issues, security concerns, and inadequate facilities. Many refugee camps operate with limited resources, impacting SEL/PSS program quality. About 40% of refugee students are overage, increasing dropout risks.⁷

Though officially under government responsibility, refugee education in Kenya is mainly provided by UNHCR and various implementing partners. These partners play a crucial role in addressing refugee education. The UNHCR coordinates overall refugee support, including education. UNICEF provides Child-Friendly Spaces and supports teacher training and curriculum development. The Norwegian Refugee Council (NRC) implements the Better Learning Programme and provides secondary education. The Lutheran World Federation (LWF) manages schools and uses art and play therapy for psychosocial support, while Finn Church Aid (FCA) manages primary and pre-primary centres and provides psychosocial support. This partnership is critical due to the scale of educational needs and the complexity of operating in a refugee context ⁸

Figure 1: Map of Kenya showing the location of the different refugee camps

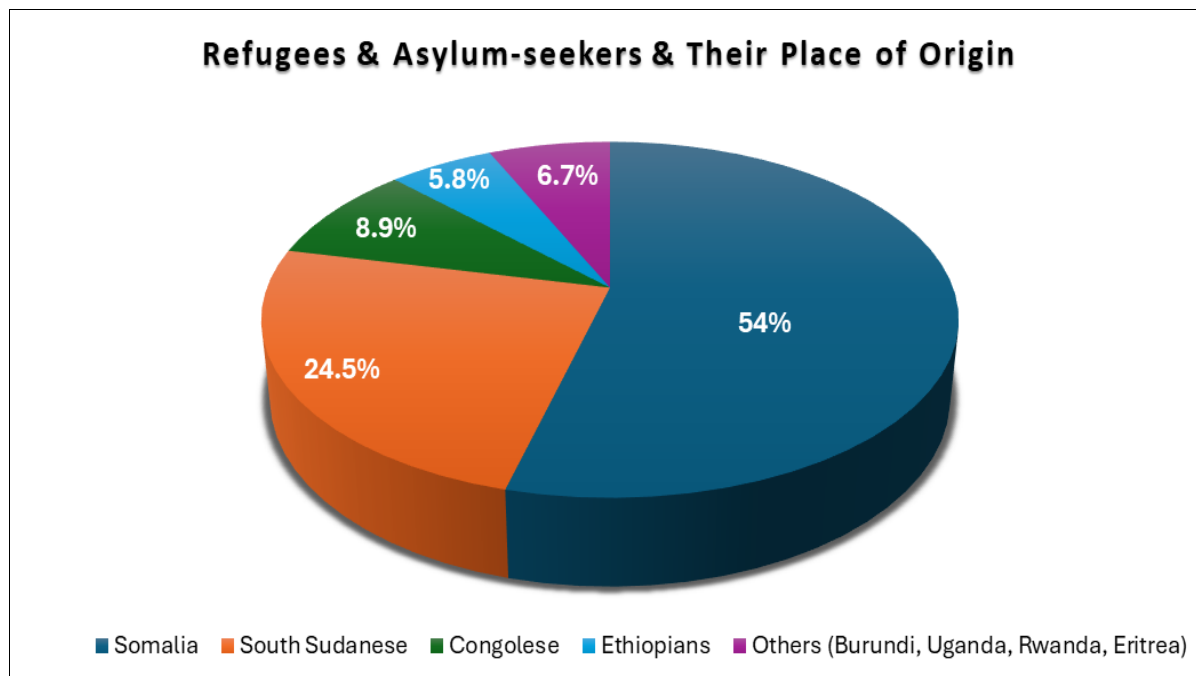


Source: UNHCR. (2024). Refugee and Asylum Seeker Population Statistics. United Nations High Commissioner for Refugees. <https://data.unhcr.org/en/country/ken>

⁷ <https://blogs.worldbank.org/education/rising-challenge-protecting-refugee-childrens-education-amid-fragility-conflict-and>

⁸ UNICEF. (2022). Child-Friendly Spaces and Educational Support in Refugee Camps. United Nations Children's Fund.

Figure 2: Percentage number of refugees in Kenya and their place of origin



Source: UNHCR. (2024). *Refugee and Asylum Seeker Population Statistics*. United Nations High Commissioner for Refugees.

2.3. Psychosocial Challenges in Refugee Settings

A considerable number of refugees in Kenyan camps have experienced significant traumatic events, including exposure to violent conflicts and warfare, forced displacement, family separation and the loss of family members, sexual and gender-based violence, persecution, torture, deprivation of basic necessities, substandard living conditions, persistent insecurity, and various health issues.⁹

Due to these traumatic experiences, that they endure, refugee populations face significant psychosocial challenges. Individuals newly arrived in camps often suffer from acute, or "raw," trauma, while those who have resided in the camps for extended periods have persistent, "unprocessed" trauma. Furthermore, children born in the refugee camps are frequently affected by "transgenerational trauma"—a form of psychological impact that originates in one generation but extends to affect the mental health and social functioning of subsequent generations.¹⁰ Other psychological challenges include post-traumatic stress disorder (PTSD)¹¹ and heightened levels of anxiety and depression, which

⁹ Utsch, L. (2023). "Protracted Refugee Situations in Kenyan Refugee Camps" - Ballard Brief: <https://ballardbrief.byu.edu/issue-briefs/protracted-refugee-situations-in-kenyan-refugee-camps>

¹⁰ Dalgaard, N.T. and Montgomery, E. (2017), "The transgenerational transmission of refugee trauma: family functioning and children's psychosocial adjustment", *International Journal of Migration, Health and Social Care*, Vol. 13 No. 3, pp. 289-301. <https://doi.org/10.1108/IJMHS-06-2016-0024>

¹¹ Bolton P. & Ndogoni L. (2000). *Cross-Cultural Assessment of Trauma-Related Mental Illness*.

is caused by uncertainty about the future and the conditions in refugee camps.¹² Refugees also often experience social isolation and a loss of identity, which can exacerbate feelings of hopelessness and despair.¹³

Children in refugee settings are especially vulnerable to psychosocial challenges, given their developmental stage and dependence on secure and stable environments. Chronic stress and trauma pose significant barriers to their cognitive and emotional growth, often resulting in developmental delays across areas such as language acquisition, learning capacity, and social skills. Prolonged exposure to violence and instability further exacerbates behavioural issues, manifesting as aggression, social withdrawal, and academic difficulties. Additionally, the breakdown of family units and separation from primary caregivers also contribute to attachment disorders, undermining children's ability to establish and maintain healthy and stable relationships.¹⁴

2.3.1 Clinical MHPSS Data and Identified Gaps

Mental health and psychosocial support (MHPSS) is an integral part of the general health and well-being of the refugee communities. However, according to WHO, there is limited clinical mental health data, especially from LMIC (Low- and Medium-Income Countries). In many cases, data reported from LMIC comes exclusively from public psychiatric hospitals and does not include mental health services and interventions provided in general hospitals, community settings, primary health care, schools, or the private sector. This is a significant limitation, given the importance of moving mental health care away from psychiatric hospitals to community-based settings and the need to keep watch over these changes. The lack of comprehensive, independent, and comparable data poses a significant barrier to monitoring and accountability in mental health.¹⁵

In addition, there is a gap in MHPSS research that could help countries develop and implement relevant and tailored interventions and strategies. A recent analysis of inequities in mental health research funding shows that high-income countries fund 99% of research, and most research in mental health is done in high-income countries, with less than 5% of research funding going to LMICs.¹⁶

2.4. The Importance of SEL/PSS Approaches

Social and Emotional Learning (SEL) and Psychosocial Support (PSS) play a vital role in refugee settings by equipping children and youth with the skills they need to cope with the trauma and displacement they have endured. SEL fosters emotional regulation, empathy, and interpersonal skills, while PSS helps re-establish a sense of normalcy and community support. These approaches are especially significant in

¹² Dryden-Peterson, S. (2015). Refugee education in countries of first asylum: Breaking open the black box of pre-resettlement experiences. *Theory and Research in Education*.

¹³ Utsch, L. (2023). "Protracted Refugee Situations in Kenyan Refugee Camps" - Ballard Brief: <https://ballardbrief.byu.edu/issue-briefs/protracted-refugee-situations-in-kenyan-refugee-camps>

¹⁴ UNICEF (2023) *Mental Health in Displaced Child and Youth Populations: A Developmental and Family Systems Lens*

¹⁵ World Health Organization., (2022). *World mental health report: transforming mental health for all*. Geneva

¹⁶ World Health Organization., (2022). *World mental health report: transforming mental health for all*. Geneva

conflict and crisis-affected environments, where children are often exposed to extreme psychological distress.¹⁷

Focusing on SEL and PSS helps rebuild the mental and emotional well-being of children in refugee settings, enabling them to regain a sense of safety and belonging within learning environments.¹⁸ In addition, SEL and PSS approaches create protective environments that nurture resilience, allowing children to develop the coping strategies necessary to navigate their disrupted lives.¹⁹

According to the Social and Emotional Learning Systematic Review conducted by USAID, programs that actively engage learners through explicit, targeted instruction, demonstrate the greatest impact. These interventions not only enhance emotional regulation but also lead to positive academic outcomes and greater social cohesion. The systematic review also highlights that SEL programs tailored to the specific needs of children in crisis, and implemented with fidelity, result in improved academic achievements and workforce readiness, ultimately contributing to long-term community resilience.²⁰

The systematic review further illustrates how SEL interventions have been successfully implemented in various humanitarian contexts, including Uganda, Tanzania, and South Sudan. For example, the IRC's Healing Classrooms initiative has been widely applied in these regions to enhance social and emotional competencies among children. Additionally, the School-Based Psychosocial Structured Activities (PSSA) Program in northern Uganda included activities such as art, music, drama, and reflective exercises to provide psychosocial support to conflict-affected children ages 7 to 12. An impact evaluation of the intervention showed positive effects on wellbeing according to child self-reports and parent reports.²¹

2.5. Review of SEL/PSS Frameworks Used Globally and Nationally.

This section addresses Task 1 of the mapping assignment: Review the relevant and prioritized PSS/SEL domains, frameworks, and skills/competencies at global, regional, and national levels. It provides a detailed literature review of SEL/PSS frameworks that are either designed for global use or tailored to specific countries. The section also examines the prioritized SEL domains, skills, and competencies referenced in these reviewed documents. Regional frameworks were not reviewed in this report because, upon an extensive search and review, it was found that there is a limited availability of region-specific SEL/PSS frameworks. Most existing frameworks are either global in scope or tailored to specific national contexts.

The SEL domains, skills, and competencies were analysed using the Harvard EASEL Lab and INEE framework, specifically tailored for education in emergencies. This makes it directly relevant to the unique challenges faced in refugee camps in Kenya, unlike other more general SEL frameworks. The Harvard EASEL Lab and INEE framework categorizes SEL into six comprehensive domains: cognitive, emotional, social, values, perspectives, and identity. These categories also encompass twenty-four SEL

¹⁷ Deitz, R., Lahmann, H., & Thompson, T. (2021). Social and Emotional Learning (SEL) Systematic Review. Dexis Consulting Group. USAID.

¹⁸ Ibid

¹⁹ Inter-agency Network for Education in Emergencies (INEE). (2016). PSS-SEL Background Paper.

²⁰ Deitz, R., Lahmann, H., & Thompson, T. (2021). Social and Emotional Learning (SEL) Systematic Review. Dexis Consulting Group. USAID.

²¹ Ibid

sub-domains or skills and competencies spread across the six main SEL domains (see Figure 3 – SEL/PSS Domains developed by the Harvard EASEL Lab and INEE). This categorization captures a wide range of crucial skills relevant to education in emergencies and is essential for the holistic development of children and young adults. The framework aligns with global best practices and is based on extensive research and collaboration among international experts, ensuring our analysis is grounded in evidence-based standards.



Figure 3: SEL/PSS Domains - Developed by the Harvard EASEL Lab and INEE

2.5.1. SEL/PSS Frameworks Reviewed

Fifty-two SEL/PSS frameworks were reviewed (See Table 3 – List of SEL/PSS Frameworks Reviewed). The documents were purposively sampled based on several key criteria: relevance and focus on the field of Social Emotional Learning (SEL) or Psychosocial Support (PSS), the context in which they were designed (e.g., education in emergencies, humanitarian, and refugee settings), and geographical representation, Globally and within Africa. Selection criteria also included the expertise and credibility of the sources and authors, involving renowned organizations such as UNICEF, Save the Children, UNHCR, UNESCO, USAID, WHO, LWF, NRC, Harvard University, Yale University, and government institutions like KICD and Ministry of Education. Different types of documents were also considered, including manuals, frameworks, guidance documents, and curricula.

Table 3: List of SEL/PSS Frameworks Reviewed

	Title	Author	Region/ Country	Prioritized Domains
1	Community-Based Psychosocial Support Training Manual	ACT Alliance, Church of Sweden	Global	Emotion Social
2	CASEL’s SEL Framework: What Are the Core Competence Areas and Where Are They Promoted?	CASEL	Global	Cognitive Emotion Social Values Identity
3	Better Parenting Facilitator’s Manual	Catholic Relief Services, Pact Ethiopia, REPSSI, Regional Psychosocial Support Initiative	Nigeria	Emotion Social Values Perspectives Identity
4	Life Skills Education for Youth: Critical Perspectives	DeJaeghere, J., & Murphy-Graham, E.	Global	Cognitive Emotion Social Values Perspectives Identity
5	Training Manual for Caregivers of Children with Disabilities	Department of Social Welfare of the Ministry of Gender, Children and Social Protection, UNICEF Ghana	Ghana	Cognitive Emotion Social
6	A Teacher’s Guide to Support Immigrant and Refugee Students’ Socio-Emotional Experiences	Estrada, F., Center for Equity for English Learners (CEEL), School of Education, Loyola Marymount University	Global	Cognitive Emotion Social
7	Tafsiri Project Kenya	Film Aid Kenya	Kenya	Cognitive Emotion Social Identity
8	Peace Club Manual	Finn Church Aid	Kenya	Cognitive Social Perspectives
9	Harmonized Life Skills Manual: For Use with Primary School Children	Finn Church Aid	Kenya	Cognitive Emotion Social Perspectives Identity
10	Handbook for Holistic Learning: Implementing the Competency Based Curriculum (CBC) and Social and Emotional Learning (SEL) in Kenya	Center for Professional Learning	Kenya	Cognitive Emotion Social Values Perspectives Identity

11	Basic Psychosocial Support (PSS) in Education: A Training Manual for Teachers and Other Stakeholders	Government of Sierra Leone, Ministry of Education, Science and Technology	Sierra Leone	Cognitive Emotion Social
12	Handbook for Holistic Learning: Implementing the Competency Based Curriculum (CBC) and Social and Emotional Learning (SEL) in Kenya. For use in teacher training programs and peer-to-peer teacher learning circles	Center for Professional Learning	Kenya	Cognitive Emotion Social Values Perspectives Identity
13	Skills for Life: Life Skills and Psychosocial Support for Children and Youth in Emergencies	Government of South Sudan, Ministry of Education, Science and Technology	South Sudan	Cognitive Emotion Social Identity
14	SEL and PSS measurement and assessment tools in education in emergencies: Identifying, analyzing, and mapping tools to global guidance documents	INEE & EASEL	Global	Cognitive Emotion Social Values Perspectives Identity
15	INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings	INEE	Global	Cognitive Emotion Social Values Perspectives Identity
16	INEE Guidance Note on Psychosocial Support: Facilitating Psychosocial Wellbeing and Social and Emotional Learning	INEE	Global	Cognitive Emotion Social Values Perspectives Identity
17	PSS-SEL Toolbox Localizing Tools Workbook	INEE	Global	Cognitive Emotion Social Values Perspectives Identity
18	Mental Health and Psychosocial Support in Emergencies: Training Guide	IFRC & Red Crescent Societies Reference Centre for Psychosocial Support	Global	Cognitive Emotion Social Values
19	Life Skills: Skills for Life. A Handbook	IFRC & Red Crescent Societies Reference Centre for Psychosocial Support	Global	Cognitive Emotion Social Values Identity

20	A Guide to Psychological First Aid	IFRC & Red Crescent Societies Reference Centre for Psychosocial Support	Global	Cognitive Emotion Social Values
21	IRC SHLS SEL Trainees Handbook	IRC	Global	Cognitive Emotion Social Values Identity
22	Social-Emotional Learning Intervention Trainer's Manual	IRC	Global	Cognitive Emotion Social Values Perspectives Identity
23	Basic Education Curriculum Framework	KICD	Kenya	Cognitive Emotion Social Values Perspectives Identity
24	Guidelines on Parental Empowerment and Engagement	KICD	Kenya	Cognitive Emotion Social Values Perspectives Identity
25	Culturally Sustaining Social Emotional Learning (SEL) Frameworks and Approaches	Kim, G. H., Yale College	Global	Cognitive Emotion Social Values Perspectives Identity
26	Art and Play Therapy Manual	LWF	Global	Cognitive Emotion Social Values Perspectives Identity
27	National Positive Parenting Training Manual	Ministry of Labour and Social Protection, Kenya	Kenya	Cognitive Emotion Social Values Perspectives Identity
28	Basic Life Skills Course Facilitator's Manual	Ministry of Youth and Sport of the Republic of Azerbaijan, UNICEF Azerbaijan	Azerbaijan	Cognitive Emotion Social Values

				Identity
29	Better Learning Programme 1: Supporting Students' Recovery in Emergencies	NRC	Global	Cognitive Emotion Social Values Perspectives Identity
30	Promoting Social and Emotional Learning in the Classroom: A Guide to Evidence-Based Practices in Low- and Middle-Income Countries	RTI International	LMCI's	Cognitive Emotion Social Values Perspectives Identity
31	Mental Health and Psychosocial Support (MHPSS) Cross-Sectoral Strategic Framework in Humanitarian Settings	Save the Children	Global	Cognitive Emotion Social Values
32	HEART at Home: Healing and Education Through the Arts - Guidance for Parents/Caregivers to Support Children with Expressive Arts at Home	Save the Children	Global	Cognitive Emotion Social Values Perspectives Identity
33	EMDR Therapy Humanitarian Assistance Programs: Treating the Psychological, Physical, and Societal Effects of Adverse Experiences Worldwide	Shapiro, F.	Global	Cognitive Emotion Social Values Perspectives Identity
34	Social and Emotional Learning (SEL) and School Health: Addressing SEL through the Whole School, Whole Community, Whole Child Framework	Society for Public Health Education (SOPHE)	Global	Cognitive Emotion Social Values Perspectives Identity
35	Collecting Data on Children with Disabilities in Education in Emergency Settings: A Step-By-Step Guide on the Use of the Child Functioning Module – Teacher Version	Spiezio, M., Humanity & Inclusion	Global	Cognitive Emotion Social
36	Move on & Engage: A Mental Health and Psychosocial Resilience Curriculum	TdH	Global	Cognitive Emotion Social Values Perspectives Identity

37	Working with Children and Their Environment: Manual of Psychosocial Skills	TdH	Global	Cognitive Emotion Social Values Identity
38	Akili Goes to Kakuma: Co-creating for Improved Social Emotional Learning for Refugee Children – Kenya	Ubongo	Kenya	Cognitive Emotion Social Values Identity
39	MODULE 4.2 Teacher and Child Social and Emotional Learning Assessments	UNESCO	Global	Cognitive Emotion Social Values Perspectives Identity
40	Toolkit: Suicide Prevention in Refugee Settings	UNHCR	Global	Cognitive Emotion Social Identity
41	Operational Guidance Mental Health & Psychosocial Support Programming for Refugee Operations	UNHCR	Global	Cognitive Emotion Social Values
42	Collecting Data on Children with Disabilities in Education in Emergency Settings: A Step-By-Step Guide on the Use of the Child Functioning Module – Teacher Version	UNICEF	Global	Emotion Social
43	Community-Based Mental Health and Psychosocial Support in Humanitarian Settings: Three-Tiered Support for Children and Families	UNICEF	Global	Emotion Social Values Identity
44	Social and Emotional Learning (SEL) Systematic Review	USAID	Global	Emotion Social Values
45	Social-Emotional Learning (SEL) Framework for Pre-Primary and Lower Primary Levels in Rwandan Schools	USAID, Rwanda Basic Education Board, Republic of Rwanda	Rwanda	Emotion Social Values Perspectives Identity
46	Education in Emergencies: Social Emotional Learning Skills Manual	VSO, UNICEF	Global	Emotion Social Values Perspectives Identity
47	Group Interpersonal Therapy (IPT) for Depression	WHO	Global	Cognitive Emotion Social

				Values
48	Group Problem Management Plus (Group PM+): Group Psychological Help for Adults Impaired by Distress in Communities Exposed to Adversity	WHO	Global	Cognitive Emotion Social Values
49	Community-Based Psychosocial Support Training Manual for Staff and Volunteers	Yemen Red Crescent Society	Yemen	Cognitive Emotion Social Values
50	The psychosocial care and protection of children in emergencies: Teacher training manual	UNICEF	Global	Cognitive Emotion Social Values Identity
51	Teacher well-being: Edukans manual for facilitators	Edukans	Global	Emotion Social Identity
52	Teacher well-being, Training on Mental Health and Psychosocial Support for Teachers in Emergencies: Edukans manual for facilitators.	Universal Basic Education Commission (UBEC)	Nigeria	Emotion Social Values Identity

The review shows that most documents (34 out of 52), or 65 percent, are designed for global use. This indicates a substantial focus on creating SEL and PSS frameworks that can be applied universally and adapted to diverse contexts and needs worldwide. The review also shows that (20 out of 52) or 35 percent of the documents are national, i.e., designed for use in a specific country. Some countries whose documents were included include Kenya, Nigeria, Ghana, Sierra Leone, South Sudan and Rwanda. This shows that organizations in individual countries have made some effort and investment to localize or tailor SEL/PSS interventions to their specific cultural, social, and educational contexts. (See *Figure 4- Reviewed SEL/PSS Frameworks*)



Figure 4: Reviewed SEL/PSS Frameworks, Manuals, Guidance Documents & Curricula

Additionally, out of the 52 reviewed documents, 39 are authored or co-authored by international organizations, government institutions, or other reputable organizations. This shows that most of the documents are produced by well-known and reputable organizations, ensuring credibility and reliability in the content related to SEL and PSS.

2.5.2. Prioritized SEL Domains

The SEL/PSS documents were coded using the INEE Taxonomy Coding System²², which is used to identify, code, and analyze existing SEL and PSS tools and documents and is designed to capture the six SEL domains and twenty-four sub-domains (skills and competencies). Our findings reveal that the most prioritized SEL domains within those documents are Emotion (22 percent), Social (21 percent), Identity (17 percent), Cognitive (16 percent), and Values (14 percent), while Perspectives (10 percent) domain is the least prioritized. (See Figure 5- Prioritized SEL Domains).

Most of the SEL frameworks reviewed focused on crisis and emergency settings hence the reason why Emotion (22 percent) and Social (21 percent) domains are the most emphasized, reflecting the critical need for emotional regulation and positive social interactions to foster resilience and psychological well-being in such environments, where these skills are essential for coping with trauma and instability. The Identity domain (17 percent) is also highly prioritized, as it helps individuals, particularly those in marginalized or displaced communities, to develop self-awareness and a sense of personal empowerment. Cognitive skills (16 percent) and Values (14 percent) are important for critical thinking, problem-solving, and ethical decision-making. The Perspectives domain (10 percent) is the least

²² <https://inee.org/resources/sel-and-pss-measurement-and-assessment-tools-education-emergencies-identifying-analyzing>

prioritized, as it may be viewed as less immediately crucial compared to the more urgent needs of emotional survival and social cohesion.

Conducting a thorough needs assessment is essential before designing or implementing SEL interventions or determining which SEL domains to prioritize. This process allows organizations to adapt their approach to the unique needs, challenges and circumstances of their target population ensuring that interventions are both relevant and impactful. While every SEL domain contributes to an individual's development, no single domain holds greater importance than another.

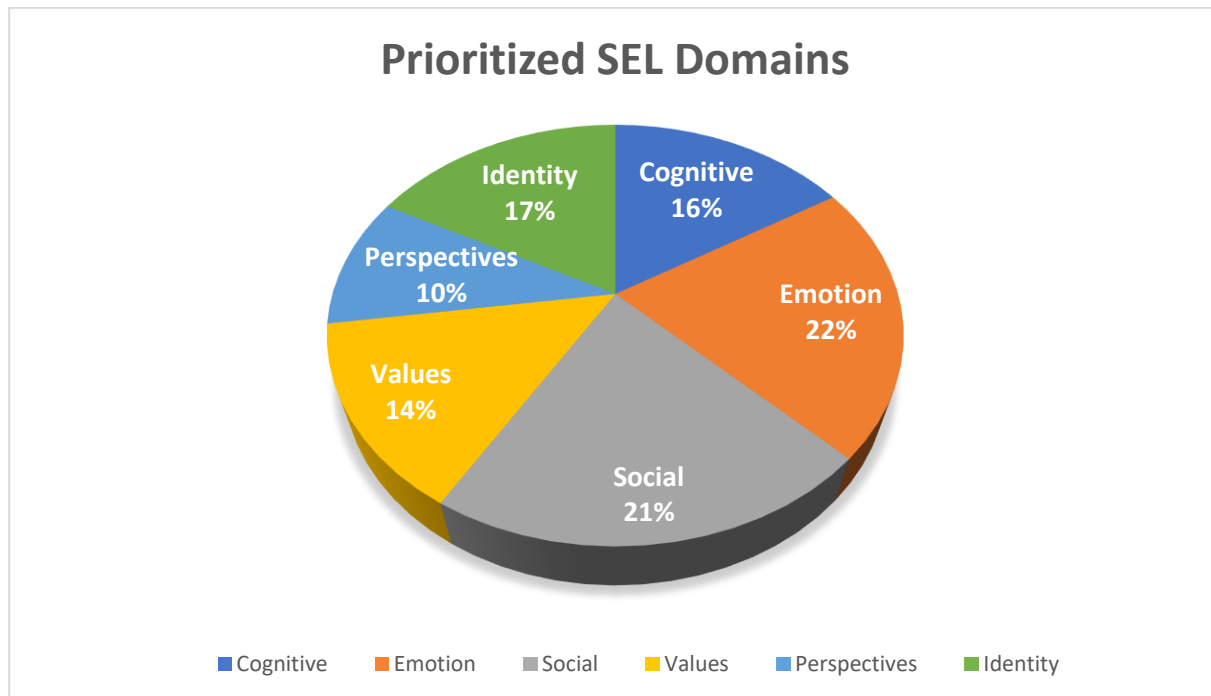


Figure 5: Prioritized SEL Domains.

2.5.3. Prioritized SEL Skills and Competencies

After coding the SEL skills and competencies using the INEE taxonomy coding system, our findings show the following as the prioritized SEL/PSS skills and competencies within the documents reviewed, starting with the one with the highest frequency to the lowest. Emotion & Behaviour Regulation (52), Prosocial/Cooperative Behaviour (49), Empathy & Perspective Taking (48), Understanding Social Cues (44), Cognitive Reappraisal (37), Self-Esteem (33), Intellectual Values (33), Critical Thinking (32), Self-Knowledge (32), Emotion Knowledge & Expression (27), Self-Efficacy/Growth Mindset (27), Purpose (27), Attention Control (26), Ethical Values (25), Gratitude (24), Openness (19), Civic Values (18), Conflict Resolution/Social Problem Solving Skills (16), Performance Values (16), Inhibitory Control (15), Cognitive Flexibility (10), Enthusiasm/Zest (8), Optimism (5) and Working Memory & Planning (5).

No single SEL skill or competency is universally more important than another. Instead, these skills and competencies are interrelated and collectively essential for the holistic development of learners. The significance of each skill or competency can vary depending on the individual needs of learners and the

specific context in which they are applied. Therefore, conducting a thorough needs assessment of the target population is crucial before designing or implementing any SEL framework or intervention. This ensures that the chosen approach aligns with the unique challenges, strengths, and circumstances of the learners, leading to more effective and meaningful outcomes. (See *Figure 7 – Prioritized SEL Skills and Competencies*).

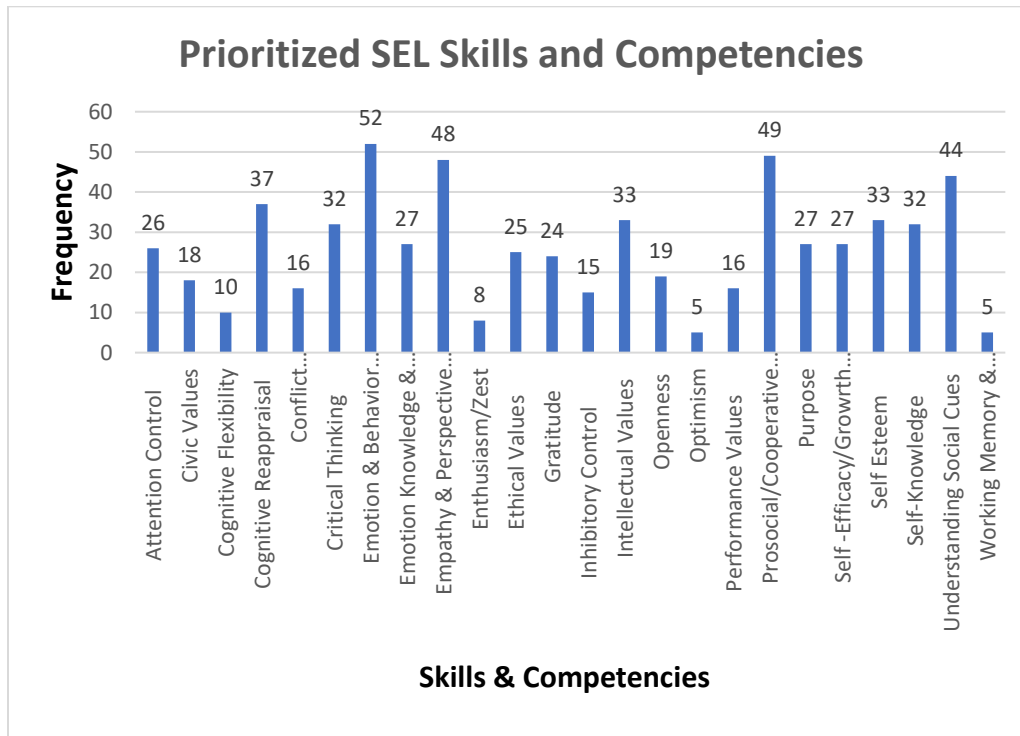


Figure 6: Prioritized SEL Skills and Competencies

2.6. Best Practices in SEL/PSS Implementation in Africa

Several African countries are actively adopting and implementing effective SEL/PSS frameworks. These frameworks are designed to address communities' unique challenges, particularly in regions affected by conflict, displacement, and other socio-economic stressors. These best practices include:

Interpersonal Psychotherapy for Groups (IPTG) in Rwanda: IPTG is a group therapy method, aimed at improving interpersonal relationships as a way to address symptoms of depression, anxiety, and trauma. This intervention has been especially beneficial for survivors of the 1994 genocide, offering a structured space where individuals can process their grief and trauma, while also strengthening their social bonds. The group-based nature of IPTG encourages peer support and collective healing, making it a powerful intervention for fostering mental health and emotional recovery in post-conflict settings. Its cultural adaptation ensures that it aligns with local values and customs, enhancing both its acceptance and impact within the community.²³

²³ Lewandowski, R. E., & Ndogoni, L. (2020). Interpersonal Psychotherapy for Groups (IPTG) in Rwanda: Addressing Depression Post-Genocide

Group Interpersonal Therapy (IPT) in Uganda: Group IPT in Uganda, helps individuals manage depression and emotional distress by focusing on their interpersonal relationships and social networks. Widely used in Northern Uganda, particularly among communities affected by the Lord's Resistance Army conflict, this approach is culturally adapted to address the trauma, loss, and social fragmentation experienced by participants. The group setting of IPT has been instrumental in creating a space for individuals to share their stories and rebuild trust within their communities. Its flexibility and communal focus have made it particularly effective in promoting resilience and emotional recovery.²⁴

FilmAid Kenya's Tafsiri Project uses the power of media and storytelling to provide Social-Emotional Learning (SEL) and Psychosocial Support (PSS) to refugee populations. By using films, local art, and creative expression, the project fosters mental health and resilience by empowering refugees to share their own narratives. The culturally tailored content addresses the specific psychosocial needs of refugee children, making it relatable and impactful. By incorporating local languages and cultural elements, the Tafsiri Project has succeeded in promoting healing, strengthening community bonds, and improving emotional well-being.²⁵

Community-Based PSS Programs in Tanzania's Nyarugusu Camp: In Nyarugusu Camp, community-driven psychosocial support (PSS) programs provide a holistic approach to mental health care, combining counselling, recreational activities, and group support to meet the needs of refugees. These programs are designed with strong community involvement, ensuring that the interventions resonate with local traditions and practices. This participatory approach, which actively involves community members in both the design and delivery of services, has led to widespread acceptance and success. The emphasis on local ownership and cultural relevance has made these programs effective in addressing mental health issues and promoting emotional recovery within refugee populations.²⁶

Healing and Education through the Arts (HEART) in Ethiopia: Save the Children's HEART program uses art therapy to help refugee children process trauma and express their emotions through creative mediums such as painting, drawing, and storytelling. This approach has proven highly effective, offering children a safe and supportive environment in which they can explore their emotions and develop coping strategies. By using art as a therapeutic tool, HEART facilitates emotional healing and resilience, particularly in refugee settings where traditional talk therapy may not be as effective. The program's emphasis on creative expression allows children to communicate their feelings in ways that are more natural and less intimidating.²⁷

Heal Africa in the Democratic Republic of Congo: Heal Africa focuses on helping children and families in the DRC recover from the trauma of conflict through a blend of Social-Emotional Learning (SEL) and Psychosocial Support (PSS). By addressing the deep psychological wounds caused by violence and displacement, the program fosters emotional recovery and helps rebuild social cohesion. The inclusion of both individual and group interventions has made Heal Africa particularly effective, promoting long-

²⁴ Lewandowski, R. E., & Ndogoni, L. (2016). Local perceptions of the impact of group interpersonal psychotherapy in rural Uganda

²⁵ Film Aid Kenya. (n.d.). Tafsiri Project Kenya.

²⁶ UNHCR (2023). Annual Results Report 2023, United Republic of Tanzania

²⁷ Save the Children. (n.d.). HEART at home: Healing and education through the arts - Guidance for parents/caregivers to support children with expressive arts at home.

term resilience and equipping participants with the skills needed to face future challenges. The program's focus on sustainable recovery ensures that participants not only heal from past trauma but also strengthen their ability to navigate ongoing difficulties.²⁸

Ethnographic Approaches in South Sudan: In South Sudan, ethnographic approaches are used to ensure that Psychosocial Support (PSS) interventions are culturally relevant and aligned with the social and historical context of the communities they serve. This ethnographic approach involves local community members in the design and implementation of programs, fostering a sense of ownership and ensuring the sustainability of the interventions. By tailoring programs to the specific cultural needs of each community, this method has led to more effective and lasting outcomes, enhancing the success of PSS efforts across the region.²⁹

Trauma-Informed Peer Support Groups in Tanzania: In Tanzania's Nyarugusu camp, trauma-informed peer support groups provide refugees with a safe and supportive environment to share their experiences, offer mutual support, and begin the healing process. These groups, grounded in empathy and shared understanding, play a crucial role in fostering emotional recovery and resilience. The community-based structure ensures that the interventions are directly relevant to participants' experiences, making them accessible and impactful. Peer support has proven particularly effective in reducing isolation, promoting mental well-being, and creating a sense of community among refugees, underlining the importance of shared experiences in addressing psychosocial challenges.³⁰

²⁸ Heal Africa (2023). Annual Report 2023, Restorative Activism in a War Context

²⁹ Government of South Sudan, Ministry of Education, Science and Technology. (n.d.). Skills for life: Life skills and psychosocial support for children and youth in emergencies. Trainers guide. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000232257>

³⁰ UNHCR (2023). Annual Results Report 2023, United Republic of Tanzania

CHAPTER 3: APPROACH AND METHODOLOGY

Chapter 3 outlines the approach and methodology used in collecting and analysing data for the SEL/PSS mapping exercise. Section 3.1 details the participatory approach, focusing on consultations with teachers, caregivers, and learners in refugee schools in Kakuma, Kalobeyei, and Dadaab. Section 3.2 describes the data collection techniques, including literature reviews, focus group discussions, and key informant interviews. Various tools were used to gather qualitative data, which was thematically analysed. Measures for data validation and quality control along with limitations of the mapping are also highlighted in this section. A more detailed discussion of the methodology is annexed to the report.

3.1. Approach

The mapping exercise targeted refugee schools in Kakuma and Dadaab refugee camps and Kalobeyei Integrated Settlement. It was designed to maximize learning rather than evaluate the implementation of interventions. As such, the interventions by partners were mapped and analysed on their merit, only looking at the extent to which they meet learners' SEL/PSS needs. The approach borrowed and adapted, as necessary, resources in the SEL-PSS Toolbox developed by the Inter-Agency Network for Education in Emergencies (INEE) and the Harvard EASEL Lab. Data and localization tools were among the resources reviewed and adapted in developing the mapping tools.

Participatory approaches were at the core of our methodology. With the guidance of the mapping team, partners selected the caregivers, teachers, and learners participating in the consultations. Furthermore, data collection tools were piloted to ensure their coherence, logical flow, and overall understanding of the questions by the participants. Discussions with caregivers, teachers, and learners were not just extractive. Respondents were engaged in activities such as storytelling, which were integrated into the FGDs, including sharing lived experiences. While a guide to the discussions was developed, the facilitators exercised flexibility by allowing participants to shape the discussions by including issues they believed were important to them.

A facilitated mapping of SEL/ PSS frameworks, domains, competencies, and skills was done with partners, allowing them to review and reflect on their interventions and the areas they prioritized. Children and learners participated in participatory activities to explore their needs, fears, and what they liked about their environment, such as emotions mapping and dances. For example, visual and tangible tools allowed children to reflect on issues that affect them. Qualitative methods were used to collect field data. Research assistants were drawn from the local refugee community, and so were the local translators. The first interviews on day one were used as pilots, from which the tools were refined and finalized.



Photo showing learners engaging in participatory activities

3.2. Data Collection Techniques and Tools

Different data collection techniques were used to triangulate the information and engage diverse stakeholders. These techniques included a comprehensive review of relevant literature, focus group discussions, observation of SEL/PSS interventions in practice, in-depth interviews with purposely selected stakeholders, and mapping SEL/PSS domains, skills, and competencies with partners. These are discussed in more detail in the annex.

With a scope to map out the SEL/PSS interventions in refugee schools, the focus was on consultations with teachers, learners, caregivers, and partners in refugee camps and the integrated settlement. The host community was, therefore, not a direct target, except for those within Kalobeyei. Additional interviews were done with education sector stakeholders in Kakuma and nationally. Teachers and caregivers were interviewed using Focus Group Discussions (FGDs), children in child-friendly discussions integrating participatory activities, and partners and other stakeholders were interviewed as key informants. The first set of interviews were used as pilots from which the tools were refined and finalized. The total number of interviews carried out is summarized as follows.

Table 1: Number of FGDs, Child-friendly discussions, and classroom observations

Category of FGD participants	# of FGDs	# of participants
Child-friendly discussions	8	120
Parents and caregivers	4	34
Teachers	7	66
Counsellors	2	8
Refugee led Organisation representatives	1	10
Classroom observations	5	-
Total	27	238

Table 2: Number of key informant interviews by category of respondent.

Category of stakeholder	Location	# of Interviews	# of respondents
Partners and other non-state actors	National	9	12
Project partners	Kakuma	6	7
Other agencies engaged in SEL/PSS.	Kakuma	3	5
Partners in Dadaab	Dadaab	3	4
Government Agencies	Kakuma	4	5
Total number of interviews and respondents		25	33

A combination of data collection tools was used in a complimentary manner. The study objectives, thematic focus areas, and target respondents informed the number of tools and the focus of each. Seven data collection tools were used. These are i) FGD guide for teachers, ii) FGD guide for caregivers, iii) discussion guide for child-friendly discussions, iv) key informant guide for partners and education stakeholders, v) classroom observation checklist, vi) SEL/PSS frameworks/domains/skills/competencies mapping tool, and vii) frameworks/domains/competencies review guide. More detailed information on the tools and the target respondents is in Annex 1.

3.3. Data Analysis and Quality Control

Overall, the data analysis was thematic. Qualitative data was appropriately coded to identify the emerging themes and patterns. Themes were then grouped as appropriate and used to complement, augment, and supplement data reviewed from project reports and other relevant documents. The lack of adequate data and documents limited data disaggregation, including between the host and refugee communities in Kalobeyei. Data was grouped as per the mapping objectives and tasks. The report is organized along the objectives and tasks per the Terms of Reference (TOR).

Furthermore, a deeper analysis was done for each task. In task one, the frameworks, manuals, guidance documents, and curricula that were reviewed were purposively selected based on set criteria. The criteria included relevance and focus to Social Emotional Learning (SEL) and Psychosocial Support (PSS), the context for which they were designed (e.g., education in emergencies, humanitarian, and refugee settings), and whether they represented global, regional, and local (Africa) frameworks. Selection criteria also included the sources' and authors' expertise and credibility. The selected SEL/PSS domains, skills/competencies, and frameworks documents were then coded using the INEE Taxonomy Coding System³¹ to identify the prioritised SEL domains. Tasks two, three, and four were analysed through the thematic grouping of data from interviews with partners and stakeholders and from review of relevant documents. In task five, all the referenced SEL/PSS domains, skills, and competencies were categorized using the SEL/PSS categorization guidance developed by Harvard EASEL Lab and INEE.

Data collectors were recruited from within the refugee community and among people with previous research experience in the refugee communities. Most interviews were audio recorded for accuracy purposes with informed consent from participants. Where translation services were required, local

³¹ <https://inee.org/resources/sel-and-pss-measurement-and-assessment-tools-education-emergencies-identifying-analyzing>

community members conversant with the language were engaged. All data was stored in password-protected devices, with access limited to the research team.

3.4. Report Validation

The mapping exercise targeted multiple stakeholders and respondents, ensuring that data was adequately triangulated, valid, reliable, and credible. To further ensure the accuracy and ownership of the findings, the report will be shared with the partners to solicit their input, verify, and co-develop prioritized recommendations.

3.5. Limitations and Lessons Learned

The mapping was only able to achieve virtual interviews in Dadaab. Time and financial limitations and security concerns presented challenges in setting up interviews with learners, teachers, and caregivers. As a result, interviews in the Dadaab refugee camp were limited to virtual sessions with SEL/PSS partners only. In addition, comprehensive documentation of interventions and their impact was limited. This reduced the extent the exercise could accurately analyse the scope and reach of interventions. These notwithstanding, valuable information shared by the partners was integrated into the analysis.

CHAPTER 4: FINDINGS

Chapter 4 presents the findings from the Mapping of Implementation of SEL/PSS Approaches in Refugee Camp Schools in Kenya. Section 4.1 discusses the challenges faced by refugees, including emotional, psychosocial, socioeconomic difficulties, and barriers to education. Section 4.2 explores the complexities of implementing SEL/PSS programs in refugee settings, considering cultural diversity, awareness and understanding of SEL/PSS, resource constraints, and protracted displacement.

In addition, Section 4.3 addresses **Task 2** of the mapping assignment, providing an analysis of existing SEL/PSS frameworks and identifies key stakeholders and their roles. Section 4.4 which addresses **Task 5**, outlines the methods used to measure and assess SEL/PSS interventions and the gaps in evaluation practices. Section 4.5 explores the taxonomy of SEL/PSS domains, skills, and competencies used by various organizations, which addresses **Task 4**. Finally, Section 4.6 addresses **Task 3** by discussing the alignment of SEL/PSS approaches with Kenya's Competency-Based Curriculum (CBC), highlighting integration challenges and gaps in implementation.

4.1. Challenges Experienced by Refugees in Camps in Kenya

Findings from the SEL/PSS mapping revealed that the SEL/PSS needs of children, parents, caregivers, and teachers in refugee camps in Kenya are shaped by the unique experiences and challenges they face, such as displacement, transgenerational trauma, resettlement, language barrier, grief, congestion in school, child neglect, early marriages, gender-based vulnerabilities, safety, and security concerns. These challenges can be categorised into five main key areas, namely: emotional and psychosocial, family and socioeconomic, basic needs, education access, and cultural adaptability challenges.

(i) Emotional and Psychosocial Challenges

Our findings reveal that many refugees in camps across Kenya endure traumatic events, leading to emotional, psychosocial, and mental challenges. Newly arrived refugees exhibit "raw trauma" symptoms due to their experiences in their home countries as well as re-traumatisation from the deplorable living conditions at the reception centre.

Long-term residents at the refugee camps suffer from "unprocessed trauma," and those born in the camps experience "transgenerational trauma." Transgenerational trauma is the passing of trauma symptoms and stress responses from one generation to the next due to prolonged exposure to severe events like war, violence, displacement, gender-based violence, and persecution. It significantly affects the learning abilities of children in these camps.³² These findings mirror those from similar studies in our literature review.

³² Dalgaard, N.T. and Montgomery, E. (2017), "The transgenerational transmission of refugee trauma: family functioning and children's psychosocial adjustment", *International Journal of Migration, Health and Social Care*, Vol. 13 No. 3, pp. 289-301. <https://doi.org/10.1108/IJMHS-06-2016-0024>

Teachers and parents/caregivers pointed out that "Children face difficulties concentrating in school due to their traumatic and grief experiences and the lack of support to cope with the trauma" (FGD Parent, Kalobeyei).

"Children here have witnessed unimaginable violence and loss, which deeply affects their emotional and mental well-being." (KII_UNHCR).

"Children and young people who were born in the camps and did not experience the war and displacement also behave inward manner in and out of class" (KII born and raised in Kakuma).

"Poverty exacerbates the stress and trauma experienced by families, making it difficult for children to focus on their education." (KII_UNICEF).

"Displacement and the constant fear of violence have left many children with deep psychological scars." KII_NRC participant.

From observation during an pre-primary/Lower primary FGD at one of the schools in Kalobeyei, the newly arrived children from the reception centre were completely unable to participate in the FGD due to visible trauma, lack of concentration, and generally low energy levels.

Counsellors cited that **children in refugee camps** in Kenya are profoundly affected by traumatic experiences related to conflict, violence, loss, and displacement. This manifests in widespread PTSD, depression, and behavioural issues, profoundly impacting their day-to-day functioning and emotional stability. The trauma is both immediate and generational, with many parents/caregivers passing their traumatic experiences onto their children, creating cycles of psychological distress.

"The primary things to do with PTSD are post-traumatic stress disorders, trauma cases, and sometimes issues of depression and behavioural problems." (National Counsellors FGD, Kakuma)

"These parents/caregivers who experienced sexual abuse, war, and other traumas from their countries of origin raise children while carrying these traumas, and the cycle of trauma and stress repeats itself." (National Counsellors FGD, Kakuma).

Parents and caregivers in refugee camps face significant SEL/PSS challenges due to the trauma from their countries of origin and the hardships of camp life, making it difficult for them to address their children's SEL/PSS needs effectively. Additional challenges, such as a lack of basic training in SEL/PSS, time constraints, economic pressures, and cultural stigmas associated with participating in mental health-related activities, further hinder their ability to support their children's efforts to overcome stress and trauma.

While numerous SEL/PSS interventions target learners, such as Art and Play by LWF and the Better Learning Programme by NRC, relatively few initiatives are aimed at supporting parents and caregivers. Notable exceptions include FilmAid's parental engagement program "Mzazi Bingwa" and efforts by refugee-led organizations like the Kakuma Vocational Centre, Turkana Development Mission, and Kalobeyei Initiative for Better Life, which run SEL-based parental engagement programs.

One parent noted, "Mental health issues are stigmatized in our community, so people are reluctant to seek help" (FGD Parent, Kalobeyei). Another parent explained, "I would like to support my child's psychological and emotional needs more, but I lack the necessary training and resources" (FGD Parent). Another caregiver added, "Balancing work and family responsibilities makes it difficult to find time for these SEL activities" (FGD Caregiver, Fuji Primary School, Kakuma).



Photo: Parents/Caregivers FGD

Case Study: The Effects of Transgenerational Trauma on a Refugee in Kakuma

Background: Kakuma Refugee Camp is home to refugees from diverse backgrounds, many of whom have endured significant trauma. Among these are individuals born in the camp, who suffer from transgenerational trauma—a phenomenon where the psychological effects of trauma are passed from one generation to the next.

Below is a case study of a young refugee lady who was interviewed during the mapping study. To ensure confidentiality we have not used her real name.

Mary's Profile: **Age:** 24; **Gender:** Female; **Nationality:** Rwandese

Family Background: The second of three children, born and raised in Kakuma. Her parents fled Rwanda in 1995 due to the genocide.

Interview Summary: Mary shared her experiences growing up in Kakuma, detailing her strained family relationships and the heavy burden of her parents' trauma. Her father, once a shop owner, now struggles with alcoholism, while her mother suffers from severe mental health issues, including psychiatric problems that have deeply affected the family dynamic.

Understanding and Impact of Transgenerational Trauma: Mary is familiar with the concept of transgenerational trauma, recognizing it as the emotional and psychological scars inherited from her parents' experiences during the Rwandan genocide. This trauma has manifested in her life as persistent sadness, anxiety, and difficulty forming close relationships. Mary also described how the stories of her parents' past have left her feeling disconnected and burdened by a history she never directly experienced.

Daily Life and Coping Mechanisms: The trauma has profoundly impacted her emotional health, causing bouts of unexplained sadness and anxiety. She has struggled with isolation and an inability to build lasting relationships. Although she received some support through art and music during her primary education, the lack of continued support has left her feeling increasingly isolated and despondent.

Support and Identity Issues: Mary believes that sharing experiences and finding meaningful work could alleviate some of the effects of transgenerational trauma. However, she faces an identity crisis, feeling neither fully Kenyan nor able to return to Rwanda, which heightens her sense of hopelessness and frustration.

Conclusion: This case study highlights the profound and lasting impact of transgenerational trauma on refugees like Mary. It underscores the importance of targeted support, including opportunities for expression and integration, to help those affected rebuild their lives and manage their trauma.

Teachers and educators in refugee camps in Kenya face numerous SEL/PSS challenges that significantly impact their ability to support their learners' emotional and psychological needs effectively. Discussions with educators reveal that many are not adequately prepared to handle the complex trauma-related behaviours exhibited by their learners, who have often experienced significant distress and disruption. Additionally, they frequently manage large classes, some with over a hundred learners, making it difficult to address each child's SEL/PSS needs. Most refugee teachers are unqualified and tasked with the complex job of delivering the CBC curriculum and handling their own PSS issues. It is recommended that teachers enhance their capacity in SEL and PSS as well as in the CBC. Additionally, increasing the capacity and number of national and school counsellors is crucial to support teachers and learners effectively.

The ratio of refugee teachers to national teachers in these camps is approximately 3:1, meaning there are three refugee teachers for every national teacher. These refugee teachers often share similar traumatic backgrounds and face the same challenging conditions as their learners, contributing to burnout and compassion fatigue. Although teachers receive trauma-informed care training, more comprehensive and ongoing psychosocial support is needed to address their own trauma and psychological needs effectively. This enhanced support would enable them better to support their learners' SEL/PSS requirements.

One partner explained, "We provide trauma-informed care training for teachers to help them cope with their trauma and support their learners effectively" (KII Partner).

(ii) Basic Needs Challenges

According to our findings, many learners deal with personal and basic needs challenges that directly impact their ability to engage fully in school activities. These include insufficient food rations and lack of access to nutritious meals. Many children indicated that they depend on school meals as their main assured meal for the day. This affects learners' energy levels and cognitive functions, hindering academic performance. In addition, accidents, often involving motorbikes, pose significant risks, leading to injuries that can prevent learners from attending school regularly.

"Every day is a struggle with so many things – from getting enough to eat to staying safe and trying to learn in crowded rooms. It's hard, but we keep going." FGD_Hope & New Light Primary School, Kakuma

(iii) Family and Socioeconomic Challenges

Our findings indicate socioeconomic factors significantly impact learners' concentration and academic performance. Economic instability and family stressors notably affect children's ability to focus and participate in school activities. Refugee children with disrupted family dynamics, or those with parents, caregivers, or teachers who have experienced trauma, may be particularly susceptible to the emotional and psychological effects of their caregivers' trauma. This exposure can result in increased stress and anxiety among children, impairing their concentration, focus, and engagement in learning activities. Additionally, these children may be more vulnerable to abuse by their parents or caregivers. Conditions such as depression, anxiety, and post-traumatic stress disorder (PTSD) further hinder a child's ability to concentrate and retain information, making effective learning challenging.

Other challenges include child labour, where many learners are forced to work to support their families, while those in child-headed households or families with absent parents face additional responsibilities. These obligations significantly limit the time and energy available for their studies. In addition, Issues such as early marriages and gender-based violence, including rape, have a profound impact on learners' psychological well-being and school attendance.

“We face many challenges like beatings from parents/caregivers, child labour, and not having enough teachers or space in our classrooms. It's tough, but we still try to learn as much as possible.” FGD_Hope & New Light Primary School

(iv) Education Access Challenges

Our findings showed that systemic issues within educational institutions also present significant obstacles. These include inadequate school facilities, overcrowded classrooms, and insufficient teacher support. The lack of essential school supplies, such as uniforms and learning materials, and inadequate physical infrastructure, including insufficient desks and seating, creates an uncomfortable and sometimes unproductive learning environment. Classroom overcrowding makes it difficult for teachers to manage classes and provide individual attention, which is crucial for effective learning. A shortage of qualified teachers exacerbates these challenges, often leaving learners without the necessary academic support.

Teaching and learning conditions in refugee settings significantly impact learners' SEL/PSS. Poor physical environments, including inadequate infrastructure and safety concerns, contribute to stress and anxiety, hindering students' emotional well-being. Teacher preparedness and including SEL/PSS in the curriculum are often lacking, leading to gaps in addressing learners' emotional needs. In addition, limited community involvement, parental support, and access to dedicated psychosocial services exacerbate the challenges faced by refugee students, who are already burdened by trauma and displacement, making it difficult for them to develop resilience and emotional stability in an unstable educational environment.

Older children are often required to enrol in lower classes due to the mandatory assessment conducted in grade 3 under the CBC. Additionally, in Dadaab, many refugee children, who are predominantly Somali, initially attend Madrassa and Duksi before joining formal schooling. As a result, they tend to start formal schooling at an older age, making it difficult to cope and leading to high dropout rates.

There is also a higher prevalence of children with disabilities in Dadaab compared to Kakuma, often due to inter-family marriages. In some cases, up to 50% of the children in the same family may have disabilities. These disabilities carry a significant stigma, causing affected children to shy away from attending school. They face bullying and are often referred to by the name of their disability.

(v) Cultural Adaptability and Adjustment Challenges

Our findings revealed that new arrivals, especially younger learners in pre-primary and lower primary, often feel sad due to the language barrier in schools and the challenge of adjusting to a new educational, social, and cultural environment.

During one of the FGDs with learners, we drew a happy face and a sad face on flip charts and asked the learners to put sticky notes on the face that they like to show how they feel, i.e., happy or sad. 5 learners stuck on the happy face and five learners stuck on the sad face. The younger learners, i.e., pre-primary and Grade 1, indicated they were sad because they were newcomers from the reception center and had a language barrier.

In addition, refugees in Kenya face different cultural challenges that affect their daily lives and mental well-being. These challenges include language barriers, social norms, religious practices, and cultural identity and heritage.

4.2. Complexities of Implementing SEL/PSS in Refugee Camps in Kenya

Our findings from the mapping revealed that implementing SEL/PSS approaches in refugee settings in Kenya involves various complexities that require careful consideration, strategic planning, and collaboration. The following factors influence these complexities:

Cultural Diversity: Kenya hosts a diverse population of refugees from South Sudan, Somalia, Ethiopia, Burundi, DRC, and Rwanda. This diversity poses challenges in understanding and addressing the unique traumatic experiences and psychosocial needs of different cultural groups, especially children. Tailoring interventions to each community's unique needs and values is complex but essential. For instance, what may be effective in one cultural setting may not necessarily translate seamlessly to another, emphasizing the importance of considering cultural diversity in program design and implementation.

Awareness and Understanding of SEL/PSS: Another significant challenge identified during the mapping is the varying levels of awareness and understanding of SEL/PSS among educators, policymakers, implementing partners, and parents/caregivers of refugee children. Limited awareness of SEL/PSS often hinders the effective integration of these approaches into refugee educational systems. Advocacy efforts and capacity-building initiatives are crucial to address this gap and foster a more widespread understanding of the benefits of SEL/PSS.

Resource Constraints: The mapping revealed that resource constraints present a significant hurdle in refugee camp schools in Kenya. Adequate funding and community assets are required to provide basic needs training for educators, develop appropriate teaching materials, and sustain long-term implementation of SEL/PSS programmes.

Protracted Displacement: Findings from the mapping revealed that protracted displacement in Kenyan refugee camps severely impacts SEL and PSS. Protracted displacement refers to situations where refugees cannot return to their homes or integrate into new communities for an extended period, often lasting several years or even decades. Chronic stress and trauma from prolonged stays strain the mental health and well-being of refugees, while resource shortages hinder the provision of basic needs like food, water, and education.

4.3. Existing SEL/PSS frameworks in refugee camps in Kenya, and key partners and stakeholders involved

This section addresses Task 2 of the mapping assignment: Conduct an analysis to determine the existing SEL/PSS frameworks, policies, curricula, initiatives, and assessments approaches in refugee camps including mapping out key partners and stakeholders involved in development and implementation of SEL/PSS for refugee education.

The mapping exercise identified several organizations and stakeholders that play a role in providing SEL/PSS services in the Kakuma, Kalobeyei, and Dadaab refugee camps. Among these are Porticus partners working under the "Transforming Education for Displaced Children" program at Kakuma Refugee Camp, which includes UNHCR, UNICEF, Lutheran World Federation (LWF), Norwegian Refugee Council (NRC), Humanity & Inclusion, Cohere, FilmAid Kenya, Ubongo International, and 11 Refugee-Led Organizations (RLOs). Other key stakeholders identified include the Ministry of Education, Finn Church Aid (FCA), Jesuit Refugee Service (JRS), International Rescue Committee (IRC), Save the Children, and Terre des hommes (TDH).

The SEL/PSS frameworks implemented by these organisations were analysed according to the parameters specified in the Terms of Reference (TOR) for the mapping assignment, as well as the parameters for which information was available. These parameters include: (i) scope and reach (global or national), (ii) whether a SEL/PSS needs assessment focusing on the refugee community had been conducted, (iii) target age groups for the frameworks, (iv) the maturity of the interventions—whether they are fully established or still in development, (v) training of teachers and others (vi) availability of SEL/PSS evaluations for the frameworks.

However, not all parameters from the TOR were considered during the analysis of the frameworks due to lack of information on those parameters. These parameters include (i) whether the frameworks have a focus on disability or gender (ii) to what extent the frameworks are based on research, documented experience or other evidence.

The analysis of these frameworks, based on the available parameters, is presented in both the narrative and in Table 4 below.

(i) Scope and Reach (Global vs. National): The findings reveal that the SEL/PSS frameworks for most organizations, including UNICEF, Lutheran World Federation (LWF), Save the Children, Finn Church Aid (FCA), the Jesuit Refugee Service (JRS), the International Rescue Committee (IRC), and Terre des hommes (TdH), are globally oriented. These frameworks leverage international best practices, such as UNICEF's School Mental Health Program, which integrates SEL/PSS into global educational environments, or FCA's Healing and Education through the Arts (HEART) initiative.

On the other hand, some organizations adopt a more localized focus, with organisations like Cohere, FilmAid Kenya, and Ubongo offering community-specific interventions that are tailored to the unique needs of refugee populations. Although the broad range of both global and national actors contributes to a diverse set of approaches, globally oriented frameworks unless adapted to local conditions, may

lack the context-specific nuances required to address SEL/PSS needs in refugee camps in Kenya while national or community-specific frameworks might better address these needs.

(ii)Needs Assessments in Refugee Camps: The findings also revealed that many organizations, including Norwegian Refugee Council (NRC), LWF, UNICEF, and others, have not conducted formal needs assessments specific to their SEL/PSS frameworks in refugee settings. For instance, LWF's Art and Play Therapy and TdH's Psychosocial Skills Manual for working with children have not been adapted based on formal assessments of the needs of the refugee community.

Exceptions include Humanity & Inclusion, Refugee-Led Organizations (RLOs), and Ubongo, all of which have conducted needs assessments within the Kakuma Refugee Camp. Ubongo, for example, is using the findings from their needs assessment to produce culturally relevant SEL/PSS content in collaboration with FilmAid.

The absence of robust needs assessments often limits the ability of these programs to cater effectively to the specific psychosocial and emotional needs of refugees. However, organizations that have engaged in these assessments are moving toward more tailored, evidence-based interventions, which has potential to yield greater impact.

(iii)Target Age Groups: Many organizations provide support across various developmental stages rather than targeting specific age groups. For instance, UNICEF and FCA focus on early and middle childhood, while JRS and Humanity & Inclusion extend their services to adolescents and adults.

This broad approach reveals a gap in age-appropriate interventions. As children from the refugee community often start school at older ages and may enter lower grades, there is a need for programs to be specifically tailored to the specific ages of learners to ensure they meet their needs effectively. Developing age-specific SEL/PSS interventions would make these programs more impactful by aligning content and delivery methods with the unique needs of each age group.

(iv)Maturity of Frameworks: The findings show that the maturity of interventions varies across organizations. Established frameworks, such as UNICEF's Child-Friendly Spaces program and the Norwegian Refugee Council's Better Learning Program, have a strong foundation in promoting SEL/PSS. In contrast, developing frameworks such as those for Cohere, RLOs, and Ubongo are still in the development phase, with their initiatives being relatively new and evolving to address the challenges in refugee camps.

A framework or program is considered Established if it has been rolled out and implemented at a significant scale across regions or target populations. They are supported by comprehensive structures, including detailed guides like UNICEF's Basic Life Skills Course Facilitator's Manual. These frameworks are often integrated into local or national education systems, such as UNHCR's Healing Classrooms program implemented in partnership with the International Rescue Committee. In addition, established frameworks generally provide training for teachers or community workers, to enhance the program's reach and impact.

On the other hand, Developing Frameworks and programs are still in the early stages of growth. These interventions are still being adapted based on feedback with efforts to expand and refine their impact.

Typically, they have a more limited scope targeting specific locations or communities. For instance, the interventions provided by Cohere are classified as developing because they are focused on building the capacity of Refugee-Led Organizations (RLOs) and are not yet fully scaled. Additionally, while Ubongo collaborates with FilmAid to create SEL materials, their interventions are still in development, as shown by their recent needs assessments and approach to developing culturally relevant content.

(v) Training for Teachers and Other Stakeholders: The effectiveness of SEL/PSS programs is heavily dependent on the training provided to teachers and other key stakeholders as they play a key role in supporting children's emotional and psychological development. SEL/PSS frameworks and programs from organizations like LWF, UNICEF, FCA, and IRC emphasize trauma-informed education, inclusive teaching strategies, and playful learning techniques.

Organizations like JRS, and Humanity & Inclusion extend training to community leaders and caregivers, creating a more inclusive approach that engages a wider range of stakeholders. While some organizations have developed mature training frameworks, others, such as Ubongo and Cohere, are in the process of refining their training methods to better meet the needs of refugee communities. This commitment to multi-level training helps ensure the sustainability of SEL/PSS initiatives and empowers local communities.

(vi) Availability of SEL/PSS Evaluations: There is a notable gap in the evaluation of SEL/PSS programs among organizations working in refugee camps in Kenya, as none of those reviewed have conducted formal SEL/PSS evaluations. This raises concerns about their capacity to accurately measure the effectiveness of their SEL/PSS interventions. The lack of evaluations hinders opportunities for improvement and scaling, as data-driven insights are critical for informed decision-making.

Without systematic evaluation, understanding the true impact of SEL/PSS programs and making necessary adjustments to enhance their effectiveness becomes challenging. Consistent monitoring and evaluation are also essential for identifying overlaps, avoiding duplication of efforts, and maximizing the unique strengths of each organization involved in SEL/PSS implementation in refugee camps in Kenya.

The Taxonomy of SEL/PSS domains, skills and competencies referenced in SEL/PSS frameworks implemented in refugee camps in Kenya is presented in section 4.4 below.

Table 4: Mapping of Key Partners and Stakeholders in Refugee Camps in Kenya

Organization	Overall Description	Name of Framework National/Global	Needs Assessment Undertaken	Target Age Group	Maturity of Interventions	Training for Teachers/ Others on SEL/PSS	SEL/PSS Evaluations Available
Ministry of Education	<p>The MoE is responsible for Education and training policies, standards, and curricula in Kenya.</p> <p>Coordination of refugee services and policy implementation.</p> <p>Curriculum development and training materials.</p>	<p>Basic Education Curriculum Framework</p> <p>National-Kenya</p>	No	Early, Middle Childhood & Adolescence	Established	No	No
UNICEF	<p>UNICEF is crucial in promoting SEL/PSS for children and adolescents, such as the Child-Friendly Spaces program (CFS) in Kakuma. With MoE, UNICEF runs a School Mental Health and Psychosocial Support (MHPSS) program to integrate MHPSS into the school curriculum and train teachers on trauma-informed practices. Other SEL/PSS-related activities include community-based interventions, Parenting Skills Training, Advocacy and Awareness Raising</p>	<p>Collecting Data on Children with Disabilities in Education in Emergency Settings: A Step-By-Step Guide on the Use of the Child Functioning Module – Teacher Version</p> <p>Community-Based Mental Health and Psychosocial Support in Humanitarian Settings: Three-Tiered Support for Children and Families</p> <p>Basic Life Skills Course Facilitator’s Manual</p> <p>Global</p>	No	Early, Middle Childhood & Adolescence	Established	Yes	No

Table 4: Mapping of Key Partners and Stakeholders in Refugee Camps in Kenya

Organization	Overall Description	Name of Framework National/Global	Needs Assessment Undertaken	Target Age Group	Maturity of Interventions	Training for Teachers/ Others on SEL/PSS	SEL/PSS Evaluations Available
UNHCR	UNHCR runs several interventions to promote SEL/PSS for children in refugee camps in Kenya, including school-based intervention, community-based programs, capacity building, advocacy, and awareness campaigns. In Kakuma Refugee Camp, UNHCR, in partnership with the International Rescue Committee, is running a SEL/PSS program dubbed Healing Classrooms, whereas, in Dadaab Refugee Camp, UNHCR works with NRC to offer a range of PSS services, including individual counselling, group therapy, and family support.	Operational Guidance Mental Health & Psychosocial Support Programming for Refugee Operations Toolkit: Suicide Prevention in Refugee Settings Comprehensive Refugee Response Framework (CRRF). Global	No	Early, Middle Childhood & Adolescence	Established	No	No
Cohere	COHERE currently partners with 11 Refugee-Led Organizations (RLO) by offering them training to enhance their skills, with SEL/PSS being a key focus area that helps them transform their communities.	Social and Emotional Learning Xavier Project, National	No	Early, Middle Childhood	Developing	Yes	No

Table 4: Mapping of Key Partners and Stakeholders in Refugee Camps in Kenya

Organization	Overall Description	Name of Framework National/Global	Needs Assessment Undertaken	Target Age Group	Maturity of Interventions	Training for Teachers/ Others on SEL/PSS	SEL/PSS Evaluations Available
Finn Church Aid	FCA spearheads the management of primary schools and early childhood education centres in Kakuma and Kalobeyi. FCA has a team of counsellors and psychosocial experts who provide PSS to learners in schools in Kalobeyi and Kakuma.	Harmonized Life Skills Manual: For Use with Primary School Children Healing and Education through the Arts (HEART)" Framework Peace Club Manual Global	No	Early, Middle Childhood & Adolescence	Established	Yes	No
Film Aid Kenya	Film Aid supports SEL/PSS through entertainment such as cartoons and movies. Film Aid's Filmmaker Training Program gives youth the creative and technical skills necessary to explore their communities' concerns and tell their own stories in their voices. Their theory of change is based on integrating creativity, participation, access, and collaboration, which drive individual and community change, contributing to positive social impact.	Tafsiri Project National	No	Early, Middle Childhood	Established	No	No

Table 4: Mapping of Key Partners and Stakeholders in Refugee Camps in Kenya

Organization	Overall Description	Name of Framework National/Global	Needs Assessment Undertaken	Target Age Group	Maturity of Interventions	Training for Teachers/ Others on SEL/PSS	SEL/PSS Evaluations Available
Humanity & Inclusion	HI supports SEL/PSS by ensuring inclusive education for all. HI's initiatives include enhancing the learning environment by remodelling schools and playgrounds to make them inclusive and training teachers on inclusive education. HI is also collaborating with the Ministry of Education and Kenya Institute of Special Education (KISE) to develop and pilot enhanced modules for inclusive education.	Group Interpersonal Therapy (IPT) for Depression Training Manual Global	Yes	Adolescence & Adulthood	Established	Yes	No
Jesuit Refugee Service	JRS manages the running of secondary schools in Kakuma. JRS operates two temporary protection houses for survivors of Sexual and Gender Violence (SVGB) and children with protection needs, offering comprehensive case management, psychosocial support, and skills training. Psychosocial programmes provided by JRS aim to strengthen community and family supports through providing safe spaces and activities for	Integrated Model for Mental Health and Psychosocial Support" (MHPSS). Global	No	Early, Middle Childhood & Adolescence	Established	Yes	No

Table 4: Mapping of Key Partners and Stakeholders in Refugee Camps in Kenya

Organization	Overall Description	Name of Framework National/Global	Needs Assessment Undertaken	Target Age Group	Maturity of Interventions	Training for Teachers/ Others on SEL/PSS	SEL/PSS Evaluations Available
	vulnerable groups, individual and group counselling, and training and supervision of non-specialist counsellors recruited from the communities.						
International Rescue Committee	The IRC, Lego Foundation, and the Grundfos Foundation recently partnered to launch TeachWell, an innovative Teacher Professional Development program for refugee and host communities. TeachWell TDP utilizes 'learning through play' teaching pedagogy, fostering essential skills such as critical thinking and problem-solving.	Social-Emotional Learning Intervention Trainer's Manual IRC SHLS SEL Trainees Handbook Safe Healing and Learning Spaces Toolkit Global	No	Early, Middle, Adolescence, Youth & Adulthood	Established	Yes	No
Lutheran World Federation	LWF school counsellors use Art and Play Therapy for younger learners and peer-to-peer support sessions for older learners. The activities in the ECD Centres are usually meant to allow the children to play together and develop cognitive and psychomotor skills. LWF supports school counsellors who conduct pre and post counselling to the learners.	Art & Play Therapy Global	No	Early, Middle, Adolescence, Youth & Adulthood	Established	Yes	No

Table 4: Mapping of Key Partners and Stakeholders in Refugee Camps in Kenya

Organization	Overall Description	Name of Framework National/Global	Needs Assessment Undertaken	Target Age Group	Maturity of Interventions	Training for Teachers/ Others on SEL/PSS	SEL/PSS Evaluations Available
Norwegian Refugee Council	NRC's Better Learning Programme (BLP) is a holistic approach that provides teachers with a simple psychosocial support framework, the "Recovery Box," which they can use daily to promote the recovery of children from traumatic experiences and stress. BLP also helps teachers and children understand normal reactions to fear and stress and provides ways to manage these reactions, including easy calming exercises that can be done as part of a regular class session.	Better Learning Program Global	No	Early, Middle Childhood	Established	No	No
Refugee Led Organizations	The RLO's that were engaged during the mapping include: Solidarity Initiative for Refugee, Kakuma Vocational Centre, Voice for the Disabled People Association, Kalobeyei Initiative for Better Life , Turkana Christian Development Mission , Faulu Production. Each RLO has a distinct role but a shared focus on enhancing SEL/PSS for children	Social and Emotional Learning Xavier Project, National	Yes	Early, Middle Childhood & Adolescence	Developing	Yes	No

Table 4: Mapping of Key Partners and Stakeholders in Refugee Camps in Kenya

Organization	Overall Description	Name of Framework National/Global	Needs Assessment Undertaken	Target Age Group	Maturity of Interventions	Training for Teachers/ Others on SEL/PSS	SEL/PSS Evaluations Available
	and their families. These roles include Digital skill training for young people and parents/caregivers, Social-emotional learning sessions for parents/caregivers, Inclusive education and advocacy for people with disability.						
UBONGO	<p>Ubongo leverages the power of entertainment, mass media reach, and kid-centered design efficacy to deliver effective and localized learning.</p> <p>Ubongo collaborated with the International Rescue Committee to co-produce 10 short, fun instructional videos that teach parents/caregivers about SEL. The partnership aimed to promote the development of critical social-emotional skills in children through direct caregiver engagement. Recently, Ubongo conducted a needs assessment for SEL/PSS and will use the findings to develop culturally appropriate videos for</p>	<p>Akili Goes to Kakuma: Co-creating for Improved Social-Emotional Learning for Refugee Children</p> <p>National - Kenya</p>	Yes	Early, Middle Childhood	Developing	No	No

Table 4: Mapping of Key Partners and Stakeholders in Refugee Camps in Kenya

Organization	Overall Description	Name of Framework National/Global	Needs Assessment Undertaken	Target Age Group	Maturity of Interventions	Training for Teachers/ Others on SEL/PSS	SEL/PSS Evaluations Available
	parents/ caregivers and children in collaboration with FilmAid.						
Save the Children	Save the Children helps young children access early education (pre-primary and primary), allowing them to develop literacy and numeracy skills through play. Save the Children also helps out-of-school children in Dadaab refugee camp access primary education through the Alternative Basic Education centres.	Mental Health and Psychosocial Support (MHPSS) Cross-Sectoral Strategic Framework in Humanitarian Settings Healing and Education through the Arts (HEART)" Framework Global	No	Early, Middle Childhood & Adolescence	Established	No	No
Terre des hommes	TdH is a crucial child protection implementing partner in Dadaab and Kakuma. To strengthen the child protection system, TdH's key activities in the refugee context include mental health and psychosocial support, case management, cash and voucher assistance to vulnerable families, and community capacity-strengthening interventions.	Move on & Engage: A Mental Health and Psychosocial Resilience Curriculum Working with Children and their Environment - Manual of Psychosocial Skills Global	No	Early, Middle Childhood & Adolescence	Established	No	No

4.4. Taxonomy of SEL/PSS domains, skills and competencies referenced in frameworks implemented in refugee camps in Kenya

This section addresses Task 5 of the mapping assignment: Provide a taxonomy of SEL/PSS domains/frameworks/skills/competencies being referenced in SEL/PSS initiatives in refugee camps.

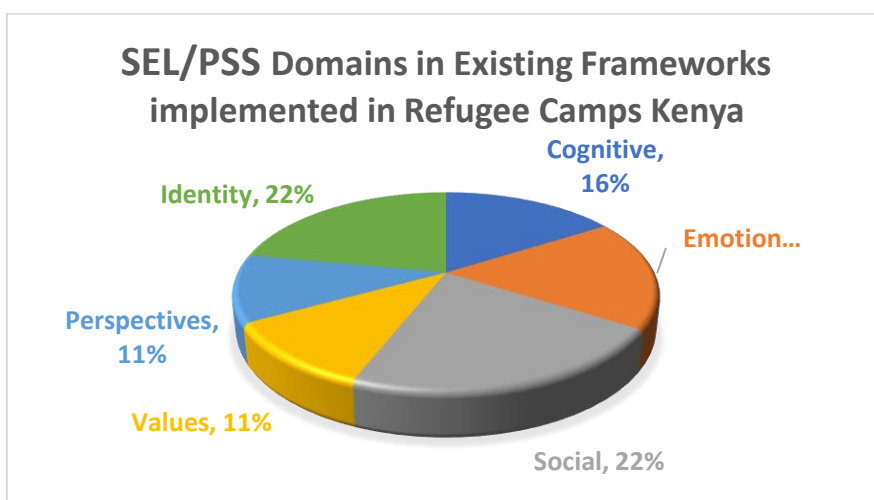
The mapping of SEL/PSS frameworks in refugee camps in Kenya revealed that different organizations use different SEL/PSS terminologies and definitions to reference SEL/PSS domains, skills, and competencies. However, all the SEL/PSS domains, skills, and competencies referenced could be categorized using the SEL/PSS categorization guidance developed by Harvard EASEL Lab and INEE of six domains and twenty-four sub-domains or skills and competencies. There is a need to develop a shared understanding of SEL/PSS terminologies among all the partners implementing SEL/PSS interventions in refugee camp schools in Kenya.

4.4.1. Taxonomy of Existing SEL/PSS Domains

The mapping of SEL/PSS frameworks in refugee camps in Kenya reveals distinct emphasis across various domains. The findings indicate that the Social and Identity domains are the most emphasized, comprising 22% of the focus each, highlighting the importance of interpersonal skills and community building and reflecting efforts to support refugees in maintaining and understanding their personal and cultural identity amidst displacement. The emotional domain follows at 18%, underscoring the need to address emotional resilience and mental health. Cognitive skills represent 16% of the focus, emphasizing learning and problem-solving capabilities. Both values and perspectives domains are the least prominent at 11% each.

Similarly, findings of the literature review on prioritized domains at the global, regional, and national levels, organizations should determine which SEL/PSS domains to emphasize by conducting thorough needs assessments with input from stakeholders and the target population. This process should account for the age groups of the target population, cultural differences, prevalent stressors, and existing support systems. Such an approach ensures that SEL/PSS interventions are effective and tailored to address the specific needs and dynamics of the community they aim to support. (See Figure 10- SEL/PSS Domains in Existing Frameworks/Manual/Approaches in Refugee Camps Kenya)

Figure 7: SEL/PSS Domains in Existing Frameworks/Manual/Approaches in Refugee Camps Kenya



4.4.2. Taxonomy of SEL/PSS Skills and Competencies

Our coding and analyses of SEL/PSS domains indicate that overall, the frameworks, manuals, and guidance documents used within refugee camps in Kenya include all six domains of SEL from INEE EASEL, i.e., cognitive, emotional, social, values, perspectives, and identity. Overall, the documents and approaches tended to emphasize the following four domains of SEL: social, emotional, identity, and cognitive. Perspectives and values domains are emphasized the least across the documents and materials we reviewed and coded.

However, each SEL/PSS manual, project, or guidance document reviewed showed slightly different priorities. Each document or project has varying emphasis on different SEL domains, with some domains not represented in some documents. As shown in *Figure - SEL/PSS Domains Per Organization/Framework/Manual/Approach*, there is variability in the SEL domains that are included or emphasized by specific SEL/PSS documents, which may suggest that differing priorities are enacted by organizations promoting SEL/PSS, depending on the guidance document(s) they use to make SEL/PSS programming decisions.

The social, emotional, and identity domains are the only SEL domains included across all 10 frameworks or guidance documents we reviewed and coded. Organizations should emphasize SEL/PSS skills and competencies depending on the target population's identified needs and age group. The relative emphasis of each framework or guidance document places on specific SEL domains is shown in *Figure 8 - SEL/PSS Domains Per Organization/Framework/Manual/Approach below*:

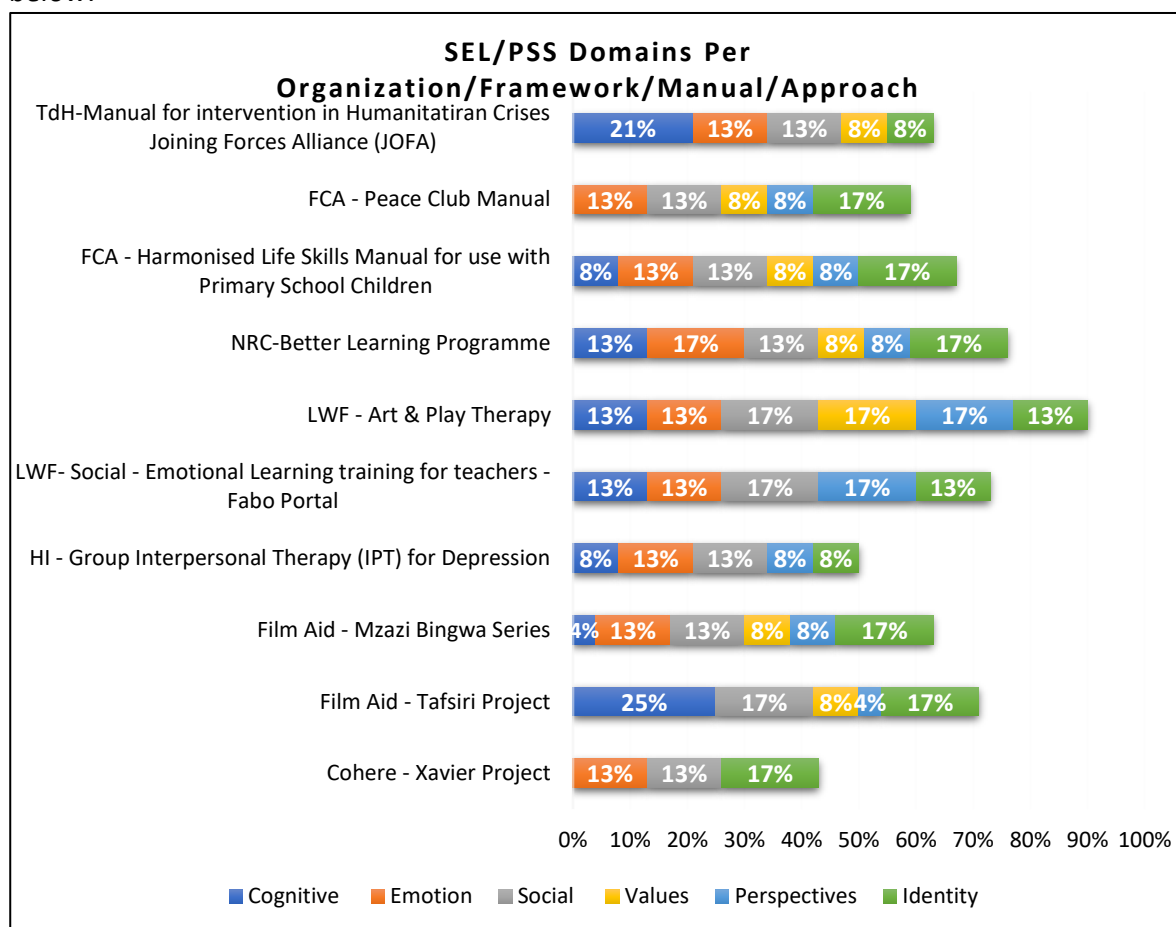


Figure 8: SEL/PSS Domains Per Organization/Framework/Manual/Approach

This mapping revealed that different organizations use varied terminologies and definitions for SEL/PSS domains, skills, and competencies. This creates confusion and overlaps, miscommunication, and difficulties in coordinating and evaluating the effectiveness of SEL PSS initiatives. Therefore, the SEL/PSS implementing partners need to collaborate and forge a common understanding of the SEL/PSS terminologies for more effective programming.

4.5. Guidelines and Practice of SEL/PSS and Alignment with National Education System(CBC)

This section of the report addresses Task 4 of the mapping assignment: Review the guidelines and practice of SEL in the national education system including the Competency Based Curriculum and propose mechanisms for mainstreaming in the refugee context.

The section discusses the alignment of SEL/PSS with the National Education System, including the Competency Based Curriculum (CBC), introduced in Kenya by MoE in 2017 to replace the curriculum in the 8-4-4 system, which had been under implementation since 1985.

4.5.1. Alignment of SEL/PSS to CBC

The findings of this mapping established that schools in Dadaab, Kakuma, and Kalobeyei refugee camps are implementing CBC. The CBC curriculum is designed to focus on the importance of knowledge acquisition and skills development and applying the competencies to real-life situations. The Basic Education Curriculum Framework (BECF) comprises core competencies to be achieved in basic education, curriculum approaches adopted in the Framework, general learning outcomes, learning areas, and necessary policies facilitating the implementation of the curriculum reforms in Kenya. It further provides appropriate pedagogical practices, formative and summative assessment approaches, teaching and learning resources, and other critical issues that will contribute to the success of the curriculum reforms.

Basic Education is organised into three levels: Early Years Education (pre-primary and lower primary), Middle School Education (upper primary and junior secondary), and Senior School. The text box below presents and defines CBC's seven core competencies that ought to be achieved by every learner in basic education.

Source: Basic Education Curriculum Framework (BECF, 2019)

The CBC curriculum contains the following seven core competencies to be achieved by every learner in basic education:

- i. Communication and Collaboration; Teaches learners about teamwork and self-expressions, critical dialogue, responsibility, empathy and patience.
- ii. Self- efficacy: Learners are taught how to be make thoughtful decisions regarding their health & well-being, finances and career pathway. They learn to become self-aware and self-directed individuals.
- iii. Critical thinking and Problem Solving; Learners are expected to develop critical thinking skills and form solutions to problems.
- iv. Creativity and Imagination; Learners learn openness to new ideas, creativity, generating new learning and appreciating other's creativity and imaginative work.
- v. Citizenship; Enhances learners' ability to contribute towards their communities, environment and society. Learners learn to analyse cultural and social issues and act as stewards in their social context.
- vi. Digital Literacy; Teaches learners to enhance the use of technology to solve problems in an ethical and responsible manner.
- vii. Learning to Learn; Learners are expected to set their goals and pursue them. Further, they learn how to manage their own learning and interaction with others and become confident, self-reliant, resourceful and lifelong learners.

Social Emotional Learning (SEL) attributes aim to help learners acquire core competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively. The CBC curriculum incorporates eight fundamental values that cash on the fact that most learners spend their formative years in school, presenting an opportunity for the curriculum to mould and reinforce values that form the basis of the learner’s character. These eight values include:

- i. Love
- ii. Responsibility
- iii. Unity
- iv. Respect
- v. Peace
- vi. Patriotism
- vii. Social Justice
- viii. Integrity.

The findings of this mapping established that CBC integrates components of SEL/PSS in the following ways, albeit marked with challenges such as inadequate resources, language barriers, and infrastructural limitations, as shown below.

Curriculum Design: The design of CBC integrates life skill education in relevant subjects such as Religious Education and Social Studies. Beyond the values and competencies, CBC seeks to foster three key skills as categorised below:

- i. Personal development including self-awareness, self-esteem, coping with emotions, and coping with stress.
 - ii. Interpersonal skills, including empathy, assertiveness, effective communication, negotiation skills, non-violent conflict resolution skills, and peer pressure resistance skills
 - iii. Effective decision-making skills entail creative thinking, critical thinking, and problem-solving.
- The BECF framework vision and mission emphasises that the ultimate aim of the CBC curriculum is to nurture learners equipped with the knowledge, skills, attitudes, and values they need to thrive nationally and globally. The integration of pertinent, contemporary issues and service learning provides an opportunity for learners to apply their skills in practice. Further, extracurricular activities and co-curricular programs are integral to the CBC, providing learners with opportunities to develop SEL competencies through Sports, Arts, and Community Service Learning.

“Social-emotional learning is very well covered in life skills, and it is a whole learning area though not examinable. But it is integrated in almost all learning areas. And it is still being learned as a subject up to the high school level, even up to senior school. So right in the teaching and learning in the pedagogy when they are learning mathematics, they should be learning some aspects of SEL, although they have a subject called Life skills. But now, additional aspects out of class are still part of the curriculum. They should form clubs in school with a patron, and this is outside the curriculum hours. So, CBC is big on it, including instilling values. It's still part of social-emotional learning because it's called Value Based Education. Then, we have parental engagement and empowerment, which is part of helping parents support learners' social-emotional learning outside school. Because most of the issues

learners have emanate from home, CBC intentionally empowers parents. Unlike before, where the teacher was the centre, CBC focuses on the learners.” KII-MoE Rep

Teaching and Learning Approaches: The CBC emphasizes learner-centeredness and interactive teaching methods that foster social and emotional growth. Group work, peer learning, and project-based learning are commonly used to help learners develop collaboration and communication and collaboration skills. Teachers are trained to create supportive and inclusive classroom environments that promote positive relationships, emotional safety, and respect for diversity.

Learner Support Services: The CBC framework includes provisions for school guidance and counselling services to address learners' psychosocial needs. Counsellors and trained teachers provide support for learners facing emotional or social challenges. Collaboration with parents/caregivers and the community is encouraged to create a supportive network for learners' social and emotional development. By integrating SEL and PSS into the curriculum, CBC aims to nurture well-rounded individuals who are academically competent, emotionally resilient, socially responsible, and equipped with essential life skills.

4.5.2. Gaps in Fully aligning SEL/PSS to CBC

While there have been efforts to integrate SEL/PSS in the teaching pedagogies in Kakuma and Dadaab, gaps still remain that hinder the full implementation of SEL/PSS in CBC.

Inconsistent Integration: A significant gap noted by participants of this mapping is the inconsistent integration of SEL/PSS elements across different subjects and schools. While some schools have achieved significant milestones in integrating SEL into their daily routines, others have not due to varied reasons, such as lack of learning materials and class overcrowding.

"The integration of SEL into the CBC curriculum is not uniform across schools. Some schools are doing a great job, while others lag behind." KII_UNHCR

Low Knowledge Among Teachers: Another significant gap is the lack of adequate training for educators on integrating SEL/PSS into their teaching methods and the lack of resources such as learning materials to effectively support the full implementation of SEL/PSS. Most (over 80%) of educators in the primary schools including ECD centres in Kakuma are incentive teachers who are often high school leavers with minimal training on the national curriculum.

"Teachers need more training and resources to integrate SEL into everyday teaching practices. Without proper training, it's challenging for them to teach these skills to the learners effectively." KII_FILM AID

Resource & Infrastructural Constraints: Limited resources and materials, including basic infrastructure such as adequate classroom learning materials designed to integrate SEL/PSS with the CBC curriculum, pose a considerable challenge. The diversity of cultures and nationalities results in language differences between learners and teachers, impeding effective communication and learning.

"We often lack the necessary resources and materials to combine SEL principles with the CBC curriculum effectively." KII_FCA

Most of our teachers (90%) are refugee incentive teachers who are form four leavers and lack the necessary training to implement the curriculum. KII_School Principal.

Community Engagement: One of the core pillars of the CBC curriculum is parental engagement, which is crucial in achieving self-efficacy and full involvement in the affairs and welfare of their children’s education. However, the full engagement of parents/caregivers in the context of Kakuma is often complex due to their challenges and difficulties in pursuance of basic needs or livelihoods. Further, most parents and caregivers face psychological adversities, whether unprocessed trauma or raw trauma, as a result of significant traumatic experiences.

4.6. Measurement and Assessment of SEL Interventions and Existing Evidence and Reach

This section addresses Task 3 of the TOR for mapping assignment: Identify the evidence base of the SEL/PSS initiatives in refugee camps and synthesize the extent of implementation and reach and measurement/evaluations until now.

It explores the approaches used to measure the success of SEL interventions in Kakuma and Dadaab refugee camps and Kalobeyei Integrated Settlement. The analysis is based on a review of relevant documents and feedback shared by partners and other stakeholders interviewed during the field mission.

4.6.1. Measurement and Assessment Approaches

Different frameworks have arisen with the development and growth in the field of SEL, but there is no clear consensus on how best to define and measure SEL and its constituent domains. Various efforts within the sector have tried to bring consensus to the vast research on SEL and synthesize it into actionable steps for practitioners. Such includes work on the Harvard Taxonomy Project³³ and the PSS-SEL Toolbox³⁴. According to INEE and EASEL Laboratory (2020)³⁵, most SEL/PSS actors were not using any guidance documents and those that did often used global documents, including INEE Minimum Standards, CASEL, global life skills framework, Sustainable Development Goals (SDGs), and Psychosocial Support Life Skills Framework.

INEE and EASEL Laboratory (2020) further observe that a majority of the actors use different tools to measure, assess, and/or evaluate SEL/PSS competencies, which they had either developed or that had been developed in their local context, while a few used widely available tools such as the International Social and Emotional Learning Assessment (ISELA). This report highlights that various measurement and assessment tools in use had been developed more for the Western context (see also UNCR et al. (2022)³⁶ and Sonyo, T, et al. (2023)³⁷, particularly in the United States. They were mainly being used due to their availability and convenience but not necessarily due to their adaptability. For this reason, their utility and accuracy in measuring the success of SEL interventions may present challenges. This was mirrored in INEE (2020)³⁸, which notes that existing assessments do not represent the breadth of skills necessary for EiE, including those that equip children to handle the challenges of an increasingly complex life in the emergency setting and afterward. INEE (2020) further observes that while social and emotional skills, critical thinking, and life and coping skills are

³³ The Harvard Taxonomy Project”; EASEL Lab, Harvard Graduate School of Education, accessed online at; Explore SEL (harvard.edu)

³⁵ Available online at PSS-SEL Toolbox|INEE.

³⁵ Jones, S. M., & Kahn, J. (2017). "The evidence base for how we learn: Supporting learners' Social, Emotional, and Academic Development

³⁶ UNHCR and Oxford MeasureEd (2022) Evidence on Learning Outcome for Refugees. A rapid review. Available at [634fc3b74.pdf \(unhcr.org\)](https://www.unhcr.org/refugees/files/634fc3b74.pdf)

³⁷ Sonyo T, Julia F, Rachel S, Bryan N, Christine P, Rebecca B, Silvia D, and Stephanie J, (2023), Responding to the field: Development of and findings from the PSS-SEL Toolbox. Available at ScienceDirect

³⁸ Inter-agency Network for Education in Emergencies (INEE). (2020). Mapping Exercise: Assessment of Academic Learning Outcomes. New York, NY. Available at; <https://inee.org/resources/academic-learning-measurement-and-assessment-tools/education-emergencies-identifying>

Measure of Early Learning Environments (MELE) is a three-component tool that includes a 42-item classroom observation, 37-item teacher interview, and 19-item supervisor interview, developed by the Measuring Early Learning Quality and Outcomes (MELQO) Initiative, a collaboration of UNESCO, UNICEF, the Center for Universal Education at Brookings, and the World Bank. Designed for use with teachers and school administrators, serving 3-6 year olds, it measures the quality of early learning environments. It is described by developers as a measure of the quality of play, pedagogy, interactions, environment, personnel, parent and community engagement, and inclusiveness. The tool is available in Kiswahili, Amharic and English languages

most tools being used in Tanzania (7 tools) and few to no tools reported in West and Central Africa, specifically in conflict-affected settings

The Amal Alliance Impact Assessments (AMAL) are described pre-and post-assessments to survey participants in Amal Alliance Rainbow of Education programs. The assessments include a 47-item child survey, a 34-item parent survey, and a 32-item local facilitator survey. They are designed for use with children

Holistic Assessment of Learning and Development Outcomes (HALDO) is a 68-item interview and performance-based assessment developed by Save the Children. It is designed for use with children/youth, 4-12 years and it focuses on social-emotional learning, executive functioning, and academic skills for children who have been affected by conflict and crisis. Of the 68 items in this tool, 16 focused on social-emotional learning. The tool is available in English, Arabic, Kiswahili (online only), Kinyabusha/ Kinyarwanda (online only), Somali (online only)¹.

collaboration of UNESCO, UNICEF, the Center for Universal Education at Brookings, and the World Bank. It is designed for use with caregivers and teachers, and measures the basic domains of early childhood development, including executive function, social-emotional development and pre-academic skills. Of the 124 items in the child observation tool, there are 39 items focused on executive functioning and 5 items focused on social-emotional learning. In both the parent/ caregiver and teacher interview, there are 20 items focused on social-emotional learning. The tool is available in Kiswahili, Amharic and English¹.

often taught in EiE contexts such as Kakuma, Kalobeyei, and Dadaab, they may not be captured through formal measurements.

The report by INEE and EASEL Laboratory (2020)³⁹ indicates that the United States had the highest number of SEL/PSS tools in use (13 tools), followed by Turkey (11 tools). The African continent had the fewest tools, with

The International Development and Early Learning Assessment (IDELA) is described as a performance-based assessment tool developed by Save the Children. It is a 24-item performance-based assessment used with children 3.5 to 6 years old and designed to measure social-emotional skills, emergent numeracy, executive function, emergent literacy, fine motor skills, and gross motor skills. Of the 24 items in the IDELA performance-based assessment, there are 7 emergent numeracy items, 6 emergent literacy items, 5 social-emotional items, 3 fine motor items, 2 executive function items, and 1 gross motor item. IDELA also features a Home Environment Tool which is a 39-item survey used with caregivers and designed to measure general family information, early childhood care and development experience/ educational aspirations, home environment/caretaking practices, socio-economic background, disability, and parent attitudes¹. This too, could be very relevant in assessing SEL in the context of refugee children in school and at home.

is a three-component observation, 75-item survey developed by the MELQO Initiative, a

such as the Democratic Republic of the Congo. Five tools were reported in Kenya, namely: Amal Alliance Impact Assessments, International Development and Early Learning Assessment (IDELA), Holistic Assessment of Learning and Development Outcomes (HALDO), Measure of

Development and Early Learning (MODEL), and Measure of Early Learning Environments (MELE)⁴⁰. Their design and scope are described in the boxes. However, these measurement and assessment tools were seldom known in the refugee context, even though most partners reported that they measured and monitored SEL outcomes. Instead, actors in the refugee camps designed their survey

³⁹ Inter-agency Network for Education in Emergencies (INEE) and Ecological Approaches to Social Emotional Learning (EASEL) Laboratory. (2020). SEL and PSS Measurement and Assessment Tools in Education in Emergencies: Identifying, Analyzing, and Mapping Tools to Global Guidance Documents. New York, NY. Available at; <https://inee.org/resources/sel-and-pss-measurement-and-assessment-tools-educationemergencies-identifying-analyzing>

⁴⁰ Ibid (2020)

tools such as pre and post-intervention surveys. These surveys are mostly project targeted and developed by individual organisations, meaning that their validity and reliability can only be assessed within the respective programmes. A respondent, for example, noted, "We conduct pre- and post-intervention surveys to gauge changes in emotional resilience and social skills among children." Another reported that "...we use focus groups to gather qualitative data, which provides deeper insights into the personal experiences and challenges faced by the children." A partner, for example, uses post-intervention surveys to assess the results of their intervention. The 16-item tool captures the learners' demographic data and perceptions about coping with stress.

4.6.2. Evidence and reach of SEL/PSS interventions

Interviews with caregivers and teachers provided varied insights into the impact of social, emotional, and mental well-being (SEL/PSS) interventions in the camp. Overall, there was a consensus that the interventions had made a positive difference in the lives of children and families. This mirrored findings from key informants, including government officers and partners, suggesting positive outcomes from SEL interventions, including improved learner behaviour and coping mechanisms. An informant, for example, observed that "*We have seen significant improvements in children's ability to handle stress and interact positively with peers.*" Another reported that; "*The interventions have helped children develop better emotional regulation and resilience.*"

As part of the mapping, key informants were asked to rate the impact of SEL interventions in the camps on a scale of 1-5, where 1 is low impact and 5 is high. The average rating was between 3 and 4, indicating a generally positive result. In a 2023 project post-implementation survey of the BLP programme in Kakuma, for example, findings show that out of the 730 learners interviewed, 356 (49%) reported using BLP strategies to cope with stress. This indicator was measured by counting learners who reported calming down with breathing exercises or talking to teachers/parents/learners when angry/scared or to cope with stressful situations. The UNHCR Rapid Assessment (2022) notes that most project-level monitoring reports are unavailable, suggesting they are hardly published or shared publicly.

Some, however, acknowledged that there was room for improvement. "*I'll rate it at three because those children reached through the art therapies, the child-friendly spaces, and the school support have been highly impacted. But again, on the other hand, have a huge population that's not reached.*" Another respondent observed that "*I would give it a 4, that is working very well because, if you get the stories that these members are sharing after they've gone through, either they've been taken through these sessions on SEL you can easily understand that they're currently able to manage their emotions.*" Interviews with some partners noted that while they promote the active participation of beneficiaries, they were aware that the financiers of these interventions largely dictate interventions. One of them, for example, observed that "*I would score it at three. As humanitarian workers, we drive the process. I know we talk about the participation of the beneficiaries themselves. Still, many times, even looking at the calls for proposals that the donors send out, they mostly dictate what needs to happen.*"

Discussions with parents and caregivers suggest that many believe SEL/PSS interventions have made a significant difference in their children's lives. One parent remarked, "*Since introducing these programmes, I have seen a notable change in my child's behaviour. They are more open and willing to share their feelings.*" Another caregiver shared, "*The SEL activities have helped children to manage their emotions better and build resilience.*"

When asked to give examples of changes in their children's behaviour, attitudes, and overall well-being since their interaction with the SEL/PSS interventions, caregivers reported children had become more expressive about their emotions, had increased their confidence and self-esteem, they had a more positive attitude towards school. *"My child used to be very withdrawn, but now they talk about their feelings more openly."* Another noted, *"The activities have made my child more confident interacting with others and tackling challenges"*. A teacher in one of the schools visited reported, *"Learners are more enthusiastic about coming to school and participating in class."*

Findings from discussions with counsellors mirrored those from caregivers but further noted that even teachers and caregivers were increasingly more proactive in seeking psychosocial support. One counsellor reported, *"We've also had increased self-referrals, especially from teachers and sometimes parents, for counselling sessions"*. The finding suggests that the self-referrals could imply changes in the social-emotional behaviour of teachers and caregivers.

Partners further reported what they considered to be indicators of success; *"We've seen a marked improvement in school attendance and participation rates among children involved in SEL/PSS programs."* Teachers also reported better classroom behaviour and increased engagement from learners. They observed that this has primarily been a result of SEL.

Besides the qualitative feedback on the success of SEL, interviews with partners did not show evidence of systematic approaches to measure the success and reach of SEL/PSS interventions. However, NRC conducts a BLP annual evaluation targeting learners on the impact of their interventions on the well-being of the learners in Kakuma and Dadaab refugee camps. This was in addition to their periodic monitoring processes. Most organizations monitored SEL interventions in their programme outcome monitoring and review processes. It was further noted that the new CBC curriculum in Kenya, delivered in all refugee schools, is strong on SEL. The CBC adopts an assessment approach that is not summative. It requires teachers to collect data daily, meaning teachers are central in assessing the learners. However, the capacity of teachers to set valid and reliable assessments was limited. Therefore, national assessments cannot assess learners' progress in SEL outcomes. A key informant, for example, noted *"We have issues with teachers developing their assessment tests. Many opt to buy the tests from the market, meaning that they were likely not contextual, and therefore not reflective of the learners' abilities."*

Discussions with Porticus's MEL partner confirmed that the Kakuma programme had not developed a systematic monitoring and evaluation plan. This notwithstanding, the MEL partner was planning for an end evaluation of the Kakuma programme. A part of the evaluation was documenting the programme results using the outcome-harvesting approach. This might generate some pointers to the programme's success and results, including SEL outcomes.

The findings show that most partners implementing SEL activities only monitor and evaluate their broader program outcomes, not necessarily SEL. One partner, however, carried out an annual evaluation of their interventions, which has some quantitative SEL/PSS indicators.

Overall, findings show that the systematic measurement of evidence and reach of SEL in the refugee camps was limited and perhaps not an immediate priority for organizations. Among the organizations assessing SEL outcomes, the tools and approaches used were not locally developed and contextualized, which made them less effective in measuring the outcome of SEL interventions. Stakeholders interviewed called for the training of practitioners to better understand SEL and for the

development of more localized and contextualized assessment tools geared towards assessing SEL from the perspective of the local community.



Learners engaged in sporting activities

CHAPTER 5: RECOMMENDATIONS

Chapter 5 which addresses **Task 6** of the assignment provides recommendations for harmonization based on the findings of the SEL/PSS mapping in refugee camp schools in Kenya. Section 5.1 outlines recommendations grouped into four categories: (i) Needs Assessment and Measurement Methods, emphasizing joint assessments and standardized tools; (ii) Capacity Building and Technical Support, focusing on enhancing teacher training and community support; (iii) Program Design and Implementation, advocating for age-appropriate, culturally sensitive programs; and (iv) Coordination and Collaboration, calling for improved partner cooperation and a unified understanding of SEL/PSS. Section 5.2 presents the overall conclusions, highlighting the need for harmonized SEL/PSS interventions to address gaps in cultural adaptation, training, and assessments.

5.1. Recommendations

Category 1: Needs Assessment and Measurement Approaches

Recommendation 1: Conduct a comprehensive joint assessment of the SEL/PSS needs of refugees using ethnographic approaches

The findings from the mapping show that many refugees in refugee camps in Kenya have experienced traumatic events, including violent conflicts and war, displacement, family separation and loss of family members, sexual and gender-based violence, persecution, torture, lack of basic needs, poor living conditions, insecurity, and health issues. As a result of these traumatic events, they may suffer from psychosocial challenges.

Newly arrived refugees may have “raw trauma,” long-term residents may have “unprocessed trauma,” while those born in the camps may experience “transgenerational traumas.” Transgenerational trauma refers to the transmission of trauma symptoms and stress responses from one generation to the next. It can significantly impact the learning ability of refugee children in camps. However, while different SEL/PSS interventions were being implemented, there was little evidence to suggest that the SEL/PSS programmes were coordinated and cognisant of the different facets of trauma and challenges refugees face.

To address this, it is recommended that partners conduct a comprehensive joint assessment of the SEL/PSS needs of refugees using ethnographic approaches. Ethnographic approaches involve deeply understanding the cultural context and lived experiences of the individuals and communities involved. The primary benefit of using these ethnographic approaches and tools is that they allow individuals to define and understand trauma, depression, and other mental health conditions within the context of their own culture and language. This culturally sensitive approach ensures that the interventions are more relevant and practical, tailored to the community's specific cultural and social dynamics. This will better elicit the inherent challenges refugees face. The needs assessment findings can then be used to design proactive, evidence-based, and culturally adaptable SEL interventions.

Recommendation 2: Standardise SEL/PSS Assessment and Measurement Approaches

Findings reveal that most partners implementing Social and Emotional Learning (SEL) and Psychosocial Support (PSS) interventions often neglect specific SEL outcome assessments, opting instead for broader project evaluations that don't capture the unique impact of these initiatives. This oversight limits the ability to fully understand and evaluate the effectiveness of SEL/PSS interventions for refugee children.

To improve the effectiveness and accountability of these programs, it is essential to integrate SEL/PSS outcome assessments into the overall program design. This integration will support continuous learning, ensure impactful interventions, and guide future programming.

For consistent assessment across partners, developing and adopting standardized measurement tools is highly recommended. These tools, co-created by all implementing partners, should be contextually relevant and tailored to the specific needs of refugee children. Informed by a joint comprehensive needs assessment, this approach will promote data consistency, enhance comparability across interventions, and strengthen the collective capacity to improve the well-being and resilience of refugee children through SEL/PSS programs.

Category 2: Capacity Building and Technical Assistance

Recommendation 3: Identify a partner to provide technical assistance on SEL/PSS

The findings from mapping revealed that awareness and understanding of SEL /PSS varied among the SEL/PSS actors in the refugee camps. Overall, there was limited awareness of SEL/PSS and how this might affect the day-to-day affairs of refugees. As such, actors involved in SEL/PSS interventions can benefit from adopting a more holistic approach, recognizing the interconnectedness of SEL/PSS with other aspects of the lives of the refugee community. The findings from the mapping have also revealed that different communities have ways and community resources with which they address trauma, stress, and other challenges of life.

Effective SEL/ PSS interventions require building up on what exists in the community. This process would require technical support to communities and partners aimed at leveraging what exists within their interventions and community systems. A SEL/PSS lead partner with the responsibility to support partners and community groups to co-create and design relevant and context-specific interventions that build upon what exists in their programmes and community practices. A lead partner would additionally aim to support the complementarity of interventions among the various actors, thus avoiding duplication. They will further support capacity enhancement for SEL/PSS programming among the programme partners.

Recommendation 4: Provide additional and standardized SEL/PSS training aligned to the CBC for teachers to equip them with the skills needed to deliver SEL/PSS

From our findings, teachers and educators in refugee camps in Kenya face numerous SEL/PSS challenges that significantly impact their ability to effectively support their learners' emotional and psychological needs. Also, discussions with educators reveal that many are not adequately prepared

to handle the complex trauma-related behaviours exhibited by their learners, who have often experienced significant distress and disruption. Additionally, our classroom observations found that they frequently manage large classes, some with over a hundred learners, making it difficult to address each child's SEL/PSS needs.

The ratio of refugee teachers to national teachers in these camps is approximately 3:1, meaning there are three refugee teachers for every national teacher. These refugee teachers often share similar traumatic backgrounds and face the same challenging conditions as their learners, contributing to burnout and compassion fatigue. More comprehensive training on trauma-informed care should be provided for teachers, as well as ongoing psychosocial support, to address their own trauma and psychological needs effectively. This enhanced support would enable them better to support their learners' SEL/PSS requirements.

One partner explained, "We provide trauma-informed care training for teachers to help them cope with their trauma and support their learners effectively" (KII Partner).

We recommend developing a SEL/PSS teacher training manual/guide and undertaking a ToT for partners involved in SEL/PSS implementation. Additional SEL/PSS training programs are also essential for equipping teachers with the necessary skills to manage trauma-related behaviours and provide consistent psychosocial support to learners. These programs should include specialized guidance on trauma-informed care, customized classroom management strategies for larger classes, and methodologies tailored to address the diverse emotional and psychological needs of refugee learners.

Trauma-informed approaches emphasize understanding and responding to the impacts of trauma, aiming to create environments that promote healing and reduce re-traumatization. These approaches recognize the widespread effects of trauma and potential recovery paths, focusing on building and maintaining trust through consistent, respectful, and empathetic interactions—crucial for the well-being and long-term recovery of refugees who have faced significant psychological and physical distress.

Furthermore, to ensure sustainable and inclusive outcomes, training frontline staff on cultural competence, diversity, and participatory approaches should be prioritized. This would equip them to navigate the complexities of addressing trauma and psychosocial needs in a manner that respects and incorporates the various cultural backgrounds and contexts of refugees from different countries.

Additionally, many refugee teachers share traumatic experiences with their learners, increasing the risk of re-traumatization and compassion fatigue. To address this, initiatives prioritizing teachers' psychological well-being—such as offering counselling services, establishing peer support networks, and conducting regular debriefing sessions—are pivotal. These measures help mitigate the adverse effects of trauma and stress, enabling teachers better to support the SEL/PSS needs of their learners.

Recommendation 5: Train Child Protection and Community Health Promoters to deliver SEL/PSS services in the Community.

Findings from the mapping indicate that SEL/PSS interventions are primarily implemented in schools and other learning centers. Few interventions, such as child protection interventions, target children in the community, while comprehensive interventions targeting caregivers are not visible in the community. In addition, the number of national and school counselors is too small to serve the

community. For instance, in Kakuma, there are only six national counselors and one school counselor per school. Evidence from the mapping further shows that the challenges children and youth in refugee schools face can be traced back to their households, communities, and countries of origin.

Therefore, it is recommended that comprehensive SEL/PSS training be conducted for either Community Health Promoters (CHPs) or Child Protection Volunteers (CPVs) who live in the same community as the refugees. These CHPs/CPVs can implement evidence-based, culturally appropriate interventions that better use limited resources, are more cost-effective, and enhance reach. This approach is sustainable because people are more willing to work with CHPs who understand their culture and can provide locally accepted solutions to their problems. Additionally, using CHPs helps scale up SEL/PSS interventions within the community, ensuring that the skills and capacity for these interventions remain within the community over the long term.

Category 3: Program Design and Implementation

Recommendation 6: Design Age-Appropriate SEL/PSS Programmes that are Informed by the Cultural Context, Sensitivity, and Diversity of Refugees

The findings from the mapping show that Kenya hosts a diverse population of refugees from various countries and cultural backgrounds. This diversity poses challenges in understanding and addressing the unique traumatic experiences and psychosocial needs of different cultural groups, especially children. From the mapping, it was clear that while organizations reference and utilize global, regional, or national frameworks, they often fail to adapt these frameworks to local cultural values, the context of refugees' countries of origin, practices, and other contextual realities.

We recommend that organisations implementing SEL/PSS programs in refugee settings prioritize culturally sensitive adaptations of global, regional, and national frameworks. Given the diversity of the refugee population—originating from various countries and cultural backgrounds—it is crucial that these frameworks are tailored to the unique experiences, traditions, and needs of each group. This requires organizations to engage directly with refugee communities to understand their distinct cultural values, practices, and traumatic experiences, ensuring that interventions are contextually relevant and meaningful. Organizations should also promote collaboration with local cultural leaders, refugee-led organizations, and mental health professionals who represent the diverse refugee communities. By doing so, they can co-create programs that are culturally appropriate and responsive to the specific challenges faced by refugees from different backgrounds, especially children.

Additionally, the prioritized SEL/PSS domains, frameworks, and skills/competencies findings indicate that the predominant approach is to provide support across various developmental stages rather than focusing on specific age groups. This suggests that SEL/PSS programmes and interventions may fall short of addressing age-specific SEL needs and, as a result, fail to design age-appropriate interventions.

SEL/PSS partners should also design and implement age-appropriate SEL/PSS interventions, given that the developmental needs and capacities of individuals vary significantly across different age groups. This is more so given that some refugee children, for example, often join lower classes at a

relatively advanced age. Interventions tailored to the age of the target population ensure that the content, delivery methods, and goals are suitable and effective for the specific developmental stage.

Recommendation 7: Strengthen Parental and Caregiver Capacity in SEL/PSS Support

Parents and caregivers are the first line of support for children facing psychosocial challenges, but when they are dealing with their trauma, they may lack the capacity to help their children effectively. Therefore, it is crucial to build the capacity of parents and caregivers by equipping them with basic psychosocial (PSS) and Social-Emotional Learning (SEL) skills, alongside support for processing their trauma. This approach ensures they are better prepared to support their children's emotional and psychological needs at home.

Incorporating parents and caregivers into SEL/PSS school interventions is essential, as parental engagement is a key component of the Competency-Based Curriculum (CBC). Schools should actively involve parents/caregivers by educating them on the benefits of SEL/PSS for their children's well-being and encouraging their participation in related activities. For example, schools can introduce SEL activities that learners can do at home with their parents/caregivers, reinforcing skills learned at school and strengthening the parent-child relationship.

To maximize the effectiveness of these efforts, comprehensive and culturally sensitive SEL/PSS interventions tailored specifically for parents and caregivers should be developed. These programs must provide accessible training and resources to help parents/caregivers manage their trauma and stress, enabling them to support their children better. Collaboration with community-based organizations, particularly those led by refugees, can enhance the reach and impact of these initiatives, overcoming cultural barriers and fostering community-wide support for mental health.

One parent noted, "Mental health issues are stigmatized in our community, so people are reluctant to seek help" (FGD_Parent). Another parent explained, "I would like to support my child's psychological and emotional needs more, but I lack the necessary training and resources" (FGD Parent). Another caregiver added, "Balancing work and family responsibilities makes it difficult to find time for these SEL activities" (FGD Caregiver).

Category 4: Coordination and Collaboration

Recommendation 8: Promote Meaningful Partner Collaboration

Findings from the mapping reveal that multiple partners are working to provide SEL/PSS interventions to support the well-being of refugee children and young adults in refugee camp schools in Kenya. However, the effectiveness of these efforts is often hindered by insufficient coordination, conflicting organizational priorities, and a lack of dedicated staff for SEL/PSS given the large refugee population. *One Key Informant Interview (KII) noted, "Coordination among different actors is crucial but often challenging due to conflicting priorities and approaches" (KII_UNHCR).*

Despite these challenges, organizations like Film Aid have demonstrated the benefits of collaboration, stating, *"Our organization partners with others in the refugee camps through various programs, leveraging our expertise in film and media alongside the skills of other organizations. For example, we've collaborated with NRC and Ubongo" (KII Film Aid).*

Findings also show that while a technical working group exists for MHPSS, it does not incorporate the SEL/PSS thematic area of focus and that no similar working group exists for SEL/PSS. As a new and emerging thematic area of focus in refugee communities, fostering effective communication and collaboration among stakeholders is essential for harmonizing SEL/PSS interventions in refugee schools in Kenya. Creating an inclusive and collaborative technical working group, developing shared goals, sharing best practices and resources, implementing joint training programs, and promoting open and transparent communication are central to implementing more impactful SEL/PSS interventions.

Recommendation 9: Establish a Common Understanding of SEL and PSS

Findings from the mapping show that varied SEL/PSS terminologies across organizations may hinder effective collaboration. Although all six SEL domains from the Harvard EASEL Lab and INEE framework are covered in existing frameworks within Kenyan refugee camps, the focus often lies on social, emotional, identity, and cognitive domains, with less emphasis on perspectives and values. To improve SEL/PSS programs, partners should collaborate to unify understanding of approaches and terminologies and prioritize continuous staff training to ensure effective implementation.

Partners can select specific SEL/PSS domains, skills, and competencies for their interventions. However, all partners in refugee contexts need to establish a common understanding of SEL/PSS terminology. Using established frameworks like Harvard EASEL Lab and INEE framework or CASEL's SEL Framework can ensure consistency and standardization, minimizing confusion, miscommunication, and challenges in coordination and evaluation.

5.2. Overall Conclusion

The mapping of Social Emotional Learning (SEL) and Psychosocial Support (PSS) approaches in Kenya's refugee camp schools highlights their essential role in addressing refugee learners' mental health and emotional challenges. Despite the importance of these interventions, the implementation remains inconsistent, with varying levels of understanding and execution among stakeholders.

The need for harmonization is clear. A coordinated effort among all involved parties, including government agencies, international organizations, and local NGOs, is crucial to delivering consistent, high-quality SEL/PSS support. This will ensure that refugee learners receive culturally relevant and practical assistance.

The mapping also identified gaps in the cultural adaptation of SEL/PSS interventions to meet the needs of the refugee community, teacher and caregiver training and psychosocial support, and standardised SEL/PSS assessment and measurement approaches. Addressing these gaps is vital for the long-term success of these programs.

Monitoring, evaluation, and research are necessary to refine and adapt SEL/PSS strategies in refugee settings. By applying the lessons from this mapping and fostering collaboration, we can improve the well-being and educational outcomes of refugee children in Kenya.

Accompanying this Mapping Report is a Framework to Guide the Harmonization of SEL/PSS Approaches in Refugee Camp Schools in Kenya. The framework is informed by the findings and recommendations from the mapping report.

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ANNEXES

Annex 1: Consent Forms

Annex 2: Data Collection Forms

Annex 3: Detailed Approach and Methodology

Annex 4: List of KII's, FGDs and Observations

Annex 5: SEL Skills Inventory

Annex 6: Terms of Reference

Annex 7: Global SEL/PSS Mapping Tool

Annex 8: Kenya SEL/PSS Mapping Tool