

CREST Study Overview

Contextually Relevant Emotional and Social Well-being Tools

February 2024

ABOUT CREST

There has been a growing emphasis on the topics of **social and emotional learning (SEL)** and **teachers' well-being (TWB)** in recent years, particularly in conflict-affected and fragile contexts. However, how SEL and TWB are defined, codified, and operationalized in research, and their translations into practice, is not always consistent or agreed upon.

Most of the tools for measuring children's SEL and TWB are not easy to use in fragile contexts nor are they contextually appropriate. This is especially important since the skills and support systems that make up children's SEL and TWB are likely shaped by the surrounding environment. Therefore, it is critical to conduct research on children's SEL skills and TWB that is grounded in the perspectives of teachers, children, and caregivers.

The CREST study will document the process of developing these contextually relevant tools in four countries: **Haiti**, **Honduras**, **Liberia**, and **Colombia**.

QUICK STATS

FUNDER: USAID

YEARS ACTIVE: 2021-2024

PROJECT LEAD:

University of Notre Dame

PARTNERS:

- InnovEd / Universite de Quisqueya
- Ayiti Analytics
- College of Our Lady of Perpetual Help (CNDPS)
- ADARA Research and Management Consultancy (ARMC)
- Francisco Morazan National Pedagogical University (UPNFM)
- Universidad del Norte
- Universidad de los Andes-Colombia

RESEARCH QUESTIONS



1

How do primary school-age children, parents, and educators **define and prioritize SEL skills** they believe are important in the lives of children? What is the **validity and reliability of the scores of a SEL assessment** developed using this context-specific information?

2

How do primary school teachers **define and prioritize TWB** and the factors that affect this wellbeing? What is the **validity and reliability of the scores of a TWB assessment** developed using this context-specific information?

PARTNERSHIP LOCATIONS



METHODS & ANALYSIS

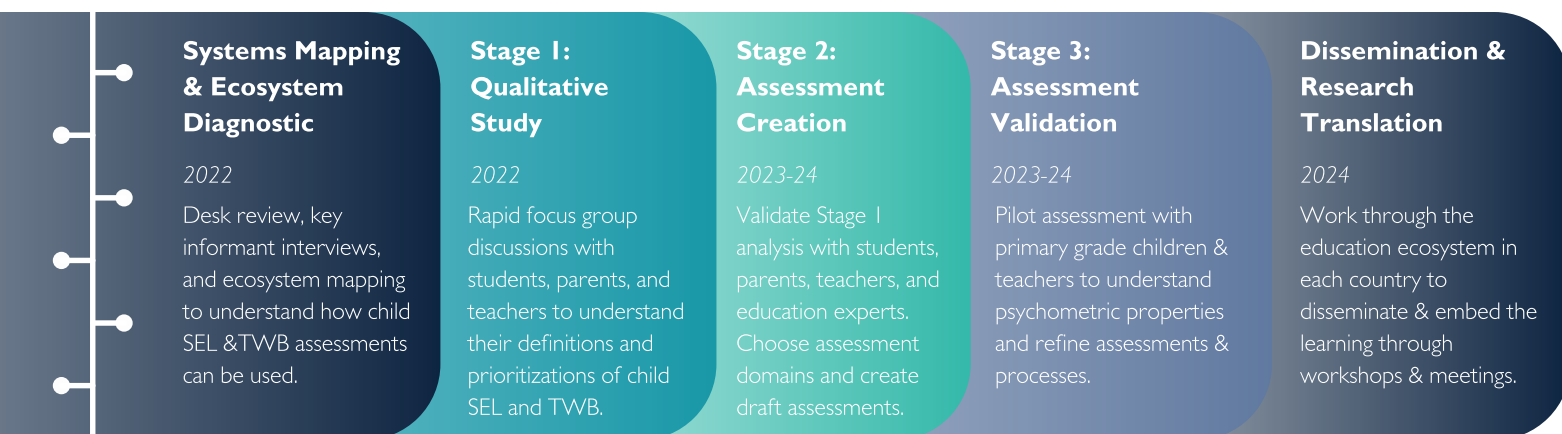
To address the research questions of this study, we utilize a mixed-methods assessment development design via three stages. The three stages of research occur side-by-side in each country, with a dual focus on children's SEL and TWB in each stage.

- **Stage 1:** Exploring Context-Specific Perspectives of Child SEL and TWB
- **Stage 2:** Converting the Perspectives of Child SEL and TWB into context-relevant assessments
- **Stage 3:** Field Testing the Pilot Child SEL and TWB assessments

RESEARCH GOALS

- **Country-level goal:** Understand how children, parents, and teachers define and prioritize childrens' SEL and TWB and produce context-relevant, validated assessments.
- **Cross-country goal:** Develop a data-informed process that any country or activity, but especially those in crisis- or conflict-affected contexts, can use to develop feasible, reliable, valid, context-relevant, and conflict-sensitive child SEL and TWB assessments.

STUDY TIMELINE



Contact SHARE Project Manager **Aimee Lyons** at alyons6@nd.edu to learn more about the CREST study.

ABOUT SHARE

The University of Notre Dame's Pulte Institute for Global Development is implementing the SHARE activity in partnership with local higher education and research institutions between 2020 and 2025. Through SHARE and its partners, UND will advance USAID's Learning Priorities as a global good to improve education and learning outcomes as part of cooperative agreement No. 7200AA20CA00025. The contents of this document are the sole responsibility of the Pulte Institute and do not necessarily reflect the views of USAID or the United States Government.