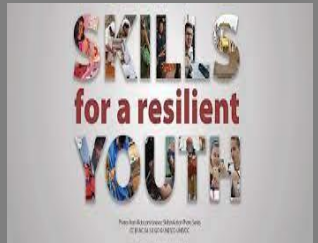


Resilience: Cultivating Emotional Resilience among Youth to Boost their Employment Prospects

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Executive Summary

While the rapidly changing nature of work has made it hard to accurately predict what skills would be most in-demand in the future, there is no doubt that youth will need to develop resilience. Resilience is an individual's capacity to bounce back from setbacks, overcome adversities, and successfully adapt to the environment.

This report highlights six strategies to cultivate emotional resilience among youth, drawn from discussion with global experts and practitioners of youth employment programs. These strategies include: (i) using a hybrid approach to enhance both coping and thriving abilities in schools; (ii) restoring refugees' self-agency & 'making meaning' mindset; (iii) incorporating resilience-building strategies in traditional interventions that support entrepreneurs; (iv) adopting low cost, self-directed, digital interventions to support youth at scale in difficult times; (v) adopting mindfulness to release stress and increase self-awareness when engaged in fast learning and high-pressure environments; and (vi) designing work readiness training journeys that integrate both technical and socio-emotional skills.

This Discussion Note is part of Solutions for Youth Employment (S4YE)¹'s Discussion Notes series. It aims to stimulate discussion among youth employment practitioners on practical ways to support development of resilience among youth as they transition to a rapidly changing labor market. Youth will need to have a high degree of emotional resilience to search for jobs, and to succeed in the world of work. Building resilience would therefore need to be a key aspect of youth development programs.

1. Why focus on emotional resilience and why it is important for youth

1.1 The Covid-19 pandemic has highlighted the importance of resilience as a crucial skill for youth as they navigate their worlds of education and work

Our world has experienced major disruptions that have heightened the need for youth's abilities to navigate uncertainties, adapt, and bounce back from adversity. Youth usually face challenges with social and economic integration in the process of transition between education and work. Recent developments have further highlighted the need for resilience among young people. The cumulative impact of (i) COVID-19 on work and mental health, (ii) a changing employment landscape due to rapid advancements in technology even before the pandemic, and (iii) a rise in conflicts around the world have all taken a toll on young people's mental health.

¹ [S4YE](#) is a multi-stakeholder coalition that aims to provide leadership and resources for catalytic action to increase the number of young people engaged in productive work. It is a global program housed in the Jobs Group of the Social Protection and Jobs Global Practice. It consists of a network of over 35 private companies (Private Sector Advisory Council), a network of 44 high-potential and innovative youth employment projects (Impact Portfolio), a group of 17 global youth (Youth Advisory Group) that provides youth voice on the design of youth employment programs of S4YE and the World Bank and has a network of 150 World Bank youth employment projects in 69 countries.

COVID-19 has been particularly hard on young women, younger youth, and youth in lower-income countries². One in six young people (17 per cent) who were employed before the outbreak stopped working altogether, most notably younger workers aged 18-24, and those in clerical support, services, sales, crafts, and related fields. Working hours among employed youth fell by nearly a quarter, and two out of five young people (42 per cent) reported a reduction in their income. Young people in lower-income countries are exposed to reductions in working hours. Young women report more significant losses in productivity compared to young men. The pandemic also left one in eight young people (13 per cent) without any access to courses or training³, thus, creating possible scarring effects on their future earning potential. Young people who stopped working since the onset of the pandemic voiced stronger concerns, with 24 per cent reporting a sense of fear about their career prospects.

The disruption in education and transition to work has worsened young people's mental well-being⁴. In a survey of young tertiary education graduates aged 18-29, 50 per cent of respondents expressed being '*possibly*'⁵ subject to anxiety or depression. Meanwhile, a further 17 per cent described themselves as being '*probably*'⁶ affected by it. Self-reported levels of mental well-being were the lowest among young women and youth between the ages of 18 and 24. Young people whose education or work was either disrupted or had stopped altogether were almost twice as likely to be '*probably*' affected by anxiety or depression as those who continued to be employed or whose education was on track. This underscores the interlinkages that exist between mental well-being, education success, and labor market integration. Approximately **1 billion people live with a mental disorder**⁷. More than 75 per cent of people who suffer from a mental disorder in low-income countries do not receive treatment. Every 40 seconds, a person dies because of **suicide**⁸. Stress, social isolation, risk of domestic abuse, and uncertainty about the future have impacted the emotional health of youth. Half of all mental health conditions start by the age of 14, indicating that young people are at particular risk during this crisis. **It is also worth noting that suicide is the second leading cause of death in young people aged 15-29⁹. The COVID-19 pandemic has disrupted** essential mental health services in **93 per cent of countries** worldwide, while the demand for mental health is increasing¹⁰.

Youth are also grappling with a rapidly changing employment landscape, which was challenging even before the pandemic¹¹. The employment landscape is rapidly shifting due to a cumulative impact of

² Youth & COVID-19: Impacts on jobs, education, rights, and mental well-being, 2020, https://www.ilo.org/global/topics/youth-employment/publications/WCMS_753026/lang--en/index.htm

³ Youth & COVID-19: Impacts on jobs, education, rights and mental well-being, 2020, https://www.ilo.org/global/topics/youth-employment/publications/WCMS_753026/lang--en/index.htm

⁴ Ibid.

⁵ The survey featured a module with the Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS.) Scores in the range of 7-17 indicate probable depression or anxiety, scores of between 18-20 suggest possible depression or anxiety, and scores above 20 suggest no indication of anxiety or depression.

⁶ Ibid.

⁷ The impact of COVID-19 on Global Mental Health, 2020, <https://unitedgmh.org/sites/default/files/2020-09/The%2BImpact%2Bof%2BCovid-19%2BOn%2BGlobal%2BMental%2BHealth%2BReport.pdf>

⁸ WHO, 2020, <https://www.who.int/news/item/27-08-2020-world-mental-health-day-an-opportunity-to-kick-start-a-massive-scale-up-in-investment-in-mental-health#:~:text=Mental%20health%20is%20one%20of,every%2040%20seconds%20by%20suicide.>

⁹ Youth & COVID-19: Impacts on jobs, education, rights, and mental well-being, https://www.ilo.org/global/topics/youth-employment/publications/WCMS_753026/lang--en/index.htm

¹⁰ The impact of COVID-19 on Global Mental Health, 2020, <https://unitedgmh.org/sites/default/files/2020-09/The%2BImpact%2Bof%2BCovid-19%2BOn%2BGlobal%2BMental%2BHealth%2BReport.pdf>

¹¹ <https://www.worldbank.org/en/publication/wdr2019>

globalization, and technological revolution, creating an era of Volatility, Uncertainty, Complexity and Ambiguity (VUCA)¹² that requires everyone to be comfortable handling uncertainty, managing stress, overcoming obstacles, and navigating changes. Unprecedented and rapid cycles of change are creating a paradigm shift from *Learn to Work (study and then work)* to *Work to Learn (ongoing learning at work)*. Additionally, globalization is disrupting the concepts of work and the workplace, requiring individuals to be more self-reliant. Building resilient and agile businesses in this era requires having resilient workers. LinkedIn's 2020 Workplace Learning Report has ranked Adaptability¹³ and Emotional Intelligence¹⁴ (dimensions of emotional resilience) among the top five skills needed in the workplace¹⁵.

An increase in conflicts around the world has also highlighted the need for skills that allow a person to bounce back from adversity. Emotional resilience helps achieve desired life outcomes, such as accomplishing a goal or securing employment and maintaining sound mental health. Conflicts inflict a heavy toll on youth's mental health, requiring emotional resilience to cope with difficult circumstances rather than yielding to depression and helplessness. Approximately 69 million people have been displaced by violence and conflict, the highest number since World War II¹⁶. In 2019, the UN estimated that 132 million people in 42 countries would need humanitarian assistance because of conflicts or disasters. In 2019, WHO estimated that there were more people living with mental disorders in areas affected by conflict than previously thought. Almost 1 in 10 people was living with a moderate or severe mental disorder¹⁷—**1 in 5 people affected by conflict** are estimated to have a mental health condition¹⁸.

There are considerable costs of not addressing mental health issues, especially for the future generations. Mental health issues translate into a significant economic impact worldwide. Countries spend **less than 2 per cent of their health budgets on mental health**¹⁹. In the next ten years, depression will put more burden on countries than any other disease. **Every \$1 invested in mental health yields a \$4 return on investment.** For example, **If Ukraine invests \$1** in the treatment of mental disorders, it is estimated that between 2017 and 2030, it could save \$2 on restored productivity and added economic value²⁰. It is clear then that the health sector will have to substantially increase its efforts to tackle mental health issues focusing on resilience-building strategies and often in partnership with other relevant sectors.

Education and training systems have gradually started to integrate social and emotional learning (SEL) into pedagogy. Yet, it is not clear whether youth are socio-emotionally prepared for the world of work. In 2012, nearly 20 per cent of employers considered the lack of soft skills as one of the key reasons they couldn't hire needed employees.²¹ In a study²² on eight thousand people covering eight European

¹² <https://hbr.org/2014/01/what-vuca-really-means-for-you>

¹³ Adaptability: the ability to adapt to change, be flexible, be open to other approaches. It is the opposite of rigidity

¹⁴ Emotional Intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically

¹⁵ <https://www.linkedin.com/business/learning/blog/learning-and-development/most-in-demand-skills-2020>

¹⁶ <https://www.who.int/news-room/commentaries/detail/mental-health-conditions-in-conflict-situations-are-much-more-widespread-than-we-thought>

¹⁷ *Ibid.*

¹⁸ <https://www.healio.com/news/psychiatry/20190612/one-in-five-people-have-mental-disorders-in-postconflict-settings#:~:text=Based%20on%20WHO%20data%2C%20researchers,PTSD%2C%20bipolar%20disorder%20or%20schizophrenia.>

¹⁹ <https://blogs.worldbank.org/health/mental-health-lessons-learned-2020-2021-and-forward>

²⁰ *Ibid.*

²¹ Manpower Group's *Talent Shortage Survey*, cited in Cinque, M., 2016 "Lost in translation": Soft skills development in European countries

²² Cinque, M., 2016 "Lost in translation": Soft skills development in European countries

countries,²³ one-third of employers said that lack of skills negatively impacts business with cost, quality, or timeliness issues. Education systems seem disconnected from employers. 74 per cent of education providers think their graduates are prepared for work, yet only 35 per cent of employers believe the same way.²⁴ Only 42 per cent of youth believe they received adequate training for work, and only 30 per cent find temporary employment after graduation. Also, a lack of appropriate social-emotional skills training for persons with disabilities contributes significantly to their high unemployment rate²⁵.

Therefore, it is paramount that post COVID-19 recovery efforts include proactive measures to support emotional resilience among young people whose school-to-work trajectory has been impacted. Building youth's emotional resilience is a mental health issue requiring focus from both Ministries of Health as well as Ministries of Labor and Social Protection. Although labor ministries have increasingly acknowledged the role of socio-emotional skills for labor market integration, a new level of commitment is required to focus on building emotional resilience. However, the ministries of education seem to have a paramount role here through fostering emotional resilience starting from early years throughout the education system.

2. What is emotional resilience?

2.1 Defining and Characterizing Resilience

Emotional resilience is often discussed as part of an overall package of other competencies, often without being named resilience. Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress - bouncing back from difficult experiences²⁶. The mental health, positive psychology, leadership, and personal development literature have all closely explored resilience as a construct. Likewise, the literature on socio-emotional competencies explores related constructs such as emotional self-management, relationship building, and perseverance. Annex 1 illustrates a broad range of constructs and terms to refer to socio-emotional competencies.

Resilience is often (though not always) incorporated as an explicit skill as part of socio-emotional competencies frameworks. The OECD's conceptual framework of social and emotional skills among school-aged children and adolescents is based on three core issues: (a) Working with Others, (b) Managing Emotions, and (c) Achieving Goals. Annex 2 presents the skills included in the Framework. While resilience is not listed as a separate skill the characteristics of resilience (e.g., managing emotions, nurturing relations, and self-awareness) are all included. The European Commission's SEE Framework has four categories of competences (i.e., self-awareness, self-management, social awareness, and social management); and explicitly includes resilience as part of the ability to manage oneself (Annex 2). The framework notes that resilience is gaining importance because of increasing challenges posed by rapid

²³ France, Germany, Greece, Italy, Portugal, Spain, Sweden, and the United Kingdom

²⁴ Cinque, M., 2016 "Lost in translation": Soft skills development in European countries

²⁵ Park, E., Kim, J., & Kim, S. (2016). Meta-analysis of the effect of job-related social skill training for secondary students with disabilities. *Journal of Vocational Rehabilitation*, 44(1), 123-133. doi:10.3233/jvr-150785

²⁶ American Psychological Association (n.d.) The Road to Resilience, <http://www.apa.org/helpcenter/road-resilience.aspx>. Another definition: Resilience is an individual's capacity to overcome adversities and successfully adapt to their environment, E. Vanderbilt-Adriance and D. S. Shaw, 2008, "Conceptualizing and re-evaluating resilience across levels of risk, time, and domains of competence," *Clinical Child and Family Psychology Review*, vol. 11. View at: [Publisher Site](#) | [Google Scholar](#)

global, social, economic, and technological changes. There is a greater need to develop "resilience to overcome adversity and keep thriving²⁷."

MENA's Life Skills and Citizenship Education²⁸ includes resilience as part of the **Personal Empowerment cluster of skills within the individual dimension or 'Learning to Be'**. Other three dimensions include the Cognitive dimension or 'Learning to Know', Instrumental dimension or 'Learning to do', and the Social Dimension or 'Learning to Live Together'. Similarly, the PRACTICE model (which stands for Problem-solving, Resilience, Achievement Motivation, Control, Teamwork, Initiative, Confidence, and Ethics), highlights resilience explicitly²⁹. Within the BESSI framework, resilience has four aspects, i.e., Anger Management, Capacity for Optimism, Stress Regulation, and Confidence³⁰.

In a workplace setting, the concept of 'emotional intelligence'³¹ is widely used to implicitly include the quality of resilience. Resilience is often used as a self-management quality that allows a person to bounce back quickly from emotional stressors.

3. Unpacking Emotional Resilience

3.1 A framework of key characteristics of emotional resilience

The framework suggested in this paper, is based on a review of the characteristics of resilience most commonly highlighted in the literature and includes the following eight elements: (i) Purpose, Meaning, and Life Direction, (ii) Emotional Mastery/Self Awareness and Management, (iii) Optimism/Positive Outlook (iv) Grit/Tenacity, (v) Cognitive Reasoning, (vi) Adaptability, (vii) Social Connection, and (viii) Physical Renewal. Additional discussion of these eight characteristics is included in Annex 3. As previously noted, since the resilience is multidimensional, interventions may focus only on some of these dimensions without necessarily using the word 'resilience'. All these characteristics contribute to a person's ability to cope and thrive in life.

(i) Purpose, Meaning, and Life Direction

'Life's meaning is not to avoid suffering by any means but engaging in meaningful pursuits'- Victor Frankl

A sense of meaningful life comes from "using one's signature strengths and virtues in the service of something larger oneself³². Having a sense of meaning and purpose helps people to a faster recovery from negative experiences. A study of people in their 70s and 80s found that those with less sense of

²⁷ Cefai, C., 2018 Strengthening Social and Emotional Education as a core curricular area across the EU https://nesetweb.eu/wp-content/uploads/2019/06/AR3_Full-Report_2018.pdf

²⁸ https://www.unicef.org/mena/media/6151/file/LSCE%20Conceptual%20and%20Programmatic%20Framework_EN.pdf%20.pdf

²⁹ Cunningham et al, 2014, Developing Social-Emotional Skills for the Labor Market, The PRACTICE Model <https://openknowledge.worldbank.org/handle/10986/20643>

³⁰ <https://psyarxiv.com/8m34z/>

³¹ Emotional intelligence was first defined as 'the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions'³¹. The term was widely popularized by Daniel Goleman in his best-selling book 'Emotional Intelligence: Why it can Matter More than IQ' in 1995 where he explained how emotional intelligence could be 'as powerful and at times more powerful than IQ' in predicting life success.

³² Seligman, M., 2010, Flourishing: Positive psychology and positive interventions. Paper presented at The Tanner Lectures on Human Values, University of Michigan, MI. Retrieved from http://www.isbm.at/pics/Flourish_Seligman.pdf

purpose in life, died earlier in the follow-up period than those who reported having more purpose³³. A sense of direction in life gives strength to go on, maintain perspective, and grow from setbacks or obstacles. The German philosopher Frederick Nietzsche said that "he/she who has a why can endure any how".

Meaning is part of [Martin Seligman's PERMA](#) model, highlighting five essential elements for resilience (Table 1). People with these five qualities do better at university, excel in sports even after failure, are less likely to experience depression or post-traumatic stress, and have a lower risk of premature death³⁴.

Table 1. Martin Seligman's PERMA model of resilience and well-being

Positive Emotion	positive emotions help us perform better, hope for the best future, take risks
Engagement	enjoying what you do, being immersed in the task, being in 'flow'
Relationships	human beings need connection, intimacy, emotional and physical contact
Meaning	finding and pursuing life's meaning using signature strengths for the greater good
Accomplishment	the sense of mastery over something

The ability to find meaning affects resilience. There are a few reasons for that. First, there has been an increased interest in finding meaning and purpose in people's working lives in recent years. Second, the ability to use signature strengths seems to be a prerequisite in the workplace. In an era of disruption, we can go through frequent changes that may include painful losses. We can recover from these setbacks only if we perceive that there is still something meaningful to strive for. Third, it isn't easy to achieve goals that we don't feel motivated to pursue. Angela Duckworth's research shows that accomplishing goals requires both perseverance as well as passion³⁵.

(ii) Emotional Mastery /self-awareness and self-management

Self-Awareness: 'Know yourself, and you will win all battles' Sun Tzu

Self-awareness refers to the awareness of one's own emotions, thoughts, behavioral patterns³⁶, underlying beliefs³⁷, self-image, aspirations, strengths, and weaknesses. In the context of resilience, emotional self-awareness helps a person understand what they feel and why and, therefore, what they need to change. For example, it is important to accept discouragement after adversity and not resort to destructive behaviors to cope with the situation. Studies on self-awareness reveal that 83 per cent of

³³Davidson, R., Dahl, C., Wilson-Mendehall, C., 2020, The plasticity of well-being: A training-based framework for the cultivation of human flourishing <https://www.pnas.org/content/117/51/32197>

³⁴ Seligman, M., 2010, *Flourishing: Positive psychology and positive interventions*. Paper presented at The Tanner Lectures on Human Values, University of Michigan, MI. Retrieved from http://www.isbm.at/pics/Flourish_Seligman.pdf

³⁵ Angela Duckworth, (book), 2016, *Grit: The Power of Passion and Perseverance*

³⁶ Emotional, thinking, and behavior patterns are the reinforced patterns that have been accumulated most often unconsciously from parents, social environments, and earlier experiences

³⁷ Beliefs are convictions that things held in the mind are true

people high in self-awareness are top performers³⁸. However, [research](#) conducted by Harvard University scientists found that only 10-15 per cent of us are self-aware.

Self-Management:

"Between stimulus and response, there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom" Victor Frankl

Emotional self-management reflects the shift from compulsion to choice. Self-management is what you do with the information that comes from self-awareness. It is the ability to keep disruptive emotions and impulses in check, to maintain effectiveness under stressful situations or even hostile conditions³⁹. Emotional self-management can determine how a person recovers from setbacks/stressors and how well the person manages long term behavioral tendencies.

(iii) Positive Outlook/Optimism

'A pessimist is one who makes difficulties of his opportunities; an optimist is one who makes opportunities of difficulties'- Reginald B. Mansell

Optimism, the ability to look at the brighter side of life with hope even in the face of adversity, is critical for resilience⁴⁰. People tend to explain their adverse life events through three lenses i.e., personalization, permanence, and pervasiveness⁴¹. Optimistic people have an optimistic explanatory style, while pessimistic people do not (Table 2).

Table 2. Optimism/Pessimism explanatory styles (of adverse events/experiences) ⁴²

Pessimist	Optimist
Personalization: it's totally my fault	Personalization: includes many causes
Permanence: this situation is never going to change	Permanence: this situation is temporary
Pervasiveness: applies to all areas, "it's all bad"	Pervasiveness: applies to specific areas of my life

Longitudinal studies show that positive emotions encourage novel, varied, and exploratory thoughts and actions. Another [study](#) found that "higher optimism was associated with better physiological adjustment to a stressful situation." People who feel optimistic about their careers are more likely to succeed at work and feel satisfied with their jobs⁴³, as they find it easier to overcome a setback and continue working hard⁴⁴.

³⁸ D. Goleman, R. Davidson, Richard Boyatzis et al 2017 Building Blocks of Emotional Intelligence (12 book series), Self-awareness

³⁹ D. Goleman, R. Davidson, Richard Boyatzis et al 2017 Building, 2017, Building Blocks of Emotional Intelligence (12 book series), Emotional Self-Control

⁴⁰ D. Goleman, R. Davidson, Richard Boyatzis et al 2017 Building Blocks of Emotional Intelligence (12 book series), Optimism

⁴¹ Seligman M, Forgeard M, 2012, 'Seeing the Glass half Full; A Review of the Causes and Consequences of Optimism'

⁴² Designed at the University of Pennsylvania

⁴³ Spurr D, Kauffeld S, Barthauer L, 2015, Heinemann NSR. Fostering networking behavior, career planning and optimism, and subjective career success: An intervention study

⁴⁴ Ibid.

(iv) Cognitive Reasoning

Well, it could have been worse. So, what can I learn?

Cognitive reasoning is the ability to interpret a situation and assign meaning to it. An attitude of learning fosters an understanding that life provides learning opportunities through challenging experiences. Examples of how one could interpret adverse situations in valuable ways include: ‘when one door shuts down, another one opens,’ ‘it could have been worse,’ ‘goals take time,’ ‘set-backs happen’. Cognitive reasoning also includes abilities for innovative problem solving, anticipation/planning, and resourcefulness.

(v) Grit/Tenacity

“It is not that I am so smart, it is just that I stay with problems longer” - Albert Einstein

Tenacity and persistence are key to resilience. This is well illustrated in an experiment in 1975⁴⁵, which was replicated many times since. Subjects were divided into three groups. Those in the first were exposed to an annoying loud noise that they could stop by pushing a button in front of them. Those in the second heard the same noise but could not turn it off, though they tried hard. Those in the third, the control group, heard nothing at all. Later, the subjects were faced with a new situation that again involved noise. To turn the noise off, all they had to do was move their hands. The people in the first and third groups figured this out and learnt to avoid the noise. But those in the second group typically did nothing. In phase one, they failed, realized they had no control and became passive. In phase two, expecting more failure, they didn’t even try to escape. They had learned helplessness. Resilience calls for continued effort in the face of challenges.

(vi) Adaptability /Openness to Change

‘People are not afraid of change, people are afraid of losses change brings’

Adaptability is the ability to be flexible in handling change, being able to juggle multiple demands and adapt to new situations with fresh thinking and innovative approaches⁴⁶. When one faces challenges, one does not do well on them or ruminate over them but shifts to searching for solutions and alternative ways. Adaptability is to focus on what matters most. In a constantly changing world, adaptability is a crucial ability. Follow up surveys of MBA students, 5 to 19 years after they graduated, found that adaptability predicted the students’ life satisfaction, career satisfaction, and overall career success⁴⁷. Adaptability is an essential aspect of resilience in that it allows a person to be flexible regarding courses and not being rigid about approaches and mindsets or even goals. This sometimes creates a dilemma because resilience often implies staying on course, being gritty and persistent and not switching objectives with every obstacle.

It may not always be clear when a situation needs adaptability or resilience/grit/tenacity. Caroline Miller at UPENN discusses the concept of [‘stupid grit’](#) by which she refers to situations ‘when you drive

⁴⁵ Seligman, M., 2011, Building Resilience, Harvard Business Review

⁴⁶ Adaptability, Building Blocks of Emotional Intelligence (12 book series), D. Goleman, R. Davidson, R. Boyatzis

⁴⁷ Ibid.

forward to the detriment of yourself and others', when people become too rigid around ideas or practices and fail to pivot when the market changes. In mountaineering, it's called 'summit fever', an obsession to reach the mountain's top which blinds people from making life-saving decisions⁴⁸. According to Miller, grit should be applied in the right place and with the right purpose because grit isn't just an approach to life that can make the difference between quitting and succeeding, it's also the quality that we should cultivate if we want to play bigger in life. Therefore, it would be better to pursue 'authentic grit', which is defined as "the passionate pursuit of hard goals that causes one to emotionally flourish, take positive risks, live without regret, and awe and inspire others." When we pursue authentic grit, it could be easier to determine when to adapt or when to stay the course since it feels more authentic. Miller outlines 5 ways to cultivate 'authentic grit': find your passion; start asking why not/take risks and ask what it will take to accomplish your goals; set goals and follow-through; change negative self-talk; and build a gritty support team⁴⁹.

(vii) Social Connection

Neuroscience has discovered we have 'mirror neurons'- the in-built need for social connection

Positive social relationships are linked to greater psychological and physical well-being⁵⁰. Supportive social relationships boost resilience because sharing helps release some degree of stress and pressure⁵¹. Young people need to both offer and receive social support to boost their resilience. Connection, i.e., emotions that underpin successful relationships with others, are part of the Well-being and Resilience framework (table 3) developed by Richard Davidson at the University of Wisconsin⁵². Interventions to boost these components have potentially health-promoting changes inside the brain⁵³.

Table 3. Richard Davidson's Key elements of Resilience and Well being

Awareness	the ability to be self-aware and pay attention
Connection	emotions that underpin successful relationships
Insight	the ability to deflect self-defeating narratives
Purpose	a sense that life has meaning and direction

⁴⁸ <https://www.carolinemiller.com/suffering-stupid-grit/>

⁴⁹ Ibid

⁵⁰ Phoenix Kit Han Mo, 2014, The role of social support on resilience, posttraumatic growth, hopelessness, and depression among children of HIV-infected parents in mainland China <https://pubmed.ncbi.nlm.nih.gov/24922584/>

⁵¹ Seligman, M., 2010, *Flourishing: Positive psychology and positive interventions*. Paper presented at The Tanner Lectures on Human Values, University of Michigan, MI. Retrieved from http://www.isbm.at/pics/Flourish_Seligman.pdf

⁵² Davidson, R., Dahl, C., Wilson-Mendehall, C., 2020, The plasticity of well-being: A training-based framework for the cultivation of human flourishing <https://www.pnas.org/content/117/51/32197>

⁵³ Ibid.

(viii) Physical renewal

When my cup is full, I can be happy and help others

Physical renewal has been found to be an essential component of resilience. When people are exhausted or experience burnout, they are more likely to give up or go into default patterns. Exercise, nutrition, sleep, and mental relaxation also contribute to a person's resilience. The World Health Organization stated that "we now work in a constantly connected, always-on, highly demanding culture. It is more important than ever to build resilience skills to effectively navigate your work life"⁵⁴. Physical fitness is also part of Charney and Southwick's⁵⁵ ten key steps toward emotional resilience (table 4).

Table 4. Charney and Southwick⁵⁶ Ten Key Steps towards Emotional Resilience

- | | |
|------------------------|---------------------------|
| • Facing fears, | • Social support |
| • Optimism, | • Keeping a strong brain, |
| • Moral compass | • Meaning |
| • Constructive beliefs | • Physical fitness |
| • Roles models | • Cognitive flexibility |

3.2. Can resilience be taught?

Genetics⁵⁷ and exposure to trauma⁵⁸ do not fully account for individual differences in resilience. Resilience can be enhanced⁵⁹. There is now considerable research on the neuro-mechanisms of resilience that has found it to be a malleable skill⁶⁰. [Research](#) conducted by the [Healthy Minds Center](#) at the University of Wisconsin aimed to understand the (i) factors that make some people more resilient than others and (ii) whether these elements can be learnt. It concluded that people can be trained in the four critical elements of well-being, such as attention, social connection, insight, and purpose. Neuroplasticity of the brain can be harnessed for mental training⁶¹. [Other studies](#) show that when people receive training in resilience and well-being, their brain changes and these changes can be sustained⁶². Some neuroscientists find that even though genetic predispositions make some people more resilient than others, it is not as powerful as the opportunity for mental training to enhance well-being and resilience skills⁶³. These studies focus on long term life outcomes and do not necessarily focus on a specific goal like securing a job or overcoming a setback.

⁵⁴ Fernandez, R, 2016, 5 Ways to Boost Your Resilience at Work, HBR <https://hbr.org/insight-center/building-resilience>

⁵⁵ Charney, D. S., Southwick, S. M, Resilience: The Science of Mastering Life's Greatest Challenges

⁵⁶ Ibid.

⁵⁷ Jung et al, 2019, Relationships among stress, emotional intelligence, cognitive intelligence, and cytokines

⁵⁸ Kendler et al, 2001, [Genetic Risk, Number of Previous Depressive Episodes, and Stressful Life Events in Predicting Onset of Major Depression](#)

⁵⁹ Jung et al, 2019, Relationships among stress, emotional intelligence, cognitive intelligence, and cytokines

⁶⁰ Davidson et al, 2020, The plasticity of well-being: A training-based framework for the cultivation of human flourishing <https://www.pnas.org/content/117/51/32197>

⁶¹ Ibid.

⁶² Ibid.

⁶³ Feedback from Richard Davidson for this Note

Resilience training may be more necessary in certain circumstances. [Those who deal with minor stresses more easily](#) can also manage major crises with greater ease⁶⁴. Further, [research](#) on resilience questioned the previous claims that most people are naturally resilient after exposure to stressors and advocated for dedicated support to build resilience after adversity⁶⁵. The [study](#) shows that natural resilience may not be as common as once thought, and when confronted with a major life-altering event, such as job loss, divorce, or severe adversity, many people can struggle considerably and for more extended periods of time⁶⁶.

Building emotional resilience may be especially necessary for people in conflict-affected areas. A [study on fragility, entrepreneurship, and mental health](#) conducted by the World Bank suggests that building psychological capital, based on cognitive-behavioral therapy⁶⁷, that includes optimism, self-efficacy, hope, and resilience, can help mitigate the high levels of stress that entrepreneurs face in Fragile, Conflict, and Violent (FCV) contexts.

Some research highlights the importance of an early start to fostering emotional resilience, especially in early childhood (0-5), middle childhood (6-11) and reinforcement of these skills in adolescence (12-19). Other models emphasizing the malleability of resilience skills argue that these can be learnt throughout the lifecycle⁶⁸. For example, the work on 'social literacy' found that while there is strong malleability during 0-10 age window, the 'second chance' programs are effective during teen years (11-18) since brain development continues through age 25. The optimal timing of fostering resilience is a complex issue and beyond the scope of this paper. Nonetheless, it is clear that the unprecedented challenges and pressures of our modern times urge us to continue experimenting and designing interventions to support youth in enhancing their ability to adapt and bounce back from setbacks⁶⁹.

Training interventions to develop resilience can adopt a broad range of developmental pathways suitable for specific situations. The key eight characteristics of emotional resilience discussed earlier (i.e., Purpose, Emotional Mastery, Optimism, Grit, Cognitive Reasoning, Adaptability, Social Connection, and Physical Renewal) are usually among the key elements of a training curriculum. All these elements, both independently and interactively, contribute to increasing the capacity of a person to cope and thrive in life. Such interventions are relevant for a diverse group of individuals, including youth in schools; refugees and genocide survivors; socio-economically vulnerable youth; entrepreneurs; young people not in employment, education, or training (NEET); and university students. The delivery models include both offline and online or blended models.

The extent to which emotional resilience can be learned or acquired depends on individual's learning contexts. The framework described in Table 8 acknowledges the multiplicities of social contexts, such as family, school, community, and workplace, and interventions that together shape the design and impact of emotional resilience interventions.

⁶⁴ Southwick et al, 2005, The psychobiology of depression and resilience to stress: implications for prevention and treatment

⁶⁵ Gang Wu et al, 2013, Understanding resilience

⁶⁶ Gang Wu et al, 2013, Understanding resilience

⁶⁷ Examples of these include Cognitive Behavior Therapy (CBT), Mindfulness-based Cognitive Therapy (MBCT), Rational Emotive Behavior Therapy (REBT), and Problem Management+ (PM+)

⁶⁸ Davidson et al, 2020, The plasticity of well-being: A training-based framework for the cultivation of human flourishing <https://www.pnas.org/content/117/51/32197>

⁶⁹ Ian Walker, WB, Nancy Guerra, University of California Riverside, Kenneth A. Dodge, Duke University, Julie Meeks Gardner, University of the West Indies, 2011,

Table 8. A framework of Learning Contexts

Family	Home activities Parent-child interactions Parenting styles
School	Curricular activities Extracurricular activities Peer relations
Community	Civic and cultural activities Social networks Public services and safety
Work	Work-based working opportunities Working style

Source: OECD Skills for Social Progress, 2015

4. Examples of programs designed to build emotional resilience

This section describes a few examples of programs⁷⁰ that worked to build emotional resilience among youth. Table 9 lists a few strategies that were used by these programs. The programs listed here are a heterogeneous mix and described to promote discussion and experimentation. Very often, the interventions described below did not aim to develop all elements of resilience. Resilience is often packaged with other competencies. Many do not refer explicitly to the concept of resilience but only focus on specific elements that support resilience. While some interventions have had structured impact evaluations, others are research-focused or pilot programs that have not undergone rigorous assessment. Some of the interventions presented here have youth as the primary target group, while others had different target groups (ex. refugees, entrepreneurs, students).

Table 9: Examples of some strategies to build Emotional Resilience

Target Group	Objective	Examples of Programs and Delivery Models
Pupils during their middle school years	Use a hybrid approach to enhance both 'coping' and 'thriving' abilities to prepare youth for life's long-term outcomes proactively (as opposed to teaching only 'coping'/reactive skills)	<ul style="list-style-type: none"> • Penn Resiliency Program: Use cognitive behavior methods and strengths development • Youth First, Girls First programs: Cultivate "self-discovery" skills through identifying unique strengths and emotional awareness to build confidence among marginalized youth • WOOP (Wish, Outcome, Obstacle, Plan): Use mental contrasting to contrast a wish with an inner obstacle and then create a plan to overcome it • Geelong Grammar School: Embed "positivity" in the curriculum to strengthen positive thought processes
Refugees	Understand refugees/ genocide survivors' psychological needs	<ul style="list-style-type: none"> • Personal Growth Initiative: Restore emotional resilience, sense of autonomy, and self-agency

⁷⁰ Note: The interventions and examples are not exhaustive and do not follow any criteria such as geography.

	and foster a safe space for healing and personal growth	<ul style="list-style-type: none"> • Inspire refugees' motivation for achievement under challenging settings • Adopt 'making meaning' strategies when refugees cannot change their circumstances
Entrepreneurs	Incorporate resilience-building strategies in traditional entrepreneur support packages	<ul style="list-style-type: none"> • Economic Revitalization of KPK and FATA (ERKF) World Bank's project: Enhance psychological capital using cognitive behavioral methods in addition to monetary support • Entrepreneurial Resilience during and after COVID-19 Crisis (ENTREC) research project: Cultivate life's vision, adaptability, empowering beliefs, and social connection as factors that support entrepreneurs' resilience
Youth	Adopt low cost, self-directed, digital tools to support youth at scale	<ul style="list-style-type: none"> • Common Elements Toolbox (COMET) program: Use brief (one-session), digital interventions to teach the most common elements of resilience • The Mental Health Program App: Use compressive, flexible digital apps as a stand-alone tool or part of university courses
Youth enrolled in fast-track learning	Adopt 'mindfulness' techniques to release stress and increase self-awareness	<ul style="list-style-type: none"> • ReBootKAMP (RBK): Combine intensive, immersive, learning to 'grow' with mindfulness to 'rest and restore'
Youth in transition from school to work	Leverage integrated skill frameworks to design work readiness training programs	<ul style="list-style-type: none"> • Skills to Succeed (S2S) program, Harambee Youth Accelerator Program: combine socio-emotional skills with vocational skills to develop a resilient mindset (e.g., Skills to Succeed (S2S) program); Harambee Youth Accelerator Program)

4.1 Proactively cultivating both coping and thriving skills of resilience

4.1.1 Combining Cognitive Behavior Methods and Strengths Development to build resilience: [Penn Resiliency Program](#) (PRP) of the University of Pennsylvania has been implemented in schools (Box 1) and in the Army to teach resilience to over one million youth in the military.⁷¹ PRP's impact evaluations show that it helped reduce and prevented depression and anxiety and helped increase optimism and well-being. PRP improved health-related behaviors, with young adults who complete the program having fewer symptoms of physical illness⁷².

⁷¹ <https://www.authentic happiness.sas.upenn.edu/learn/educatorresilience>

⁷² Gillham et al, "School-Based Prevention of Depressive Symptoms: A Randomized Controlled Study of the Effectiveness and Specificity of the Penn Resiliency Program." <https://pubmed.ncbi.nlm.nih.gov/17295559/>

Box 1. Integrating cognitive-behavioral methods in schools

Penn Resilience Program (PRP)⁷³ uses the Train the Trainer model (teaches 180 at a time during eight days through plenary sessions and small groups of 30 and 10). The curriculum design is based on three pillars (i) teaching coping skills through managing present negative states (cognitive-based therapy (CBT), (ii) teaching future-oriented thriving skills through identifying and building character strengths, and (iii) developing social/leadership skills. The program aims to increase middle-school students' ability to handle common day-to-day problems during adolescence and prepare them for the future.

These three components include:

(i) Building mental toughness:

- Recognizing most catastrophic thoughts and arguing realistically against them
- Learning to dispel unrealistic beliefs about adversity (Albert Ellis's ABCD model)
- Raising awareness of 'thinking traps' such as overgeneralizing or judging a person's worth
- Minimizing catastrophic thinking by considering worst-case, best-case, and most likely outcomes

(ii) Identifying, building, and using one's highest strengths

- Identifying one's signature character strengths (through the Peterson's Values in Action (VIA) Signature Strength Survey, which measures 24 positive character traits)

(iii) Building social and leadership/ skills

- Learning to respond actively and constructively as opposed to passively and destructively (drawing on "Four Ways to Respond approach" by Shelly Gable)
- Teaching 'effective praise' techniques by Carol Dweck

4.1.2 Integrating "self-discovery" skills to build confidence

Combining 'self-discovery' (what do I want?) with socio-emotional skills (how do I achieve that?) can be a useful strategy. **CorStone**, a nonprofit organization, conducted a school-and community evidence-based resilience training model for over 150,000 marginalized youth and young women. Training for the Youth First and Girls First programs is delivered by several trained community and schoolteacher facilitators in densely-populated urban slum settings and remote rural villages in India, Kenya and Rwanda. For example, in India, the Girls First program is implemented in the state of Bihar, one of the poorest states in the country, within special residential Kasturba Gandhi Balika Vidyalaya (KGBV)⁷⁴ schools for at risk girls, which were established by the government to address gender and caste disparities in education. Over two years, the program reaches 250 teachers and 15,000 girls in grades 6-8 in 103 of Bihar's KGBVs.

The curriculum includes self-discovery and socio-emotional skills in addition to competencies offered by traditional education, which alone are not enough to empower disadvantaged youth. This design aims to develop resilient change agents and break the intergenerational cycle of poverty, directly tackling the potential of early marriage, human trafficking, and lifelong domestic labor. It is based on a Train the Trainer model where the master trainers teach other trainers who then train school teachers to deliver

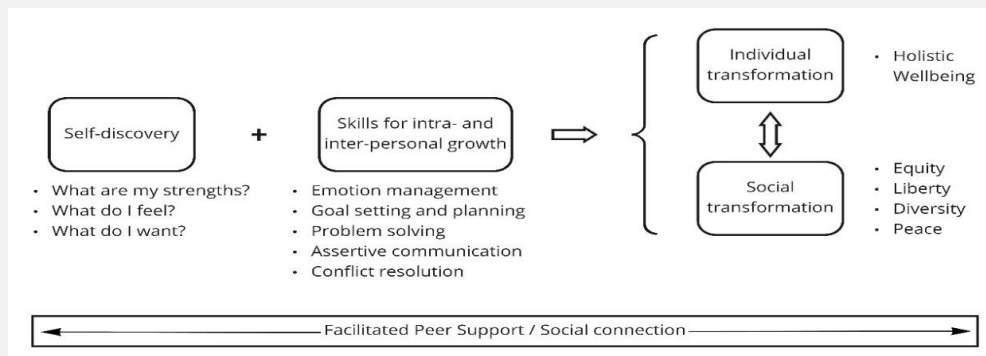
⁷³ <https://www.authentic happiness.sas.upenn.edu/learn/educatorresilience>

⁷⁴ KGBV schools serve at-risk girls from 'low' castes, minorities, tribal communities, and/or from families below the poverty line. In these communities, girls typically are required by their parents to stay at home and help their families with household chores until age 13-14 years, at which point they are married

the curricula. CorStone is now working with India's State Education Ministry to scale Youth First to 26,000 government schools for 2.6 million students per year across the state. The program is also being piloted for scale-up across Rwanda in partnership with the Rwanda Education Board, Ministry of Education (box 2).

Box 2. Working with at-risk youth

The Youth First and Girls First curricular working from 'the inside out', integrate self-discovery and key skills for inter- and intrapersonal growth and resilience through the following model:



The curricular focuses on:

- (i) Uncovering youth's unique character strengths to understand their values and emotions and to explore what they want in life, and
- (ii) Building skills for growth both internally and in relation to others, such as emotion management, goal setting, problem-solving, assertive communication, and conflict resolution.

Students attend weekly, teacher-facilitated, peer-supported, one-hour per week.

A 2014 Girls First randomized controlled trial in Bihar, India, with 3,500 girls in 76 schools, demonstrated significant improvements in mental and physical health and education for intervention girls vs controls. Annual Girls First pre-/post-assessments have replicated these results. In 2019, participants improved emotional resilience (26%), social-emotional assets (21%), social well-being (14%) and gender equality attitudes (21%). In addition, qualitative reports consistently indicate that girls become more motivated to complete school, articulate livelihood goals, and push back against early marriage.

WOOP (Wish, Outcome, Obstacle, Plan)⁷⁵ uses mental contrasting asking participants to contrast a wish with an inner obstacle and then to create an ‘if-then’ plan⁷⁶. Students identify a wish and outcome that is meaningful to them, an obstacle inside of them that could prevent them from achieving their desire and a plan to overcome the inner obstacles. The study found that 10th-grade students that had been introduced to WOOP to prepare for PSAT tests completed more practice questions working independently with workbooks than the control group, which had done an unrelated writing exercise⁷⁷. Some studies suggest that WOOP is effective with students as young as 2nd grade. Schools have integrated WOOP in one-on-one sessions with students, during advisory, as a whole class activity, and through whole school assemblies. In addition, WOOP is often applied to help students set goals around working toward long-term objectives⁷⁸.

4.1.3 Develop positivity as a character trait

Some programs place importance on developing curricula that aims to develop character strengths, well-being, and resilience in addition to academic achievement. The [International Positive Education Network](#) (IPEN) brings together a global network of teachers, parents, students, researchers, schools, universities, companies, and governments in order to shift perceptions of the purpose of education. IPEN has regional representations in [Europe/UK](#), MENA⁷⁹, Latin America⁸⁰, [Southeast Asia](#), [Australia](#), and the [USA](#). Geelong Grammar School in Australia has been among the early pioneers of this approach (box 3).

Box 3. Promoting Positive Education: -Geelong Grammar School

The positive education approach adopted by Geelong Grammar School (a private school teaching K-12 in Australia) relies on a three-part methodology: (i) Teaching (ii) Embedding, and (iii) Living it:

- Teach it: Stand-alone courses to teach the elements of positive psychology: resilience, gratitude, strengths, meaning, flow, positive relationships, and positive emotion
 - Embed It: embed positive education into academic courses, on the sports field, in pastoral counselling. For example: English teachers use signature strengths and resiliency to discuss novels; music teachers use resilience skills to build optimism from performances that did not go well
- Living It: ‘Semicircle technique’ bring students and teachers together to ask and answer questions like ‘what went well last night?’

The approach is based on the train the trainer model. A nine-day course has been designed and taught to one hundred teachers to use the skills in their own lives—personally and professionally—and then they were given examples and detailed curricula of how to teach them to children. The course focused on plenary sessions, groups of thirty, in small groups, and pairs. Following the training, trainers and visiting scholars were in residence for an entire year to further instruct faculty.

⁷⁵ WOOP has been developed by Dr. Gabriele Oettingen, professor of psychology at NYU, and Character Lab

⁷⁶ <https://www.panoramaed.com/blog/setting-goals-woop>

⁷⁷ Ibid.

⁷⁸ Ibid.

⁷⁹ IPENDubai@khda.gov.ae

⁸⁰ rballest@tecmleno.mx

4.2. Using ‘making meaning’ in challenging circumstances

Research among refugees in Sri Lanka and genocide survivors in Rwanda reveals the importance of a sense of agency to enhance refugees’ resilience after adversity. The sense of self-agency was crucial for an individual’s ability to function effectively after the adverse event. At the same time, spiritual beliefs and social status were important only for coping with the situation but were less relevant to help a person function properly after the adverse experiences. These findings reveal the role of context-specific understanding of the youth. The study also confirms the importance of access to work opportunities and community integration for refugees outside their camps⁸¹.

In Rwanda, Personal Growth Initiative (PGI) was found to affect the emotional resilience of genocide affected population. PGI, an individual’s motivation to develop as a person and the extent to which he or she is active in setting goals that work toward achieving self-improvement, was negatively associated with functional impairment when controlling for depression, post-traumatic stress disorder, and other demographic factors. The results suggest that PGI could be an essential intervention for facilitating adaptive functioning in the aftermath of adversity.

Other strategies highlight the need to build refugees’ resilience by ‘making meaning’ of their life experience when they can’t control their situation. Factors contributing to refugees’ sense of control have a protective function leading to adjustment, coping, resilience, and well-being. While refugees often lack opportunities for exercising control to change their situation, they can use secondary control⁸² to accept and adapt to challenging circumstances through meaning-making. Secondary control techniques that focused on acceptance of what cannot be changed and consideration of alternate ways to accomplish life goals may facilitate post-trauma adjustment⁸³.

4.3 Combining mental health support with traditional financial support like cash transfers

Traditionally, interventions to support young entrepreneurs overlooked the person’s mental health and ability to cope with challenging circumstances. In FCV settings, these outcomes are amplified given the high level of adversity in such environments⁸⁴. The World Bank’s Economic Revitalization of KPK and FATA (ERKF) project established in 2012⁸⁵ designed an innovative and scalable method to implement psychosocial training for Pakistan business owners (box 4). The key lessons learnt indicate that the benefits of a CBT-based training may be incremental over time; such interventions in FCV can be cost effective; and the positive framing of the training (i.e., self-management and leadership) is essential.

⁸¹ Ibid.

⁸² Secondary control is the willingness and ability of an individual to accept and adapt to a situation by changing expectations and goals. It is not a passive response, and has proved to have benefits above and beyond those of primary control (i.e., acting on the environment to make it better suited to the individual)

⁸³ Jayawickreme, E., Making Meaning in the Context of Ethno-political Warfare: Secondary Control as a Resource

⁸⁴ Saraf, Priyam ., 2019. A Study of Fragility, Entrepreneurship and Mental Health: Investing in Better Cognitive and Behavioral Skills for Small Medium Enterprise Entrepreneurs to Thrive in Conflict-Affected Areas of Pakistan. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/32145>

⁸⁵ Saraf et al, 2018, Improving Mental Well-Being and Productivity of Small-Medium Entrepreneurs in Fragile, Conflict and Violence Affected Areas : Can Cognitive Behavioral Therapy Training Help <https://openknowledge.worldbank.org/handle/10986/29942?show=full>

Box 4. Cognitive and behavioral training (CBT) for entrepreneurs in Pakistan

The World Bank's 'Economic Revitalization of Khyber Pakhtunkhwa (KPK) and Federally Administered Tribal Areas (FATA)' (ERKF) project aims to rehabilitate SMEs to create and restore jobs⁸⁶. The initial design was to support entrepreneurs in conflict-affected areas with cash transfers, but in the process the team decided to add the psychological training component.

The study's central hypothesis was that a five-week group CBT training could be more effective at reducing psychological stressors than financial assistance alone. As a result, entrepreneurs in the treatment group received the CBT intervention and cash grants, while those in the control group received only cash grants.

The study measured the intensity and prevalence of depression and anxiety symptoms as well as improvements in well-being among 235 SME entrepreneurs. The relevant data were collected at the start, right after, and three months after the intervention.

(i) Data collection to identify needs assessment: challenges, their effects, coping strategies

It found that chronic adversities were linked to low mood and energy, impaired quality of life, increased conflicts, poor self-esteem, negativity, hopelessness, and agitation. In the long-term, these were linked with the inability to problem solve, innovate, and low return on investments.

(ii) The development of a feasible and culturally appropriate CBT training intervention

The team used the Problem Management Plus (PM+) curricula developed by the World Health Organization (WHO) as it could be delivered by trained, non-specialist providers (NSPs) through a 5-week training intervention focusing on stress management, problem solving, behavioral activation, strengthening support networks, and self-care.

(III) Evaluation results

Three months after the intervention, beneficiaries showed improvements in mental health outcomes with a **reduction** in the intensity and prevalence of depression and anxiety symptoms (measured by the Patient Health Questionnaire Anxiety and Depression Scale) and higher levels of well-being (measured by the WHO-5 Well-Being Index) compared with the control group. In addition, entrepreneurs in the treatment arm who received both the PM+E training and the cash grant experienced nearly 50 per cent lower odds of mental health problems compared to those in the control arm who received only the cash grant.

Both PHQ-ADS and WHO-5 were used to measure the impact of the cognitive and behavioral training intervention for entrepreneurs in conflict affected areas in Pakistan.

Not enough is known about how entrepreneurs are adapting and changing, how they mobilize their internal emotional resources to survive amid a global economic and health pandemic. The Entrepreneurial Resilience during and after Covid-19 crisis (ENTREC) research project in 2020⁸⁷ targeted entrepreneurial ventures operating in sectors influenced most severely by the Covid-19 pandemic. The project is still in its implementation phase, but the preliminary findings have already provided some insight (box 5).

⁸⁷ Project partners: Imperial College Business School (UK), De La Salle University (Philippines), Mahidol University(Thailand), The UN Economic and Social Commission for Asia and the Pacific (ESCAP), the Malaysian Global Innovation & Creativity Centre (MaGIC) (Malaysia), Asian Development Bank.

Box 5. Determinants of Resilience among Entrepreneurs

Entrepreneurial resilience and recovery during and after the COVID-19 crisis (ENTREC) looked at firm and community-level responses. It adopted an inductive process approach by sampling ten longitudinal case studies in each of the five research sites and monitoring them for a year. Specifically, it identified five pairs of ‘polar outcome’ firms in each country (China, Malaysia, Philippines, Thailand, and the United Kingdom), a collection of 50-60 case studies.

Each of the five sampling dimensions is a pair of contrasting responses to the Covid-19: Proactive (vs. Reactive), Grow (vs Suffer), Community-dependent (vs Not), Digitally Enhanced (vs Not), and Change Business Model (vs Change Product/Service).

Three rounds of qualitative data collection have been conducted: (1) retrospective interviews focusing on the onset of the crisis; (2) ongoing interviews recording the entrepreneurial firm’s current progress; (3) once the new normal is beginning to settle, retrospective exploration of ‘what worked’ and most effective response strategies. The preliminary findings indicate that the following factors support resilience, including emotional resilience:

Determinants of Resilience Outcomes (related to Emotional Resilience)

- **Long-term vision:** not requiring immediate outcome from efforts made, especially financially
- **Policy support:** governmental support packages boost confidence and ease the “helplessness”
- **Non-financial support from communities & investors:** 1) emotional support or validation); 2) being patient (not require immediate return); 3) sharing social capital; (4) strategic guidance
- **Guilty to profit from the crisis:** a barrier to opportunity exploitation
- **Digital capital:** firm-level and individual-level, including knowledge, skillset, talents, relevant networks
- **Digital inclusion and networks:** entrepreneurs, who were not part of an in-group, are engaged in a digitally enabled relationship for cross-marketing and know-how exchange
- **Horizontal linkages:** industry, geographical and entrepreneurial communities

Constraints to Resilience Outcomes:

- **Limiting beliefs:** Entrepreneurs may subconsciously hold beliefs that undermine their abilities
- **Short-term Pivoting:** businesses shift to a new model that only works for a limited duration/crisis
- **“Elitism Trap”:** Entrepreneurs with advanced educational/affluent family cluster in certain sectors instead of keeping their possibilities open

4.4 Using low cost and agile digital tools to support mental health at scale

Another promising approach involves the use of short evidence-based, digital self-help interventions⁸⁸.

The COVID-19 pandemic has increased the need for mental health services and decreased their availability⁸⁹. Digital self-help interventions have several characteristics that make them appealing in times of crisis. First, these interventions do not require in-person support. Second, these interventions can be disseminated at a low cost to broad audiences. Third, they can be quickly adapted and modified. Finally, digital interventions are effective for depression and anxiety, and some have been shown to be effective

⁸⁹ Wasil et al., 2020, Promoting Graduate Student Mental Health during COVID-19: Acceptability and Perceived Utility of an Online Single-Session Intervention

in just a single session. However, little is known about the uptake, acceptability, and perceived utility of these interventions outside of clinical trials in which participants are compensated⁹⁰.

The Common Elements Toolbox (COMET)⁹¹ is a low cost/ free, online intervention that has been designed to support youth during the crisis and in the aftermath⁹² (box 6)⁹³. COMET is currently conducting studies of different age groups (e.g., adolescents, college students, adults) in different settings (e.g., Kenya, India, Greece).

Box 6. Using Digital and Modular interventions

Common Elements Toolbox (COMET) was designed before the pandemic to support graduate students but was adapted to build emotional resilience during the COVID-19 crisis in the USA. The program design is based on the modular approach, i.e., the common elements included in empirically supported interventions⁹⁴-including:

- **Behavioral Activation:**(labeled “positive activities” to sound less technical and to improve comprehension) was to help participants identify and perform activities that bring them happiness or provide a sense of mastery.
- **Cognitive restructuring:** (labeled “flexible thinking” to sound less technical and to improve comprehension) was to help participants notice and reframe unrealistic negative thoughts. Participants first received brief psychoeducation about negative thoughts and thinking traps
- **Gratitude:** The purpose of the gratitude module was to encourage participants to notice and appreciate positive things in their lives

Over one week, 263 youth began, and 189 youth (72 per cent) completed the intervention. Participants, who were not compensated, were randomly assigned to two of three modules: behavioral activation, cognitive restructuring, and gratitude. Each module lasted 10-15minutes and had the following structure: (i) teaching the concept, (ii) relevant exercises, (iii) examples, and (iv) reflection.

Evaluation and Results:

Students rated COMET highly on acceptability and perceived utility. Participants reported that the intervention modules were acceptable (93% endorsing), helpful (88 per cent), engaging (86 per cent), applicable to their lives (87 per cent), and could help them manage COVID-related challenges (88 per cent). Positive improvements have been reported on depression, anxiety, stress, positive and negative affect for all participants. For participants with elevated mental health symptoms, the improvements were even more significant⁹⁵.

⁹⁰ Ibid.

⁹¹ Designed at University of Pennsylvania

⁹² Wasil et al., 2020, Promoting Graduate Student Mental Health during COVID-19: Acceptability and Perceived Utility of an Online Single-Session Intervention

⁹³ These include (i) Behavioral Activation (‘positive activities’), (ii) Cognitive Restructuring (cognitive reasoning), and (iii) Gratitude

⁹⁴ Scholars have identified treatment procedures that are commonly included in treatment manuals of empirically supported interventions known as “common elements,” These elements have formed the basis of recent modular interventions

⁹⁵ Ibid.

The [Mental Health Program App](#) has been designed by the Healthy Mind Innovations non-profit organization Minds⁹⁶. About 30-35 thousand newly high-school graduates in Mexico have taken this app-based course to help transition from high school to college (box 7).

Box 7: Digital App to support youth transitions

The [Mental Health Program App](#) aims to build emotional resilience and well-being for youth (17 years old and older) at scale. The curriculum design is based on the four essential elements of well-being. These are:

- awareness- the ability to hold attention voluntarily to information, emotions to learn and change,
- connection- qualities that underpin human connection (e.g., kindness, appreciation),
- insight – ability to develop self-inquiry into own psychological processes, self-identity, and beliefs
- purpose: finding meaning in what we do and then discover how daily activities are related to purpose

The app uses:

- Mini ‘podcasts’ type audio files teaching the science around concepts
- Simple mental exercises to practice and strengthen the skills
- Tips for applying the mental strategies in everyday life
- Assessments to monitor progress and feedback

The app’s design has built-in incentives. First, students can engage in groups to practice with peers. Second, learning can occur while engaged in other activities, such as commuting, exercising. Finally, 30-day challenges are organized to maintain the commitment to use the app. It can be modified to contain employment-related measures such as tenacity, focus, and bouncing back from rejections.

One randomized control trial of the app shows a substantial reduction in distress, namely on depression, anxiety, and stress: 28 per cent improvement after one month. In addition, a randomized control trial of 670 public school teachers in the USA during the pandemic found substantial improvements in distress and social connection when used only five minutes a day during a week.

4.5 Adopting mindfulness techniques to release stress and increase self-awareness

Mindfulness is increasingly being used as a therapeutic technique to deal with stress. Mindfulness training involves focusing one’s awareness, while acknowledging and accepting one’s feelings, thoughts, and bodily sensations⁹⁷. Mindfulness is paying attention in a particular way: on purpose, in the present moment, and non-judgmentally⁹⁸. Mindfulness training involves two important mental faculties: attention and meta-attention. Attention is taking possession of the mind in a clear and vivid form⁹⁹. Meta-attention is the attention of attention. It is the ability to know that your attention has wandered away and bringing it back¹⁰⁰. These two abilities improve self-awareness because it allows a person to see events and emotions from a third-person perspective. Scientists call it adopting the ‘Experiential Perspective’ (‘I have

⁹⁶ Davidson et al, 2020, The plasticity of well-being: A training-based framework for the cultivation of human flourishing <https://www.pnas.org/content/117/51/32197>

⁹⁷ Pieced from different sources

⁹⁸ Jon Kabat-Zin’s definition

⁹⁹ Chade-Meng Tan, 2012, Search Inside Yourself

¹⁰⁰ Ibid.

an emotion, I am not that emotion') instead of the 'Existential Perspective' ('I am caught up in the emotion, so I am the emotion')¹⁰¹. Research on mindfulness suggests that it can lead to decreased stress levels, and increased sense of calm, emotional regulation, and attention¹⁰². Therefore, it has been increasingly adopted to decrease stress levels among youth and promote self-awareness.

ReBootKAMP (RBK) has integrated Mindfulness in its curriculum as a way to support mental and physical restoration after high-pressure learning activities. RBK is a US based non-profit that delivers emotional resilience training on the back of a software engineering learning program for young refugees in Jordan, [Gaza](#), [West Bank](#), Iraq, [Tunisia](#), South Sudan, Somalia, Yemen, and Syria (box 8).

Box 8. Inspiring youth refugees to grow and become the best version of themselves

RBK is a skill accelerator whose motto 'Stress plus Rest equals Growth' reflects its goal: maximizing human performance and resilience. RBK adopted the REST model, which stands for Relax, Energize, Shift, Transform

- Agile Based Learning Environment (ABLE): 14-hour day with 6 hours of mental heavy lifting with breaks every 30 min
- Mindfulness: 6-week, self-awareness deep dive followed by 13 weeks of positive habit-forming through workshops, role-playing, empathy building, and group play, as well as two meditation sessions per day
- Healthy meals
- Exercise/Yoga practices: rejuvenation, creative thinking
- Social Nights: team playing, bonding
- BED-only housing: simple accommodation to avoid stress from commute and distraction

RBK 15's resilience skills include growth mentality, self-awareness, learning autonomy, tolerance to ambiguity, intrinsic motivation, communication, accountability, divergent thinking, coaching skills, reduced bias, interdependence, emotional intelligence, honesty, problem-solving, and social responsibility. 'Restorative justice practice' is incorporated into the program through 'Talking Circles' where small private groups have the opportunity to express vulnerability and work through issues that get in the way of learning. This curriculum is integrated in all 1.400 hours of training across 20 weeks.

4.6 Mainstreaming resilience skills in work readiness training programs

The **Skills to Succeed (S2S)** program by Save the Children equips deprived and at-risk youth with the skills they need to find jobs or build their own businesses. It offers employability, entrepreneurship and vocational training, on-the-job training, career counselling, mentoring, business start-up services, and job linkages to young women and men ages 15 to 24 (box 9).

¹⁰¹ Ibid.

¹⁰² Flook, L., Smalley, S., Kitil, J., Galla, B.M., Kaiser-Greenland, S., Locke, J. (2010). Effects of Mindful Awareness Practices on Executive Functions in Elementary School Children. *Journal of Applied School Psychology*, 26, 70–95.

Box 9. Growth mindset for a Digital world of work

The *Skills to Succeed* Program¹ has incorporated Carol Dweck's growth mindset concept - the belief that one's most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. The growth mindset includes eight competencies: knowledge of cognitive malleability, self-efficacy, perseverance, learning motivation, strategic effort, openness to feedback, positive orientation towards others, and optimism.

The program cultivates these skills through a “digital lens” For young people to thrive and be resilient in the future of work, they must be able to apply their competencies in the online world. Young people learn how to have positive online interactions, work well with others online to achieve their goals, develop critical thinking to manage information online, and handle online threats. The program utilizes technology in the classroom to enhance digital skills.

South Africa's Harambee Youth Employment Accelerator combines traditional technical skills with soft skills to help youth transition to work. It uses *Bridging* methodology to help youth in the transition from school to work (box 10). Training modules are scalable depending on the complexity of the job for which they are being trained for. The average training journey lasts four to five weeks (sometimes the journey lasts five months and sometimes one day).

Box 10. Building work readiness

The **Harambee Youth Accelerator Program** supports youth in South Africa in their transition to the workplace, equipping them with skills that enhance emotional resilience and get them ready to navigate workplace's environment. The five-part behavior change model aims to build resilience through teaching the Emotional Mastery element and Social Connection as well as employability skills (i.e., Support to 'Personal Mastery'). Before the training, students have a scorecard assessment (i.e., Measure) on emotional mastery and results are publicly displayed (i.e., Report). A competition element is incorporated to encourage progress (i.e., Compete). Students have opportunities to secure a job at the end of the training journey (i.e., Reward).

The 'Personal Mastery' curricula enhance youth's resilience by incorporating the key building blocks needed in the workplace. These are: Behavior - self-awareness, managing upsets, and teamwork delivered during a 6 day training; Customer - customer service skills; Workplace Immersion - observation of workplace; Voice - Clarity of goals; Conversation - Conversational Skills, Business Communication; and Processing - Applied Problem Solving to enhance critical thinking. The bridging program has also customized modules to provide the skills required in a specific type of industry

5. How can Emotional Resilience be measured?

A range of instruments have been used to measure resilience. Some measures use the term Resilience in their name (e.g. Connor-Davidson Resilience Scale), while other tools measure components of resilience (e.g PEREMA Profiler). This indicates how often resilience as a skill to impact one's life outcomes (e.g., to adapt, persist, change) is used interchangeably with resilience as an outcome of good mental health. For example, the Brief Resilience Scale tool is a well-being measure. The goal of these measurements differs

in that some are used mostly for diagnostic purposes, including through self-assessment, while others are used for impact evaluation of interventions.

[The Connor-Davidson Resilience Scale \(CD-RISC\)](#) is a diagnostic test that measures resilience or how well one is equipped to bounce back after stressful events or trauma. CD-RISC measures several components of resilience related to change, stress, failures, and emotional management (Box 11)¹⁰³.

Box 11. Connor-Davidson Resilience Scale measures:

- The ability to adapt to change.
- The ability to deal with what comes along.
- The ability to cope with stress.
- The ability to stay focused and think clearly.
- The ability to not get discouraged in the face of failure.
- The ability to handle unpleasant feelings such as anger, pain or sadness

[Resilience Scale for Adults \(RSA\)](#) is a self-reporting instrument for evaluating six protective dimensions of resilience in adults: (1) Perception of the Self, (2) Planned Future, (3) Social Competence, (4) Family Cohesion, (5) Social Resources, and (6) Structured Style¹⁰⁴. [The Brief Resilience Scale \(BRS\)](#) was created to assess the perceived ability to bounce back or recover from stress. The possible score range on the BRS is from 1 (low resilience) to 5 (high resilience). The main question is 'how strongly do you agree or disagree with the following statements or respond to each statement below by circling one answer per row'¹⁰⁵.

Box 12. Brief Resilience Scale

BRS measures responses to the following measures:

1. I tend to bounce back quickly after hard times.
2. I have a hard time making it through stressful events.
3. It does not take me long to recover from a stressful event.
4. It is hard for me to snap back when something bad happens.
5. I usually come through difficult times with little trouble.
6. I tend to take a long time to get over setbacks in my life

[PERMA-Profiler](#)¹⁰⁶ a tool to measure resilience and well-being in young adults, is based on PERMA's¹⁰⁷ elements (i.e. Positive emotion, Engagement, Relationships, Meaning, Accomplishment) and two other

¹⁰³ <https://positivepsychology.com/connor-davidson-brief-resilience-scale>

¹⁰⁴ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5681258/>

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¹⁰⁶ Butler, J., & Kern, M. L. (2016). The PERMA-Profiler: A brief multidimensional measure of flourishing. *International Journal of Wellbeing*, 6(3), 1-48. doi:10.5502/ijw.v6i3

elements (i.e. Negative Emotions and Health). These elements directly affect emotional resilience, which leads to well-being (table 5).

Table 5. PERMA-Profilers Well-Being Measurement Tool

Element	Measures
Positive emotion	Tendencies toward feeling contentment and joy
Negative emotion	Tendencies toward feeling sad, anxious, and angry
Engagement	Being absorbed, interested, and involved in an activity or the world itself (states of “flow”)
Relationships	Feeling loved, supported, and valued by others. Having positive relationships
Meaning	Having a sense of purpose in life, a direction where life is going, feeling that life is worth living, or connecting to something greater than ourselves
Accomplishment	Subjective feelings of accomplishment and staying on top of daily responsibilities
Health	Subjective sense of health – feeling good and healthy

The PERMA-Profilers’ [questionnaire](#) contains 24 questions and can be taken online at www.authentichappiness.org for free. A [detailed explanation](#) of the measurements’ use, scoring, and interpretation is also offered for practitioners. The [Workplace PERMA Profiler](#) version measures the same eight elements but adjusts the questions to the workplace setting.

Another similar instrument, [EPOCH Measure of Adolescent Well-being](#), is designed to measure adolescents’ resilience and reflects their developmental needs. Well-being is directly related to resilience since resilience is bouncing back into well-being after adversity, setbacks, or depression. The measure consists of five different positive characteristics (i.e., Engagement, Perseverance, Optimism, Connectedness, and Happiness) that together support higher levels of resilience (Table 6). The EPOCH’s [questionnaire](#) contains 20 questions. The authors also give detailed information on use, scoring, and administration.

Table 6. EPOCH Measure of Adolescent Well-being

Element	Measure
Engagement	Being absorbed, interested, and involved in an activity
Perseverance	Having the tenacity to stick with things
Optimism	Having a sense of hope and confidence about the future. Negative events are seen as temporary.
Connectedness	Feeling loved, supported, and valued by others
Happiness	Feelings of cheer and contentment even if not always

An instrument used by practitioners that measures the intensity and prevalence of depression and anxiety symptoms before and after resilience interventions (measuring intervention's impact) is **The Patient Health Questionnaire Anxiety and Depression Scale (PHQ-ADS)**. It combines two measures [Patient Health Questionnaire \(PHQ-9\)](#) and the 7-item [Generalized Anxiety Disorder \(GAD-7\)](#) (table 7). Another short, generic global rating scale measuring subjective well-being is the WHO-5 Well-Being (WHO-5) index is. The respondent is asked to rate how well each of the 5 statements applies to him or her for the past 14 days. WHO-5 measures whether a person reports feeling cheerful and in good spirits, calm and relaxed, active and vigorous, fresh and rested, and values their daily life. Often these measures are used to measure baseline or end line impact on mental health outcomes post-intervention.

Another instrument is [the Warwick-Edinburgh Mental Wellbeing Scale \(WEMWBS\)](#), measuring subjective well-being. WEMWBS is a scale that has been validated for the measurement of mental well-being among people aged 13 to 74 in the UK¹⁰⁸. Other relevant measures are [The Positive and Negative Affect Schedule](#) (measuring positive affect and negative affect) and [Perceived Stress Scale](#) (measuring perceived stress). Additional measures are listed in Annex 4.

Table 7. Patient Health Questionnaire Anxiety and Depression Scale (PHQ-ADS)

Instrument	Measures
9-item Patient Health Questionnaire (PHQ-9)	Measures: difficulty in sleeping, hopelessness, tiredness, poor appetite, feeling bad about him/herself, difficulty concentrating, restlessness, suicidal thoughts
7-item Generalized Anxiety Disorder (GAD-7)	Measures: worrying control, relaxing abilities, nervousness, irritability, fears of terrible events

9-item Patient Health Questionnaire (PHQ-9)	Measures: difficulty in sleeping, hopelessness, tiredness, poor appetite, feeling bad about him/herself, difficulty concentrating, restlessness, suicidal thoughts
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6. Conclusion

The COVID-19 pandemic has exacerbated the need for emotional resilience among youth to cope with the rapidly changing nature of work, and to thrive in adverse environments. This Note highlighted some strategies that programs have used to build emotional resilience among young people, often as part of a training that incorporates other necessary skills and attitudes to thrive in a place of work. Programs that have successfully strengthened emotional resilience among youth often use a few strategies, including:

- **A holistic approach to building emotional resilience is essential.** Strengthening the enabling environment through training teachers, engaging parents, and involving the community has helped increase the effectiveness of a program
- **Emotional resilience interventions are most impactful when they are incorporated as part of a broader skill development ecosystem** (that includes employability and technical skills). It is hard to be resilient without the core knowledge and skills that support employment and success at work.
- **Trainees' understanding of the concept of emotional resilience** is important to ensure buy-in. A clear recognition by youth of the importance of resilience is necessary to make the desired change. Terms

¹⁰⁸ <http://www.healthscotland.com/documents/1467.aspx>

such as ‘strengthening skills’, ‘learning to adapt’, ‘self-management’, and ‘leadership development’ are more effective than terms such as ‘fixing’ depression or anxiety.

- **An early start during school years to effectively prepare youth for life’s challenges and opportunities is essential.** There needs to be a shift from viewing emotional resilience as an ability to simply cope to an ability to thrive in life. Teaching young children effective ways to develop their individual character strengths and use their thought patterns constructively can go a long way to develop them into resilient youth.
- **Nuanced and context-specific understanding of the psychological needs of youth grappling with specific challenges is key.** Building emotional resilience among entrepreneurs in FCV environments or among refugees or genocide survivors will require a very sensitive and context-specific design.
- **Digital tools can help design programs at scale and at a low cost.** Short, modular, flexible, one session interventions, which can help programs easier to access. These could complement more comprehensive interventions that can be attached to academic programs or offline programs.

It is vital that post COVID-19 recovery measures support emotional resilience among young people. Resilient youth will be better at navigating the rapidly changing nature of work. And their resilience will further help strengthen resilience of enterprises, economies, and communities.

This Thematic Note is a collaborative product of Solutions for Youth Employment (S4YE)/Jobs Group and the Education Global Practice of the World Bank under the overall direction of Namita Datta (Program Manager, S4YE/World Bank). The Note was prepared by Ecaterina (Catherine) Canter (S4YE/Sr. Social Development Consultant World Bank) and Koji Miyamoto, Senior Education Specialist, Education Global Practice, World Bank. The Note benefitted from detailed and substantive suggestions from Victoria Levin, Senior Education Specialist. The team is grateful for overall support and guidance from Ian Walker (Manager, Jobs Group) and Omar Arias (Practice Manager, Education).

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S4YE is a multi-stakeholder coalition that aims to provide leadership and resources for catalytic action to increase the number of young people engaged in productive work. The S4YE Secretariat is housed in the Jobs Group within the Social Protection and Jobs Global Practice at the World Bank Group. S4YE's partners include a network of 44 NGOs, over 40 private sector companies, several foundations, think tanks and youth themselves. Partners serving on S4YE's Steering Committee include the World Bank Group, Accenture, Rockefeller Foundation, Mastercard Foundation, Microsoft, Plan International, International Youth Foundation (IYF), Youth Business International (YBI), RAND Corporation, the International Labour Organization (ILO), the Governments of Norway and Germany, and the UN Envoy for Youth.

This thematic note does not necessarily reflect the views of the World Bank or each S4YE partner.

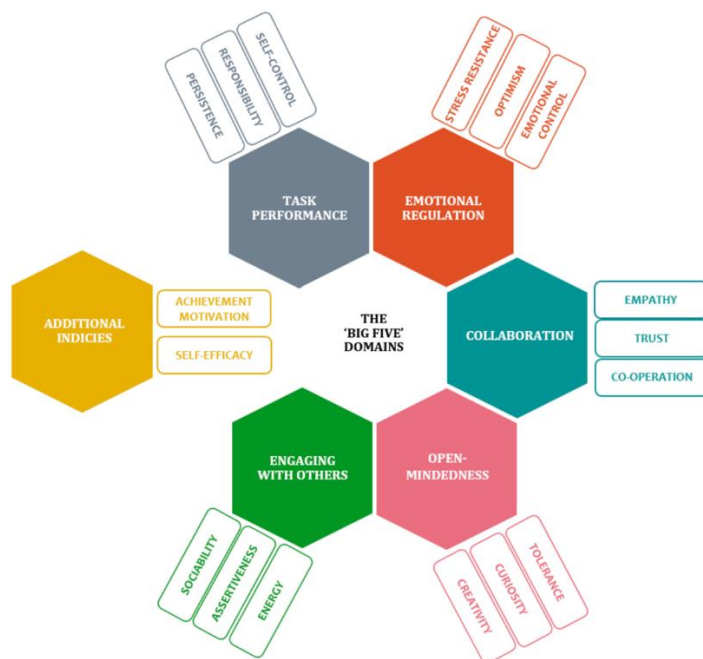
Annex 1. Common terms used for socio-emotional competencies

In the education literature, different terms have been used to refer to the cluster of socio-emotional competencies such as ‘social and emotional learning’ (SEL), ‘social and emotional skills’, ‘life-skills’, ‘mental health skills’, ‘21st century or employability skills’, and ‘personal and social education/development’. In the workplace and business setting, these competencies have been mostly referred to as ‘emotional intelligence’, ‘soft skills’, and more recently ‘human capabilities’.

Term used	Definition
Socio-Emotional Learning (SEL)	Socio-Emotional Learning: the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make decisions (CASEL, 2017).
Social and Emotional Skills	Social and Emotional skills: a term related to SEL, focusing on intra- and interpersonal skills: “individual capacities that (a) are manifested in consistent patterns of thoughts, feelings and behaviors, (b) can be developed through formal and informal learning experiences, and (c) influence important socioeconomic outcomes throughout individual’s life (OECD)
Socio-Emotional Education (SEE)	Social and Emotional education (SEE): The term used by European Commission refers to the educational process by which an individual develops social and emotional competence for personal, social, and academic growth and development through curricular, embedded, relational and contextual approaches
Life Skills	Life skills: the abilities for adaptive and positive behaviors that enable humans to deal effectively with the demands and challenges of everyday life (by WHO)
Mental Health	Mental health: a state of well-being when one realizes his or her own abilities and can cope with the normal stresses of life, including a positive sense of identity, an ability to manage thoughts and emotions, to build social relationships, and to acquire an education that allows active citizenship as an adult (by WHO)
21 st Century Skills or Employability Skills	21 st Century Skills: A set of competencies considered increasingly crucial for individuals’ development, employment, and healthy functioning in current and future societies. E.g., self-control, self-discipline, altruism
Personal and Social education/development	Personal and Social Education includes self-awareness, emotional regulation, communication skills, decision-making, social responsibility, character development, family life, as well as social issues such as gender, equity, and human rights (by WHO).
Big Five Factors	Conscientiousness (work ethic; organization), agreeableness (kindness; empathy), emotional stability (composure; flexibility), openness (curiosity; analytical thinking), and extraversion (sociability; assertiveness)
Emotional Intelligence	Emotional intelligence is a term coined by Mayer and Salovey, who define it as the ability to recognize, understand and manage one’s own and others’ emotions.
Soft Skills	Soft skills: A term used to distinguish social and emotional skills from the hard, academic skills. It is used in vocational education and employment, and underlines such competences as teamwork and collaboration, integrity, responsible decision making and flexibility
Non-cognitive skills	Non-cognitive skills: or ‘soft skills, used to distinguish skills that are neither cognitive nor academic; and includes thoughts, feelings and behaviors related to interpersonal and intrapersonal skills.

Annex 2. Examples of socio-emotional frameworks

(i) OECD's framework on socio-emotional skills



(ii) EU SEE Framework: Skill Domains

Self-Awareness	<ul style="list-style-type: none"> Recognition of emotions: identifying and labelling feelings
Self-Management	<ul style="list-style-type: none"> Emotional regulation, expression, and mindfulness
	<ul style="list-style-type: none"> Goal setting, problem solving and decision making
	<ul style="list-style-type: none"> Resilience skills: overcome difficulties, setbacks and thriving (determination, persistence, sense of purpose, self-control, hopefulness, positive self-talk)
	<ul style="list-style-type: none"> Success oriented engagement and metacognitive skills
Social Awareness	<ul style="list-style-type: none"> Perspective taking, empathy, appreciation of others, recognition of resources
Social Management	<ul style="list-style-type: none"> Healthy relationships with individuals and groups, appreciating equality and diversity in relationships; effective communication, collaboration

Source: adapted from [Strengthening Social and Emotional Education as a core curricular area across the EU](#), 2018

Annex 3. Key characteristics of Emotional Resilience

Purpose/Meaning/Life Direction <ul style="list-style-type: none"> • Develop longer term goals, a personal ‘why’ • Develop a sense of possibility to pursue own path based on skills, talents, and aspirations • Enhance ‘self-efficacy’ – I can be resilient • Create ‘congruence’ align actions to ‘ideal self’ • Be a Creator not a Consumer- no herd mentality 	Grit/Tenacity <ul style="list-style-type: none"> • Adopt a long term mindset, learn long term goals • Don’t give up • Understand that ‘Obstacle is the Way’ • Delay gratification : brain craves short term reward • Understand procrastination: putting off the activity despite knowing that you will be worse off • Eat that frog: do the most important things first • Develop automated habits for tasks you delay
Emotional Mastery Self-awareness: <ul style="list-style-type: none"> • Be aware of automated patterns, self-talk • Be aware of underlying self-defeating beliefs • Be aware of your concept of self • Know when attention wanders and bring it back • Be aware of aspirations, strengths, weaknesses Self-management: <ul style="list-style-type: none"> • Adopt experiential approach: I am not the emotion, I have/observe an emotion • Accept emotions as part of recovery • Address the factors that trigger emotions • Respond, don’t react • Transcend long term tendencies: e.g., instant gratification, procrastination, self-sabotage • Avoid negative rumination but reflect • Practice mental sanctuaries: walk ,journal • Avoid mental traps: e.g., catastrophizing • Face fears heads on, practice courage • Become tolerant of discomfort 	Adaptability <ul style="list-style-type: none"> • Be flexible, adopt different approaches • Open yourself to, adapt to, change, new situations • Act, don’t dwell on the past • Lower stress, exercise to allow brain to adapt • Understand that failures shatters ego, lower optimism but we need to quickly move on • Understand fear of change is just the fear of loss • Fear of change reflects insecurities
Cognitive Reasoning <ul style="list-style-type: none"> • Perspective Taking: consider the following: <ul style="list-style-type: none"> • ‘What can I learn from this?’ • ‘Does life redirect me?’ • ‘It could have been worse’ • ‘Goals take time’ • ‘Set-backs happen’ • ‘There is room for my improvement’ • Anticipate and plan • Learn problem solving/connect the dots 	Social Connection <ul style="list-style-type: none"> • ‘Mirror neurons’: we are wired socially to survive • Initiate connections with positive people • Maintain old relations • Share interests • Ask others about their experiences or advise • Offer feedback or support to others • Avoid using social connections as avoidance • Eliminate toxic, drained, one sided relationships
Optimism <ul style="list-style-type: none"> • Adopt realistic optimism: good things happen • Develop rational thinking in a situation • Focus on what you can control: locus of control • Adopt appreciation, hope, gratitude • Adopt self-forgiveness 	Physical Renewal <ul style="list-style-type: none"> • Prioritize (enjoyable) exercise in your life • Eat food that’s healthy and in moderation • Get enough good sleep • Avoid burnout: this works against goals • Avoid negative outlets to numb pain (e.g., alcohol)

Annex 4. Measures of emotional resilience

Some measures described in this Note:

- [The Connor-Davidson Resilience Scale](#) (CD-RISC)
- [Resilience Scale for Adults](#) (RSA)
- [The Brief Resilience Scale](#) (BRS)
- [Patient Health Questionnaire-9](#) (Depressive symptoms)
- [Generalized Anxiety Disorder Screener-7](#) (Anxiety Symptoms)
- [The Warwick-Edinburgh Mental Wellbeing Scale](#) (Subjective well-being)
- [The Positive and Negative Affect Schedule](#) (Positive Affect and Negative Affect)
- [Perceived Stress Scale](#) (Perceived stress)
- WHO-5 Well-Being (WHO-5) index (Well-being)

Other measures:

Adolescent Resilience Questionnaire (ARQ), 2011	Measuring resilience factors in the domains of self, family, peer, school, and community
Adolescent Resilience Scale (ARS), 2002	Assesses one's capacity for successful adaptation despite challenging or threatening circumstances. The 21-item scale explores three factors: Novelty Seeking, Emotional Regulation, and Positive Future Orientation.
Resilience Scale for Adolescents (READ), 2006	The 28-question self-report scale examines personal competence, social competence, structured style, family cohesion, and social resources as predictors of depression or successful stress adaption
Resiliency Attitudes and Skills Profile (RASP), 2001	Measures resiliency in youth for recreation and other social services. There are 34 questions to assess 7 dimensions of resiliency: insight, independence, creativity, humor, initiative, relationships, and values
Resiliency Scales for Children & Adolescents (RSCA), 2006	Profiles personal strengths and vulnerability in those age 9-18. The scales are composed of 3 stand-alone global scales (Sense of Mastery, Sense of Relatedness, and Emotional Reactivity) and 10 subscales including optimism, trust, and sensitivity

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