

PSYCHOSOCIAL SUPPORT & WELL-BEING ½-DAY TRAINING OVERVIEW

Introduction: This ½-day training (3.5 hours) is designed to build basic competencies around psychosocial support (PSS) and well-being for teachers working in crisis and conflict-affected contexts during the COVID-19 pandemic. Teachers play an essential role in supporting the cognitive, social, and emotional development of their learners; however, in order to do so, they must be well themselves. Moreover, teachers play an important role in enabling the well-being of their learners and their communities. Therefore, this ½-day training aims to provide basic knowledge and skills around PSS to support teachers in their efforts to maintain their own well-being as well as provide PSS to their learners. This training can be delivered alongside the complementary PSS SMS guide for teachers to reinforce key messages around teacher and learning well-being.

Training Objectives: Overall, the training has four main objectives. By the end of the training, teachers will be able to:

1. Explain key definitions and concepts of PSS and well-being in light of the COVID-19 pandemic.
2. Recognize the impact of the COVID-19 pandemic on their own well-being as well as that of the learners.
3. Identify strategies to manage their stress and support their own well-being in light of the COVID-19 pandemic.
4. Identify PSS strategies to support learners' well-being and continued learning in light of the COVID-19 pandemic.

(Objectives based off Save, 2020; TiCC, 2016; AVSI & Strong Minds, 2017)

Competency Framework: The training is built around three main competency areas: 1) Psychosocial Support & Well-being; 2) Teacher's Role & Well-being; and 3) Child Protection and Well-being (see Figure 1: Training Competency Areas). As evidenced by these competencies, well-being is a central component of the training that is promoted and strengthened through knowledge of psychosocial support strategies, teacher's role, and child protection. Throughout the training, teachers will gain basic knowledge and skills in these three competency areas with a particular focus on the COVID-19 response. The competency framework is presented in more detail below:



Figure 1: Training Competency Areas

Psychosocial Support & Well-being

- The teacher has basic knowledge of the key terms and definitions of psychosocial support (PSS) and well-being.
- The teacher demonstrates an understanding of how crises influence well-being, with specific knowledge of how the COVID-19 pandemic creates and/or exacerbates stress, and how PSS strategies can support teacher and learner well-being

Teacher's Role & Well-being *(adapted from TiCC, 2016; Save, 2020; INEE PSS, 2019)*

- The teacher understands the importance of maintaining his/her well-being as a factor in influencing others' well-being (e.g. among learners, other teachers, and the well-being of their family and community).
- The teacher identifies signs of his/her own stress -- in general and as a result of COVID-19 -- as well as effective methods to manage stress and support his/her well-being. The teacher is able to use effective methods to support his/her own well-being consistently, while recognizing these strategies may vary for different teachers and even for themselves in different situations.
- The teacher has knowledge of local mental health and psychosocial support (MH-PSS) resources and referral systems should s/he or colleagues need specialized support.

Child Protection & Well-being *(adapted from TiCC, 2016; INEE PSS, 2019)*

- The teacher uses psychosocial support strategies to help students regain a sense of stability and resume learning in contexts of crisis, with particular emphasis on the COVID-19 pandemic.
- The teacher is able to recognize and respond to child protection concerns that have been exacerbated by the COVID-19 pandemic. In so doing, the teacher promotes a classroom and school environment free from abuse, discrimination, exploitation, and violence, including sexual and gender-based violence.
- The teacher has knowledge of local child protection reporting and referral systems.

Training Sessions: The training is divided into three main sessions, which are connected to the three competency areas noted above. A brief description of each session is provided below:

- **Session 1: Psychosocial Support & Well-being**
 - This session provides an overview of key terms and definitions of PSS and well-being. It focuses on how the COVID-19 pandemic may affect teacher and learner well-being as well as the well-being of the broader community. It highlights how PSS strategies and activities can help support teacher and learner well-being in the immediate and recovery phases of the COVID-19 pandemic.
- **Session 2: Supporting Teacher Well-being**
 - This session focuses on how teachers' well-being is key to quality education, and recognizes that, similar to their learners, teachers are also affected by crises, like COVID-19. It highlights how teachers may need PSS themselves in order to support their own well-being so that they are able to fulfill their duties. In this session, teachers have the opportunity to identify signs of stress they may be experiencing and practice stress management strategies. Teachers also learn the Mental Health and Psychosocial Support (MH-PSS) referral mechanisms in their particular context, if they or their colleagues need specialized support.
- **Session 3: Supporting Learner Well-being**
 - This session provides guidance for ways teachers can provide PSS to learners in light of the COVID-19 pandemic. It focuses on how the COVID-19 pandemic may have affected learner well-being, with particular emphasis on the disruption of learning and increased child protection concerns. In the session, teachers have the opportunity to reflect on signs of distress their learners may be facing and brainstorm PSS strategies for supporting learner well-being. Teachers also learn about the child protection reporting mechanisms for severe child protection issues.

Session 2 and 3 contain activities that guide teachers through a 3-step approach: 1) Reflect; 2) Learn & Practice; and 3) Plan (TiCC, 2016); as Session 1 contains key concepts for the remainder of the training, it only includes the first two steps. This approach ensures teachers are able to draw on their personal and professional experiences and assets, learn new content, practice new learning in a safe and supportive environment, and plan for how they can apply new learning in their classrooms, schools, and community after the training. It is grounded in adult learning theory, which emphasizes that adults learn best when education and training draw on their experiences and are practical and applicable to their lives (TiCC Peer Coaching, 2019). Every session and activity will also include timing, contextualization guidance, preparation work, and materials. Sessions will be scripted in the same manner as the TiCC teacher training packs.

The table below provides an overview of the training and each session's objectives.

Time	Topic	Session Objectives	Activities/timing
9:00 – 9:15am	Introduction & Welcome	Introduction to session and energizer activity; introduce four overall training objectives.	N/A
9:15 – 10:00am	Psychosocial Support & Well-being	<p>By the end of this session, you will be able to:</p> <ul style="list-style-type: none"> ● Explain the impact of COVID-19 on the stress and well-being of teachers, learners, and the community. ● Define key terms related to psychosocial support and well-being. <p><i>(Adapted from TiCC, 2016; AVSI & Strong Minds,2017; INEE PSS, 2019)</i></p>	<p>Reflect: The Impact of COVID-19 on Our Community (25 min)</p> <p>Learn: Distress, Well-being & Psychosocial Support (20 min)</p>
10:00 – 11:00am	Supporting Teacher Well-being	<p>By the end of this session, you will be able to:</p> <ul style="list-style-type: none"> ● Explain the relationship between teacher well-being and learner well-being. ● Identify signs of stress as well as strategies to manage stress and support well-being. For cases that need specialized support, teachers will know the MH-PSS referral mechanisms. <p><i>(Adapted from TiCC, 2016; AVSI & Strong Minds,2017; INEE PSS, 2019; Save, 2020)</i></p>	<p>Reflect: Why Is Teacher Well-being Important? (10 min)</p> <p>Learn & Practice: Supporting Teacher Well-being (45 min)</p> <p>Plan: Mini-Action Plan to Promote Teacher Well-being (5 min)</p> <p><i>Note: Facilitators will need to identify the MH-PSS referral mechanism(s) and, if possible, work with local MH-PSS partners to better understand and address any stigma around seeking mental health support.</i></p>

<p>11:00am – 12:00pm</p>	<p>Supporting Learner Well-being</p>	<p>By the end of this session, you will be able to:</p> <ul style="list-style-type: none"> Identify signs of distress in learners. Recognize child protection concerns that may be exacerbated by COVID-19. For extreme cases, teachers will know the child protection reporting mechanisms. Describe a set of psychosocial support (PSS) approaches and strategies that can contribute to supporting learners' well-being. <p><i>(Adapted from TiCC, 2016; Save, 2018; Save, 2020)</i></p>	<p>Reflect: Recognizing Signs of Distress in Learners (25 min)</p> <p>Learn & Practice: PSS Strategies to Support Learner Well-being (30 min)</p> <p>Plan: Mini-Action Plan to Promote Learner Well-being (5 min)</p> <p><i>Note: Facilitators will need to identify the child protection reporting mechanisms and, if possible, work with local child protection partners to better understand how COVID-19 affected children and youth.</i></p>
<p>12:00 – 12:15pm</p>	<p>Concluding reflection</p>	<p>Conclusion of training; teachers create mini individual and school action plans for implementing learning</p>	<p><i>Note: Action plans could be linked to continuous professional development and Teacher Learning Circles (TLCs) (and we strongly recommend this component of BRiCE be prioritized).</i></p>

HOW TO USE GUIDE: The facilitator guide is modelled after the Teachers in Crisis Contexts (TiCC) training materials. Each session includes the timing, pre-work for the facilitator (including contextualization guidance), and materials. Activities include Question-Answer approaches from the TiCC, such as 'Whole Group', 'Individual Reflection', 'Small Group', and 'Think-Pair-Share', as well as Example Answers to support facilitators lead the discussion. The slides can be found in the PowerPoint and the handouts and appendices can be found at the end of the training. Throughout the training, facilitators model the behavior that the training encourages participants to implement in their own classrooms (e.g. providing positive praise, using group work, facilitating learner-centered activities, etc.). We also encourage the facilitator to recognize that discussing stress and well-being may be sensitive topics for participants, and it is important to be patient, compassionate, trustworthy, and never push participants to discuss something they do not want to -- all behaviors the training encourages participants to practice with their own learners. *The guide should be contextualized and your implementation should be adapted for your context (see the Contextualization & Implementation Guidance on pages 5 to 8).*

COVID-19 Psychosocial Support & Well-being ½-Day Training for Teachers Contextualization & Implementation Guidance

Overview

The following (pages 5 - 8) provide guidance on how to contextualize the content and adapt the implementation of the COVID-19 Psychosocial Support (PSS) ½-Day Training. The guidance is provided in two tables.

The purpose of this guidance is to assist you as you adjust these materials to ensure that they match the needs, activities, and resources of your locality and organization. In order for these materials to be effective, it is important that the content is contextually appropriate and the process of implementation is adapted to your situation.

This guide provides several principles and guiding comments to help you contextualize and implement the training. This guidance is not exhaustive, so we recommend that you use it as a starting point, taking only what is helpful.

1. **Contextualization:** Table 1 gives guidance for contextualizing the content so that the topics covered are aligned with the needs and activities in your locality. This guidance is for both the SMS content and the Training content. This is focused more on content and less on process.
2. **Implementation:** Table 2 gives guidance for implementing the Training. This is focused more on process and less on content.

CONTEXTUALIZATION

Table 1: Guidance for contextualizing the content of the COVID-19 PSS SMS Campaign/Guide & Training for Teachers

	Coordination	Analysis	Community Participation
Identify needs	<p>Consult the Education Cluster and education working group, if operational, about the need for PSS training and messaging for teachers & learners.</p> <p>Consult the Health and WASH Clusters about local impact of COVID-19 on PSS needs. Consult with COVID-19 task-force teams if they have been established in the local context.</p>	<p>Reference reports from humanitarian needs overviews and partner needs assessments to identify potential PSS needs and mechanisms for providing PSS (remotely via radio, SMS, WhatsApp, etc., or in-person and school-based when possible) <https://bit.ly/2UNvUTJ></p> <p>Reference data from the WHO on the extent of the impact of COVID-19 on the local area <https://bit.ly/3hBEMp4></p>	<p>Consult teachers & learners (remotely and/or in-person, when possible) about their existing coping mechanisms and the kinds of support they want to manage stress, worries, and frustrations caused during this time.</p> <p>Ask teachers & learners how they are affected by COVID-19 compared to other stressors/crises. Recognize that COVID-19 may be one of several crises teachers & learners are experiencing, and that it may amplify existing challenges as well as present new ones.</p>
Combine efforts	<p>Consult the Education Cluster and the district education office/local education authorities about the opportunity to integrate this initiative with any other related initiatives.</p>	<p>Reference who is doing what where (3Ws and Activity Info) to plan this activity to complement but not conflict with other activities 3Ws <https://bit.ly/30PtTdl> ActivityInfo (login) <https://bit.ly/3hAFYcv></p>	<p>Explore the opportunity for teachers to co-lead this initiative and see if there are existing teacher learning structures that this activity can be combined with (such as continuous teacher development initiatives or teacher learning circles).</p>
Contextualize materials	<p>Work with local staff of implementing partners to contextualize the content of this guide to cover the needs of your community using appropriate local</p>	<p>Contextualize the content of the materials to your locality. To aid in doing so, review local education documents and guidance and try taking the perspective of the</p>	<p>Create opportunities for teachers from the local context to review and revise the materials.</p> <p>Consider piloting some or all the</p>

	<p>language and activities. Ensure the content aligns with national and local COVID-19 education response plans <https://bit.ly/2UVmiGB></p> <p>Consult local staff working in the Mental Health and Psychosocial Support (MH-PSS) and Child Protection sectors to support training contextualization. Invite MH-PSS and Child Protection staff to the training to share referral and reporting mechanisms and answer any questions teachers may have.</p>	<p>teacher when contextualizing content to ensure it is relevant and easy to follow.</p> <p>Review materials to ensure that they are conflict sensitive, do not exclude groups on the basis of gender, ethnicity, religion, language, etc., and follow “do no harm” principles.</p>	<p>content with a few teachers and request feedback.</p>
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NOTE: Any engagement with individuals should be done at a safe physical distance following current national and local health guidelines related to COVID-19.

IMPLEMENTATION

Table 2: Guidance for implementing the ½-Day Training.

PSS Training Implementation	
Who	<ul style="list-style-type: none"> ● Choose facilitators who uphold the principles of inclusion, empathy, and active listening and are sensitive to the local context. ● Consider co-facilitating with teachers from the local context. ● Ensure that facilitators are provided with adequate time, training, support, and feedback to review and familiarize themselves with the facilitator’s guide in detail. ● Consider how to select teachers to participate in the training so that participation is as inclusive as possible. If limited teachers can participate, ensure that they are able to share their learning with their colleagues. ● Invite other organizations and local government stakeholders to support contextualization of the training and to participate in the training if possible. ● Invite specialists with expertise in mental health, psychosocial support, and protection if possible.
How	<ul style="list-style-type: none"> ● Determine how long the training can be. The training is 3.5 hours, but the sessions can be extended to accommodate discussion should you have the time and budget for a longer training. ● Determine if the training can be combined with other complementary trainings (e.g., child protection or health). ● Ensure that participants can keep a safe physical distance during the training, that the training site/room has adequate ventilation, facilities to dispose of respiratory waste (e.g., tissues etc.), and handwashing sites with soap. If necessary, provide participants with a face mask. If possible, check participants’ temperature at arrival.
What	<ul style="list-style-type: none"> ● Replace any terms or activities that are not locally relevant or are not clear. ● Decide on the language(s) to be used for conducting training to ensure it is as accessible as possible for participants. ● Insert local information on referral mechanisms and contact persons for protection concerns (e.g., for reporting abuse or neglect).
Avoid	<ul style="list-style-type: none"> ● Avoid using scenarios or examples that reveal the personal identity of people in the story. ● Avoid asking participants to share potential traumatic experiences because doing so can be harmful.

References

Inter-agency Network for Education in Emergencies. (2019). Psychosocial Support through Education in Emergencies Training.

- You can access this training here: <https://inee.org/resources/inee-pss-sel-training-module>

LGIHE, AVSI, & Strong Minds. (2017). The value of the person and psychosocial support: Training manual for educators.

Save the Children. (2018). Learning & Well-being Trainings.

- You can access these trainings here: <https://resourcecentre.savethechildren.net/library/learning-and-well-being-emergencies-resource-kit>

Save the Children. (2020). Enabling Teachers: Teacher Professional Development. Module 1: COVID-19 for Teachers (I)

- You can access this training here: https://resourcecentre.savethechildren.net/node/17551/pdf/learn_covid-19_tool_teacher_module_1_face-to-face.pdf

Teachers in Crisis Contexts (TiCC) Collaborative. (2016). Training for Primary School Teachers in Crisis Contexts (Introductory Training Pack; Teacher's Role and Well-being; Child Protection, Well-being, and Inclusion).

- You can access these trainings here: <https://inee.org/resources/teachers-crisis-contexts-training-primary-school-teachers>