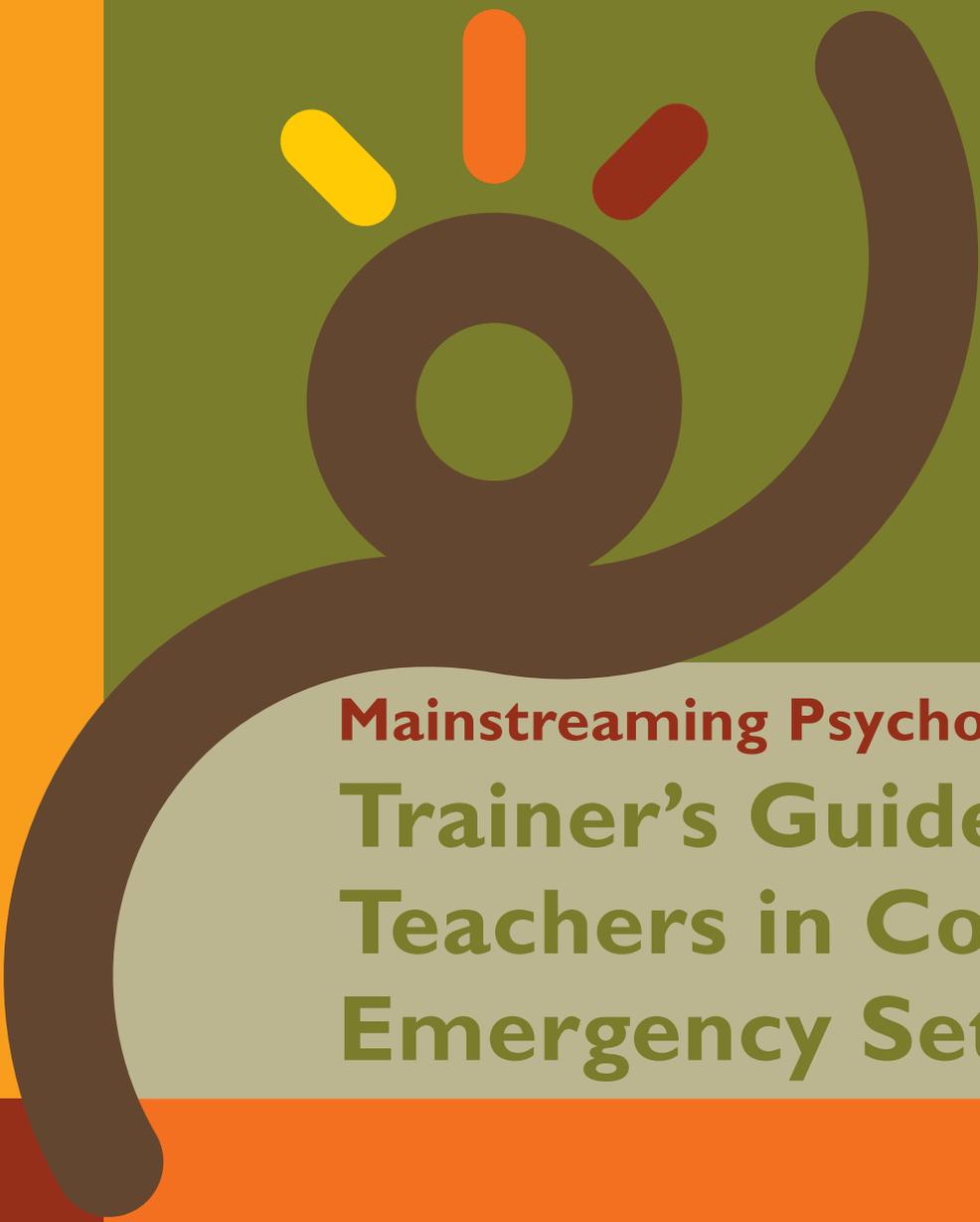


PSYCHOSOCIAL WELLBEING SERIES



*An Edited Anthology of Global
Teacher-Training Materials to
Facilitate the Integration of
Mental Health and Psychosocial
Support into Education.*

**Mainstreaming Psychosocial Care and Support
Trainer's Guide for Training
Teachers in Conflict and
Emergency Settings**

First edition, January 2010





Psychosocial Wellbeing For All Children

REPSI is a regional non-governmental organisation working with partners to promote psychosocial care and support (PSS) for children affected by HIV and AIDS, poverty and conflict in East and Southern Africa.

THE REPSI PSYCHOSOCIAL WELLBEING SERIES

Through this series, REPSI strives to publish high quality, user-friendly, evidence-based manuals and guidelines, all characterised by subject matter that can be said to address the issue of psychosocial wellbeing. Within the series, different publications are aimed at different levels of audience or user. This audience includes: 1) community workers, 2) a variety of social actors whose work is not explicitly psychosocial in nature, but in which it is felt to be crucial to raise awareness around psychosocial issues, 3) caregivers, parents, youth and children, 4) specialised psychosocial and mental health practitioners. Apart from formal impact assessments, towards further developing the evidence base for our tools and approaches, we welcome user feedback around our materials. The standardised feedback form and a full list of all the titles in the series can be downloaded from www.repsi.org

Jonathan Morgan

Editor, REPSI Psychosocial Wellbeing Series



Contents

Foreword	1
-----------------------	----------

Introduction	3
---------------------------	----------

Purpose	3
---------------	---

Acknowledgements	3
------------------------	---

Who is this Anthology for?	3
----------------------------------	---

Conformance with International Guidelines	4
---	---

Format of the Anthology	4
-------------------------------	---

Training Materials Included in this Anthology	5
---	---

Course Design	7
----------------------------	----------

Selection and Adaptation of the Training Materials	7
--	---

Assessment of the Training Group	6
--	---

Designing a Curriculum	8
------------------------------	---

Monitoring Learning	9
---------------------------	---

Summarising Learning	10
----------------------------	----

Section 1:

Overview of Anthology of Training Materials	11
--	-----------

International Guidelines

1. IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings	12
--	----

2. INEE Understanding and Using the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction	13
--	----

3. IASC Guidelines for Gender-Based Violence Interventions in Humanitarian Settings	13
---	----

4. UNESCO / IEP Guidelines for Planning for Education and Reconstruction	14
--	----

Information for Trainers

5. Education in Emergencies: A tool kit for starting and managing education in emergencies	15
--	----

6. Psychosocial interventions or integrated programming for well-being?	15
---	----

7. Balls, Books and Bear Hugs: Psychosocial response through education in emergency situations	16
--	----

8. Alternatives to Corporal Punishment Creating Safer Schools Series: Volume 1: A guide for promoting positive discipline in schools	16
--	----

9. Teacher development and student well-being	16
---	----

International Models for Teacher Training

10. The IRC's Psychosocial Teacher Training Guide	17
---	----

11. UNICEF Psychosocial Care and Protection of Children in Emergencies	17
--	----

Section 2:

Checklist of Content for Training Teachers in Emergencies	18
--	-----------

Psychosocial Consequences of Emergencies	18
--	----

Education as Psychosocial Support in Emergencies	18
--	----

International Guidelines for Education in Emergencies	19
---	----

Integrated Support Systems Essential in Emergencies	19
---	----

Good Education Always Provides Psychosocial Support in Emergencies	19
--	----

Role of Teachers and Schools in Emergencies	20
---	----

Participation in Self-Help by People Affected by Emergencies	20
--	----

Support for Teachers Working in Emergencies	20
---	----

Section 3: Highlights of Anthology of Training Materials	21
---	-----------

A. International Guidelines (1-4).....	21
--	----

B. Information for Trainers (5-9).....	31
--	----

C. International Models for Teacher Training (10-11).....	38
---	----

Section 4:

Strengths and Constraints of Anthology of Training Materials	43
---	-----------

Table summarising strengths and constraints	43
---	----

Foreword

This guide represents an important contribution to the REPSI mainstreaming series.

It provides Trainers, working in emergencies, with an anthology (collection) of strategically selected materials that they can use to guide them in designing training programs filled with knowledge and skills to prepare teachers to integrate psychosocial and mental health support into education.

REPSI (Regional Psychosocial Support Initiative) along with TPO Uganda (Transcultural Psychosocial Organisation) and GPSI (Global Psycho-Social Initiatives) joined together to produce this guide. As historical leaders in the field of psychosocial and mental health support in developing countries affected by violence, they decided to pool their resources to produce a series of materials that can be used by trainers in emergency situations.

REPSI is a regional non governmental organisation working with partners to promote psychosocial care and support for children affected by HIV and AIDS, poverty and conflict in East and Southern Africa.

TPO is a non governmental organisation based in Uganda. Its interventions empower local communities, civil society organisations and government to meet the psychosocial and mental health needs of communities especially in conflict, post conflict and disaster affected areas.

GPSI is a global initiative that facilitates training programmes from which its learners implement culturally relevant family and community interventions in developing countries affected by conflict and other emergencies.

The REPSI mainstreaming series also includes:

Mainstreaming Psychosocial Care and Support: Facilitating Community Support Structures

Lessons Learned in Uganda About Community Based Psychosocial and Mental Health Interventions

Mainstreaming Psychosocial Care and Support Trainer's Guide for Training Health Workers in Conflict and Emergency Settings:

Guide to Recommended Training Materials to Facilitate

the Integration of Mental Health and Psychosocial Support into Health Care

Mainstreaming Psychosocial Care and Support Through Child Participation:

For Programmes Working with Children and Families Affected by HIV and AIDS, Poverty and Conflict

Mainstreaming Psychosocial Care and Support Within Early Childhood Development:

For ECD Practitioners Working with Children and Families Affected by HIV and AIDS, poverty and conflict

Mainstreaming Psychosocial Care and Support Into Economic Strengthening Programmes:

For Practitioners Working with Children and Families Affected by HIV and AIDS, Conflict and Poverty

Mainstreaming Psychosocial Care and Support Within the Education Sector:

For School Communities Working with Children and Families Affected by HIV and AIDS, Poverty and Conflict



**Mainstreaming Psychosocial Care and Support Within
Food and Nutrition Programmes:**

For Practitioners Working with Children and Families Affected
by HIV and AIDS, Poverty and Conflict

**Mainstreaming Psychosocial Care and Support Into
Home-Based Care Programmes:**

For Practitioners Working with Children and Families Affected
by HIV and AIDS

We trust that this guide will assist your efforts to support and
empower individuals, families and communities affected by
emergencies.



Noreen Masiwa Huni
Executive Director, REPSSI
January, 2010



Patrick Onyango-Mangen
Country Director, TPO Uganda
January, 2010



Dr Nancy Baron
Director / Global Psycho-Social Initiatives (GPSI)
January, 2010



Introduction

Psychosocial support (PSS) is an integral part of all children's daily school experience regardless of whether they live in situations of calm or amidst the tragedy and chaos of immediate or protracted emergencies. This guide is part of a series on Psychosocial Wellbeing, which aims to mainstream psychosocial support into different programmes supporting children and families living in situations of conflict, poverty and illness.

The guide is a selected anthology of training materials. The materials that it includes were specifically chosen for trainers to facilitate their training of teachers to mainstream psychosocial support into schools and integrate PSS into their daily work when educating children who have been affected by emergencies.

Purpose

The goal of this trainer's guide is to provide experienced trainers working in settings affected by emergencies with an anthology of training materials.

These materials will assist trainers to train teachers to create and maintain educational environments in which psychosocial support is mainstreamed into their schools and integrated

into their regular daily work in concordance with international guidelines particularly the Inter-Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support (MHPSS) in Emergency Settings.

Acknowledgements

The guidelines were commissioned by REPSSI and TPO Uganda and written by Dr Nancy Baron of Global Psycho-Social Initiatives (GPSI), who has extensive experience in working with schools and communities affected by emergencies and conflict situations.

We would like to acknowledge the contributions of the persons below that were actively involved in developing the guidelines:

Technical Oversight: Patrick Onyango Mangen from TPO Uganda

Project Liaison: Peter Massesa from REPSSI

Pretesting: Dr. Nancy Baron from GPSI

Editing: Berenice Meintjes from Sinani

Series Editor: Jonathan Morgan from REPSSI

Design and Layout: Candice Turvey from Spiritlevel

The trainers involved in the pre-testing of this guide were:

- Data Stephen from TPO Uganda
- Daniel Obol from TPO Somalia
- Francis Alumai from TPO Uganda
- Kinyera Richard from TPO Somalia
- Margaret Opele from TPO Uganda
- Rose Mogga from TPO Uganda
- Sarah Akera from TPO Uganda
- Taban Edward from TPO Somalia

Who is this anthology intended for

The trainers who will benefit most from this anthology will already have some experience as trainers. They will read this guide independently and use it to enhance their knowledge and skills by integrating what they read into their actual training of teachers.

Experienced trainers can also use the materials in this anthology to train trainers of teachers. This guide provides trainers with materials for teacher training as well as handouts and further reading for the participants in such training.

The teachers who can be trained using this anthology range from those with academic qualifications as teachers to those assigned by their community to teach because they have some further education.

Conformance with international guidelines

Choosing the materials to include in this guide was a challenge since there was a wide range from which to choose. The greatest challenge however came from the search for materials that conform to the Inter-Agency Standing Committee Guidelines on Mental Health and Psychosocial Support in Emergency Settings which were only finished in 2007.

The Inter-Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support (MHPSS) in Emergency Settings are a “multi-sectoral, interagency framework that enables effective coordination, identifies useful practices and flags potentially harmful practices, and clarifies how different approaches to mental health and psychosocial support complement one another.”

“The IASC Guidelines reflect the insights of practitioners from different geographic regions, disciplines and sectors, and reflect an emerging consensus on good practice among practitioners.”

“The core idea behind them is that, in the early phase of an emergency, social supports are essential to protect

and support mental health and psychosocial well-being. In addition, the guidelines recommend selected psychological and psychiatric interventions for specific problems.”

Many good materials for training teachers were finished before the present time so do not fully conform with the language and concepts promoted by the hundreds of organizations and individuals who engaged in the development of the IASC MHPSS Guidelines.

The eleven sets of training materials chosen for this guide are from a wide range of sources and contexts. They were specifically selected to:

- Educate trainers so that they are well informed about the international guidelines, state-of-the-art theoretical concepts and related research.
- Provide trainers with global models of training and lessons learned in order to facilitate their design of effective teacher training.

Format of the anthology

This guide is organised to try to best meet the varied needs of trainers. Some trainers will want to read certain training materials to increase their understanding of key issues while others might want to use them to assist in the design of curricula for their training of teachers or teacher trainers.

The guide is organised so that trainers can use four different methods to review the training material.

Section 1: Overview of anthology of training materials

Summaries of the training material are provided using the following format:

- Title of the training material.
- Type of training material/segment(s) included in this guide and online availability.
- Author and/or organization who prepared material / Date material was completed.
- Location in which the material has been used and recommendations for use.
- Overall goals and purpose of the training material.

Section 2: Checklist of content for training of teachers

- Check list of content to include in training of teachers.
- The most appropriate sources/ location of content within the anthology of training materials.

Section 3: Highlights of anthology of training materials

- Overview describing its goals, purpose and general content.
- Key points, most of which are quoted directly from the materials.

Section 4: Strength and constraints of anthology of training materials

- Strengths of the training material and how the content conforms with international guidelines.
- Constraints of the training material and non-conformance with international guidelines.

Training materials included in this anthology

The development of this guide included careful selection of eleven sets of material considered to be useful in training teachers working in emergency settings.

The eleven specially selected training materials are separated into the following categories:

- A. International guidelines and standards related to the integration of psychosocial support to children within schools in emergency-affected settings.
- B. Information for trainers about the rationale and value of mainstreaming psychosocial support within schools in emergency-affected settings; methods for how to do this integration; techniques for teacher training; research about this training; and lessons learned from emergency experiences.
- C. International models of teacher training in emergency affected settings that conform to the international guidelines.

A. International guidelines and standards related to the integration of psychosocial support to children within schools in emergency-affected settings.

1. Inter-Agency Standing Committee (IASC) Guidelines on Mental Health and Psychosocial Support in Emergency Settings (MHPSS) (2007)

- Chapter 1.
- Action Sheet 4.3: Organise orientation, training and supervision of aid workers in mental health and psychosocial support.
- Action Sheet 7.1: Strengthen access to safe and supportive education.

2. Inter-Agency Network for Education in Emergencies (INEE) Understanding and Using the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction (2006)

- INEE Overview on Education in Emergency Settings.
- INEE on Psychosocial Support.
- INEE on Girl's Education.
- Teacher Training Resource Kit.

3. Inter-Agency Standing Committee (IASC) Guidelines for Gender-based Violence (GBV) Interventions in Humanitarian Settings (2005)

- Action Sheet: 9.1: Ensure girls and boys' access to safe education.

4. UNESCO / International Institute for Educational Planning (IIEP) Guidelines for Planning for Education and Reconstruction (2006)

- Chapter 8: Children with disabilities.
- Chapter 19: Psychosocial support to learners.

B. Information for trainers about the rationale and value of mainstreaming psychosocial support within schools in emergency-affected settings; methods for how to do this integration; techniques for teacher training; research about this training; and lessons learned from emergency experiences.

5. Education in Emergencies:

A tool kit for starting and managing education in emergencies (2003) Prepared by Save the Children (SCF) / UK.

6. Psychosocial interventions or integrated programming for wellbeing?

Article written by John Williamson and Malia Robinson for Intervention: The International Journal of Mental Health, Psychosocial Work and Counselling in Areas of Armed Conflict , vol. 4, no.1 (Spring 2006): 4-25.

7. Balls, Books and Bear Hugs: Psychosocial Response Through Education in Emergency Situations Learning from examples in Indonesia and Thailand after the earthquake/tsunami disaster (2006)

Prepared by UNICEF EAPRO Regional Meeting Lessons Learned Report.

8. Alternatives to Corporal Punishment Creating Safer Schools Series: Volume I

A guide for promoting positive discipline in schools (2008) Guidebook prepared by Ministry of Education (MOE)/Uganda.

9. Teacher development and student wellbeing (2005)

Article written by Rebecca Winthrop and Jackie Kirk of International Rescue Committee (IRC) for Forced Migration Review (FMR).

C. International models of teacher training in emergency-affected settings that conform to the international guidelines.

10. The IRC's Psychosocial Teacher Training Guide

Prepared by International Rescue Committee in New York, USA (2006).

11. The Psychosocial Care and Protection of Children in Emergencies Teacher Training / Facilitator's Guide

Prepared by UNICEF in New York, USA (2008).

Course Design

This section provides ideas on how this anthology may be used to assist you to design your training programme with teachers. Trainers are able to access a broad range of information from this anthology including:

- Essential information about international guidelines for education in emergency settings.
- Knowledge about participatory training methods that can be used to enhance the training of teachers.
- Review of lessons learned globally about integrating psychosocial support into schools.
- Review of research about teacher training in emergency settings.
- Examples of internationally-designed and tested models used to train teachers in emergency settings.
- Classroom-based methods and activities for building teacher's capacities to create and maintain learning environments which provide suitable psychosocial support.
- Key information to educate teachers to increase their understanding about the effects of emergencies on children and their families and communities including: concepts of psychosocial wellbeing; child development and basic needs; resilience, coping, and how to differentiate normal responses from distress requiring added support.

- Activities to engage the active participation of families and communities in schools affected by emergencies.
- Sensitivity to the needs of teachers in emergency settings and activities to offer them needed support.

Selection and adaptation of materials

Trainers will need to decide based on their context, culture and capacities, and those of the teachers they will train, how best to utilize the training materials in this trainer's guide.

Trainers will use these materials differently for every group of teachers they train since all have unique needs. To determine which materials to use within their training, Trainers are encouraged to complete an up-front assesment to determine the actual needs of each group of teachers to be trained.

An assessment of training needs will always be context-dependent. The findings of this assessment will determine the actual content that is necessary within the training curriculum

“Every training endeavor needs a PLAN including goals, objectives and a detailed curriculum. Training always begins with an assessment and analysis of the needs of a future training group and leads to trainers taking sufficient time to prepare a detailed training plan that fits together goals and objectives with a course structure and curriculum content.”

(Baron, 2007: On the road to peace of mind guidebook: An applied approach to training trainers who train teams to do psychosocial and mental health interventions in developing countries affected by catastrophes.)

Assessment of the training group

A training plan begins with an assessment to collect information about the future trainees' existing capacities, strengths, skills, weaknesses, expectations, priorities and needs. Trainers can collect this information directly by asking the future trainees during group or individual meetings, or by mail, and/or through communication with training sponsor and other people who know the future trainees.

Some of the assessment questions include:

- What are the goals and expectations of the training according to the person(s) who requested it and according to the trainees?
- What do the trainees “do” in their work and how will they use this learning?
- What do the trainees want and/or need to learn, and why?
- What knowledge, skills and experiences do the trainees already have?
- How will the new learning be integrated into their existing knowledge and work?
- What are their limitations for using their new learning?
- How much time is available for training and using the new learning?

After collecting the information, trainers analyze it to first determine if the group needs training, and then if the trainer has the capacity to do this training. If the answers are yes to both then the information collected in the assessment directs the trainers in the design of a plan and curriculum that can specifically respond to the needs of each training group.

Designing a curriculum

A curriculum provides the overall framework for a training course. The overall goals and objectives are tailor-made for each training group. In advance of the training, trainers put extensive time into the design of a curriculum. Once the overall design is made, it is then broken into sequential steps.

Each step becomes a lesson that has its own plan with specific goals, objectives, teaching methodologies and timing. Each lesson teaches a small amount of knowledge or skills but when it is strategically placed with other lessons it forms the steps to fulfil the overall goals of the curriculum.

As an example, one lesson teaches assessment skills and one teaches listening skills; many lessons strategically placed together build the skills to train psychosocial workers.

A group of lessons strategically placed together into a curriculum creates a whole that is far greater than each of its parts.

Preparing a curriculum

A curriculum provides the overall framework of a training course. To prepare a curriculum:

- Establish overall purpose, goals and objectives of the training.
- Select content to be included in the curriculum.
- Organise the content and determine what can be taught together as one lesson.
- Order the lessons sequentially, 1,2,3 etc.
- Prepare written lesson plans with clear goals and objectives.
- Choose training methodologies that go along with what is taught in each lesson.
- Determine the time needed for each step in each lesson and fit into the overall time allotted.

- Build in ongoing assessment to verify student learning.
- End each lesson with prepared summary of important points and connect to next lesson.
- End full training with prepared summary of key points leading to goals.
- Ensure that all lessons include how the learning will be applied.
- Include methods for trainer and student evaluations.

Choosing the content of the curriculum

It is a major challenge for trainers how to decide what content is essential and should be included in their curriculum.

For example, in an emergency situation, it is most advantageous to only teach essential basic emergency responses rather than overwhelm trainees with trying to learn skills that require more time and supervision than is available (IASC MHPSS Guidelines 2007).

A common problem for new trainers is that they try to train everything they know about a certain topic in the time allotted. There are many things that can be taught about any topic, but learning to focus only on what is essential for trainees to learn is a challenge. Trainers must learn not to waste time on things that are nice to know but have no purpose. A useful metaphor is that training must hit the center of the bull's-eye as in target practice with a gun, or a bow and arrow. Preparation and practice, teaches trainers how to hit a bull's-eye with their training (Werner & Bower 1995).

Training is not about what trainers want to teach but rather what is essential for their trainees to learn.

Monitoring learning

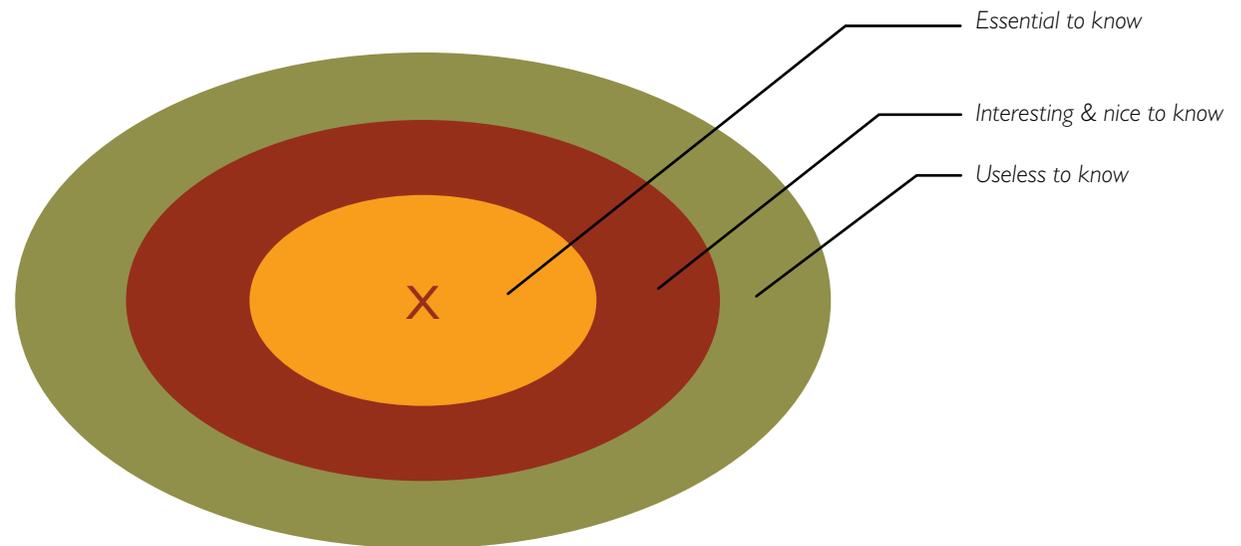
Building a monitoring system into training to verify that trainees actually learn what is taught is valuable. This can be done through written exercises or by observing the trainees using what is taught.

Summarising learning

Summaries are useful after each major point, at the end of a lesson and at the conclusion of a course. A summary is not the time to add new information or repeat everything that was taught. Rather, summarising helps trainees to remember key learning, combine knowledge and skills and integrate it into practice. Summaries can be done by the trainer or the trainees or both together. Asking the trainees to summarise provides

an opportunity for the trainer to assess what they have learned. (Baron N., (2007) On the road to peace of mind guidebook: An applied approach to training trainers who train teams to do psychosocial and mental health interventions in developing countries affected by catastrophes.)

With the information from the assessment, trainers will decide on training goals, content, number of days and training methodology. Trainers will then use the materials in this anthology to assist them in the design and content of teacher training.



An outline for a curriculum can be prepared like this:

Content of Training (in sequential order)	Training Methodologies	Time Allotted
1)		
2)		
3)		
4)		

Section I Overview of Anthology of Training Materials

The table in this section summarises the eleven sets of selected training material in terms of the following key headings:

- **Title** of the training material.
- **Type** of training materials / material segment included in this guide/ and online availability.
- **Author and/or organization** who prepared it / **date** it was completed.
- **Location** in which the training material has been **used** and **recommended use**.
- Overall **Goals and Purpose** of the training material.

The eleven sets of training materials are separated into 3 categories:

- **A.** International guidelines and standards related to the integration of psychosocial support to children within schools in emergency affected settings. Items 1 – 4
- **B.** Information for trainers about the rationale and value of mainstreaming psychosocial support within schools in emergency affected settings; methods for how to do this integration; techniques for teacher training; research about this training; and lessons learned from emergency experiences. 5 – 9
- **C.** International models of teacher training in emergency affected settings that conform to the international guidelines. 10 – 11

TABLE I: Overview of Anthology of Training Materials

A. International Guidelines

Title of Training Material	Type, Segment included & Online Availability	Author-Organization & Date	Location & Recommended Use	Goals & Purpose
<p>1 Guidelines on Mental Health and Psychosocial Support in Emergency Settings</p>	<p>International guidelines Included:</p> <ul style="list-style-type: none"> • Chapter I • Action Sheet 7.1: On Education • Action Sheet 4.3: On training <p>Full text available at: http://www.who.int/mental_health/emergencies/en/</p>	<p>Inter-Agency Standing Committee (IASC) (2007)</p>	<p>Global</p> <p>Recommended for global used by humanitarian workers, donors, governments, etc, in all sectors of emergency response.</p>	<p>A “multi-sectoral, interagency framework that enables effective coordination, identifies useful practices and flags potentially harmful practices, and clarifies how different approaches to mental health and psychosocial support complement one another.”</p> <p>“The core idea behind them is that, in the early phase of an emergency, social supports are essential to protect and support mental health and psychosocial wellbeing. In addition, the guidelines recommend selected psychological and psychiatric interventions for specific problems.”</p> <p>Action Sheet 7.1 provides guidelines for teachers and other humanitarian workers about how to: Strengthen access to safe and supportive education.</p>

continued on page 13

Title of Training Material	Type, Segment included & Online Availability	Author-Organization & Date	Location & Recommended Use	Goals & Purpose
<p style="text-align: center;">2</p> <p style="text-align: center;">Understanding and Using the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction Training Guide</p>	<p>International guidelines: Included is:</p> <ul style="list-style-type: none"> • Overview of minimum standards of education in emergencies. • Psychosocial support in emergency education • Girl's education • Resource Kit <p>Full text available at: www.ineesite.org</p> <p>Additional materials on INEE Teacher Trainer Resource Kit http://www.ineesite.org/page.asp?pid=1296</p>	<p>Inter-Agency Network for Education in Emergencies (INEE)</p> <p>(2006)</p>	<p>Global</p> <p>Recommended for use by Trainers involved in training at all levels of education.</p> <p>“The first two sessions are the minimum for policymakers, donors and senior officials; although it is recommended that even these people should, wherever possible, complete the entire course.”</p>	<p>“This training guide, with the accompanying Power-point presentations and workbook has been designed to help participants understand and more effectively use the Minimum Standards.”</p> <p>“Because education in emergencies is a new area, the INEE Minimum Standards were developed to raise awareness about the need to consider education as part of the humanitarian response to emergencies and to provide a framework for effective implementation and accountability of education programmes.”</p> <p>INEE on girl's education: Gender Equality / Education of Girls and Women.</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings</p>	<p>International guidelines: Included:</p> <ul style="list-style-type: none"> • 9.1 Ensure girls' and boys' access to safe education with Minimum Prevention and Response Interventions <p>Full text available at: http://www.humanitarianinfo.org/iasc/pageloader.aspx?page=content-subsidi-f_gender-gbv</p>	<p>Inter-Agency Standing Committee (IASC)</p> <p>(2005)</p>	<p>Global</p> <p>Recommended “for use by authorities, personnel and organizations operating in emergency settings at international, national and local levels”.</p>	<p>The IASC international guidelines on gender-based violence in humanitarian settings include an Action Sheet on Education; 9.1: Ensure girls and boys access to safe education. It explains how school is an essential protective environment in emergency situations because it provides: “a stabilizing and crucial factor for children's development”; “dissemination of life-saving and life-sustaining messages”; and protection for girls from sexual violence and other abuse”.</p>

continued on page 14

Title of Training Material	Type, Segment included & Online Availability	Author-Organization & Date	Location & Recommended Use	Goals & Purpose
<p style="text-align: center;">4 Guidelines for Planning for Education and Reconstruction</p>	<p>International guidelines: Included:</p> <ul style="list-style-type: none"> • Chapter 8: Children with Disabilities • Chapter 19: Psychosocial Support to Learners <p>Full text available at:http://portal.unesco.org/education/en/ev.php-URL_ID=51663&URL_DO=DO_TOPIC&URL_SECTION=201.html</p>	<p>UNESCO</p> <p>International Institute for Educational Planning (IIEP)</p> <p>(2006)</p>	<p>Global</p> <p>Recommended for use by authorities, personnel and organizations operating in emergency settings at international, national and local levels.</p>	<p>UNESCO with the International Institute for Educational Planning has established guidelines for planning for education and reconstruction. Within these guidelines are recommendations and global examples for psychosocial support to learners and education for children with disabilities. It includes Tables on Tools and Resources including: advantages and disadvantages of special schools for the disabled; inclusion of children with disabilities into the classroom; and warning signs and things to do for children with visual, intellectual and hearing disabilities.</p>

B. Information for Trainers

Title of Training Material	Type, Segment included & Online Availability	Author-Organization & Date	Location & Recommended Use	Goals & Purpose
<p>5</p> <p>Education in Emergencies A tool kit for starting and managing education in emergencies</p>	<p>Tool kit: Included:</p> <ul style="list-style-type: none"> • Full tool kit. <p>available online at: http://www.campaignforeducation.org/en/news/gces-member-news/168-save-the-children-education-in-emergencies-toolkit</p>	<p>Save the Children Fund (SCF UK)</p> <p>(2003)</p>	<p>Global</p> <p>Recommended for use by: “field staff responsible for setting up and managing education projects during a crisis. The resource may also be used by those leading the overall emergency response, or those writing proposals, planning training or conducting evaluations.”</p>	<p>“The pack was developed in response to a growing need for clear, practical tools that would guide staff in understanding and implementing education work in emergencies.”</p>
<p>6</p> <p>Psychosocial interventions or integrated programming for well-being?</p>	<p>Journal article: Included:</p> <ul style="list-style-type: none"> • Complete article <p>Available online at:http://www.interventionjournal.com/index4.html</p>	<p>Intervention: International Journal of Mental Health, Psychosocial Work and Counselling in Areas of Armed Conflict , vol. 4, no.1 (Spring 2006): 4-25. Authors: John Williamson & Malia Robinson</p> <p>(2006)</p>	<p>Global</p> <p>It was written for a journal whose reading audience includes professionals and para-professionals interested in field work.</p>	<p>This article discusses the importance of integrating psychosocial support as an integral part of all humanitarian intervention including education.</p> <p>“The significant question is not, therefore, what constitutes a ‘psychosocial intervention,’ but rather how do humanitarian interventions together promote over all wellbeing.”</p>

continued on page 16

Title of Training Material	Type, Segment included & Online Availability	Author-Organization & Date	Location & Recommended Use	Goals & Purpose
<p>7</p> <p>Balls, Books and Bear Hugs: Psychosocial Response Through Education in Emergency Situations</p>	<p>Lessons Learned Document:</p> <p>Included:</p> <ul style="list-style-type: none"> Complete report <p>Available online at: http://www.unicef.org/eapro/activities_6774.html</p>	<p>UNICEF Asia Regional Review</p> <p>(2004)</p>	<p>Thailand / Indonesia</p> <p>Recommended reading for all workers with focus on education and psychosocial and mental health support.</p>	<p>“This document provides a brief explanation of what psychosocial means and how it can be used in a formal education setting to help young people find their resiliency or strengthen it” based on lessons learned from examples in Indonesia and Thailand after the 2004 earthquake/ tsunami disaster.</p>
<p>8</p> <p>Alternatives to Corporal Punishment Creating Safer Schools Series: Volume I A guide for promoting positive discipline in schools</p>	<p>Handbook:</p> <p>Included:</p> <ul style="list-style-type: none"> Complete Handbook <p>Not available online.</p>	<p>Ministry of Education and Sports</p> <p>(2006)</p>	<p>Uganda</p> <p>Recommended reading for anyone involved in design or delivery of education where corporal punishment is an issue. Particularly written for Ugandan head-teacher, teachers, school governing committees, students, parents, public officials.</p>	<p>“This Handbook elaborates on the rationale behind the zero tolerance policy and makes a detailed case for why corporal punishment should not be used in our school.”</p> <p>It is designed to help educators “think about alternatives to corporal punishment and how you could help use them in your school.”</p>
<p>9</p> <p>Teacher development and student well-being</p>	<p>Article:</p> <p>Included:</p> <ul style="list-style-type: none"> Complete article <p>Available online at: www.fmreview.org</p>	<p>Forced Migration Review 22</p> <p>Written by Rebecca Winthrop and Jackie Kirk / IRC</p> <p>(2005)</p>	<p>Ethiopia/ Afghanistan</p>	<p>This article reviews research done by IRC to examine the role of teachers in emergency settings, the impact of their existing teacher training and student’s perspectives about the value of education. They find that “emphasising the psychosocial needs of children through a stand-alone ‘psychosocial’ session / module may not be an effective approach” and explain alternative models for training teachers which will “integrate the psychosocial concepts, without naming them as such, into pedagogy, lesson planning and classroom management training.”</p>

C. International Models for Teacher Training

Title of Training Material	Type, Segment included & Online Availability	Author-Organization & Date	Location & Recommended Use	Goals & Purpose
<p>⑩ IRC Teacher Training Guide</p>	<p>Trainer's guide for training teachers: Full text is included: Available online at: www.theirc.org</p>	<p>International Rescue Committee (2004)</p>	<p>Global Recommended for use by Trainers training teachers and other educators.</p>	<p>“The IRC hopes to help prepare teachers in communities affected by conflict to meet the developmental and emotional needs of children. This short guide is designed to help prepare and motivate teachers for the challenges of such classrooms with simple advice, basic awareness raising of the emotional needs and reactions of children, and strategies to help reach all children in the classroom.”</p> <p>“With the inclusion of background information on psychosocial concepts, introductory training sessions for teachers, and suggested activity lists, it is hoped that this guide will help build a foundation of support for teachers and children and promote quality education as a means of both healing and protecting children.”</p>
<p>⑪ The Psychosocial Care and Protection of Children in Emergencies</p>	<p>Trainers' Guide: Full text is included: Not available online.</p>	<p>UNICEF (2008)</p>	<p>Global DRAFT used in field testing in Syria, Jordan, Lebanon.</p>	<p>Trainer's Manual organised for 5 days of training of teachers including:</p> <p>Day 1: Introduction to Psychosocial Well-Being and the Impact of Children's Experiences in Emergencies.</p> <p>Day 2: Coping with Emergencies: Towards Recovery.</p> <p>Day 3: The Role of Teachers in Providing Psychosocial Support and Building Resilience in Children in Emergencies.</p> <p>Day 4: Effective Communication and an Introduction to Psychosocial Activities and Interventions.</p> <p>Day 5: Psychosocial Activities and Interventions: Developing Skills and Strategies.</p>

Section 2 Checklist of Content for Training of Teachers in Emergencies

This anthology contains training materials that cover many topics. This checklist contains the topics that are recommended for inclusion in teacher training and conform to the international guidelines and best practices promoted from global lessons learned.

All of the training materials include all or some of this recommended information. However, each of the training materials has particular strengths. The training material(s) which most clearly includes the topic is recommended next to it on the checklist. Strengths and constraints of each set

of training materials can also be found in Table 3 of Section 4. Trainers must decide how to train these topics. The training will vary according to the teachers' capacities, context and the time available.

Table 2: Checklist of Content for Training of Teachers in Emergencies

Content	Location of Content in Training Materials
Psychosocial Consequences of Emergencies	
<ul style="list-style-type: none"> Define terminology: "mental health" / "psychosocial support" / "well-being" / resilience / coping. Multilayered mental health and psychosocial consequences (MHPSS) are a result of emergencies for adults, children, families and communities. Symptoms of stress and despair are normal consequences and most often do not require special MHPSS responses. Most people are resilient and do not develop need for specialized MHPSS. Impact to affected people will depend on availability of basic needs, safety, protection, social supports, natural resilience, coping style, protective factors, attitudes, values, morality etc. 	<ul style="list-style-type: none"> IASC MHPSS Guidelines (1) SCF (5) Balls, Books (7) UNICEF (11) IRC (11)
Education as Psychosocial Support in Emergencies	
<ul style="list-style-type: none"> People, including children, are affected by emergencies in different ways thereby need different support. Key concept: "Education as key psychosocial intervention." Protection for girls available via education. Best practices for psychosocial support in schools. 	<ul style="list-style-type: none"> IASC MHPSS Guidelines(1) IASC GBV (3) INEE (2) SCF (5) Balls, Books (7) UNESCO/IIEP (4)

continued on page 19

Content	Location of Content in Training Materials
International Guidelines for Education in Emergencies	
<ul style="list-style-type: none"> • Overview of international guidelines for how and why to provide education in emergencies. • Education is a priority. • Education in emergencies based on 3 core principles: • Child's Right to Education (for all including male and female and children with disabilities). • Child's Need for Protection. • Community's Priority of Education. • Multi-layered approach to intervention recommended according to the IASC MHPSS Guidelines pyramid. • Importance of understanding actual needs and providing intervention to people at the correct layer. • Education facilitated by Teachers is needed by all children and offers support at Level 2 of IASC MHPSS Guidelines pyramid since it provides environment that: Normalizes/ Stabilizes/ Protects/ Provides Social environment/ Provides hope for future/ Promotes natural resilience and coping. 	<ul style="list-style-type: none"> • IASC MHPSS Guidelines(1) • INEE (2) • SCF (5) • UNESCO/IIEP (4)
Integrated Support Systems Essential in Emergencies	
<ul style="list-style-type: none"> • All humanitarian activities, including education, should include psychosocial support to facilitate well-being. 	<ul style="list-style-type: none"> • Balls, Books (7) • IASC MHPSS Guidelines(1) • SCF (5)
Good Education Always Provides Psychosocial Support in Emergencies	
<ul style="list-style-type: none"> • Good education always provides psychosocial support with or without emergencies. • Good teaching practices and how they integrate psychosocial support. • Classroom management practices that promote educational environment that facilitates children's growth and development. • Good education provides life skills education to facilitate children's growth and development. 	<ul style="list-style-type: none"> • IASC MHPSS Guidelines(1) • INEE (2) • IRC (10) • UNICEF (11) • SCF (5) • MOE Uganda (8)

continued on page 20

Content	Location of Content in Training Materials
Role of Teachers and Schools in Emergencies	
<ul style="list-style-type: none"> • Teachers have crucial role. • Teachers are part of natural network of psychosocial support. • Teachers can add activities into classrooms that further promote growth and development of all children (Level 2: IASC MHPSS Guidelines). • Teachers are not counselors and activities in classroom are not for counseling. • Teachers can identify children requiring additional mental health and psychosocial support and refer them to others for services. • Only teachers with proper training can offer some additional support/ communication/ problem solving / networking with parents and communities for the smaller grouping of children who experience added psychosocial distress (Level 3: IASC MHPSS Guidelines pyramid). • Teachers can refer children with distress that affects their daily functioning to available resources. (Level 4: IASC MHPSS Guidelines pyramid). • Added protection can be facilitated by schools teaching children essential life skills. 	<ul style="list-style-type: none"> • UNICEF (11) • IRC (10) • SCF (5) • INEE (2) • IASC-GBV (3)
Participation in Self-Help by People Affected by Emergencies	
<ul style="list-style-type: none"> • All humanitarian activities should maximize participation of affected people in self-help. • Affected people have methods for self-help and these should be facilitated. • Outside supports are only added if affected people do not have sufficient self-help. • Family involvement is essential in schools. • Community participation is essential in schools. 	<ul style="list-style-type: none"> • IASC MHPSS Guidelines(1) • UNICEF (11) • IRC (10)
Support for Teachers Working in Emergencies	
<ul style="list-style-type: none"> • Realism about the actual role teachers can take during emergencies. • Recognition of the personal, as well as professional, strain on teachers in emergency settings. • Methods that offer teachers support. • Code of conduct for teachers. 	<ul style="list-style-type: none"> • IRC (10) • UNESCO/IIEP (4) • UNICEF (11) • IASC-GBV (3)

Section **3** Highlights of the Anthology of Training Materials

This section presents the highlights of each training material title, including:

- **Overview** describing goals, purpose and general content of each training material.
- **Key points**, most of which are quoted directly from the material.

A. International Guidelines (I-4)

The 4 documents providing international guidelines and standards related to the integration of Psychosocial support for children within schools in emergency-affected settings are reviewed together.

A thorough understanding of the key points of each of these guidelines is important for all trainers. It is useful for trainers to provide teachers during their training with an easy-to-understand overview of some of these key points that specifically relate to the role of teachers, education in emergencies and their classroom activities so that they understand the rationale for why psychosocial support is integrated into education.

I IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings

The following sections are included and recommended as being particularly valuable:

- Chapter I.
- Action Sheet 4.3: Organise orientation, training and supervision of aid workers in mental health and psychosocial support.
- Action Sheet 7.1: Strengthen access to safe and supportive education.

Overview:

Inter Agency Standing Committee (IASC) guidelines on Mental Health and Psychosocial Support (MHPSS) in Emergency Settings are a “multi-sectoral, interagency framework that enables effective coordination, identifies useful practices and flags potentially harmful practices, and clarifies how different approaches to mental health and psychosocial support complement one another.”

“They reflect the insights of practitioners from different geographic regions, disciplines and sectors, and reflect an emerging consensus on good practice among practitioners.”

“The core idea behind them is that, in the early phase of an emergency, social supports are essential to protect and support mental health and psychosocial wellbeing. In addition, the guidelines recommend selected psychological and psychiatric interventions for specific problems.”

Key Points (quoted directly from the guidelines):

Chapter I:

“Armed conflicts and natural disasters cause significant psychological and social suffering to affected populations. The psychological and social impacts of emergencies may be acute in the short term, but they can also undermine the long-term mental health and psychosocial wellbeing of the affected population. These impacts may threaten peace, human rights and development.”

“One of the priorities in emergencies is thus to protect and improve people’s mental health and psychosocial wellbeing.”

“Achieving this priority requires coordinated action among all government and non-governmental humanitarian actors.”

“The composite term mental health and psychosocial support is used in this document to describe any type of local or

outside support that aims to protect or promote psychosocial wellbeing and/or prevent or treat mental disorder.”

“Emergencies create a wide range of problems experienced at the individual, family, community and societal levels. At every level, emergencies erode normally protective supports, increase the risks of diverse problems and tend to amplify pre-existing problems of social injustice and inequality.”

“Thus, mental health and psychosocial problems in emergencies encompass far more than the experience of PTSD.”

“In emergencies, not everyone has or develops significant psychological problems. Many people show resilience, that is the ability to cope relatively well in situations of adversity.”

“There are numerous interacting social, psychological and biological factors that influence whether people develop psychological problems or exhibit resilience in the face of adversity.”

“Affected groups have assets or resources that support mental health and psychosocial wellbeing. The nature and extent of the resources available and accessible may vary with age, gender, the socio-cultural context and the emergency environment. A common error in work on mental health and psychosocial wellbeing is to ignore these resources and

to focus solely on deficits – the weaknesses, suffering and pathology – of the affected group.”

“Affected individuals have resources such as skills in problem-solving, communication, negotiation and earning a living. Examples of potentially supportive social resources include families, local government officers, community leaders, traditional healers (in many societies), community health workers, teachers, women’s groups, youth clubs and community planning groups, among many others. Affected communities may have economic resources such as savings, land, crops and animals; educational resources such as schools and teachers; and health resources such as health posts and staff. Significant religious and spiritual resources include religious leaders, local healers, practices of prayer and worship, and cultural practices such as burial rites.”

“To plan an appropriate emergency response, it is important to know the nature of local resources, whether they are helpful or harmful, and the extent to which affected people can access them.”

IASC MHPSS Guidelines Core Principles:

1. Human rights and equity

2. Participation: “Humanitarian action should maximise the participation of local affected populations in the humanitarian response. In most emergency situations, significant numbers of people exhibit sufficient resilience to participate in relief

and reconstruction efforts. Many key mental health and psychosocial supports come from affected communities themselves rather than from outside agencies.”

3. Do no harm

4. Building on available resources and capacities

5. Integrated support systems: “Activities and programming should be integrated as far as possible. Activities that are integrated into wider systems (e.g. existing community support mechanisms, formal/non-formal school systems, general health services, general mental health services, social services, etc.) tend to reach more people, often are more sustainable, and tend to carry less stigma.”

6. Multi-layered supports: “In emergencies, people are affected in different ways and require different kinds of supports. A key to organising mental health and psychosocial support is to develop a layered system of complementary supports that meets the needs of different groups. This may be illustrated by a pyramid (see Figure 1 on page 22). All layers of the pyramid are important and should ideally be implemented concurrently.”

The intervention recommended at each layer includes:

1. Basic services and security. “The well-being of all people should be protected through the (re)establishment of security, adequate governance and services that address basic physical needs (food, shelter, water, basic health care, control of communicable diseases). ..These basic services should be established in participatory, safe and socially appropriate ways that protect local people’s dignity, strengthen local social supports and mobilise community networks.”

2. Community and family supports. The second layer represents the emergency response for a smaller number of people who are able to maintain their mental health and psychosocial well-being if they receive help in accessing key community and family supports. Useful responses in this layer include family tracing and reunification, assisted mourning and communal healing ceremonies, mass communication on constructive coping methods, supportive parenting programmes, formal and non-formal educational activities, livelihood activities and the activation of social networks, such as through women’s groups and youth clubs.

3. Focused, non-specialised supports. The third layer shows supports necessary for the still smaller number of people who require yet more focused individual, family or group interventions by trained and supervised workers (but who may not have had years of training in specialised care).

4. Specialised services. The top layer of the pyramid represents the additional support required for the small percentage of the population whose suffering, despite the supports already mentioned, is intolerable and who may have significant difficulties in basic daily functioning. This assistance should include psychological or psychiatric supports for people with severe mental disorders.

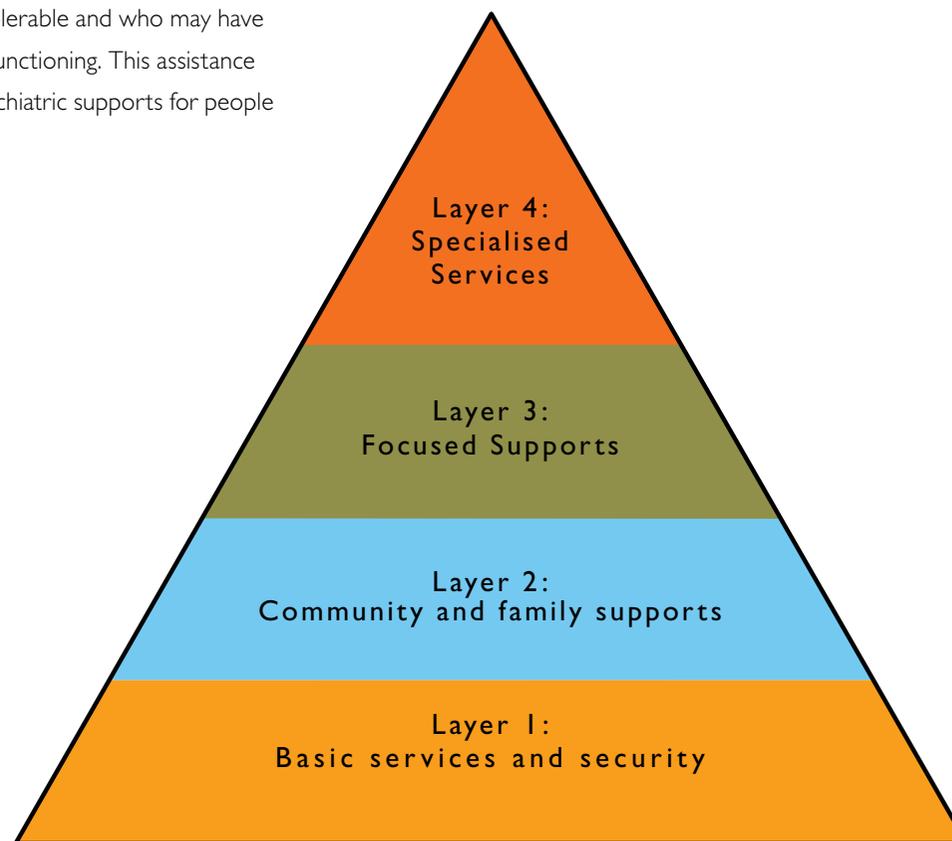


Figure: IASC MHPSS (2007) Intervention Pyramid for Emergencies.

Action Sheet 4.3: Organise orientation, training and supervision of aid workers in mental health and psychosocial support.

“National and international aid workers play a key role in the provision of mental health and psychosocial support (MHPSS) in emergencies.”

“To be prepared to do so requires that all workers have the necessary knowledge and skills.”

“Training should prepare workers to provide those emergency responses identified as priorities in needs assessments.”

“Though training content will have some similarities across emergencies, it must be modified for the culture, context, needs and capacities of each situation, and cannot be transferred automatically from one emergency to another.”

“Inadequately oriented and trained workers without the appropriate attitudes and motivation can be harmful to populations they seek to assist.”

“Essential teaching may be organised through brief orientation and training seminars followed by ongoing support and supervision.”

“Seminars should accentuate practical instruction and focus on the essential skills, knowledge, ethics and guidelines needed for emergency response.”

“Seminars should be participatory, should be adapted to the local culture and context and should utilise learning models in which participants are both learners and educators.”

Key actions:

1. Prepare a strategic, comprehensive, timely and realistic plan for training. Plans must be coordinated and integrated between partners and should follow the guidelines.
2. Select competent, motivated trainers. Local trainers or co-trainers with prior experience and/ or knowledge when they have the necessary knowledge and skills.
3. Utilise learning methodologies that facilitate the immediate and practical application of learning.
 - Use participatory teaching style.
 - Utilise learning models wherein participants are both learners and educators.
 - Train participants in local languages or translation.
 - Use audio/visual/reference materials adapted to local conditions.
 - Use classrooms for theoretical learning and initial practice of skills.
 - Use hands-on field-based training to practise skills in locations like emergency-affected area.
 - Distribute written reference materials in accessible language.

- Complete immediate evaluations of training (by trainers, trainees and assisted populations).

4. Match trainees' learning needs with appropriate modes of learning.

Brief orientation seminars: (half or full-day seminars) should provide immediate basic, essential, functional knowledge and skills relating to psychosocial needs, problems and available resources to everyone working at each level of response.

Training seminars: More extensive knowledge and skills recommended for those working on focused and specialised MHPSS.

- Length and content of training vary according to trainees' needs and capacities.
- Timing of seminars must not interfere with the provision of emergency response.
- Use of short, consecutive modules for cumulative learning is recommended, because ...
- Training seminars should always be followed up with field-based support and/or supervision.

5. Prepare orientation and training seminar content directly related to the expected emergency response.

The contents of brief orientation seminars may include:

- Review of safety and security procedures;
- Methods for workers to cope with work-related problems.

- Codes of conduct and other ethical considerations.
- Human rights and rights-based approaches to humanitarian assistance.
- Importance of empowerment and of involving the local population in relief activities.
- Basic knowledge on impact of emergencies on mental health and psychosocial wellbeing.
- Techniques for psychological first aid.
- Methods to promote the dignity of the affected population, using lessons learned.
- Knowledge about local socio-cultural and historical context, including:
 - Basic knowledge about crisis and world view(s) of affected populations.
 - Basic information about cultural attitudes, practices and social organisation.
 - Basic information on workers' behaviours that might be offensive.
 - Information about available sources of referral.
 - Information on how and where to participate in relevant inter-agency coordination.

The content of training seminars may include:

- All information covered in the orientation seminars.
- Emergency individual, family and community psychosocial and mental health assessment.
- Emergency psychosocial and mental health response techniques that can be taught quickly, based on existing

capacities, contexts and cultures of trainees and known to be effective in related contexts.

- Knowledge and skills necessary for implementing interventions that are (a) part of minimum response and (b) identified as necessary through assessment.

This applies to training of:

- Health workers.
 - Protection workers.
 - Formal and non-formal community workers.
 - Teachers.
6. Consider establishing Training of Trainers (ToT) programmes to prepare trainers prior to training.
 7. After any training, establish a follow-up system for monitoring, support, feedback and supervision of all trainees, as appropriate to the situation.
 8. Document and evaluate orientation and training to identify lessons learned, to be shared with partners and to enhance future responses.

Action Sheet 7.1: Strengthen access to safe and supportive education

"In emergencies, education is a key psychosocial intervention: it provides a safe and stable environment for learners and restores a sense of normalcy, dignity and hope by offering structured, appropriate and supportive activities."

"Many children and parents regard participation in education as a foundation of a successful childhood."

"Well-designed education also helps the affected population to cope with their situation by disseminating key survival messages, enabling learning about self-protection and supporting local people's strategies to address emergency conditions."

"It is important to (re)start non-formal and formal educational activities immediately, prioritising the safety and wellbeing of all children and youth, including those who are at increased risk (see Chapter 1) or who have special education needs."

"Loss of education is often among the greatest stressors for learners and their families, who see education as a path toward a better future."

"Education can be an essential tool in helping communities to rebuild their lives."

"Access to formal and non-formal education in a supportive environment builds learners' intellectual and emotional competencies, provides social support through interaction with peers and educators and strengthens learners' sense of control and self-worth."

“It also builds life skills that strengthen coping strategies, facilitate future employment and reduce economic stress.”

“All education responses in an emergency should aim to help achieve the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction.”

Educators – formal classroom teachers, instructors of non-formal learning and facilitators of educational activities – have a crucial role to play in supporting the mental health and psychosocial wellbeing of learners.

Far too often, educators struggle to overcome the challenges that they and their learners face, including their own emergency-related mental health and psychosocial problems. Training, supervision and support for these educators enable a clear understanding of their roles in promoting learners' well-being and help them to protect and foster the development of children, youth and adult learners throughout the emergency.”

Key actions:

1. Promote safe learning environments.
2. Make formal and non-formal education more supportive and relevant.
3. Strengthen access to education for all.
4. Prepare and encourage educators to support learners' psychosocial well-being.
5. Strengthen the capacity of the education system to

support learners experiencing psychosocial and mental health difficulties.

2 Inter-Agency Network for Education in Emergencies Understanding and Using the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction - Training Guide

The following sections are included and recommended as being particularly valuable:

- Overview of minimum standards of education in emergencies.
- Girl's education.
- Psychosocial support in emergency education.
- Resource kit.

Overview:

“Because education in emergencies is a new area, the INEE Minimum Standards were developed to raise awareness about the need to consider education as part of the humanitarian response to emergencies and to provide a framework for effective implementation and accountability of education programmes.

“This training guide, with the accompanying PowerPoint presentations and workbook have been designed to help participants understand and more effectively use the Minimum Standards.”

This course is built on the principles of a rights-based approach. Sessions and activities are participatory and interactive and they should be conducted in an open manner, so all participants feel free to contribute to the discussion and analysis of situations which we regularly face when working in emergency education.

Key Points (quoted directly from the guidelines):

“Wars and natural disasters deny generations the knowledge and opportunities that an education can provide.

“Education is not only a right, but in situations of emergencies, chronic crises and early reconstruction, it is a necessity that can be both life-sustaining and life-saving, providing physical, psychosocial and cognitive protection. It sustains life by offering physical safe space for learning, as well as the ability for providing support to and screening those affected, particularly children and adolescents.”

“Education mitigates the psychosocial impact of conflict and disasters by giving a sense of normalcy, stability, structure and hope for the future during a time of crisis.”

“It can save lives by protecting against exploitation and harm, including abduction, child soldiering and sexual and gender-based violence.”

“Lastly, education provides the knowledge and skills to survive in a crisis through the dissemination of life-saving information about landmine safety, HIV/AIDS prevention, conflict resolution and peace-building.”

“INEE promotes access to and completion of education of high quality for all persons affected by emergencies, crises or chronic instability.”

“INEE recognizes the key role that teachers play in restoring access to quality education in emergency, chronic crisis and early reconstruction.”

“With the protection and psychosocial needs of children in mind, trained teachers communicate critical messages to children and youth, serve as models of caring adult behavior, help re-establish children’s trust, and have the potential to create a climate in the classroom that helps children and youth heal.”

“Teachers help build academic and social skills and prepare future generations for the challenges in their communities.”
“Yet far too often these teachers struggle to overcome the challenges that they and their students face in emergency or early reconstruction contexts. Teachers - some formerly trained, others not - may find themselves in multi-age, overcrowded classrooms with little to no teaching and learning resources and support. Teachers are often unable to respond to the physical and emotional needs of their students or

themselves. Quality training programmes in these contexts are indispensable in preparing teachers to help protect and foster the development of children and youth from the outset of an emergency through early reconstruction.”

INEE Training Teachers to meet Psychosocial Needs:

“Everyone living in an area of conflict is in some way affected by it.”

“The majority of those affected by conflict or disaster experience low and medium-grade stress which influences how they feel, how they learn, their social interactions, and how they perceive the world.”

“How and when they recover from the post-traumatic symptoms of crisis depends upon their natural resilience, experiences and the type of support they have following the crisis.”

“To enhance the recovery, organisations initiate “psychosocial” programmes for the needed support. Ideally, these programmes should not stand by themselves but should be integrated into all services of humanitarian assistance.”

“Emergency education programmes alone are the largest psychosocial intervention in an emergency as they establish a familiar learning environment, provide a regular schedule and instill a feeling of hope for the future.”

“Everyone involved in providing education, especially teachers and school administrators, should receive an orientation in their role mitigating the psychological and social (hence psychosocial) impact on their students.”

“Emergency education programmes do not seek to provide professional counseling but rather seek to support the re-establishment of social connections and through interacting with others heal themselves.”

Strategies

- Emphasize normalcy.
- Support good teaching and learning practices: For educationalists, psychosocial work is nothing new since good teaching and learning practices are good psychosocial practices. Teachers should strive to create a comfortable supportive learning environment where students feel safe. For example, students in emergencies can have difficulty concentrating on lessons. Teachers can help the students concentrate by having well-planned lessons with clear learning objectives, a clear beginning and an end, accompanied by a revision of what was learned, and appropriate teaching aids. Similarly, some students may be withdrawn because of the conflict, and hesitant to participate in class discussions. Teacher can address this by asking open-ended questions and calling on all students in the class.
- Put a referral system into place: Trainings should include

how to screen students who may need additional care, and the review process for referral. This requires that the agencies providing the training investigate the local mental health system and what support it can provide.

Emphasis on the identification of trauma symptoms must be approached cautiously as it can result in “labeling” individuals within the school and community.

- Support the physical and psychosocial needs of teachers and facilitators.”

INEE on Girl’s Education:

“Providing education for girls and women and ensuring that they have access to life-saving and life-enhancing skills and information should therefore be a priority. This will also help to prepare them to make a positive contribution to the reconstruction of their communities and society in the future. As Graca Machel states in the UN Study on the Impact of Armed Conflict on Children, *education, especially literacy and numeracy, is precisely what girls need during and after armed conflict.*”

“Education can help prepare adolescent girls for the new roles and responsibilities that they are often obliged to take on in conflict situations.”

“Education programmes should include important topics such as agency and responsibility, decision-making and future aspirations, gender roles and responsibilities and how these change, and sexual and reproductive health. Women’s and

girls’ particular experiences of conflict and crisis should also be addressed and opportunities created to explore values of justice and peace through gendered lenses.”

“Enhance and support the positive changes in gender roles and the opportunities created for transformations in attitudes and expectations of girls and women. Community-led programmes should be developed to facilitate discussion of changes in gender roles and responsibilities, leading to family and community harmony.”

3 IASC Guidelines for Gender-based Violence Interventions in Humanitarian Settings

The following section was included and is recommended as being particularly valuable:

- Action Sheet 9.1: Ensure ‘girls and boys’ access to safe education.

Overview

The IASC international guidelines on gender-based violence in humanitarian settings include an Action Sheet on Education; 9.1: Ensure girls and boys access to safe education. It explains how school is an essential protective environment in emergency situations because it provides: “a stabilizing and crucial factor for children’s development”; “dissemination of life-saving and life-sustaining messages”; and protection for girls from sexual violence and other abuse”.

Key Points (quoted directly from the guidelines):

“Women and children, especially girls, in emergencies face the threat of sexual violence, including rape, sexual exploitation/abuse, prostitution, trafficking, and forced pregnancy.”

“Ensuring that girls can go to school in protective learning environments in emergency situations may help to protect them from sexual violence and other abuses. It is crucial to promote quality educational activities on life skills issues, with specific mention of the prevention of sexual violence.”

“Schools can and should provide a protective environment for girls and boys. The normality and routine provided by daily schooling is a stabilising and crucial factor for children’s development.”

“Schools are places not only for the teaching of traditional academic subjects, but also for the dissemination of life-saving and life-sustaining messages.”

“Schools are effective sites for education on such issues as HIV/AIDS, landmines, human rights, tolerance, and non-violent conflict resolution, as well as other issues.”

“Children who go to school are also less likely to join the military and armed groups.”

4 UNESCO / IIEP Guidelines for Planning for Education and Reconstruction

Overview:

UNESCO with the International Institute for Educational Planning (IIEP) has established guidelines for planning for education and reconstruction. Within these guidelines are recommendations and global examples for psychosocial support to learners and education for children with disabilities. It includes tables on tools and resources including: advantages and disadvantages of special schools for the disabled; inclusion of children with disabilities into the classroom; and warning signs and things to do for children with visual, intellectual and hearing disabilities.

Key Points (quoted directly from the guidelines):

Chapter 19: Psychosocial support to learners

“The impact of conflict or disaster on individuals depends upon their natural resilience, exposure to disturbing events and the type of support they receive following the experience.”

“Suggested strategies to provide psychosocial support to learners:

1. Train teachers to monitor children and identify those who may be experiencing special difficulties when they are in school.
2. Provide necessary support to teachers so that they can support distressed children.

3. Begin structured education activities as soon as possible in order to mitigate the psychosocial impact of the emergency on children and youth.
4. In protracted emergencies, support parents, families and communities with activities to address stress.
5. Establish programmes that focus on longer-term concepts of justice, peace and democracy.
6. Support good teaching and learning practices.
7. Incorporate training in the psychosocial impact of the conflict with pedagogical training.
8. Put a referral system into place.
9. Support the physical and psychological needs of educators and learners.
10. Monitor the success of any psychosocial programme.”

Chapter 8: Children with disabilities

“War, crisis and disruption of communities can significantly increase the number of adults and children with disabilities.”

“Often those affected, their parents, teachers and community members, believe that persons with disability are a burden and do not think they are capable of being educated or contributing to society.” (INEE 2002)

“The degree to which an individual pupil may be considered as having a handicap is thus determined by his/her environment. The school environment (organisation, methods and attitudes) may play a central role in the transformation of individual

characteristics into handicaps. A central challenge to providing access for education for children and youth with disabilities is therefore the destruction of negative and stigmatizing perceptions. Focus needs to shift from the disabilities to the needs and resources of the individual child as a whole. In this holistic perspective, diagnoses of the particular handicap should be abolished as they underline shortcomings of the pupil. The general approach must be that every pupils is seen as potentially able and creative. Schools are responsible for creating environments where this potential can develop. (UNESCO 2004)

“During and after an emergency, they (children with disabilities) become even more marginalized as fewer resources are available to provide for their special needs.”

“Building capacity to work effectively with people with disabilities has been shown to improve the skills of parents, teachers and communities.” (INEE 2002)

Suggested strategies:

1. Review government policy related to children with disabilities. Emphasize the importance of education for children with disabilities in emergency-affected populations.
2. Enlist community support to promote schooling for disabled children.
3. Develop guidelines on integration of children with

disabilities into normal classes, where appropriate, or into separate classrooms or facilities.

4. Identify resources to promote the education of children with disabilities.
5. Ensure that special training is available for teachers.
6. Adapt school facilities and other education buildings to promote access for children with disabilities and consider strategies to help children and youth with disabilities physically get to school.
7. Use the emergency to help strengthen national capacities in education for person with a disability.
8. Provide technical and vocational education/ skills training opportunities for youth with disabilities.

B. Information for Trainers (5-9)

The following is a review of 5 Training Materials which contain essential information for Trainers to know about the rationale and value of integrating psychosocial support within schools in emergency affected settings; methods for this integration; techniques for teacher training; research about this training; and lessons learned from emergency experiences. Depending on the needs, context and culture of their training groups, Trainers will decide how much of this information to utilize in their training.

5 Education in Emergencies: A tool kit for starting and managing education in emergencies (Prepared by Save the Children Fund / UK)

Overview:

This is a comprehensive tool kit describing how to start and manage education in emergencies. “The pack was developed in response to a growing need for clear, practical tools that would guide staff in understanding and implementing education work in emergencies.”

“Beginning with *Making the Case*, a rationale is laid out as to why education should be included as a fundamental part of emergency response. This section also attempts to clarify what

is meant by education in emergencies. It goes on to explore which children are typically affected by an emergency and how their education opportunities may have changed.”

“In *Designing a Response* the pack outlines a process, in the form of key questions, that can be used for putting together an education initiative. Next comes a discussion on how education principles are still valid in times of emergencies, but will need to be applied differently. Possible approaches are then shared in the form of short case studies. Finally, strategies are suggested to address common challenges.”

“Ten sets of *Tools to Use* are the centre piece of the resource pack. With topics ranging from assessment to teacher training, each tool is designed to outline key aspects of the activity and highlight points to remember. Attached to every section is a simple, adaptable tool in the form of a checklist, form or workshop template. Many of these were taken directly from programmes or synthesised from field experience. Finally, the resource pack is complete with a Bibliography, listing relevant Save the Children publications, other key references and websites that can serve as a source of further information.”

“The pack is primarily aimed at field staff responsible for setting up and managing education projects during a crisis. The resource may also be used by those leading the overall emergency response, or those writing proposals, planning training or conducting evaluations.”

“The resource pack was designed to be used in this way. *Making the Case* might be good reading the night before a donor meeting. *Designing a Response* should be useful during project planning. *The Tools to Use* can be called upon when hiring staff, ordering supplies or preparing indicators for a proposal. When the resource pack does not go into enough detail on a topic, consult the references and websites listed in the Bibliography.”

Key Points (quoted directly):

It provides clear rationale for **WHY** to focus on education during a crisis? “Education should be seen as a priority component of emergency assistance. Conflicts and natural disasters deny generations of children the knowledge and the opportunities that an education can provide. Education, along with other emergency responses such as shelter, water and sanitation, health and food aid, revitalise and strengthen morale of children affected by conflict, displacement and disasters. In the short term, education plays a role in meeting children’s basic needs; in the long term, it will help them to reduce their vulnerability to disaster, and will help them build new lives.”

“Education efforts in emergencies can be based on three core principles:

- i. The child’s right to education.
- ii. The child’s need for protection.
- iii. A community’s priority of education”.

Education offers psychological and social supports because: “The routines of education are a normalising force in children’s lives both during and after a crisis event. As well as offering practical survival skills and alternative perspectives to organised violence, quality education can provide children with a sense of hope and aspirations for the future... With additional training and support, teachers and other carers within the community can be well placed to guide this process. It is possible to monitor children and identify those who may be experiencing special difficulties when they are in school.”

The toolkit also includes:

- Ideas about how education can be a tool for building peace.
- Rationale for working with communities to ensure the education of their children.
- Categories of children who benefit most from education
- Impact of a crisis on children and their education: personal /systemic/society.

Chapter on Psychosocial support includes:

Rationale for including psychosocial support as part of education:

- i. “Teachers can provide a stable, affectionate relationship for a child.
- ii. Education staff can be aware of those having special difficulties in coping.
- iii. Time can be dedicated to better understanding the

crisis and its impact.

- iv. Successes in learning will increase the self-confidence of a child.
- v. Local sports and art, such as drama and dance, help children relax, develop, value their cultural identity and build a sense of belonging.
- vi. Schools and structured activities reinforce the social web of community.”

“Psychosocial support to children in emergencies requires an *integrated approach* which addresses children’s survival and protection needs while emphasising the importance of family, community and local cultural beliefs and traditions in helping children to cope with the impact of the emergency. Education is just one aspect of this process, but an important one.”

The toolkit explains that education helps by:

- Children just going to school.
- A supportive educational environment.
- Responding to needs.
- Understanding the problems.
- Recognizing and building on resilience.

Types of activities can include: group work/individual support/peace education/community involvement.

The toolkit emphasizes:

- Role of teachers in psychosocial support.

- Cultural sensitivity / Communication skills / Drawing on the personal experiences of the teacher.
- Importance of supporting teachers.

6 Psychosocial interventions or integrated programming for well-being? (Prepared by John Williamson and Malia Robinson for Intervention Journal Article)

Overview:

This article provides a clear perspective about the importance of integrating psychosocial wellbeing into all sectors of intervention including education.

“The authors argue that labeling psychosocial activities as a “distinct sector of activity is not helpful, either conceptually or programmatically, and that close operational coordination is required among the various kinds of intervention required to help any particular population affected by armed conflict improve its psychosocial, biological and material well-being.”

“The article includes a graphic framework that reflects the integration of safety, participation, and development with the various elements of well-being. An integrated perspective and approach is proposed that calls for attention to psychosocial issues within humanitarian programming across all sectors of intervention.”

“The significant question is not, therefore, what constitutes a ‘psychosocial intervention’, but rather how do humanitarian interventions together promote overall wellbeing.”

Key Points (quoted directly):

“We believe and argue here that trying to establish psychosocial programming as a distinct sector is a conceptual blind alley and is ultimately not helpful, either to those addressing psychosocial issues or as part of the broader set of programmatic responses to conflict generally. The material, biological and psychosocial aspects of wellbeing are integrally related, and it is not helpful to try to separate them as separate areas of programming.”

“We also believe that it is important that all interventions with populations affected by armed conflict should be informed by and incorporate a working understanding of the relevance of psychosocial issues”.

“Considering ‘psychosocial programming’ as a separate (or stand-alone) sector of intervention can be counter-productive because it encourages action that are isolated from other humanitarian interventions.”

“Using technical terminology further reinforces the idea that help needs to come from outside, since it requires specialized expertise, and diminishes communities’ confidence in their abilities to care for their own members. At the least,

this could further erode the resilience that psychosocial interventions seek to strengthen; at worst it can do harm. Whether intentional or not, practitioners sometimes come into communities with the attitude of having specialized knowledge to share, thus preventing a genuine learning exchange with community members about how issues of mutual concern are understood and how they might be addressed. This is particularly the case in emergency settings, where there is always the excuse of urgency to act. The resulting imported interventions, though, run the risk of being self-defeating. Even in emergencies, doing the wrong thing quickly is neither efficient nor effective.”

“Here are some basic points of reference for the approach we propose:

- Activities intended to promote positive psychosocial results should be integrated with other interventions within the broader humanitarian context in order to promote the common goal of well-being.
- In situations of armed conflict, practitioners concerned with psychosocial issues, needs, or problems should focus on the results that they and the affected population want to achieve, and bring to bear a set of interventions that facilitate achieving these results; and
- Significant collaboration is needed amongst among practitioners addressing all areas of physical and psychosocial needs.”

“In the authors’ experience, ‘psychosocial’ training of members of a conflict-affected population can be one of the areas where problems arise, especially when the starting point includes trying to make the term itself meaningful, rather than starting with what people already know, what they are concerned about, and how these problems might be addressed through their culture and capacities.”

“For children the opportunity to go to school is incredibly important in a conflict-affected situation, provided they can do so safely (Interagency Network, 2004). Education is a key activity that illustrates the inter-relatedness of mental, emotional and social needs. In addition to promoting cognitive development, for children, going to school on a regular basis establishes a degree of normalcy and dependability in a situation that has been disrupted by conflict. We would argue that school is second only to the family in terms of children’s emotional wellbeing. For parents and the population generally, it is important for children to be able to go to school, because seeing their children go to school on a regular basis is an emotionally important indicator for adults of social normalcy.

How education and training is provided, however, also impacts psychosocial well-being. Well-intentioned efforts to develop special programmes for groups deemed to be particularly vulnerable, such as child soldiers or orphans, can stigmatize and marginalize such children to an extent that may outweigh the benefits of a good academic environment.”

7 Balls, Books and Bear Hugs: Psychosocial Response Through Education in Emergency Situations Learning from examples in Indonesia and Thailand after the 2004 earthquake/tsunami disaster (Prepared by UNICEF / Asia Region in 2004)

Overview:

This document prepared as a summary report of a UNICEF Regional Meeting in Asia after the 2004 earthquake/tsunami disaster includes Lessons Learned with many examples of activities intending to lead to psychosocial support in countries affected by the tsunami. “This document provides a brief explanation of what psychosocial means and how it can be used in a formal education setting to help young people find their resiliency or strengthen it. But this is not to say that psychosocial support in education is new. While the term may be recent, good educators have known for a long time that sound educational practice does not occur from ‘the neck up’. In dealing with children and adolescents, we are dealing with the whole person and it behoves the educator to nurture all aspects: intellectual, creative, spiritual, physical, psychological, emotional and social.”

Key Points (quoted directly):

Document’s table of contents

i. The day the sea ate the land: Dealing with a disaster

- ii. What is psychosocial support?
- iii. What is psychosocial support in education?
- iv. Training of educators.
- v. Finding room for others to support psychosocial activities in schools.
- vi. Using psychosocial support in schools effectively.
- vii. Challenges.
- viii. What is psychosocial programming?
- ix. Recommendations.

“It is important to remember that to react with stress, despair and so on is a normal reaction to a ‘disaster’ situation. Most people in such situations regain ‘normal’ functions once their basic survival needs are met, their safety and security have returned and livelihood opportunities are restored.”

“Education is – and should be treated – as a major stabilizing force, even in the absence of the physical school.”

“Much of what can be done in schools to help children cope and carry on overlaps with the objectives of child-friendly education: creating environments that tap children’s learning potential and interest in developing intellectually. That is the beauty of psychosocial initiatives. If regular education is done well, according to the principles of child-friendly schools, psychosocial initiatives are an integral part, serving as either preparation or a response to an emergency situation. While serving one urgent need, they become an entry point for helping teachers see the powerful

impact of creative play and flexibility in teaching methods.”

“Psychosocial is a term coined relatively recently. It refers to the impact that social factors can have on the mental state, or vice-versa. In children, it is the ongoing connections between feelings, thoughts, perceptions, understanding and general development as a social being in interaction with his/her social environment. Psychosocial support means stabilizing the psychological state through the social environment.”

“What this means is that most people, both adults and children, have a resiliency in dealing with difficult situations and deprivations. Extreme situations that disasters present may require assistance from outsiders to help people find their resiliency or to re-enforce it, given the context. Different people respond differently to crisis but most reactions are typical and generally healthy reactions to an extraordinary or stressful event – though many, if not all of them, realize that.”

“Resilience is the human capacity to face, overcome and be strengthened by or even transformed by the adversities of life. With resilience, children triumph over difficulties, without it the difficulties triumph.” “Helping children and their families find concrete ways to cope and rebuild their lives is more effective than only helping them to process their difficult experiences.”

“Psychosocial support protects children by restoring their normal flow of development. It mitigates the impact of crises and helps families to care for their children and meet their needs.

“Children’s welfare and growth are determined by the interaction of many factors:

- Physical: food, secure shelter, health care.
- Psychological: love, care, self-esteem.
- Social: family, friends, neighbours, society members.
- Spiritual: religious and cultural identity, faith, values.”

“Psychosocial support is the aid given to promote those factors and guarantee children’s recovery and preserve their opportunity to develop. Activities can be community-based, in the homes, in medical facilities and in schools.

The objectives of psychosocial support are to:

- Improve children’s well-being.
- Restore the normal flow of their growth and development.
- Protect children from the accumulation of distressful and harmful events.
- Enhance the capability of families to care for their children.
- Enable children to be active agents in rebuilding their families and communities and hopeful futures.”

“Seen from this perspective, psychosocial needs are a child protection issue.”

“Sound educational practice should always include psychosocial activities. Education and learning is not just ‘from the neck up’. Students are complex individuals who are part of a larger social environment and who have intellectual,

emotional, spiritual, creative, psychological, physical and social needs. A broad and sound education caters to all these multi-faceted needs. Emergencies simply bring psychosocial needs to the foreground.”

“Education plays a critical and integral role in the psychosocial protection and well-being of children. Often, schools are the only government service where all children can regularly access psychological support. Even if a school is destroyed and a teacher is gone, education – learning – remains the constant. It is a surviving piece of the previous ordinary life.”

“Psychosocial support in education refers to a variety of activities, all of which are designed to calm students, engage them in a social group and restore or even improve their interest in learning.”

“Just returning young people to school is a normalizing act and a form of psychosocial aid.”

“Flexible curricula and teaching styles that emphasize caring and nurturing of students are vital.”

“Listening and trying to understand students’ behaviours, especially the naughty or attention-seeking tantrums, is crucial in the recovery process.”

“But many teachers lack knowledge and experience on how to

respond to the needs of such children.”

“Adequate pre-service and in-service training should be an integral part of preparedness for emergencies.”

“The key point to make about teacher training is that offering psychosocial support in schools during emergencies should not be an added burden, something requiring special psychosocial training. Rather, it should be about making better teachers doing their normal work better.

“As previously pointed out, much of what psychosocial support aims to do echoes what child-centred or active, joyful and effective learning seeks to do with making the classroom more student friendly to enhance the performance and interest of students. Psychosocial and child-friendly approaches can easily be intertwined. In some schools... psychosocial support has been integrated into the curriculum, although it is called life skills.”

“There is no doubt that the long-term solution consists in integrating psychosocial support into teacher education curricula.”

“The third of the five dimensions characterizing the UN approach specifies that a child-friendly school is one that is: *healthy and safe for, and protective of, children’s emotional, psychological and physical well-being.*”

Teachers should know their role and limitations. “There are problems with some students after a traumatic event that teachers should not attempt to touch – other than to find someone else who should. Knowing what problems can stay in the classroom and which need professional medical help is what psychosocial training cultivates.”

8 Alternatives to Corporal Punishment Creating Safer Schools Series: Volume 1: A guide for promoting positive discipline in schools (Prepared by Ministry of Education / Uganda)

Overview:

The Ministry of Uganda prepared this Handbook “for anyone who is involved in designing or delivering education within Ugandan schools. It is aimed at the head-teacher, teachers, school governing committees, students, parents, public officials who are responsible for implementing education policy and anyone who wants to get involved in creating a safer school.” The Ministry is providing a strong clear statement through this Handbook: “This Handbook elaborates on the rationale behind the zero tolerance policy and makes a detailed case for why corporal punishment should not be used in our school.” With the Handbook are alternatives to corporal punishment and suggestions as to how to use them in schools.

Key Points (quoted directly):

Document’s Table of Contents:

Chapter 1: What is corporal punishment?

- Introduction.
- Definition: What is corporal punishment?
- Is corporal punishment common?
- Corporal punishment in our schools.
- Should we expect our schools to be different?
- What is wrong with corporal punishment?
- Common reasons people give for using corporal punishment.
- Government’s position on corporal punishment in schools.
- Global movement to prevent violence against children.

Chapter 2: Alternatives to corporal punishment: positive discipline

- What is positive discipline?
- Understanding children’s behaviour.
- Why use positive discipline?
- What is a safer School?
- Why create a safer school?
- Whose responsibility is it to create safer schools?

Chapter 3: Practising positive discipline

- Are you using positive discipline? A tool to assess your approach.
- Practising positive discipline: practical alternatives
- Positive discipline in the classroom.
- From corporal punishment to positive discipline: Skill building scenarios.
- Creating a safer school: overview of the process.

9 Teacher development and student wellbeing: Forced Migration Review 22 (Written by Rebecca Winthrop and Jackie Kirk / IRC in 2005)

Overview:

In an internal evaluation of its education programmes in 2002, International Rescue Committee (IRC) field staff identified teacher training as the highest priority for improving programme quality. In research that followed to determine the value of its teacher training, IRC found their methods of training might not be most effective. They share their findings and how this has led to alternative approaches in which “IRC now plans to integrate psychosocial concepts and skills into all pedagogical and subject matter teacher training.”

Key Points (quoted directly):

“The vast majority of teachers need support in working with children who have directly or indirectly experienced traumatic events, such as displacement, loss of family members or direct violence.”

“In Ethiopia, as in most IRC education programmes, ‘psychosocial teacher training’ is provided as a separate session/module in in-service pedagogy and classroom management training. The session covers topics such as child development, techniques for creating a supportive classroom environment, how to communicate with children, how to

identify a distressed child in the classroom, and when and how to refer a child to mental health or other professionals.

Teachers have all received at least one such in-service training on this and retained what they learned in the training with many demonstrating an awareness of different indicators of child wellbeing.

However, based on classroom observation, there was little indication that the teachers were able to integrate this learning into their day-to-day subject teaching. Teachers articulate other good reasons for children to come to school – to learn (in one teacher's words) “unity, love and social cohesion”, good behaviour and personal health and hygiene, for example – but their way of addressing these issues was generally to lecture the students on virtuous living and studying hard.

Although this future-focused orientation was clearly important to the students, they need to experience a classroom environment in which to develop skills such as friendship and social cohesion.

The research indicates that emphasising the psychosocial needs of children through a stand-alone ‘psychosocial’ session/module may not be an effective approach. Even though the session/module provides concrete tools for classroom teaching, in practice it remains separate from teachers’ understanding and application of general pedagogical and

classroom management skills. There is also the risk of over-emphasising the subject, leading some teachers to believe that the training enables them to solve children’s problems, which it was never designed to do.

A better approach would seem to be to integrate the psychosocial concepts, without naming them as such, into pedagogy, lesson planning and classroom management training. This would also shift the emphasis away from a specific bundle of ‘psychosocial skills’ to tools needed to be good teachers and to create ‘healing classrooms’.

Also important is to build more explicitly on the cultural understandings the teachers already have of their students as members of the same community.

The stand-alone session/module approach to psychosocial teacher training is common to many education in emergency programmes. Learning from this research, however, IRC now plans to integrate psychosocial concepts and skills into all pedagogical and subject matter teacher training.”

“There is an emerging consensus on how educational interventions can promote well-being in various ways such as establishing a normalising structure, providing opportunities to process recent experiences in a safe environment and imparting life-saving information. The initial findings in this study have highlighted some additional factors:

- In Ethiopia, 77% of students interviewed stated that their favourite aspect of school was learning and gaining knowledge.
- The process of learning itself and gaining knowledge for knowledge’s sake was powerful and important to them. Gaining knowledge would enable students to accrue social and individual benefits that students felt were important, such as “eradicating illiteracy from our tribe” and, in one student’s words, becoming “a wise man”. Knowing that through going to school they were on a pathway to achieving these goals appears to be of real significance to the students.
- The children appear to gain significant psychological benefit from knowing that in the future they will be able to help support their parents and their family.”

“IRC’s Healing Classrooms initiative aims not only to improve programming and policy making in the short and medium term but also, in the longer term, to enhance our ways of thinking about students, teachers, schooling, well-being and protection. IRC’s programmes in Ethiopia and Afghanistan have already started to implement more ‘teacher-centred’ development programmes, including collective identification of teacher development targets and self-evaluation tools and processes. Other implications for IRC and for other agencies and governments supporting education in humanitarian settings include:

- Teacher development programmes should better

acknowledge the life experiences, motivations and aspirations of teachers. Basic assumptions upon which training curricula have been developed should be revised and new ways created to support teachers' long-term professional development.

- In areas with acute teacher shortages, teachers who have not completed established certification processes but who possess 'alternative qualifications' should be formally recognised. This is especially important for promoting access to education in early reconstruction contexts such as Afghanistan.
- Training for teachers in understanding children's psychosocial needs, often covered in separate teacher training sessions/modules, should be integrated into general teaching methodology trainings.
- The training focus should be on being a good teacher for all students and the term 'psychosocial' should be de-emphasised.
- The importance for students' well-being of enrolment in a school and of learning and gaining knowledge should be recognised when developing education interventions in these contexts.
- Further research is needed on the most effective and appropriate forms of teacher development for student wellbeing in emergency, chronic crisis and early reconstruction contexts."

C. International Models for Teacher Training (10-11)

The following is a review of 2 Trainer's Manuals utilized globally to train teachers in emergency affected settings. Much of what they contain conform to the international guidelines. Trainers can review these models and utilize some or all of what is provided within their training of teachers.

10 The IRC's Psychosocial Teacher Training Guide (Prepared by International Rescue Committee / New York)

Overview:

"The IRC hopes to help prepare teachers in communities affected by conflict to meet the developmental and emotional needs of children. This short guide is designed to help prepare and motivate teachers for the challenges of such classrooms with simple advice, basic awareness raising of the emotional needs and reactions of children, and strategies to help reach all children in the classroom."

"With the inclusion of background information on psychosocial concepts, introductory training sessions for teachers, and suggested activity lists, it is hoped that this guide will help build a foundation of support for teachers and children and promote quality education as a means of both healing and protecting children."

"This guide will:

- Introduce teachers to the range of emotional responses of children in conflict situations and enable them to better understand and empathically respond to the child in conflict and post-conflict situations.
- Engage teachers in reflection and recognition of importance of teacher-student relationship in helping children heal.
- Provide some concrete lessons and activities teachers can use in the classroom to promote healing and good classroom management.
- Recognize the stresses teachers themselves are facing and help facilitate discussion and support for those teachers.

Key Points (quoted directly):

Document's Table of Contents:

Introduction.

War and Child Development.

The Role of Education and the Role of Teacher.

Healing Classrooms: The School and Classroom Environment

Part I: What should my classroom look like?

Healing Classrooms: Communication for Coping

Part II: Discussing conflict with children.

Healing Classrooms: Psychosocial Activities for Improved Learning and Recovery.

Part III: What types of activities promote children's learning and recovery?

Healing Classrooms : Teaching the Whole Child.

Part IV: Teaching Strategies for Reaching all Students.
Healing Classrooms : Effective Classroom Management and Child Friendly Discipline.

Part V: How do I keep my classroom friendly when students are uncooperative?
Supporting Teachers in Difficult Times.
Annex 2 Teacher Training Activity: Identifying Children's Well-Being.
Annex 3 Teacher Training Activity: Teachers and Child Protection.
Appendix 4 Teacher Training Activity: Creating A Child-Friendly Environment.

“Education can play an integral role in the psychosocial protection of children affected by conflict.”

“The importance of teacher training for restoring nurturing developmental opportunities cannot be overstated. With the protection and psychosocial needs of children in mind, trained teachers communicate critical lifesaving messages to children, model caring adult behavior and help reestablish children's trust, and have the potential to create a climate in the classroom that helps children heal.”

“As important caregivers of children outside the home, teachers are in a unique position to help children recover through doing what they do everyday – teaching, sharing, playing and listening to children. They not only try to

effectively promote quality education and learning but they use the classroom as a place of security through which normalcy, curiosity and play can be promoted.”

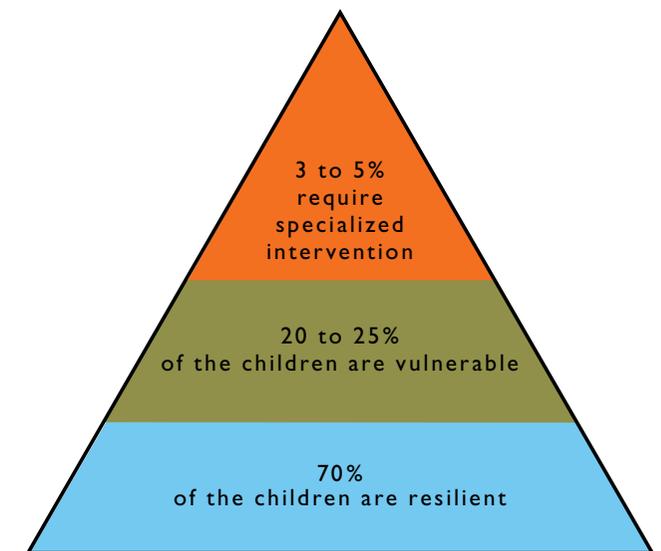
After an emergency; 70% or the majority of the children are resilient and will recover if their basic needs are met.
What to do? - These children should be provided with normal developmental activities, schooling, skills training, sports, recreation activities, etc. With education, family and community support, most children will recover and thrive if given the opportunity to go to school, play, and interact with peers. This is the reason why structured, meaningful activities for children and adolescents are so important during and immediately after a crisis situation.

Some 20 to 25% of the children are vulnerable following their exposure to the crisis.

What to do? - Like the other groups, these children should be provided with the developmental activities listed above. At the same time, extra attention may be needed - for example: additional supportive conversation, group discussions, expressive art activities, help with a difficult situation at home, or other support. Close observation may help identify the children that require extra attention (i.e., those who are withdrawn, those who are overly aggressive, those no longer functioning in the classroom as they did previously.)

Some 3 to 5% of the children may require specialized intervention due to losses, trauma, or unresolved grief.

What to do? - Teachers and other adults need to know how to recognize these most vulnerable (least resilient) children, and refer them for special help (i.e., medical doctors, traditional healers, mental health professionals, or other appropriate service providers.) These children should be included in all of the structured, normalising activities and education opportunities organised for the other children as much as possible.



(Note: This triangle does not conform with the most recent IASC MHPSS Guidelines.)

Children's mental health may be positively supported by meeting their basic social needs. All children will benefit from restoration of normal daily life experiences such as school, sports and play. Resuming structured activities through daily routine will help the child's self-confidence, increase social integration and may raise an outlook of hope for the future. Education programmes can assist in meeting these needs:

"Children need to find consistency and security in their day, especially when the rest of their life is unpredictable. Providing a framework that will be the same from day to day and emphasizing familiar routines such as study time, playtime, naptime, can help ensure children are able to anticipate and predict the environment around them."

"The emphasis is on how good teaching practices that reflect respect and empathy for children also positively contribute to helping children heal."

This Manual includes chapters with details about how to create "Healing classrooms" (see Table of Contents to the left).

Children's Needs	Possible Psychosocial Interventions
A Sense of Belonging	Establish an educational structure where children feel included.
	Promote the restoration of cultural, traditional practices of childcare, whenever possible.
Relationships with Peers	Provide a dependable, interactive routine, through school or other organised educational activity.
	Offer group and team activities (i.e., sports, drama etc.) that requires cooperation and dependence on one another.
Personal Attachments	Enlist teachers that can form appropriate caring relationships with children.
	Provide opportunities for social integration and unity by teaching and showing respect for all cultural values, regardless of differing backgrounds.
Intellectual Stimulation	Enhance child development by providing a variety of educational experiences.
Physical Stimulation	Encourage recreational and creative activities, both traditional and new, through games, sports, music, dance etc.
To Feel Valued	Create opportunities for expression through individual/group discussions, drawing, writing, drama, music etc. which promote pride and self-confidence.
	Recognize, encourage and praise children.

II The Psychosocial Care and Protection of Children in Emergencies (Prepared by UNICEF 2008)

Overview:

This new guide providing detailed instruction for "facilitators" to train teachers to work with children in emergencies was prepared by UNICEF in New York especially to conform with the IASC MHPSS Guidelines. The document included in the guide is the third draft and was in the process of field testing most recently in regional training in Syria, Lebanon and Jordan. It is intended to be used by facilitators globally. Since it is still a draft, this guide is not complete and does not include a Table of Contents but rather is a detailed day-by-day description for the facilitator:

- Day 1: Introduction to Psychosocial Wellbeing and the Impact of Children's Experiences in Emergencies.
- Day 2: Coping with Emergencies: Towards Recovery.
- Day 3: The Role of Teachers in Providing Psychosocial Support and Building Resilience in Children in Emergencies.

- Day 4: Effective Communication and an Introduction to Psychosocial Activities and Interventions.
- Day 5: Psychosocial Activities and Interventions: Developing Skills and Strategies.

Within each day is a step-by-step training plan that trainers can easily follow. It includes content for presentations and participatory training methodology leading to brainstorming, discussion, group work and experiential lessons including role play. Essential topics are covered including: psychosocial constructs, effects of emergencies from a psychosocial perspective, wellbeing, resilience, coping, importance of culture and necessity of inclusion of family and community participation.

Key Points (quoted directly):

The Manual provides trainers with a repertoire of information and activities to educate teachers about “two ways that schools and teachers can help:

- facilitate child-centred and emotionally-supportive classes and environments and
- offer specific psychosocial interventions and activities that benefit all children.”

Key Features of a Supportive Classroom:

- Empathy.
- Non-judgmental, accepting attitude.
- Calm; capacity to handle conflict peacefully.

- Capacity for expression of caring: active listening, giving children full attention when they speak, showing you are interested.
- Patience: understanding that psychological and social difficulty or distress make concentration and studying difficult for some children.
- Regular encouragement, recognition and praise of children.
- Open communication: creating an environment in which children feel free to talk about their ideas, hope and worries, without fear of being judged.”

Classroom arrangement, teaching and activities:

- A structured, predictable classroom with daily routine that involves some relaxing and fun “rituals” (a song or a movement performed to a rhythm or an interactive game to open and close the class).
- Ample opportunities for children to succeed; giving easier tasks to the slower children.
- A flexible curriculum that engages children’s participation (frequent use of questions; games that focus on finding the right answers; no long “lectures”).
- Introduction of subjects that are relevant to the life of the children; involving them in choosing topics that interest them.
- Learning activities that incorporate group work to encourage peer interaction, problem-solving and leadership skills in a cooperative way in reading, arithmetic and social studies.

- Including time for expressive art, such as drawing and singing (with children working together to create songs).
- Never judge drawings, but ask simple questions that give “permission” to children to talk about aspects of their lives (dreams, hopes or worries), if they feel like it.
- Regular discussions about the emergency, current difficulties experienced by the children, their families and their community, with an emphasis on ways to cope
- Using child-friendly discipline.”

Methods taught for managing classrooms include:

Prevention

The best way to deal with misbehaviour is by preventing it. Positive relationships between teachers and students and well-organised classes that are adapted to students’ interests and abilities greatly diminish misbehaviour or discipline problems in the classroom.

- Develop classroom rules in consultation with the children. Discuss with them what they would like their teacher to do when they break the rules.
- Do not attempt to control the classroom by force, or by threatening or scolding the children. This can only temporarily keep the children quiet and may hurt their sense of self.
- Use modeling of positive behaviours to help rebuild trust between children and adults. This should include demonstrations of tolerance and conflict resolution in a peaceful environment. Be respectful, consistent, enthusiastic, calm, patient and organised.”

Responses

If you do have to respond to inappropriate behaviour from students, do so in a calm and consistent way.

- If you feel angry, take a deep breath and wait a moment. Make sure that you do not say something you will regret later.
- As far as possible, avoid direct confrontation with a student in the class. Make time to talk to the student later.
- Always discipline an individual student quietly and privately. Never engage in a disciplinary conversation across the room. This could humiliate the student, or put the teacher and student into a public disagreement.
- Outside the classroom, discuss with the child his or her behaviour. Ask the child to think about how it can be a problem for the whole class. Ask the child whether he or she knows the reason for adopting this behaviour. What does the child think could be done to prevent this behaviour in the future?
- If the misbehaviour continues to cause a problem for the class and you feel that the child is distressed, meet with the child's parents or guardians to learn if there are particular difficulties that may help to explain the child's behaviour.

The points below provide some ideas for helping students discuss their worries, exchange experiences, feel listened to, dispel damaging rumours, and promote positive thinking about the future.

Creating a classroom environment conducive to sharing concerns and information

- Recognise that children need as much factual information as possible.
- Initiate group discussions about distressing events that children many may or may not have experienced. Even children who have not personally experienced these events may have heard about or been affected by them.
- Speak in the third person rather than directly asking individual children questions about their experience with emergency events. For example, you can say: "I know that this has happened. Have any of you heard about it? What does your family say about it?"
- Some children will probably respond and engage in discussions about the subject. Allow them to tell their own theories and ideas about what happened before providing more accurate information. Even if some children choose not to engage in discussions, hearing that others have also experienced distressing events will help affected children feel less alone in their suffering.
- Do not ask students to tell their own individual stories. Recounting distressing events is usually beneficial to the speaker only if this is done spontaneously, within an environment where the child feels emotionally secure and in the presence of adults who are professionally trained to support the child. A classroom is not the place for this.
- If a child spontaneously volunteers information concerning severely distressing events, listen carefully, but do not allow

him or her to go on for long or give gruesome details. Sharing distressing events is okay – using the classroom as a place to dig deeper into extremely painful stories is not. Validate what the child has said by reflecting back, but do not allow the child to continue with frightening details of his or her story. Talk to the child after the class, and make sure the child participates in some of the specific psychosocial activities organised outside regular class time.

- Tell students that it is okay to feel afraid, confused, angry or guilty. These are all normal responses to a crisis or tragedy. Acknowledge that you have been shocked or afraid at certain times. Emphasize that different reactions are all okay; people are all different.
- Encourage students to ask questions about the emergency or other recent events that have affected the community. Remember to listen carefully and to respond honestly. Answer only the questions that students ask you. Admit to them when you don't have specific answers.
- Use realistic terms with students when discussing aspects of an accident, injury, and loss. Avoid euphemisms. Tell students how and where they can obtain information.

The manual includes roles plays and other experiential exercises using real case examples to facilitate teachers to assess and learn how to respond to children with special problems.

Section 4 Strengths and Constraints of the Training Materials

Table 3: Strengths and Constraints of Training Materials:

A. International Guidelines Each guideline includes vital information that should be known to all trainers.

Title of Training Material	Strengths	Constraints
<p>1. IASC MHPSS Guidelines</p>	<p>Comprehensive guidelines for emergencies.</p> <p>Includes rationale for the importance of education and guidelines with action steps for how to integrate psychosocial support and promotion of well-being into schools.</p> <p>Includes clear overview of good practices for training.</p>	<p>Long and detailed reading.</p> <p>Not all segments need to be read by all readers so must pick what is most appropriate to read.</p>
<p>2. INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction</p>	<p>Comprehensive clear guidelines for establishing education within emergencies.</p> <p>Includes clear action steps for facilitating psychosocial support in schools and girl's education.</p> <p>Easy reading.</p>	<p>Long.</p>
<p>3. Inter Agency Standing Committee Guidelines for Gender-based Violence Interventions in Humanitarian Settings</p>	<p>Comprehensive guidelines for emergencies and the provision of protection for gender based violence.</p> <p>Includes clear rationale for the importance of education for child protection.</p> <p>Easy reading.</p>	

continued on page 44

Title of Training Material	Strengths	Constraints
<p style="text-align: center;">4. Guidelines for Planning for Education and Reconstruction</p>	<p>Overview of importance of schools promoting psychosocial well-being and how to include psychosocial support with plans for education during reconstruction.</p> <p>Overview of importance of integrating children with disabilities into schools and action steps for how to do so.</p>	

B. Information for Trainers

All Trainers can benefit from reading this diverse selection of Training Materials to enhance their knowledge about how to best facilitate the psychosocial well-being of children through education in emergencies. Depending on the needs of the teacher training group, Trainers can include some of this information within their training.

Title of Training Material	Strengths	Constraints
<p style="text-align: center;">5. Education in Emergencies A tool kit for starting and managing education in emergencies</p>	<p>Excellent overview of how to start and manage education in emergencies including the integration of psychosocial support into schools.</p> <p>Includes many practical activities to use in schools.</p>	<p>It was written in 2003 thereby even though its overall concepts mostly conform to the IASC written in 2007 it does not mention it nor does it use the language of IASC.</p>
<p style="text-align: center;">6. Psychosocial interventions or integrated programming for well-being?</p>	<p>Important explanation of the value of integrated programming.</p>	<p>It is lengthy and written in professional style for a journal.</p>
<p style="text-align: center;">7. Balls, Books and Bear Hugs: Psychosocial Response Through Education in Emergency Situations</p>	<p>Interesting lessons learned from the tsunami that are useful to Trainers to know to avoid making similar mistakes.</p>	<p>Case studies only relevant to Asia.</p>

continued on page 45

Title of Training Material	Strengths	Constraints
<p>8. Alternatives to Corporal Punishment Creating Safer Schools Series: Volume I A guide for promoting positive discipline in schools</p>	<p>Interesting perspective on zero tolerance for corporal punishment from a Ministry of Education.</p>	
<p>9. Teacher development and student well being</p>	<p>Valuable findings from research about the limited impact of usual methods of teacher training and essential recommendations of how to improve this training that should be considered by all.</p>	<p>It was written in 2003 thereby even though its overall concepts mostly conform to the IASC written in 2007 it does not mention it nor does it use the language of IASC.</p>

C. International Models for Teacher Training

Each of these Training Manuals/ Handbooks/ Guides provides a detailed model of training of teachers. They include detailed curriculum with goals, participatory training exercises for teaching knowledge and skills. They are useful models for Trainers to review and use as they design their own training for teachers.

Title of Training Material	Strengths	Constraints
<p>10. IRC: Psychosocial Teacher Training Guide</p>	<p>Well organised.</p> <p>Easy reading.</p> <p>Trainer untrained in using this manual can pick it up and use it.</p> <p>Good connections made between theoretical constructs of psychosocial and child development, needs, and problems of children via their triangle with teachers' roles and the purpose of education and integrating these theoretical ideas into practical classroom activities.</p> <p>Provides useful practical activities for classroom management.</p> <p>Offers ideas for how trainers can include self reflection and support to teachers.</p>	<p>Written in 2004 so does not use IASC language.</p> <p>It uses a triangle to show levels of problems of children with possible interventions which is not the same as IASC but similar and useful.</p> <p>Refers to "healing" classrooms. This word suggests that children might be sick or damaged thereby need "healing".</p> <p>However, most of the "Healing Classroom" activities are useful and compliant with guidelines yet this choice of the word "healing" and its related concepts are not.</p>

continued on page 46

Title of Training Material	Strengths	Constraints
<p style="text-align: center;"> II. UNICEF: The Psychosocial Care and Protection of Children in Emergencies (Draft 3) </p>	<p>This guide is the most compliant to IASC MHPSS Guidelines since it is written specifically for that purpose. It offers the overall most comprehensive and clearest curriculum.</p> <p>Easy to follow and utilize full 5 day program.</p> <p>Useful for inexperienced trainers.</p> <p>Trainer not trained in how to use this Manual can pick it up and use the day by day examples.</p> <p>Provides day by day guide with full details of content/methods/resources etc.</p> <p>Concentration in utilizing teacher's experiences in their learning.</p> <p>Inclusion of IASC MHPSS Core Principles and all key concepts essential concepts to promoting psychosocial well-being with schools.</p> <p>Inclusion of methods of relaxation and support for trainees within the guide.</p> <p>Clear suggestions for how to create a classroom that mainstreams psychosocial well-being and support into its style of education ie: a supportive safe class, relationship and communication between children and teachers.</p> <p>Clear distinctions between majority of children who are resilience and how to facilitate their coping and small group of children with special needs.</p> <p>Clear suggestion for how teachers can assist children with special needs.</p> <p>Provides guidelines for working with families and communities.</p> <p>Useful handouts for participants.</p>	<p>Missing an Introduction to provide an overview of goals, purpose.</p> <p>The guide is very long.</p> <p>It is difficult for a Trainer to only use sections of the guide since there is no Table of Contents to locate specific topics.</p> <p>It has excellent material but not systematic.</p> <p>Actual role of teachers in facilitating psychosocial support only begins on Day 3. Days 1 / 2 are filled with theoretical constructs that are relevant and interesting but not fully connected to the actual role of teachers.</p> <p>The language is overly psychological.</p>



REPSSI and TPO Uganda are the copyright holders of “Mainstreaming Psychosocial Care and Support Trainer’s Guide for Training Teachers in Conflict and Emergency Settings”. Along with everyone who has helped to produce this manual, we want to share it freely and widely. We hope that you will join us in sharing this method in a respectful and productive way. To encourage this kind of sharing we have decided to extend the copyright of this manual using the Creative Commons Attribution-Noncommercial 3.0 License so that it can reach as many people as possible. The terms of this license are:

You Are Free :



To Share – to copy, distribute and transmit this manual.

Under the following conditions



Attribution. You must attribute this manual to REPSSI and TPO Uganda with the words: “Mainstreaming Psychosocial Care and Support Trainer’s Guide for Training Teachers in Conflict and Emergency Settings” was originally published by REPSSI and TPO Uganda. Copyright © REPSSI and TPO Uganda’. When specific materials mentioned in this guide are cited, attribution should always be given to the authors of these materials and their individual copyrights respected.



Noncommercial. You may not use the “Mainstreaming Psychosocial Care and Support Trainer’s Guide for Training Teachers in Conflict and Emergency Settings” for any commercial purpose whatsoever.

Derivative Works.



- We encourage organisations to translate this manual into other languages, and / or print additional large quantities for distribution and use, but request that they contact us first. We are prepared to make high-resolution files freely available for this purpose.
- Similarly we understand that the manual might have to be adapted for use in different contexts. However, for quality control purposes, and to ensure that no harm is done, we ask you to please be in contact with us around any changes you might want to make.
- We hope you will be in touch with any questions, comments, suggestions and stories. REPSSI, PO Box 1669, Randburg, 2125, South Africa, tel +27 11 998 5820, email, knowledge@repssi.org

