Contextualization & Implementation Worksheet for the Psychosocial Support (PSS) SMS Guide and Training

This worksheet provides guiding questions for implementing partners to consider when planning to use the PSS SMS Guide and Training. The questions will help partners reflect on key considerations for contextualizing the content of the materials and adapting the implementation of the materials to ensure it is relevant and responsive to the needs of the teachers, as well as feasible for partners to carry out. It is divided into three parts: 1) Overarching Guiding Questions; 2) Guiding Questions for the SMS Guide; and 3) Guiding Questions for the ½-day Training. Please review this form, and if possible complete the form, by the PSS call on July 2nd.

Part 1: Overarching Guiding Questions

1. What are the current plans for reopening schools?

2. How will you sequence the SMS guide and PSS training? In what ways can the SMS guide and ½-day training reinforce one another?

Part 2: Guiding Questions: SMS

1. Are the SMS messages still useful? Appropriate?

2. Who else needs to review the content of the messages?
3. Who else needs to approve the distribution of these messages?


4. What other organizations might benefit from using a similar approach, and how can you share these materials?


5. Who will be responsible for sending messages and troubleshooting with teachers?


6. What are the implications of this approach (e.g. staff time, financial support, scheduling among other activities)?


7. What is a good timeline and sequence for sending out messages?


8. In what ways can feedback be collected from teachers on their experience receiving the SMS messages? In what ways can information be gathered on the progress and/or efficacy of the messages?
Part 3: Guiding Questions: ½ Day Training

1. When will you conduct the training?

2. Who will lead the training preparations?

3. What else do you need to facilitate a successful training?

4. Who will facilitate the training?

5. Who else needs to review the content of the training?

6. Who else needs to approve the training plans?
7. How many teachers will attend the training and how will teachers be selected?


8. What kind of follow-up will be needed with teachers post-training?


9. How do these training plans align with ongoing teacher professional development activities?


10. In what ways can feedback be collected from teachers on their experience in the training? In what ways can information be collected on the efficacy of the training? How can feedback contribute to research-related activities/data collection?


