Who Cares: Increasing Knowledge and Partnerships on Mental Health and Psychosocial Support for Helpers in Pandemics and Conflicts

D3.1 ToT Outline

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Authors:

University of Innsbruck

Alexander Kreh

Michael Lindenthal

Priya-Lena Riedel

Barbara Juen

Austrian Red Cross

Anna Scheithauer

Ilia State University Georgia

Mariam Dalakishvili

Nino Rheulishvili

Armenian Red Cross

Armida Zakharyan

Lusine Musheghyan

Georgia Red Cross

Nino Siradze

Tamar Kamkamidze

Ana Papava

Tbilisi State University

Marine Chitashvili

Keti Mosashvili

Mariam Panjikidze

University of Kyiv

Svitlana Paschenko

Olha Shevchuk

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1. Introduction

This ToT Outline was planned in the project in order to

(1) raise awareness for MHPSS among leadership/managers organisations and authorities by addressing identified needs

(2) promote understanding of current support systems for frontline helpers

(3) exploit resources on the WhoCares platform by using versatile tools

(4) advocate for involvement and active participation of frontline workers in decision making in long-term response (pandemics, conflicts).

The outline draws on the research results described in D2.2 (Report on National best practices, needs, challenges and gaps). The WhoCares Study including quantitative measurements, qualitative data analysis as well as workshops with practitioners revealed

(1) the need for adequate psychosocial support for helpers, as risks for depression, traumatization and burnout are on high levels of concern

(2) the need to address specific needs and challenges in different groups of helpers that provide MHPSS in a wider sense to people affected by conflicts

(3) the need for didactical adaptation of trainings in a conflict afflicted environment

This document gives an outline of topics that should be addressed, links to materials of interest as well as suggestions for didactical approaches. It will be adapted to the specific context in each partner country by respective partners for practical implementation.

2. Trainings in the frame of the WhoCares project

Each partner country will implement at least one multiplier training on needs of helpers. The trainings will address multipliers that are practically involved in conflict response. That can involve e.g. practitioners on leadership level, potential trainers or management and decision-makers from different branches/regions.

2.1 Trainings in Armenia

In Armenia the project aims for 9 trainings with three different target groups:

Target group	No. of participants	No. of training groups	Timeframe/date
teachers	15	4	tbd
volunteers	15	3	tbd
managers	12-15	2	tbd

2.2 Trainings in Georgia

In Georgia 2-day trainings are planned of 4 to 8 hour sessions on each day including theoretical input and sessions on self-care. In total we aim for 6 trainings.

Target group	No. of participants	No. of training groups	Timeframe/date
teachers	10	2	July-October
volunteers	10	1	July-October
Non-affiliated volunteers	10	2	July-October

MHPSS and other humanitarian staff	10	1	July-October

It Is planned to integrate the training activities into life-long learning programmes for teachers, and thus make training activities more sustainable on one hand, on the other hand have trainings on MHPSS not an additional work load for teachers, but as routine trainings that are already conducted.

2.3 Trainings in Ukraine

In Ukraine there will be one 3-days training (6 hours per day). The ToT methodology will be used to train the trainers from master's and postgraduate students, who will further develop their own training programs (based on the knowledge and skills developed in the training) and conduct them for the frontliners – psychologists, social workers, volunteers, employees of the State Emergency Service, and Heads of communities who work with people that were traumatized by the armed conflict in Ukraine. This will ensure the scaling of training for frontliners' support and sustainability of the project WhoCares.

The topic of the Training for the trainers: "Protocols and Techniques that Save Mental Health for Yourself and Others: Self-Regulation, Stress Management and Resilience in War Situation".

There will be three trainers (for the student group) – from the Institute of Psychology (a certified trainer in coping with trauma & re-traumatization), from Ukrainian Red Cross (meeting with Kateryna Kryklia – Aug 16-18) and from Coordination Center for Mental Health under the Cabinet of Ministers of Ukraine (a national coach).

Target group	No. of participants	No. of training groups	Timeframe/date
Trainers for PFA – Senior Psychology Students (MSc, Postgraduates)	18	1	Sept 2024

2.4 Trainings in Austria

In Austria 16-hour psychological first aid trainings (2-day trainings) are planned. At the moment the training of at least one group is planned in Vienna.

Target group	No. of participants	No. of training groups	Timeframe/date
Trainers for PFA	16	1	October

3. Topics to be covered & materials (English and National languages) including didactical aspects

All partners highlighted the need for the implementation of holistic resilience conceptualisations, which does not only focus on segregated units (individuals, teams and institutions) and exclusive characteristics like resistance and recovering from specific events but foster an integrated perspective of learning individuals, teams and organisation in cases of a variety of adversities.

In exchange meetings discussing the results from D2.2 it was decided to address three target groups by specific approaches:

(1) Educators

ToT for ongoing Training, can be included in life-long learning programmes e.g. in Georgia, focusing on:

a. Parents
b. Children
c. Peers
d. Recommendations for Didactical approaches within the ToT considering the Main Issue: Top-down trainings in current situation not appropriate, in most target groups on-going support structures are needed and need to be advocated for (learning from peers, place to speak out, ongoing supervision) but also limited cognitive functioning in ongoing stress situation and exhaustion e.g. Ukraine

(2) Volunteers (esp. spontaneous volunteers (SUVs))

    a. Simple media campaigns, e.g. in form of comics on SUV integration

(3) MHPSS professionals/clinicians

    a. Capacity building + advocation for ongoing support and supervision is needed

    b. Knowledge on how to do supervision in these groups widespread, but capacities missing -> recommendations on policy level useful

Research has shown that basic trainings on PFA have been perceived has helpful and efficient e.g. on stress management self-help etc. and should be implemented further. These include:

Armenia

Outline for teachers

This PFA module for teachers presents a training program on basic psychological first aid skills, which will be delivered in hours. It uses a range of training methods, including presentations, active discussions and group and individual activities. It aims to enable participants to:

- know what Psychological First Aid is and what is not so that they feel confident in provision of PFA to the affected upon necessity
- understand the three action principles of 'Look, Listen and Link
- know what to do and what not to do while providing PFA
- practice providing PFA to someone in distress

Outline for managers

The outline aims to equip managers with the necessary skills and knowledge to provide Psychological First Aid effectively in the workplace, supporting both their employees' well-being and organizational resilience. It includes modules on;

1) Understanding Psychological First Aid

2) Recognizing stress

3) Providing PFA (look, listen, link)

4) Practical PFA skills for managers (building empathy and trust, communication techniques, problem-solving & decision-making)

5) Self-care for managers and staff

6) Role plays and scenarios including case studies

7) Developing a PFA plan (implementing PFA in the workplace & building a supportive environment)

Outline for volunteers

This module aims to provide volunteers with comprehensive training in Psychological First Aid enabling them to deliver immediate and effective support in crisis situations. By the end of this training, participants will be equipped to understand the principles of PFA, recognize distressing events, and apply PFA techniques confidently.

The module is designed to provide a structured and engaging learning experience, ensuring that volunteers gain the necessary skills and confidence to effectively deliver Psychological First Aid in various community settings.

Objectives are to:

- Understand the principles and goals of Psychological First Aid .
- Recognize different types of distressing events and their psychological impacts.
- Apply PFA techniques in simulated emergency scenarios.
- Gain practical experience in the Look, Listen, Link approaches to emergency action.

Georgia

In Georgia modules will be designed on:

1. Community-based Psychosocial Support (Crisis Events, Stress and Coping, Loss and Grief, Psychological First Aid (PFA), Self-care)
2. Trauma
3. (In case of teachers: including Supporting Children in Crisis).

The modules will draw mainly on PS Centre materials that are available in Georgian language (see list of references in the end of the document).

Ukraine

In Ukraine, the main thematic emphasis of the training sessions will be on providing evidence-based knowledge about

➤ trauma, including trauma of witness
➤ self-regulation

➢ self-help (Self-Help Plus program)
➢ stress and stress management
➢ resilience

and an introduction to self-support techniques for frontliners in the military conflict situations with high level of uncertainty, emotional stress and burnout, and secondary trauma.

The theoretical block will be supplemented by role plays and case studies.

Austria

In Austria an existing training manual on psychological first aid is updated with contents on violence and impact of conflict situations. The current manual encompasses aspects on stress and crisis, resource and resilience, trauma and grief as well as special topics on psychological disorders and symptoms (e.g. anxiety, depression, addictive behaviour, self-harm, suicide, …)

Focus on lessons learned from the Who Cares project (research & experience exchange)

Additionally, to the PFA modules that are adapted to the relevant target groups and presented above, trainings will address topics related to the WhoCares project and integrate them in the existing modules that have been proven to be efficient, e.g. in case studies or theoretical sessions.

Specifically, partners stressed the imperative for implementing of a culture of learning and ongoing support for different target groups (parents, teachers, peers volunteers, MHPSS professionals), considering characteristics of extent and duration of the conflict. In prolonged crisis organisational/institutional support structures are crucial. These should be implemented by *information on war related reactions and MHPSS practices* to bolster individual resilience as well as by *different didactical measures of supportive supervision* to foster long term team resilience in different population groups (see e.g. integrated model for supervision handbook by McBride and Travers, 2023)

With reference to *informational support* in some instances, it has been shown that groups of helpers felt not sufficiently prepared in addressing topics that are linked to conflict settings, e.g. in Georgia teachers are confronted with special needs of displaced or traumatized children from Ukraine & handling trigger topics, for which they did not feel sufficiently prepared beforehand. In Armenia and Georgia there's a difficulty of maintaining educational continuity & routines during the conflict and being confronted with student's stress reactions.

Challenges in inclusion of MHPSS practices in organisational structures, were displayed by topics on how to keep the motivation up among helpers long-term that feel left out, good communication structures and feedback mechanisms which are needed in order to give frontline helpers a feeling of appreciation and integrate their feedback in the response. *The importance of the implementation of supportive supervision* in long-term crisis, was stressed with reference to groups of helpers that are confronted with severely affected people (e.g. teachers working with displaced children) and among target groups in which supportive supervision is less common.

Perera et al. (2020) highlight the importance for prioritizing the emotional well-being and self-care of MHPSS providers using supportive supervision to prevent burnout and secondary trauma. Upholding ethical and professional standards is deemed crucial for maintaining the

integrity and effectiveness of MHPSS interventions. A structured supervision framework should include regular sessions, clear objectives, and a dual focus on professional development and emotional support. The authors emphasize that supervisors should receive specialized training to effectively manage high-stress environments and that supervision models must be adaptable to various cultural, social, and logistical contexts. Examples for tailored training content for informational support on the reactions of children and on the conduction of peer support for educators in conflict regions can be found in the Annex ("Specific target groups").

Especially in long-term conflict situation the matter of ongoing exhaustion and moral distress needs to be addressed didactically, e.g.:

- focus should be put on the most necessary topics
- input should be short and practicable
- trainings can be used as a room for relief and exchange out of which lessons learned from the experiences can be formulated instead of "top-down trainings"

Moral distress needs to be addressed.

One didactical approach by Delgado and colleges (2020) represents the implementation of Communities of Practice (CoPs) to reduce moral distress and to enhance collective resilience. CoPs facilitate learning and sharing through nondirective, open dialogues about emotions, injustice, and ethics in a peer-based environment. They can be organized around various practices and include elements such as addressing suffering and ethical issues, strengthening collective moral resilience, identifying shared needs, and employing collective learning methods like dialogue. CoPs have a common mission, engage members mutually, define their work, and help develop diverse work identities. They also have a shared repertoire of practices and resources that shape professional culture. The authors stress the imperative role of management and organizations to recognize and address morally distressing situations, especially during prolonged crises. It encourages organizations to implement CoPs to identify moral distress factors, foster collective moral resilience, create an ethical work environment, and reduce burnout. Early implementation of CoPs can reduce barriers and enhance dialogue on ethical challenges in teams. The potential benefits of CoPs at national and international levels for discussing ethical issues are also highlighted.

Further materials that address the topics in this chapter can be found in the annex.

4. Evaluation

Trainings will be evaluated via

(1) Trainings documents (e.g. partcipants list)

(2) Questionnaire for training participants

(3) Feedback from trainers by short interviews

We will define:

a. outreach indicators,
b. process indicators and
c. outcome indicators (+expected impact/sustainability)

Outreach indicators include the number of participants, number of trainings, the types of target groups (branches, regions), duration of the trainings.

They will be measured via participants lists & verification documents.

Process indicators monitor how well the training program is implemented and if it is of an acceptable quality. This includes

(1) satisfaction of participants with didactics, training context, formal information before the training & materials provided for trainers)
(2) perceived strengths and weaknesses in terms of planning, management, implementation including factors influencing the achievement or non-achievement of the outcome(s)/expected results/outputs?

Outcome indicators measure the immediate outcome of the activities and their (expected) impact on the direct and indirect target groups. This includes

(1) perceived usefulness and satisfaction with contents regarding perceived needs
(2) to what extent has the delivery of trainings achieved expected results/outcomes/ outputs?
(3) Sustainability of the trainings: What are the major factors which influence the achievement or non-achievement of sustainability of the trainings

Process and Outcome will be measured via a participant questionnaire and short semi-structured interviews with trainers.

5. Sources

Perera C, McBride KA, Travers Á, Tingsted Blum P, Wiedemann N, Dinesen C, et al. (2021) Towards an integrated model for supervision for mental health and psychosocial support in humanitarian emergencies: A qualitative study. PLoS ONE 16(10): e0256077. https://doi.org/10.1371/journal.pone.0256077

Delgado, J., Siow, S., de Groot, J., McLane, B., & Hedlin, M. (2021). Towards collective moral resilience: the potential of communities of practice during the COVID-19 pandemic and beyond. *Journal of Medical Ethics*, *47*(6), 374-382.

McBride, K. & Travers, A. (2023). Integrated Model for supervision Handbook for Mental Health and Psychosocial Support – Version 3.

References (Georgian Materials):

2018. IFRC PS Centre. *A Guide to Psychological First Aid* (exists in Georgian language)

Source: https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf

2015. IFRC PS Centre. *Caring for Volunteers - Training of Trainers*

Source: https://pscentre.org/resource/caring-for-volunteers-training-of-trainers-ppt-english/

2019. IFRC PS Centre. *Caring for Staff and Volunteers in Crisis*

Source: https://test.pscentre.org/wp-content/uploads/2020/01/Guidelines-for-supporting-volunteers-2.pdf

2009. IFRC PS Centre. *Community-based Psychosocial Support - Participants Book* (exists in Georgian language)

Source: https://pscentre.org/resource/community-based-psychosocial-support-participants-book-english/

2023. Georgia Red Cross Society. *Coping with Psychological Trauma.* Booklet in Georgian and Ukrainian Languages (see attached)

2023. The Center for Social Sciences (CSS). *Guide for Psychological Crisis Intervention*. (in Georgian Language)

Source: http://css.ge/?p=1783&lang=ka

2021. Georgia Red Cross Society. *Mindfulness Guideline for Georgia Red Cross staff and volunteers. Internal Document* (in Georgian Language)

2019. IFRC PS Centre. *Provision of Psychosocial Support in Crisis to Staff and Volunteers of Red Cross and Red Crescent Societies. Position Paper*

Source: https://pscentre.org/resource/provision-of-psychosocial-support-in-crisis-to-staff-and-volunteers-of-red-cross-and-red-crescent-societies/

2018. IFRC PS Centre. *Psychological First Aid: Module 4 - Groups*

Source: https://pscentre.org/resource/training-in-pfa-for-red-cross-red-crescent-pfa-in-groups-support-to-teams/

2021. Sonia Mainstone-Cotton. *Supporting Children with Social, Emotional and Mental Health Needs in the Early Years Practical Solutions and Strategies for Every Setting* - Georgian Translation

Source: https://www.unicef.org/georgia/sites/unicef.org.georgia/files/2023-09/book%20-%20%E1%83%9B%E1%83%AE%E1%83%90%E1%83%A0%E1%83%93%E1%83%90%E1%83%AD%E1%83%94%E1%83%A0%E1%83%90%20%E1%83%90%E1%83%93%E1%83%A0%E1%83%94%E1%83%A3%E1%83%9A%20%E1%83%90%E1%83%A1%E1%83%90%E1%83%99%E1%83%A8%E1%83%98.pdf?fbclid=IwZXh0bgNhZW0CMTAAAR0vyeYqZYNe4Y8p4zdsC7a4ft8gtrBlfyUvWIaumQIwmSLoGUFMdOgwZEY_aem_AdDP_C74qvH5iFaurJ2hnIVIYaiHE0wNBMPutAsrITFEkDU5BoekCiPt7tLurpyU0agMIZI4A4KE3bUv9SyRKUJn

References (Ukrainian materials)

2023. 5 Strategies against Stress and Anxiety. Ukrainian translation.

URL: https://www.youtube.com/watch?v=Zcup-NS34jI&ab_channel=%D0%A2%D0%B2%D0%BE%D1%94%D0%BC%D0%B5%D0%BD%

2022. World Health Organization. Self-Help Plus: Group Stress Management Course for Adults. Essential Skills in Times of Stress: An Illustrated Guide

URL (Ukrainian): https://iris.who.int/bitstream/handle/10665/362780/WHO-EURO-2022-5812-45577-65350-ukr.pdf?sequence=1&isAllowed=y

URL (English): https://iris.who.int/handle/10665/345349

2022. Psychological Reactions to War and Trauma. Series of Webinars on the topics:

- ✓ Mental health and psychosocial support (MHPSS) in humanitarian emergencies
- ✓ Human Rights violations in war and its psychological consequences
- ✓ Helping pregnant women and parents with infants and young children facing war, insecurity, and trauma
- ✓ How can we understand and support trauma exposed children? Some things to do
- ✓ Conflict-related sexual violence
- ✓ Forced migration and trauma

URL (English): https://www.sv.uio.no/psi/english/about/cooperation/psychological-reactions-to-war-and-trauma/

URL (Ukrainian): https://www.sv.uio.no/psi/english/about/cooperation/psychological-reactions-to-war-and-trauma-ukrainian-version/index.html

2022. Video: Let´s talk about Psychological First Aid – Ukrainian
URL: https://pscentre.org/resource/video-lets-talk-about-psychological-first-aid-ukrainian/

2022-2024. Videos and presentations offer a collection of tools that contains grounding exercises, metaphors and other resources to provide psychological assistance in crises:

URL: https://www.hhri.org/ukraine-mental-health-resources/

2020-2024. Manuals, Booklets, Reference books on MHPSS in Ukrainian.

URL: https://redcross.org.ua/information/

6. Annex

Training Content

1. **Simple information on stress reactions in prolonged crisis settings**
   Referring to limited cognitive functioning in ongoing stress situation and exhaustion e.g. Ukraine

Author	Title	User and target group	Content Description	Link
WHO, War Trauma Foundation & World Vision	Psychological First Aid: Guide for field workers	Volunteers and other helpers	This Guideline contains information on principles of PFA, how to help responsibly, how to provide PFA as well as information on how to care for oneself and colleagues. Recommended strategies **include generic instructions on how to manage stress**, healthy life habits and tips on rest and reflection.	app.mhpss.net/?get= 148/1321788909-PFAGuideforFieldworkers.pdf
WHO, War Trauma Foundation & World Visio	Psychological First Aid: Facilitator's Manual for Orienting Field Workers	Trainers and helpers	This training guide includes detailed training on how to deliver PFA. Part three of the module contains **information on self and team care**. Supporting material includes Handout on a brief relaxation exercise for helpers.	app.mhpss.net/?get= 148/1392620058-PFA_FacilitatorsManualFINAL.pdf
Psycho-Social Care Unit MSF Holland	STRESS IN THE FIELD Practical guidelines for dealing with ongoing stress and shocking events in the field	Trainers helpers	This guideline gives **a comprehensive overview on ongoing stress in the field**, explains the phenomenon of stress, stress response, signs of unhealthy stress responses, and provides examples for common stressors in the field. The document gives Information on probable reactions to ongoing stressors and introduces the ways people can differently cope with stress. Trauma events and their consequences on emotional and physical level, healing process, protective and risk factors were explained. **A list of practical tips for those affected as well as for family friends and colleagues is proposed.**	Stress in the field _May 2001 PSC_ (cbrproject.world)
IFRC Psychosocial Support Centre	THE WELL-BEING GUIDE: REDUCE STRESS,	Volunteers, professional staff,	This guide provides feasible information on stress reactions and exercises to reduce stress, to recharge, to build inner resilience and mental exercises helping to gain relaxation before going to sleep.	app.mhpss.net/?get= 427/the-well-being-guide-reduce-stress-recharge-and-build-inner-resilience.pdf

	RECHARGE AND BUILD INNER RESILIENCE		When practiced regularly either individually or in group-based format the exercises help regulate stress, calm when distressed, promote sleep, and strengthen inner resilience.	

2. Specific target groups
2.1 Reaching out for Parents/Children

Author	Title	User and target group	Content Description	Link
Gallagher (2018)	Mental health and Psychosocial Support and Social and Emotional Learning support for learning outcomes in conflict-affected settings	Trainer, teachers	This brief report gives an **informational overview** on mental health and psychosocial support domains, their corresponding social and emotional learning competencies as well as their role in promoting wellbeing of children during and after crisis.	app.mhpss.net/?get=57/475_mhpss_and_sel_support_for_learning_outcomes_in_conflict-affected_settings.pdf
LBHF Educational Psychology Service	Talking To Children About War and Conflict	Parents, teachers	**This guidance gives Information** on secondary trauma; handling of own and children's emotion and cognition; awareness and emotion coaching.	https://lbhflearningpartnership.com/wp-content/uploads/2023/11/Talking-to-Children-About-War-and-Conflict-Guidance-for-Parents-2.pdf
UNICEF Parenting	How to recognize signs of distress in children	Parents and teachers	This document gives **briefly information on the multiple stress reactions of children at different age groups.** It informs about when to consult specialized help.	How to recognize signs of distress in children | UNICEF Parenting
Department of Education, national educational psychological service	Supporting Children and Young People in a time of War Advice for Parents/Guardians	Parents, teachers	This document provides a short description on basic points which need to be considered when being responsible for children at all ages during war.	219783_6a2ea146-c75c-4c1d-89e1-953a358026f7 (1).pdf

Alvord, Dorlen, Gurwitch & Palomares	Resilience in a time of war: Tips for parents and teachers of middle school children	Teachers and parents of adolescents	This website promotes **information** on the resilience perspective. It includes **general advises** on how to **foster resilience in adolescents during war and conflict**.	[Resilience in a time of war: Tips for parents and teachers of middle school children (apa.org)](#)
IFRC Psychosocial Centre	HOW DO YOU TALK TO CHILDREN ABOUT WAR?	Teachers and parents	This document is a one-page brief description of main points considering **when talking to children about war** (ensuring calmness, sharing of concrete and simple information, limiting media exposure enhancing self-determined resources)	https://pscentre.org/resource/how-do-you-talk-to-children-about-war/
UNICEF Parenting	How to talk to your children about conflict and war	parents	The document presents seven detailed tips on how caregivers can guide a **conversation with children about war and conflict.** It explains needs of children and contains information on concrete strategies as well as provides links to related material (exploring feelings, providing calmness and appropriate language, focusing on compassion and positive aspects, the importance on how to close a conversation, the provision of continuity, limitation of media exposure, importance of self-care)	https://www.unicef.org/parenting/how-talk-your-children-about-conflict-and-war
NHS Early intervention	Talking about War and Conflict Resources For Parents	Parents children teachers	This document includes strategies on **how to talk to children about war, strategies on how to manage negative cognitions and emotions**, strategies on how to reduce exposure to "unhelpful words" on social media, as well as links for organizations providing further support	https://education.gov.scot/media/2gijerot/nih320-its-ok-to-worry-about-war-and-conflict-parent-pack.pdf
Save the Children	Conflict Management and Peace Building in Everyday Life: A resource kit for children and youth	teachers	This **tool** intends to enable children to interpret conflict issues in positive as well as negative ways with respect to past present and future. Content covers analyzing the conflict (explaining conflict, causes and different forms of conflicts, needs and fears), conflict management and peace building (role of active citizens, non-violent communication, mediation, peacemaking circle), strengthening organizations as well as conflict management and peace building in everyday life.	[Conflict Management and Peace Building in Everyday Life: A resource kit for children and youth - MHPSS and EIE Toolkit - The MHPSS Network](#)

			The document Includes practical steps on how to use the tool, visual illustrations and examples for conduction. Links to associated tools are provided.	
Save the Children (2013)	Psychological First Aid Training Manual for Child Practitioners	Trainers	This detailed **training outline** includes psychological first aid (PFA) for children and stress management for staff. Provides information PFA for children, on recognition of distress in children, and information on communication, normalization, information on parents in distress and possibilities of practical assistance. **Content for educators** include information on stress, over- and underinvolvement, stress reducing activities, exercises on stress reducing activities, active listening and learning. **Training resources** include detailed preparation outline, materials needed, schedules and handouts (advices for parents in cases of concrete stress reactions of children, general advices for parents of children at different age groups, examples of individual, physical, social, and work-related strategies how to reduce stress, examples and instructions of concrete activities to reduce stress, as well as information on the above mentioned key concepts)	app.mhpss.net/?get=316/final_pfa.compressed-min.pdf
UNICEF, Save the Children, MHPSS Collaborative & WHO	I Support My Friends Resource Kit: Equipping Children and Adolescents to Support a Friend in Distress	Trainer and educators	**This training manual** aims at long term **implementation of peer support for children**. **Content** of the training includes topics of team building and trust, development of a community map, probable reactions to difficult experience, information on different forms of support, how to support a friend (look, listen, link), principles of confidentiality, information and tips referring to self-care and setting of personal boundaries. Training of PFA is practiced via role plays. **Materials** include outlines for conducting the training, templates for informed consent training agenda, checklist for preparation and implementation of the training.	I Support My Friends Resource Kit: Equipping Children and Adolescents to Support a Friend in Distress - MHPSS and EIE Toolkit - The MHPSS Network

			The Participants workbox includes worksheets. The test version of manual for training of facilitators include information on the format "I support my friend" ethical considerations, training details, practice review and contextualization, and participants practice. The materials include training preparation checklist, agenda for sessions, links to pre-training resources, evaluation and completion template, as well as information on the importance of supervision for staff wellbeing	
The MHPSS Collaborative for Children and Families in Adversities & Save the Children	LET'S TALK ABOUT IT: CHECK-IN GUIDANCE (ADAPTED TU UKRAINE CONTEXT)	teachers	This Practical tool for a 60-120 minutes "check in session" is to help children settle back into regular routines of formal and non-formal education settings. It Includes information on the importance of discussions with caregivers, "check in sessions", common reactions of children exposed to war and conflict and benefits of the session. Instructions how to facilitate the workshop are briefly described and include proposals on the adaption for age groups from 6-8 and 12 to 18 years. Content includes introduction, effects of war, resources, positive orientation to future, current stressors, possibilities to care for each other. Besides this content the short guide includes tips for teachers to manage stress on a daily basis as well as tips supporting children in distress and examples for normalization and generalization statements.	app.mhpss.net/?get=405/lets-talk-about-it-welcome-back-check-in-guidance-3rd-pp.pdf
Manuals and Guidelines for building Child Friendly Spaces (CFS) in conflict affected areas				
UNICEF	Facilitator's Manual for Psychosocial Support Activities in Child Friendly Spaces, Communities and Schools – for Children, Adolescents	trainers	This manual provides practical psycho social support tools for schools and other organizations to improve the quality of psychosocial support services for children and caregivers. It includes instructions for facilitators conducting activities for children and adolescents at the ages of 6-10, 11-4, and 15-17 as well as activities for children of all ages (relaxation, expression of feelings, anger management etc.). Activities are divided	Facilitator's Manual for Psychosocial Support Activities in Child Friendly Spaces, Communities and Schools – for Children, Adolescents and School Children Aged 6-10, 11-14 & 15-17 and their Caregivers -

	and School Children Aged 6-10, 11-14 & 15-17 and their Caregivers		into sections which refer to different categories of playing, basic knowledge and wellbeing. Additionally, activities for parents/caregivers and monitoring and evaluation tools were offered.	MHPSS and EIE Toolkit - The MHPSS Network
UNICEF	Trainers Guide – To train facilitators and teachers working in Child Friendly Spaces, Communities and Schools	Trainers, teachers	**Trainers guide** for the manual "Facilitator's Manual for Psychosocial Support Activities in Child Friendly Spaces, Communities and Schools – for Children, Adolescents and School Children Aged 6-10, 11-14 & 15-17 and their Caregivers". The Guidelines includes information and instructions on how to conduct a training session for facilitators and teachers, being involved in child protection and psychosocial support. It includes information ion child development, impact of emergencies, psychosocial support, how to conduct psychosocial support and identification of vulnerable children. It introduces to the above-mentioned facilitators manual and provides tools for different groups (caregivers, teachers) for evaluation of both training and implementation of CFS. The guide includes detailed instructions, schedules, proposal for group activities and links to relevant video material.	https://www.mhpss.net/toolkit/mhpss-and-eie/resource/trainers-guide-for-training-on-the-facilitators-guide-to-train-facilitators-and-teachers-working-in-child-friendly-spaces-communities-and-schools
UNICEF, NCCW & AUW 70	Psychosocial Support for Children and Adolescents in Emergency Settings – Sudan	Trainers, teachers	This **training manual** aims at **building skills of trainers and teachers to build capacities of children and adolescents**. The training gives information on Minimum criteria of PSS, children and adolescents in emergency settings. The manual includes information on organizing the training, instructions, tools and equipment for conducting the training, information on the implementation of the training, demanded skills of the facilitator of the training. Psychosocial support activities include activities for children on dealing with emotions, dealing with problems, dealing with adults, active involvement of the adolescents (peer to peer support, group work), helping adolescent to	Psychosocial Support for Children and Adolescents in Emergency Settings – Sudan - MHPSS and EIE Toolkit - The MHPSS Network

| | | | understand resilience, dealing with emotions, evaluating a future outlook, revealing ideas for identification, planning and involvement of local resources to support participation of families and children and communities to support CFS. Materials Include a monitoring and evaluation plan which proposes indicators of accessibility, quality, impact, suitability, coverage, capability, effort, utilitarian and availability.
Further detailed training agenda, detailed description of activities. Evaluation tools, handouts on signs of shock and anxiety of children are offered. | |

2.2 educators

Author	Title	User and target group	Content Description	Link
INEE, USAID & Education Equity Research Initiative	Landscape Review: Teacher Well-being in Low Resource, Crisis, and Conflict-affected Settings	Policymakers, schools teachers	The review presents a **conceptual framework** for **teachers' wellbeing in conflict and low resource settings**. Evidence and existing literature on individual, and contextual variables (school community and policy level) were explained and summarized. Consequences of these variables on self-efficiency job stress and burnout, job satisfaction and social emotional competence were outlined. Besides recommendations for further research it contains a **key action matrix which includes recommendations for teacher's wellbeing addressed on multiple levels (individual, social, school community, National) as well as for each emergency response phase.**	TWB Landscape Review_June 2019.pdf (edu-links.org)
Inter-agency Network for Education in Emergencies (INEE)	[UKRAINIAN VERSION] GUIDANCE NOTE FOR TEACHER WELLBEING IN EMERGENCY SETTINGS	trainers	"explains how to: **promote mental health and psychosocial support (MHPSS) for teachers**; create more enabling work environments for teachers; and enhance teacher voice, agency, and leadership in crises. The guidance note offers resources and tools and examples of these standards in action."	app.mhpss.net/?get=57/inee-a-guidance-note-for-teacher-wellbeing-in-emergency-settings-v0.7-ukrainian.pdf
Anica Mikus Kos	Training teachers in areas of armed conflict	Trainers for teachers and volunteers	This training manual introduces general protective factors and the **protective factors of psychosocial climate in school settings and includes planning and conduction of training for trainers as well as for teachers and volunteers**. The includes tips on the recruitment of trainers, an overview of the program, and a detailed description of the training of trainers, which is designed in a cooperatively manner (including lectures	https://www.creducation.net/resources/Training_Teachers_in_Armed_Conflict_Intervention_Supplement.pdf

			and group discussions, rules for group discussions). Content includes the following: role of school, importance of communication, relationship between teacher and pupil teacher and school, motivation for learning, cooperation with parents, dysfunctional parents, violence and child abuse, poverty, relationships among students, stress trauma and grief in children, signs of depression and aggression, impact burden and stressors linked to the educators role, coping and prevention of burnout, and volunteer involvement. Training manual further contains evaluation tools for effectiveness of the seminar on psychosocial climate, and handouts addressing diverse topics e.g. empowerment to cope with adversities, and improvement of communication with parents.	
Teachers in Crisis Contexts	Peer Coaching Pack for Teachers in Crisis Contexts	Teachers in crisis context	This toolkit introduces **Teacher Learning Circles (TLCs) and Classroom Observations as collaborative activities to create a support network and develop communities of practice among educators.** TLCs primary aim at improving teaching practices and issues but transferable to other challenges within context of school. The document contains introduction to peer coaching, core competencies in crisis contexts, teacher learning cycles, responsibilities, principals of supportive communication, active listening tips, reflective questioning, peer coaching, self-refection and goal setting, and two-way communication. Materials include: training schedule, training activities, checklists, and handouts.	[Peer Coaching Pack for Teachers in Crisis Contexts - MHPSS and EIE Toolkit - The MHPSS Network](#)
Southall, A. E., Gardner, F., & Baxter, L. P. (2022). Educator perspectives on teaching students from traumatic backgrounds and the	Educator perspectives on teaching students from traumati	Teachers and trainers working with traumatized children	This summary gives information on the **basic competencies of teachers working with traumatized children.** These include self-awareness, emotional understanding empathy and calm. This article explains the **value of critical reflection (collective circles)** adapted for	https://link.spring er.com/epdf/10.1 007/s13384-021- 00455- 7?sharing_token= fwlW9U5hl2kR2rF sFRhR2Pe4RwlQN

potential for reflective circles. *The Australian Educational Researcher, 49*(4), 675-689.	c backgrounds and the potential for reflective circles		educational context enhancing understanding of themselves and students, as well as fostering relationships with peer educators.	chNByi7wbcMAY60DoGzPcSp5Ho6cdwVpSQyCpERwMziLUSysFTMZzABZFAEuoSB2o1GUeNPyEvvd1MXubRny-5IeFA1BTz0MQvV4xZNTcayAH0X79W8HtlPiluscCDGV2nEjF2XC0oNCL8=
Southall	Trauma informed pedagogies emerging through reflection on practice	Teachers and trainers working with traumatized children	This theses gives detailed **information on complex trauma, challenges of teachers experienced by teachers working with students with complex trauma as well as implications for a reflective culture supporting teacher student relationships**. The document **informs about the methods of participatory action research (PAR) and critical reflection** to develop reinterpretations, to influence the development of teachers' capacity, student teacher relationship, the community. Common challenges for teachers and pedagogies to overcome the challenges which referred to relationship (building, trust, offer respect and concern, etc.), self-regulation (structure and routine, provide time and space etc.) and agency (involvement, responsibility etc.) were explained. Reflective circles provide the opportunity to agree on a group based best practice, a sense of shared concern, the opportunity to take action and to express emotions, enables group affirmation by sharing negative experience, opportunities to reflect on personal beliefs and assumptions, and broadens thinking towards different perspectives. The approaches of PAR and critical reflection are said to foster deep understanding of the individual student, develop teachers social and emotional competencies, provide the opportunity to process interpersonal dynamics, ease	https://opal.latrobe.edu.au/articles/thesis/Trauma_informed_pedagogies_emerging_through_reflection_on_practice/21858639

			developing competencies, support culture and facilitate a shift in thinking. The document provides a summary of pedagogies increasing responsibility in relationships, safety, self-regulation and agency as well as corresponding key messages.	

3. Didactical approaches AND Guidelines for supervision in prolonged crisis

Didactical approaches within the ToT considering the main issue: Top-down trainings in current situation not appropriate, in most target groups on-going support structures are needed and need to be advocated for (learning from peers, place to speak out, ongoing supervision) relevant material on (trauma-informed) peer support (for MHPSS and other clinicians, especially regarding support and supervision for ongoing/prolonged engagement)

Author	Title	User target group	Content Description	Link
Substance Abuse and Mental Health Services Administration (SAMHSA)	Peer Support Services in Crisis Care	All groups	**This document introduces the concept, models and key components of peer support** by empathizing prevention and early intervention, crisis services as well as recovery and support services. It introduces peer support services within crisis care, outline, settings and services for different phases of crisis intervention. Basic principles and considerations of peer support during crisis and in post crisis settings were provided. The summary outlines probable challenges in and recommended solutions for successfully implementing peer support. Material includes links to peer support toolkits, guidelines, and a template for job description of peer supporters.	Advisory: Peer Support Services in Crisis Care (samhsa.gov)
Canadian mental health association (2007)	Peer Support Guide For Parents of Children or Youth with Mental Health Problems	Peer support for parents	This **guideline** includes feasible information on how to **plan and design a peer support network**. Content includes information on peer support, characteristics of group members, measures for preparation and implementation, important considerations for first meeting and developments of group meetings, and stages of group development. The appendix includes templates and checklists for invitation, ethical codex, fist meeting outline, evaluation form.	ParentPeerSupportGuide.pdf (cmha.ca)
IFRC Reference Centre for Psychosocial Support and Trinity Centre for Global	Integrated Model for Supervision For Mental Health	MHPSS actors form all levels	This **handbook** aims at **incorporation supervision as an integral part of MHPSS delivery in emergency contexts.** The handbook includes information on key elements of supervision, Importance of supervision in MHPSS contexts. The document outlines the importance for supervision in any target group, the	IMS-Handbook.pdf (pscentre.org)

Mental Health	and Psychos ocial Support (IMS Handbo ok		importance for incorporating supervision into trainings to consolidate knowledge and skills. The Handbook includes a proposal how to build up supervision structures within an organization..	
			In detail the handbook introduces possible types of supervision and practical information on sampling, agenda and case examples of each supervision type. It contains information on the methods of delivery and decisions aids for the right format, information on how to conduct supervisions (frequency and duration), information on supervision agreement, supervision as shared responsibility in preparation, implementation monitoring and evaluation and development for all actors within an organization.	
			The second section describes necessary preconditions on how organizations can incorporate supervision into their organizational culture. It gives guidelines on Screening and assessing supervisors' competencies, on training supervisors, on management of dual roles, on strengthening organizational structures, and on monitoring and evaluation.	
			The third section focusses on MHPSS staff intending to become a supervisor and provides guidance to develop skills to deliver supportive supervision. Key messages were highlighted and case examples provided. Detailed information on topics are provided along with measures and tips for implementation. These include the following:	
			self-care for supervisors, information on supervisory alliance, clarifications of expectations and boundaries, demonstration of empathy, patience and non-judgmental behavior, management of emotional distress and risks during delivery, refection of power dynamics provision of feedback on effectiveness of coaching and group discussions. Practical information, examples of initial and subsequent supervisions were provided, including tips for remote and peer group supervisions.	

			Section four stresses the use of supervision for supervisees as source of development and support in working context. This section provides guidance on how to be reflective, the mutual benefit using feedback and practical advice on how to give case and activity presentations.	
Delgado, J., Siow, S., de Groot, J., McLane, B., & Hedlin, M.	Towards collective moral resilience: the potential of communities of practice during the COVID-19 pandemic and beyond.	All groups	This **essay proposes Communities of Practice (CoPs) to foster collective resilience and mitigate moral distress**. Within COPs learning and sharing can be fostered by using nondirective and open dialogue about emotions, injustice and ethical practices in a peer-based setting. CoPs can be organized around different practices. CoPs include the elements of an intended purpose (addressing suffering and ethical issues), outcomes (strengthening collective moral resilience), the identification of a shared needs (obligation to improve wellbeing of different target groups), shared methods of collective learning over time (dialogue). Within a CoP the group has a common mission, interacts with each other on mutual engagement, defining their work, thereby facilitating different identities at work. Shared repertoire is another aspect of CoPs which contains practices and resources, determining the culture within their profession. Practical wisdom professional experience as well as reflection of them, can be shared within these groups. In summary the importance of management and organizations to recognize and address morally distressing situations especially under conditions of prolonged crises is stressed. Organizations were encouraged to implement CoPs to identify factors contributing to moral distress, foster collective moral resilience, build up ethical working environment, and reduce burnout. Furthermore, the early implantation of CoPs may reduce barriers and enhance dialogue to address ethical challenges in teams. The potential benefit of the implementation of COPs on the national and international level to discuss ethical challenges is outlined.	[Towards collective moral resilience: the potential of communities of practice during the COVID-19 pandemic and beyond (archive.org)](#)

| Wocial, L. D., Miller, G., Montz, K., LaPradd, M., & Slaven, J. E. | Evaluation of interventions to address moral distress: A multi-method approach. | All groups | **The concept of Facilitated Ethics Conversations (FEC) entails informal discussions conducted in an unstructured format,** led by a participant. Difficult cases or generally distressing topics are deliberated upon. Participants are encouraged to discuss ethically challenging events and explore the emotions arising within this context.
Qualitative findings suggest that the interplay of opportunities for learning, psychological benefits, and a sense of community fosters moral action and empowerment. In Detail the benefits include the following:
• Learning benefits encompass knowledge acquisition and included: ethical resources, communication strategies, problem-solving strategies, and interprofessional perspectives.
• Psychological benefits include reduced distress and enhanced psychological well-being. The presence of a safe space, normalization, expression of negative emotions, confidence (self-assurance), decreased burnout, and diminished moral distress.
• Enhanced community building entails increased support and advocacy for individual interests, communication, and trust within the team. Aspects of community building include sharing experiences, team support, leadership support, effective guidance for novices, camaraderie, validation, and encouragement of action.
• Strengthened moral action signifies the ability to recognize moral conflicts and resolve them through empowerment, facilitating the acknowledgment of moral concerns. | https://link.springer.com/article/10.1007/s10730-023-09508-z |