

**Guidebook for
Education Personnel
Part I-Schools and
Communities**





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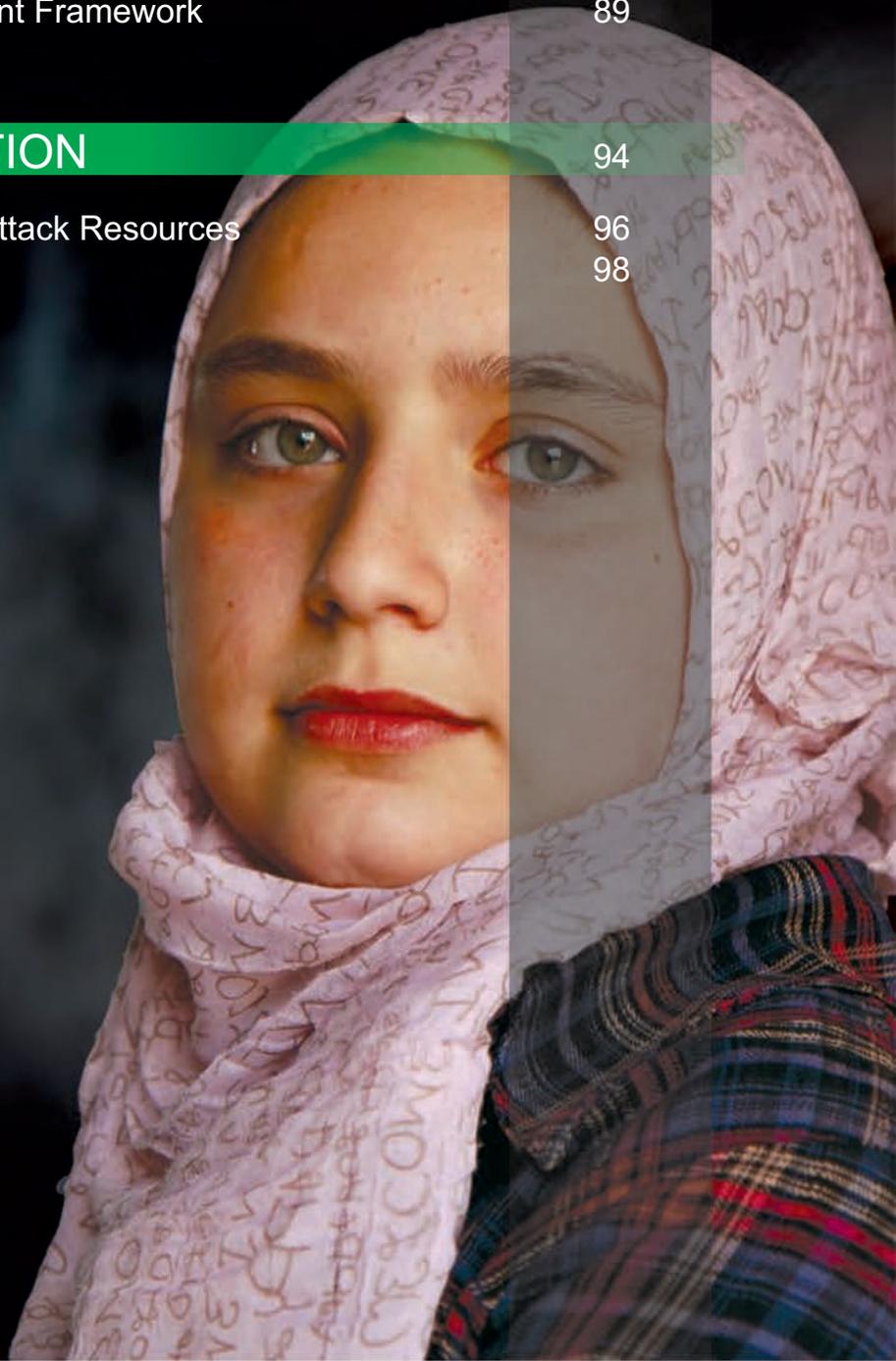
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Section 01

Introduction

Introduction

Education service providers are committed to ensuring that Syrian children have access to quality and protective education.

As part of our efforts to provide protective education, we work to improve the quality of learning and teaching by training education personnel who are actively engaged in our education program and providing them with the necessary tools to do their job.

The Guidebook for Education Personnel has been developed as one such resource. It aims to facilitate streamlining of education activities during emergencies, particularly in reference to Northern Syria. It has been prepared in response to numerous queries from education personnel, teachers and partner organisations working in Northern Syria.

The manual targets professionals such as teachers, educators and volunteers working within schools, child friendly spaces and other formal or informal education settings.

It has the following goals:

1. To help education service providers understand and uphold quality standards and policies including professional conduct, child safeguarding, safety and security guidelines
- and**
2. To help develop skills and competencies that will help education personnel implement quality education in emergencies.

It consists of 9 sections, each dealing with a specific aspect of education programming in the Syrian context – from safety and security to communication with children who are distressed.

Each section contains an overview and a toolkit to assist education personnel in the delivery and management of educational activities.

This guide aims to assist education personnel working in Syria and is best utilised as an aid together with support from cluster partners. It is not intended as a complete set of tools and guidance. Rather it intends to support the education personnel in the context of remote management, where technical advice and support may not be readily available in the field.

The guide has been compiled with the help of several practitioners who specialise in education in emergencies, teacher training and student wellbeing. Its contents have been developed and selected based on feedback from teachers, parents and students.

We take this opportunity to acknowledge our colleagues in Syria who work tirelessly to protect children's futures.

Section 02

How to use this guide



How to use this guide

The manual has been developed for teachers and facilitators and other education personnel who provide education in emergency services in Syria. It presents information and tools to enable them to plan and deliver protective education activities that comply with some common standards in the education sector.

The manual is based on the premise that in order to respond effectively to the delivery of education in emergencies, education officers must be provided with the necessary information and tools.

These materials can be used in three main ways:

1. As a resource to train and induct education personnel,
2. As a guide for following leading International Non-governmental organisation(NGO) standards,
3. As a reference tool in the day to day running of education programmes

Compliance with standards

All education personnel who provide education in emergencies are expected to follow relevant standards for safety and security, child safeguarding and a code of conduct.

Where education personnel are required to follow a standard – for example safety and security – relevant checklists should be provided to help assess security risks in schools.

Education officers and teachers are responsible for understating and complying with these standards.

Trainings & CD

The Training Tool Kit contains a number of trainings that will help staff and teachers develop the skills they need to deliver quality education programmes. Each training contains PowerPoint presentations including facilitator manual, hand-outs, pre and post-tests, videos and agenda.

The trainings are modular and may be delivered wholly or as individual sessions to help teachers build skills in a specific area. For example; the basic teacher training component can split up to address particular gaps in schools and delivered as a refresher – for example; teachers might need to come together and build on their skills in positive discipline in which case there is a session specifically designed to help teachers do this.

Section 03

INEE: What are the standards and how to apply these in Syria



INEE Minimum Standards

INEE Minimum Standards are a set of standards, based on universal human rights that serve as guiding principles for organisations that provide education in the context of an emergency. The Inter-Agency Network for Education in Emergencies (INEE) provides global support to uphold and implement the minimum standards.

The **INEE Minimum Standards** cover all aspects of education programming in emergencies and are divided into four categories:

1. **Access and Learning Environment:** Education programmes should enable all children to have access to relevant and quality learning opportunities (Standard 1) in learning spaces and facilities that are safe, protective and promote the wellbeing of learners, teachers and other education personnel.
2. **Teaching and Learning:** Both formal and informal learning should be culturally relevant and appropriate to the context and needs of students (Standard 1); it should be inclusive, participatory and learner centred, assessed appropriately to the context (Standard 3 & 4). Teachers should have access to opportunities for capacity building and professional development (Standard 2).
3. **Teacher and other Education Personnel:** Recruitment of qualified teachers should be fair, transparent and provide for equal opportunities (gender, ethnicity, religion etc.) Teachers should be compensated fairly; working conditions should be clearly defined with appropriate management structures to support their wellbeing (Standards 1, 2 & 3).
4. **Education Policy:** Functioning education authorities should prioritise continuity and recovery of quality education that is available for free to everyone. Education activities should be based on international standards and policies and take into account the needs of the affected populations (Standards 1 & 2).

All staff working in Education in Emergencies should strive to achieve these standards where possible.



About INEE:

INEE is an open global network of practitioners and policymakers working together to ensure all persons the right to quality education and a safe learning environment in emergencies through to recovery. The INEE Steering Group provides overall leadership and direction for the network; Visit www.ineesite.org to download the full INEE Minimum Standards and further resources.

Foundational Standards

Community Participation Standards: Participation and Resources – Coordination Standard: Coordination – Analysis Standards: Assessment, Response Strategies, Monitoring and Evaluation

Access and Learning Environment	Teaching and Learning	Teachers and Other Education Personnel	Education Policy
<p>Standard 1: Equal Access – All individuals have access to quality and relevant education opportunities.</p> <p>Standard 2: Protection and Well-being – Learning environments are secure and safe, and promote the protection and the psychosocial well-being of learners, teachers and other education personnel.</p> <p>Standard 3: Facilities and Services – Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.</p>	<p>Standard 1: Curricula – Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</p> <p>Standard 2: Training, Professional Development and Support – Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> <p>Standard 3: Instruction and Learning Processes – Instruction and learning processes are learner-centred, participatory and inclusive.</p> <p>Standard 4: Assessment of Learning Outcomes – Appropriate methods are used to evaluate and validate learning outcomes.</p>	<p>Standard 1: Recruitment and Selection – A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity.</p> <p>Standard 2: Conditions of Work – Teachers and other education personnel have clearly defined conditions of work and are appropriately compensated.</p> <p>Standard 3: Support and Supervision – Support and supervision mechanisms for teachers and other education personnel function effectively.</p>	<p>Standard 1: Law and Policy Formulation – Education authorities prioritise continuity and recovery of quality education, including free and inclusive access to schooling.</p> <p>Standard 2: Planning and Implementation – Education activities take into account international and national educational policies, laws, standards and plans and the learning needs of affected populations.</p>

Key Thematic Issues: Conflict Mitigation, Disaster Risk Reduction, Early Childhood Development, Gender, HIV and AIDS, Human Rights, Inclusive Education, Inter-sectoral Linkages, Protection, Psychosocial Support and Youth

Section 04

School Safety and Security



SCHOOL SAFETY AND SECURITY

Safety and Security Guidelines

- Preliminary Preparedness Actions
- Actions to be taken during an incident
- Actions to be taken after an incident

Safety Audit of School with Child Participation

Contingency Planning Guidelines

Incident Reporting

IEC Messages

Preliminary Preparedness Actions

Creating the Preparedness Framework and Systems: Introduction

1. Identify a Safety Focal Point for each site:
 - This can be a teacher or head teacher for example. Consider that it might be helpful to change who this person is on a periodic but limited basis; not too frequently that the responsible person is not known to all, but not too infrequent so as to maintain all knowledge with one person.
 - This person will coordinate and be responsible for any actions related to safety of child, teacher, animator, etc.
 - The focal point will be required to be familiar with this document and to have provided briefings/guidance related to it to his/her colleagues to foster understanding of procedures.
2. Identify and train the unique roles and responsibilities of other staff and personnel working at the site (known as Site Leaders).
3. Establish preliminary physical safety measures
 - Where possible, and using a participatory method, identify secure shelter or alternative “shelter in place” options in case of airstrike, shelling, riots, and/or other forms of attack.
 - Using a participatory method, define the basic evacuation plan specific to each site. Document it, widely distribute it, and ensure Site Leaders' and beneficiaries' familiarity with it.
4. Develop crisis management guidelines for Site Leaders on preparing individuals (and especially children) to handle crisis and how to support them during times of crisis.

Creating the Preparedness Framework and Systems: Tasks

1. Safety Focal Person

- Safety Focal Points are to be assigned for every project site. Where the site activities require multiple shifts, there must be multiple Safety Focal Points with at least one assigned per shift. The number of Safety Focal Points required for each shift will be determined by the number and type of beneficiaries present:
 - In the case of schools there should be 1 Safety Focal Person per 150 children
 - In the case of Child Friendly Space (CFS), there should be 1 Safety Focal Person per 150 children/rooms
- The following criteria should be considered in selecting Safety Focal Person
 - Seniority of position
 - Familiarity with the site and surrounding communities (often translates into length of time in position)
 - Willingness to accept the responsibility of the Safety Focal Point tasks
- Safety Focal Points should have knowledge of or have received training for school safety or a related subject and will be responsible for disseminating this information to the rest of the site team ensuring all are aware of appropriate actions and responsibilities.

They are responsible for:

- Safety Focal Points are responsible for reporting any incidents back to a line manager, head teacher or supervisor as soon as safely possible.
- Safety Focal Points are responsible for ensuring that the preliminary physical safety measures outlined below are in place at the site.
- In the event of a security or safety incident such as fire, shelling, airstrike or attack, the Safety Focal Points are responsible for leading the team and students in carrying out the guidance provided in the event specific sections below.

2. Identify the Site Leaders and their roles and responsibilities

- Site Leaders will support the Security Focal Points.
- The number of Site Leaders required for each shift will be determined by the number and type of beneficiaries present:
 - In the case of schools there should be 1 Site Leader per 1 classroom
 - In the case of CFS, there should be 1 Site Leader per 30 children/rooms
- The following criteria should be considered in selecting Site Leaders
 - Familiarity with the site and surrounding communities (often translates into length of time in position).
 - Willingness to accept the responsibility of the Site Leader tasks
- Site Leaders will receive training and guidance from Safety Focal Points and will be responsible for their physical areas of concern.
- Site Leaders are responsible for reporting any concerns to the Safety Focal Points.
- Site Leaders are responsible for ensuring that the preliminary physical safety measures outlined below are in place in their area of responsibility of the site.
- In the event of a security or safety incident such as fire, shelling, airstrike or attack, the Site Leader is responsible for managing people in accordance with the guidance of the Safety Focal Points and in reporting to them to this end.

Undertake Preliminary Physical Safety Measures

Airstrike/Shelling and Clashes outside the site

Task Number	Task	Action	Responsible
1	Protect windows from blasts	Use blast film or plastic sheeting where possible. Where blast film or plastic sheeting for windows are not available, make a star with large tape across the window from edge to edge. In the case of child centred sites, this could be done with coloured tape to make it less imposing. Children should be encouraged to decorate the strips of tape with stickers, their names, drawings, etc. so that they look at the markings as part of an artistic and expressive part of their learning or play space.	Safety Focal Points and/or Site Leaders
		In areas or times of intensive bombardment or high incidence of vehicle borne improvised explosive device (VBIED), body borne improvised explosive device (BBIED) etc., sheets of material should be taped over the windows on the inside or furniture placed in front of them to help protect furniture and any inhabitants of the space.	Safety Focal Points and/or Site Leaders
2	Establish safe spaces for sheltering	A number of “safe rooms” or “safe spaces” should be identified where possible as a place for people to gather in the case of bombing or attack. Ideally, these spaces should be away from windows close to load bearing walls. Where possible, a box of emergency stock such as blankets, water, biscuits, etc. (and, for child centred spaces, toys) should be kept at the safe rooms or spaces, or in rooms that can be used as shelter in place options as feasible	Safety Focal Points and/or Site Leaders
		Where safe rooms or spaces cannot be identified, shelter in place protocol should be established. This might mean sheltering in doorways, under load bearing walls, under desks, away from windows, etc. Images or other forms of communication guidance regarding these options should be clearly displayed. Drills should include these shelter in place scenarios.	Safety Focal Points and/or Site Leaders
		In all sites, these spaces should be clearly marked and their locations included on evacuation maps that are posted. The maps and markings should be colourful and at heights appropriate for children to read.	Safety Focal Points and/or Site Leaders
3	Run drills	In child centred sites, drills should be used regularly to help children find these locations.	Safety Focal Points and/or Site Leaders
4	Safely store flammable items	Fuel and other flammable items should not be stored in or close to the project site buildings/tents as they will present significant risk in the event of explosion or fire.	Safety Focal Point and/or Site Leaders

Fire

Task Number	Task	Action	Responsible
1	Identify exits	Familiarize everyone with at least two exits.	Safety Focal Points and/or Site Leaders
2	Establish meeting points	Establish (a) meeting place(s) located outside of the site. For child-centred sites: consider colour coding these locations, using pictures of animals or numbers, etc. that will be easy to remember. The safest place for children are in the playground where there is space and fresh air.	Safety Focal Points and/or Site Leaders
3	Run drills	Practice fire drills on a periodic basis, such as once a month. In child centred sites, drills should be used sparingly to help children find these locations.	Safety Focal Points and/or Site Leaders
4	Check fire extinguishers	Make sure of the fire extinguishers expiration dates and report to the supervisor for replacements in case of expiration.	Safety Focal Points and/or Site Leaders
5	Safely store flammable items	Fuel and other flammable items should not be stored in or close to the project site buildings/tents as they will present significant risk in the event of explosion or fire.	Safety Focal Points and/or Site Leaders
6	Establish minimum firefighting kits	All supported sites should have the following minimum in terms of fire safety equipment and should provide directions on their use in both introductory training sessions, refreshers, and with visual near the items that explain how to use them in the event of a fire or other incident. 1- One 2-A fire extinguisher (for every 900 square meters) 2- Bucket – full of sand (one every 900 square meters) 3- Whistle (one per 30 people) 4- First aid kit (one per 30 people)	Safety Focal Points and/or Site Leaders

Crisis Management Guidelines:

- Evacuation maps and plans
- Directions on the location and use of fire-fighting equipment
- Names, locations, areas of responsibility, roles/responsibilities, and contact details of Safety Focal Points and Site Leaders.
- For child-centred sites: The ICE messages developed by the education team (slides 2-4)
- The guidance that are given to community members on what kinds of incidents to report, to whom, how, and within what time frame. As much early/advance warning should be encouraged as possible.
- A communication plan to reach emergency contacts.
- A signal that is given to Security Focal Points and Site Leaders to notify them that an incident is underway and that the crisis management protocol should be activated.
- A list of the types of incidents that might occur:
 - Schools supported are attacked (with weapons or shelling)
 - Schools supported are caught in the crossfire.
 - Attack on warehouses, cars, offices, etc.
 - Directed/targeted threats, injuries, or killing of a beneficiary or staff.
 - Collateral damage to a school, or beneficiaries or staff member.
 - Incidences of people with weapons in the schools, such as:
 - An armed group visiting the school for data gathering purposes
 - An armed group threatening further action if certain demands are not met.
 - An armed group trying to take over the school
 - A domestic or similar event where the case is related to a personal dispute

- A personal grievance
 - When we are asked to close by the village council leadership, representatives of armed groups, and/or government representatives.
- The entirety of the “Actions to be taken during an incident” section and the entirety of “Actions to be taken after an incident” section of these minimum safety and wellbeing guidelines. They should be printed and displayed in key areas of the site, such as classrooms, waiting rooms, and offices. They should be used to train the Safety Focal Points and then the Site Leaders.
- For child-centred sites: The ICE messages developed by the education team should also be displayed (slides 12-15)

Actions to be taken during an incident

General

As soon as you receive the signal about the need to go into crisis management mode:

1. Keep calm. Do NOT panic. Panic engages our fight, flight, or freeze response and blood is immediately diverted from your brain and digestive system, and redirected to your heart, lungs, and legs—making it more difficult to think clearly.
2. Identify all people under your responsibility.
3. If someone is injured, triage the injuries, treat those that you can, and evacuate those in need to specialised assistance.
4. Get to the safe space, evacuation site or shelter in place.
5. Once in the safe space, talk about calming, positive things and be reassuring.

For children (and adults who are particularly traumatized):

- If you see emergency personnel around the scene, explain their individual tasks and talk about their uniform, the sirens, helping people—basically, point out all the ways people are helping.
- Distraction is a huge advantage when it involves a young child or family member who has been hurt. Another useful tool is lightening the mood for the child, while you still concentrate on making sure everyone is safe.
- Encourage children to talk. Younger children may not know quite how to express their fears and feelings verbally, so it is extremely important for adults to listen attentively.

Airstrike/Shelling and Clashes outside the site

Task Number	Action	Responsible
1	Find shelter	Safety Focal Points and Site Leaders
2	Once sheltered, people should be encouraged to lay down on their bellies, cross their leg at the ankles, elbows covering their ears, covering their heads with hands, open their mouths and tilt the head down.	All
3	For children: leaders should try to create a safe environment with games and singing to make them feel safer.	Safety Focal Points and Site Leaders
4	Contact emergency contacts, next of kin, as appropriate.	Safety Focal Points

Task Number	Action	Responsible
1	Shout: FIRE! FIRE! FIRE!	The person(s) discovering the fire
2	Sound the alarm (i.e. Whistle or a bell ringing three times)	Safety Focal Points and Site Leaders
3	If the door is warm, put a wet blanket at the base and evacuate through another exit.	Safety Focal Points and Site Leaders
4	Stay low to avoid inhaling smoke.	All
5	Get all staff and visitors out of the site.	Safety Focal Points and Site Leaders
6	Go to the meeting place located outside the building.	Safety Focal Points and Site Leaders
7	Contact emergency contacts, next of kin, as appropriate.	Safety Focal Points and Site Leaders

Actions to be Taken After an Incident

Incident reporting to line manager/supervisor

Establish an operating classification:

- In collaboration with line manager/supervisor, classify and communicate (verbally, visually, and in written forms) the new operating status profile:
 - Green (Low): normal service delivery.
 - Yellow (Medium): might involve shutting down a site temporarily. The period of time during which we are under code yellow will be no more than five days.
 - Gold (High): shut down for at least one month.
 - Red (Critical): closure of programme activities.

Psychological support

For the adult staff and volunteers of the site: Guidance.

We would like to encourage you to consider the following recommendations to help you to sustain your resiliency during this period of uncertainty.

Take care of yourself and help to take care of others:

1. Try to maintain a sense of normalcy as best as you can. This may sound counterintuitive, but when you are living with uncertainty, doing things that are normal to you is VERY helpful. Maintain your patterns of behaviour. Doing this helps to maintain a sense of normalcy and enables you to control your immediate environment and wellbeing.

For example:

- Continue to eat regular, healthy meals and drink lots of water.
- Get a good night's rest: 7-9 hours is best.
- Exercise.
- Make some time each day to relax. It might be listening to music, exercising, playing with your children – whatever makes you feel calmer and happier. Taking time to relax is not selfish, it is smart. You are recharging your batteries so that you can be productive again tomorrow.

2. Try to be optimistic.

- Do not spend too much time following the news. Check in with trusted sources and triangulate this information periodically. Too much exposure to upsetting images or uncertain information can be harmful to your wellbeing.
- Do not spend too much time projecting what might or might not happen. Select a couple of scenarios that you think you might be dealing with and make preparations for them.
- If you are spiritual, take some time for spiritual reflection.
- Think about the strengths you possess and that you always carry with you wherever you go. If you have been through a difficult experience in the past, think about the coping mechanisms you used that worked.
- At the end of each day, remind yourself of all the positive things that you managed to achieve. Even if there are still many other things to achieve, you should feel good about the efforts you are making.

3. Be productive:

- Try to stay busy, but remember the points in number 1 above as well.
- Don't try to avoid thinking about what is uncertain.
- Don't work too hard. In order to be effective, you need to rest.

4. Be flexible: Changes might be very frequent as we go through various periods of uncertainty. Know that you have the skills to cope with these different changes based on your network and your skill set.

5. Prepare for transition:

- Prepare to get through periods of time without electricity or water. Some suggestions include:
 - Pack a go bag: Pack dry food items, potable water, blankets, torches, radios, charged batteries, your mobile phone, extra money, your passport, medications, etc.
 - Develop a shelter plan: know where you can be safe in your home or office.
 - Develop an evacuation plan with your family or friends. Know how to get out of your home

- or Office and to a safe place if you have to leave. Make sure that you all agree on what that safe space is, and identify alternative routes to get there.
 - Have a phone tree for your key contacts—make sure you know who you need to notify about your movements.
 - Keep a low profile. Tensions may be high about our various identities. Stay close to home or places where you feel safe.
6. Help take care of others.
 7. Stay in touch with friends and family.
 - Maintain your relationships with people that you care about.
 - Be empathetic to the different ways that people deal with uncertainty. It will help them and it will help you.
 - Remember that you are a part of a community that cares about you and has the same goals of safety and wellbeing.
 8. Use the 'buddy system' at work = find colleague at work that you get on well with. Agree to look out for each other. If your buddy is looking really stressed and tired, talk to them and support them. Let them know they should take a break. And you should listen if your buddy says this to you.

Annex 4: Post incident worksheet for completion by Education Officer and Child Protection Officer in consultation with teacher and CFS animator

1. What guidance did you provide the volunteers on how to deal with their own concerns about the event? How did they react? Why did you choose this guidance/support for them? How do you think it could be improved? How do you think it should be different based on different types of events (VBIED, airstrike or fire, injury, etc.)
2. Same question, but for teachers to use with children
3. How did the education service provider react upon news of the event? How did you communicate with them?
4. What do you think you could have done better?
5. What guidance did you think was helpful? What could be improved?
6. What practical support do you need to help deal with the planning for crisis prevention or response (fixing windows, training teachers on how to handle children in conflict, etc.)
7. How are the kids and teachers now—a week or 10 days after the event?
8. How has attendance been affected?
9. What role did the LC play in the response? How could that be improved?
10. Are you able to help the teachers and head teachers do outreach to the parents or the LC about the students who are not attending?
 - a. For the children frequenting the site
 - b. Slides 12-15 in their various iterations (puzzles, posters, cards) should be reviewed with the children by the adult Site Leaders immediately upon their return to the site.

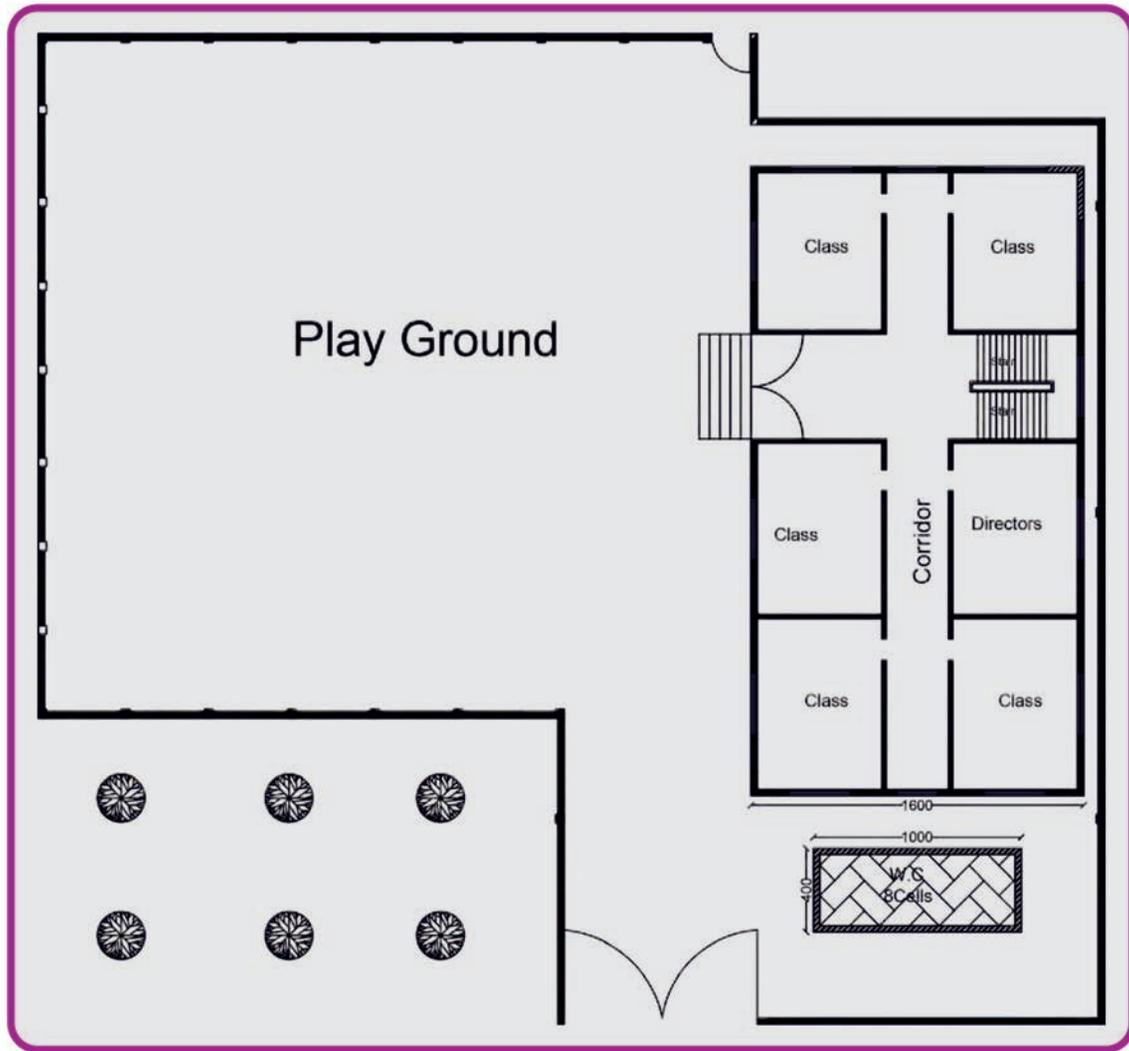


Figure A

Time: 90 min

Age group: This activity can be done with children of different ages with slight adjustment. Younger children may require more supervision.

Note to teachers: You may decide to allow more time for this exercise.

Present: Teachers (this activity is best carried with 3 or more teachers) and students. If possible invite parents to take part.

Activity: Auditing the physical space for what may cause any harm to children

Purpose:

- Help children become aware of physical environment and its implications.
- Help children understand their responsibility in avoiding harm.

10 min

Introduction: Today we are going to conduct an audit of our school and classroom. We are going to look around and draw a map that helps us identify where we can be safe.

Show Figure A.

Say: We are going to consider starting with physical. We are going to play game now: this a floor plans of a building – this is what

architect draw to understand everything about a building.

Ask: Can anyone tell me why it's important to be aware of our environment?

Explain:

1. What is a hazard?

A hazard is anything that could potentially hurt someone: Loose wires, broken glass, strangers around the school etc.

2. What is a safe space?

A safe space is where children are and feel secure, kept away from harm and protected through safety conscious practices. (E.g. this exercise)

40 min**Do:**

Divide the class in three groups.

Note to Teachers: You may want to assign each team to a particular area (option A) or have all the groups assess the whole building (option B). Option A saves time whereas option B allows a more robust evaluation of the space. It's also a good opportunity to point out if there are discrepancies in each evaluation.

1. Give each team 2 pieces of A4 paper
2. The teams have 20 minutes to go around the building, the classroom etc. and:
 - a. Draw a floor and ground plan,
 - b. Identify safe spaces for children
 - c. Identify potential hazards
 - d. Exits
 - e. People that are around and their potential impact
3. When they identify hazards, they should think of how they might mitigate against that hazard.
4. Once the group have come back – ask each to present their findings.

30 min

1. Once the groups have presented, work with the children to create map of the areas they have assessed.
2. You may need flipchart paper for this.

10 min

1. Present the map – go through each section with the whole class and make sure that the students understand where the safety points are, what is expected of them in an even of an emergency.
2. The map should stay in the classroom and be visible at all times.

Note to Head Teacher or Supervisor

Ensuring that a space is safe is our number one priority, as children should be able to learn without hazards. We recommend that teachers include students in this process, discuss it with them and hang their plans on the classroom wall. This way all the children are aware of the environment around them, feel responsible for it and feel safe as a result.

All schools should undertake an exercise that helps the children map the physical space, helps them to become familiar with safe spaces and safety protocols in schools (e.g. fire assembly point.)

Contingency Planning Guidelines

The following contingency plan is to be activated when supervisor/head teacher cannot report to the project sites for 5 consecutive days.

Preparation (This needs to be arranged as soon as possible by school or CFS)

- Nominate a community focal point for each location among teachers and CFS animators to interact with communities, (can be changed every 3 months, all community focal points to meet monthly).
- Teachers/CFS animators to identify residential location of each child and cluster them by their living areas. Nominate teachers/CFS animators who can take a lead in the areas.
- Inform teachers/CFS animators on payment continuation during non-working periods (volunteer payments are guaranteed during non-working periods; they will be paid when a security situation permits to do so).
- Identify focal points among teachers/CFS animator's/community members who are willing to work with children when security situations do not allow them to go to their schools.
- Identify likely locations (houses, community spaces) which can accommodate a group of children.

Preparation of contingency kits

Education	All children received their individual education bag (self-learning materials) Extra education bags are stored at some schools (but not all)
CP	The contents list is attached below, each kit will be accompanied by the activity book, enabling untrained volunteers/caregivers to conduct PSS activities. <ul style="list-style-type: none"> • Community PSS kits are stored at CFS • Family PSS kits area stored at CFS

Scenario 1. Children cannot leave their homes

- A community focal point to inform the community of activation of home based Edu/PSS activities
- CP animators to distribute the family PSS kits (or CP officers if they are based in areas) to individual homes
- Teachers to distribute extra education bags
- If security situation permits, teachers/CFS animators to drop by for follow up

Education Officer	<ul style="list-style-type: none"> • Communicate with CP officer and agree on moving to a contingency plan • Inform head teachers • Education agency to assign a community focal point (Either CP or Education officer), agree with community and inform a community focal point to tell community on decision • Monitor situation and report to Education Technical Coordinator (ETC) Senior Education Officer Instruct distribution of extra education bags if required. To be authorized by ETC
Head Teachers	<ul style="list-style-type: none"> • Inform teachers on moving to a contingency plan • Release extra educational bags for distribution • Instruct teachers on follow up monitoring if security situation permits
CP Officer	<ul style="list-style-type: none"> • Communicated with Education officer and agree on moving to a contingency plan • Inform head animators • Education agency to assign a community focal point (Either CP or Education officer), agree with community and, inform a community focal point to tell community on decision • Monitor situation and report to Senior CP Officer • Instruct animators distribution of family based PSS kits to be authorized by the child protection education technical coordinator
Head Animators	<ul style="list-style-type: none"> • Inform animators on moving to a contingency plan • Instruct distribution of PSS kits to families by teachers (or CP officers) • Instruct animators on follow up monitoring if security situation permits
A community focal point	<ul style="list-style-type: none"> • Inform a community/a camp management on closure of schools and CFS until further notice • Report to Education and CP officers on community response

Scenario 2. Children cannot go to their schools, but they can leave their houses

- A community focal point to inform the community of activation of community based Edu/PSS activities
- Mobilize teachers, CP animators, community volunteers who previously sign up to work with children under scenario 2 and gather children at safe locations (houses/community spaces)
- Transfer community PSS kits from schools/CFS to activity sites (subject to the security)

Education Officer/supervisor	<ul style="list-style-type: none"> • Communicate with CP officer and agree on moving to a contingency plan • Inform head teachers • Education provider to assign a community focal point (Either CP or Education officer), and agree with community Either CP or Education officer, inform a community focal point to tell community on decision • Monitor situation and report to Senior Education Officer
Head Teachers	<ul style="list-style-type: none"> • Inform teachers on moving to a contingency plan • Instruct teachers who previously agreed on working under this circumstance on start of community based education
Teachers who previously agreed on working	<ul style="list-style-type: none"> • Contact students in the assigned residential area • Start community based education classes • Report back to Head Teachers
CP Officer/supervisor	<ul style="list-style-type: none"> • Communicate with Education officer and agree on moving to a contingency plan • Inform head animators • Either CP or Education officer, inform a community focal point to tell community on decision • Monitor situation and report to Senior CP Officer • Instruct distribution of community PSS kits
Head Animators	<ul style="list-style-type: none"> • Inform animators on moving to a contingency plan • Instruct distribution of community PSS kits to animators/community volunteers • Instruct animators who previously agreed on working under this circumstance on start of community based PSS
Animators and community volunteers previously agreed on working	<ul style="list-style-type: none"> • Contact children in the assigned residential area • Transfer community PSS kits from schools/CFS • Start community PSS activities • Report back to Head Teachers
A community focal point	<ul style="list-style-type: none"> • Inform a community/a camp management on closure of schools and CFS until further notice • Report to Education and CP officers on community response

Scenario 3. Some children can go to their schools/CFS, but some children cannot

- Send some teachers and CFS animators to follow up community activities (as indicated in scenario 2) when some children are away from schools/CFS, and don't feel comfortable to attend schools/CFS.
- Operate schools/CFS with reduced staff (e.g. one animator per class room instead of two animators per class)

Education Officer/supervisor	<ul style="list-style-type: none"> • Communicate with CP officer and agree on moving to a contingency plan • Decide which teachers to work at school and which teachers to work in community • Inform head teachers • Either CP or Education supervisor, inform a community focal point to tell community of the decision • Monitor situation and report to Senior Education Officer
Head Teachers	<ul style="list-style-type: none"> • Inform teachers on moving to a contingency plan • Instruct teachers who to work at school and who to work in community.
Teachers who work in community	<ul style="list-style-type: none"> • Contact students in the assigned residential area • Start community based education classes • Report back to Head Teachers
CP Officer/supervisor	<ul style="list-style-type: none"> • Communicate with Education officer and agree on moving to a contingency plan • Decide which animators to work at CFS and which animators to work in community • Inform head animators • Either CP or Education officer, inform a community focal point to tell community of the decision • Monitor situation and report to Senior CP Officer • Instruct distribution of community PSS kits
Animators who work in community	<ul style="list-style-type: none"> • Contact children in the assigned residential area • Transfer community PSS kits from schools/CFS • Start community PSS activities • Report back to Head Teachers
A community focal point	<ul style="list-style-type: none"> • Inform community/ camp management on closure of schools and CFS until further notice • Report to Education and CP officers on community response

Scenario 4. Children/teachers/CFS animators can go to schools/CFS, but education supervisor cannot go

- Head teachers/head animators to consult with the local councils to decide if it is safe to keep schools/CFS open or not.
- If their decision is to keep schools/CFS closed, follow the scenario 1.
- If their decision is to keep schools/CFS open, monitor through a community focal point.

Head Teachers	<ul style="list-style-type: none"> • Together with Head Animators, consult with local councils • Inform the Education officer of the community decision
Head Animators	<ul style="list-style-type: none"> • Together with Head Teachers, consult with local councils • Inform the CP officer of the community decision

Preparation Check List

A community focal point nominated by education provider	Yes / No
Locations of children' houses identified	
Register of children with addresses	
A head teacher/ head animator to be in charge of locations identified	
Volunteers (teachers/animations/community members) willing to work under scenario 2 identified	
Locations for community based education/CFS identified	

Annex: Content List Community PSS kit/Family PSS kits

Incident Reporting

The information collected in this form must only be shared with the designated contact person. Under no circumstances should it be shared publicly or with individuals outside of the organisation without prior consent from the funding agency. No staff member is permitted to speak to the media without the prior consent of the Communications Manager.

These Standard Operating Procedures provide a framework for those staff gathering information pertaining to attacks on schools in Syria.

During the on-going conflict in Syria, schools are frequently attacked, destroyed and damaged denying children their right to education. When these incidents happen it is very important that we accurately document the details for a number of reasons:

- To raise awareness at the highest levels of the devastating of attacks and damage to schools and the impact that this is having on children
- To advocate with donors to provide increased funding to repair damaged schools or make changes to existing schools to keep them safe as well as ensuring that there is sufficient funding to ensure education in Syria can adapt to the changing context to allow children to access their right to education
- To undertake trend analysis to enable us to develop future programmes that are responsive to the realities of the situation on the ground.

Whenever there is an attack on a school education provider, staff and teaching volunteers should fill in an incident report form, the information from which is used to inform for immediate response, monitor trends and raise awareness. The name of the individual who provided this information will never be publicly disclosed. The reports must cover attacks on:

- Schools supported by education provider (INGOs, LNGOS, or educational body)
- Schools in the operational area near your school (around 1 KM)
- Schools outside of the operational area of coverage (5 KM)

Attacks on education are any intentional threat or use of force against students, educators and education institutions. For the purposes of this reporting system we are requesting that any incident that threatens children's access to education be reported. This includes:

- Aerial bombardment
- Arson/fire
- Car bomb/ explosions
- Clashes/gunshots
- Direct attack on teacher or student
- Flyover
- Intimidation of staff / students / education staff
- Kidnapping/arrest of a teacher or student
- Looting/theft
- Occupation by armed group/s
- Use of schools by IDPs
- Presence of armed men in school
- Shelling
- Any other incident that affect the delivery of safe education.

Definition of terms:

Eye witness – an individual who themselves saw the incident take place in the time of the incident; i.e. they were in a school or close to it when an attack took place and they saw a barrel bomb falling from the sky and falling close to the school.

Primary source – an individual who spoke to an eye witness to gather information about what happened.

Secondary source – an individual who was not present at the time of the incident but who has credible information about what happened.

Custody of information:

- Whenever possible an initial report should be completed directly by an eye witness.
- If this is not possible, an eye witness should directly provide the necessary information to an education provider staff member who will complete the form. In this instance the individual receiving the information for the report becomes the primary source.
- In some circumstances no eye witnesses will be available. In this instance, education provider staff must endeavour to speak to a primary source (an individual who received information from an eye witness.) This information is thus considered to be secondary source information.
- It is vital that the trail of information is made clear in the report form. The individual completing the form should note if they are an eye witness, primary source or secondary source. To the degree possible, the individual completing the form should outline how the information in the form came to them. Please use the narrative section to outline this information trail as accurately as possible.

Timeframe for reporting:

- 0 – 6 hours following an incident: eye witness to alert the supervisor of the incident providing as much information as possible. This can be via phone, WhatsApp etc. as physical access may be constrained.

Completing the report:

- No staff member or other eye witness should put themselves or others in danger by collecting information about an incident.
- The Education provider/supervisor team in Syria are responsible for working with and supporting the eye witness(es) - be they staff or community members – to gather all the necessary information to fill in the form and to ensure the confidentiality of the eye witness (if requested.)
- If there is more than one eye witness and they are providing contradictory information, separate incident report forms must be completed until the details can be verified and a final report can be completed.
- The eye witness does not need to physically fill in the form themselves but must be able and prepared to give the details (i.e. verbally, over the phone, by WhatsApp, email etc.)
- The education team is responsible for sending the reports to the funding agency focal point.
- Funding agency focal point has the responsibility to inform other relevant individuals.

Photos and film:

- If it is safe to do so, the eye witness should take images after the incident. If this is not possible.
- Where possible, those taking photos should enable the time/date stamp function, so details of when the image was taken are embedded in the metadata.
- If it is safe to do so, location/GPS data should also be included in the met data of the images.
- To the degree possible, take a variety of images including those inside and outside of the building, and from a variety of angles. Please try to avoid including people in photos so as to protect their safety and security.

Follow up:

Please state on the form if the eye witness or primary source would be willing to be contacted to answer follow up questions, and how this might happen.

Incident Report Form:

Education- Incident Report			
Date of Incident (dd/mm/yy): تاريخ الحادثة		Incident Report Form filled by: تم تعبئة التقرير من قبل؟	
Incident Time: توقيت الحادثة		Form filled by, Position منصب الشخص الذي رفع التقرير	
Date of first report (dd/mm/yy) تاريخ رفع أول تقرير		Reported to رفع التقرير إلى	
Report Submission Time: توقيت رفع التقرير		Site Security Focal Point المسؤول الأمني عن الموقع	

A. Incident- General Information / معلومات عامة عن الحادثة	
Governorate / المحافظة	
District/ المنطقة:	
Sub-District/ الناحية	
Village/ القرية:	
School Name / اسم المدرسة	

School supported by / المدرسة تتلقى الدعم من قبل
Partner Name:

Distance between school and incident place / بعد المدرسة عن موقع الحادثة		
<input type="checkbox"/> Inside the school / داخل المدرسة <input type="checkbox"/> < 100 m / أقل من 100 متر <input type="checkbox"/> 500-750 m	<input type="checkbox"/> 100 250 m <input type="checkbox"/> 750-1000 m	<input type="checkbox"/> 250-500m <input type="checkbox"/> > 1000 m / أكثر من 1000 متر

Incident Type / نوع الحادثة	
<input type="checkbox"/> Aerial bombardment قصف جوي	<input type="checkbox"/> Kidnapping/arrest of a teacher or student خطف / اعتقال طالب أو مدرس
<input type="checkbox"/> Arson/fire حريق	<input type="checkbox"/> Looting/theft سرقة
<input type="checkbox"/> Car bomb/explosion انفجار/تفجير سيارة	<input type="checkbox"/> Occupation by armed group/s انشغال المدرسة من قبل جماعة / جماعات مسلحة
<input type="checkbox"/> Clashes/gunshots اشتباكات/إطلاق رصاص	<input type="checkbox"/> Occupation by IDPs انشغال المدرسة من قبل النازحين
<input type="checkbox"/> Direct attack on teacher or student هجوم مباشر على مدرس أو طالب	<input type="checkbox"/> Presence of armed men in school حضور مسلحين في المدرسة
<input type="checkbox"/> Flyover تحليق طيران	<input type="checkbox"/> Shelling قصف مدفعي
<input type="checkbox"/> Intimidation of staff / students / SC education staff تهديد موظف أو طالب أو شخص من الكادر المدرسي	<input type="checkbox"/> Other, Please specify الرجاء التحديد، أخرى: _____

B. Impact of Incident / تأثير الحادثة			
Impact on Children / الأثر على الأطفال			
# Boys killed / عدد الأطفال الذكور الذين قتلوا		# Girls killed / عدد الأطفال الإناث الذين قتلوا	
# Boys Injured / عدد الأطفال الذكور الذين جرحوا		# Girls Injured / عدد الأطفال الإناث الذين جرحوا	
Impact onVolunteers / الأثر على المتطوعين			
# Males killed / عدد المتطوعين الذكور الذين قتلوا		# Females killed / عدد المتطوعين الإناث الذين قتلوا	
# Males Injured / عدد المتطوعين الذكور الذين جرحوا		# Females Injured / عدد المتطوعين الإناث الذين جرحوا	
Impact onStaff / الأثر على الموظفين			
# Males killed / عدد الموظفين الذكور الذين قتلوا		# Females killed / عدد الموظفين الإناث الذين قتلوا	
# Males Injured / عدد الموظفين الذكور الذين جرحوا		# Females Injured / عدد الموظفين الإناث الذين جرحوا	
Impact onSchool Building / الأثر على مبنى المدرسة			
<input type="checkbox"/> Total Destruction / دمار كامل		<input type="checkbox"/> Serious Damage / ضرر جدي	
<input type="checkbox"/> Minor Damage / ضرر ثانوي		<input type="checkbox"/> None / لا يوجد أثر	
Impact onSchooling Operation / الأثر على عملية التعليم			
<input type="checkbox"/> No change / لا تغيير		<input type="checkbox"/> 1-3 days of suspension / 1-3 أيام من التوقيف	
<input type="checkbox"/> 3-5 days of suspension / أيام من التوقيف 3-5		<input type="checkbox"/> 5-12 days / 5-12 أيام من التوقيف	
<input type="checkbox"/> Requires a security evaluation / يتطلب تقييم أمني			

C. Incident Description / وصف الحادثة

D. Actions Taken / الإجراءات المتخذة		
Immediate Response taken / الاستجابة المباشرة المتخذة	Date of taking action (dd/mm/yy) / تاريخ اتخاذ الإجراء (اليوم/الشهر/السنة)	Action is taken by / تم الإجراء من قبل
<input type="checkbox"/> No action required / لا حاجة لاتخاذ إجراء		
<input type="checkbox"/> No action taken / لا إجراءات اتخذت		
<input type="checkbox"/> Students Dismissal / صرف الطلاب		
<input type="checkbox"/> Closure of school (Students and Teachers dismissal) / إغلاق المدرسة (صرف الطلاب والمعلمين)		
<input type="checkbox"/> First aid / إسعافات أولية		
<input type="checkbox"/> Search for missing students / البحث عن الطلاب المفقودين		
<input type="checkbox"/> Taking Injured people to the hospital / نقل المصابين إلى المشفى		
<input type="checkbox"/> Other, please specify / الرجاء، أخرى التحديد:		
Explain Immediate Response taken (Narrative) / اشرح الاستجابة المباشرة المتخذة (سردية)		
Reasons behind the Immediate Response taken / السبب للاستجابة المباشرة المتخذة		

Required follow up / المتابعة المطلوبة	
Required follow up, done? / هل تمت المتابعة المطلوبة؟	<input type="checkbox"/> Yes / نعم <input type="checkbox"/> No / لا
Post Incident Followed Up By / تمت المتابعة لما بعد الحادثة من قبل	
Contingency plan been applied? / هل طبقت خطة الطوارئ؟	<input type="checkbox"/> Yes / نعم <input type="checkbox"/> No / لا
If yes, how? / إذا طبقت خطة الطوارئ، اشرح كيف	
If no, please explain Impediments of applying the emergency plan / إذا لم تطبق، الرجاء شرح السبب	
Is Education for children still ongoing? / هل عملية التعليم لازالت مستمرة للأطفال؟	<input type="checkbox"/> Yes / نعم <input type="checkbox"/> No / لا
If yes, please explain how / إذا نعم، الرجاء شرح كيف	

E. Additional Information / معلومات إضافية	
Incident witnesses / شهود الحادثة	Incident witnesses position / منصب شهود الحادثة
External Actors involved / الأطراف الخارجية ذات صلة بالحادثة (المسبب للحادثة)	
Number of pictures available / عدد الصور المتوفرة	Comments and Additional Information Available / ملاحظات و معلومات إضافية متوفرة

Last Updated on (dd/mm/yy) آخر تحديث بتاريخ (اليوم/الشهر/السنة)		Last Updated by: تم آخر تحديث من قبل	
Date of Closing (dd/mm/yy) تاريخ إغلاق الملف (اليوم/الشهر/السنة)		Position of person last updated the file / منصب الشخص الذي حدث الملف لآخر مرة	

Hygiene IEC Messages

Hygiene is the practice of keeping oneself and one's surroundings clean, especially in order to prevent illness or the spread of disease. Hygiene is important to ensuring children's ongoing safety. Emergencies create an environment in which germs flourish: over-crowding, traumatized immune systems, poor (or no) access to facilities, latrines, safe water and exposure to disease pathogens - all of which endanger people's health and survival. Education facilities can serve as an important platform for distributing lifesaving messages. The IEC messages below can be used in educational facilities to help reinforce positive hygiene practices and increase safety of children. These messages can reinforce positive practices

GOOD



This woman takes care of the cleaning of the latrine and of the surrounding environment. That's a good practice.

GOOD



This woman is washing her hands with soap and running water.

GOOD



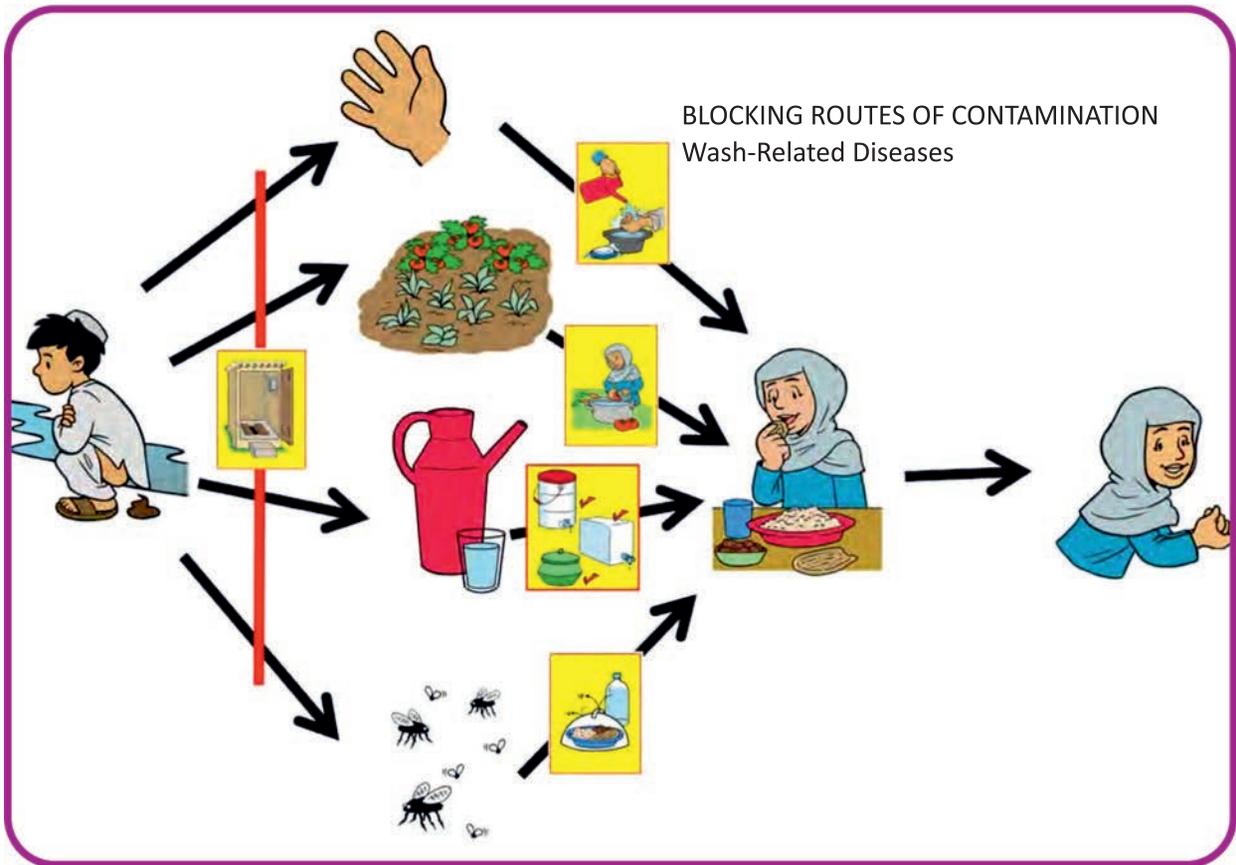
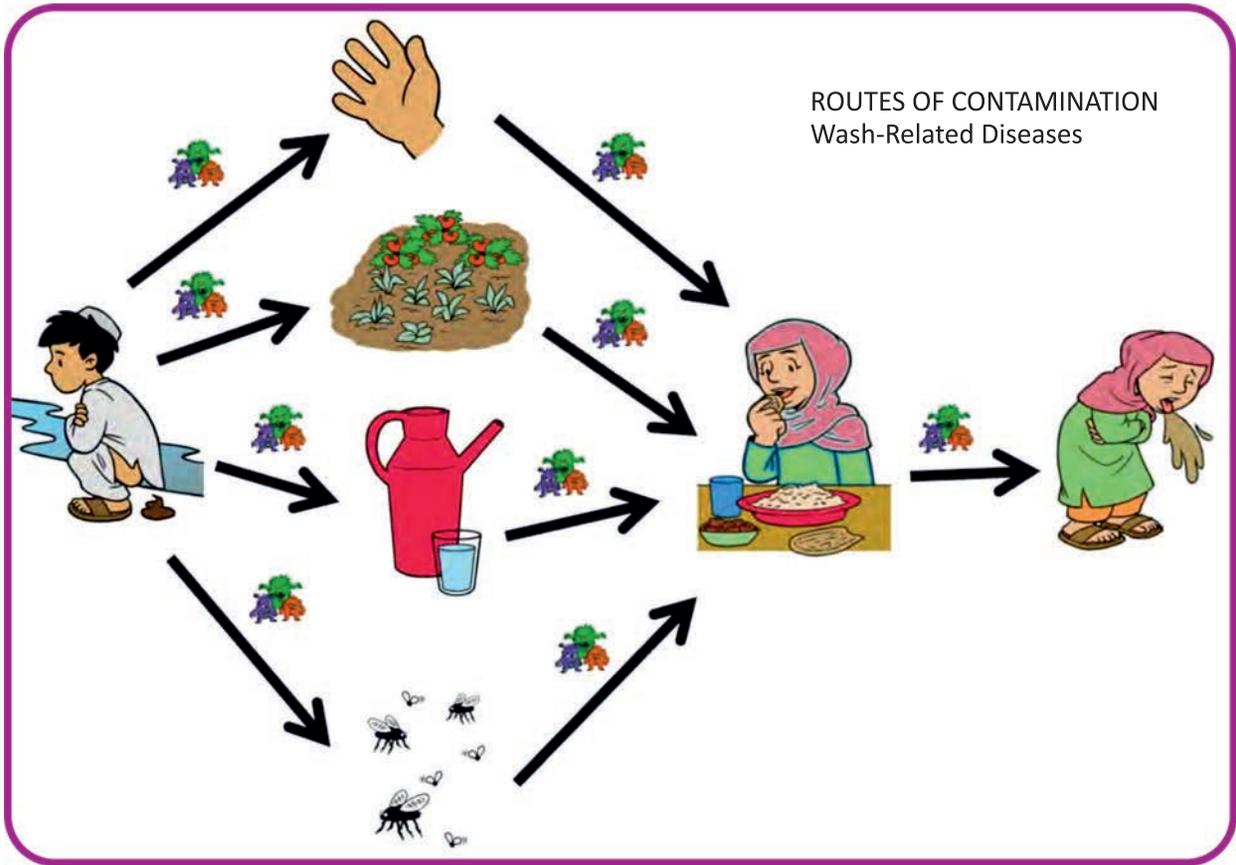
This kid is drinking water from a protected container with a clean glass; which is a good practice

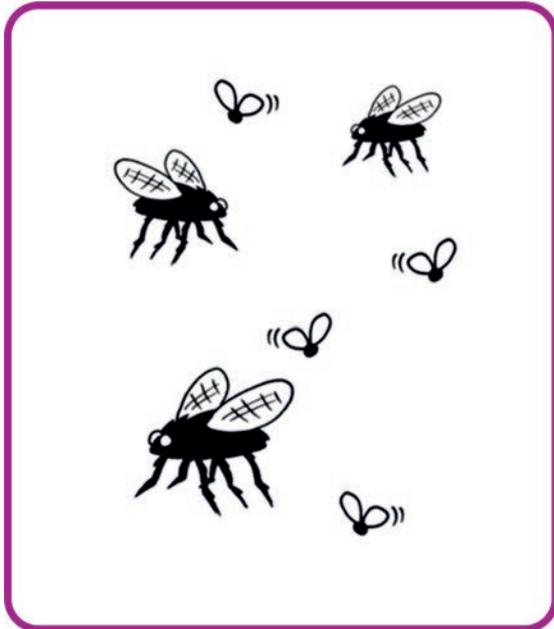
GOOD



This woman is throwing the waste water in the drainage/sewage system, which is a good practice.

Because it would become dirty stagnant water, generating bad smell, attracting and breeding diseases-vectors (insects, rats, mosquitoes, sand-flies...).





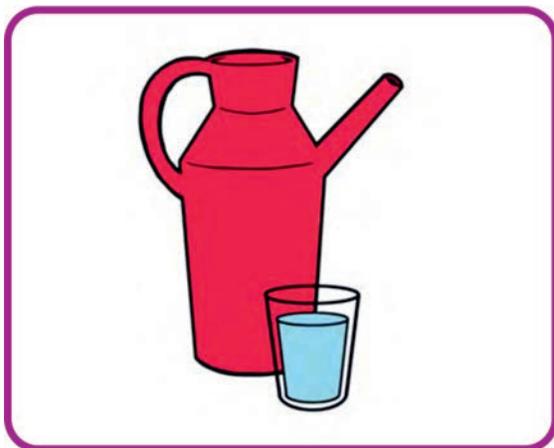
Flies

By touching everything, from dirt, excreta to food or human body, the flies spread microbes.



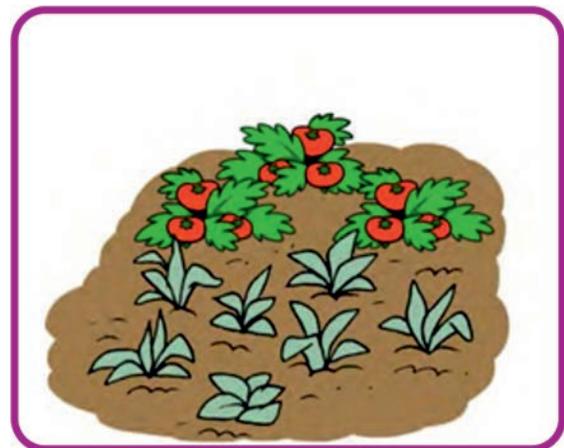
Non-covered Food

Non-covered food is exposed to any kind of contaminations, flies, dirt and animals parasites.



Water (Fluids)

Non-protected water source or non-treated water can be contaminated with microbes and source of diseases. Water sources can be contaminated through direct pollutions (dirty water run-off towards surface water) or indirect pollutions (dirty water infiltration towards underground water)



Fields

Grown fruits and vegetables can be directly contaminated (microbes from open defecation or flies carrying microbes) or indirectly contaminated (soil contaminated through infiltration of microbes from open defecation + chemicals from pesticides and fertilizers – then plants and their fruits get contaminated through their roots).



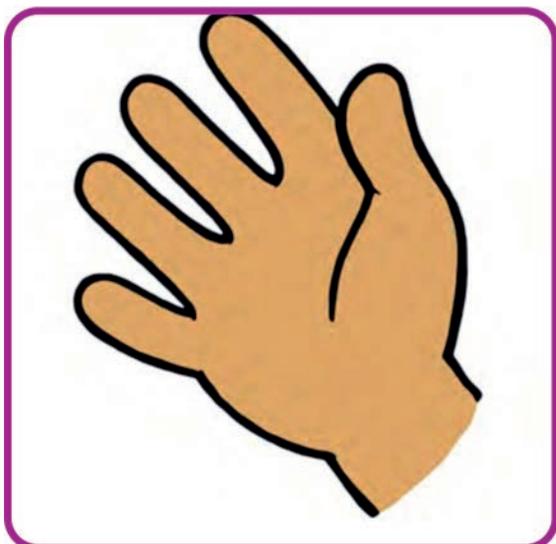
Faeces (open defecation)

Starting point of the diagram
Microbes from non-properly managed faeces/excretes (and even wastes) might run-off and/or infiltrate, contaminating water sources and soils.



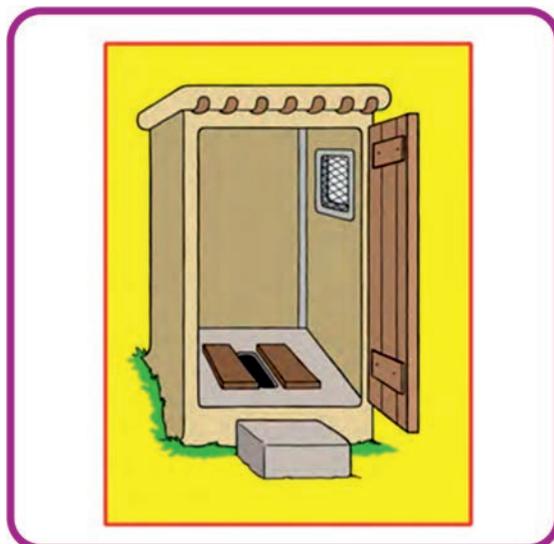
Disease

Ending point of the diagram
Contaminated water and food
+ Unclean environment + Improper hygiene practices lead to diseases



Fingers

If hands are not washed after defecating or using the latrine, they're covered of microbes.
When using dirty fingers to eat or even touching mouth/ eyes, it will easily spread diseases.



Blocking the routes of contamination
Using proper latrine

Latrine would improve environment cleanness, avoiding flies, blocking run-off of excretes in water and limiting infiltration of excretes and thus pollution of water sources and soils.



Blocking the routes of contamination
Washing vegetable/fruits with clean water

Vegetable/fruits contaminated are cleaned by washing it with clean water which will remove 'surface' pollution. But then, food should be well cooked to remove other kind of pollutions.



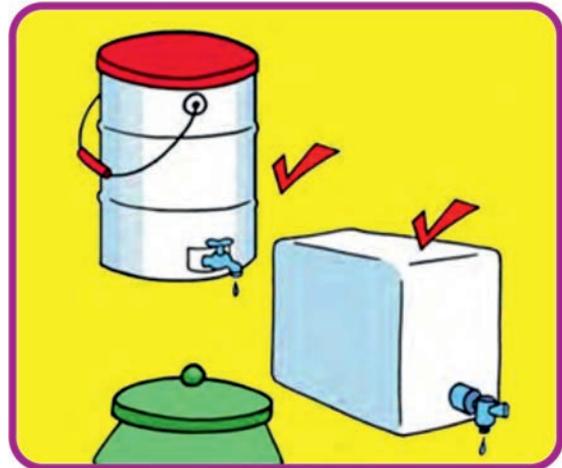
Blocking the routes of contamination
Hand-washing with soap

Hand-washing with soap and running water at critical times (after using latrine, after cleaning the baby, before cooking, before eating, before feeding and breastfeeding the kids) is the best way to prevent WASH-related diseases.



Blocking the routes of contamination
Covered food

Covering food (and keeping it in a fresh place when necessary) avoids any kind of contamination (more especially from flies).



Blocking the routes of contamination
Drinking clean water

Collecting water from safe water source with clean and closed containers + Treating it (chlorine or ebullition) when necessary + Store it in clean and closed containers + Drinking it with clean recipients

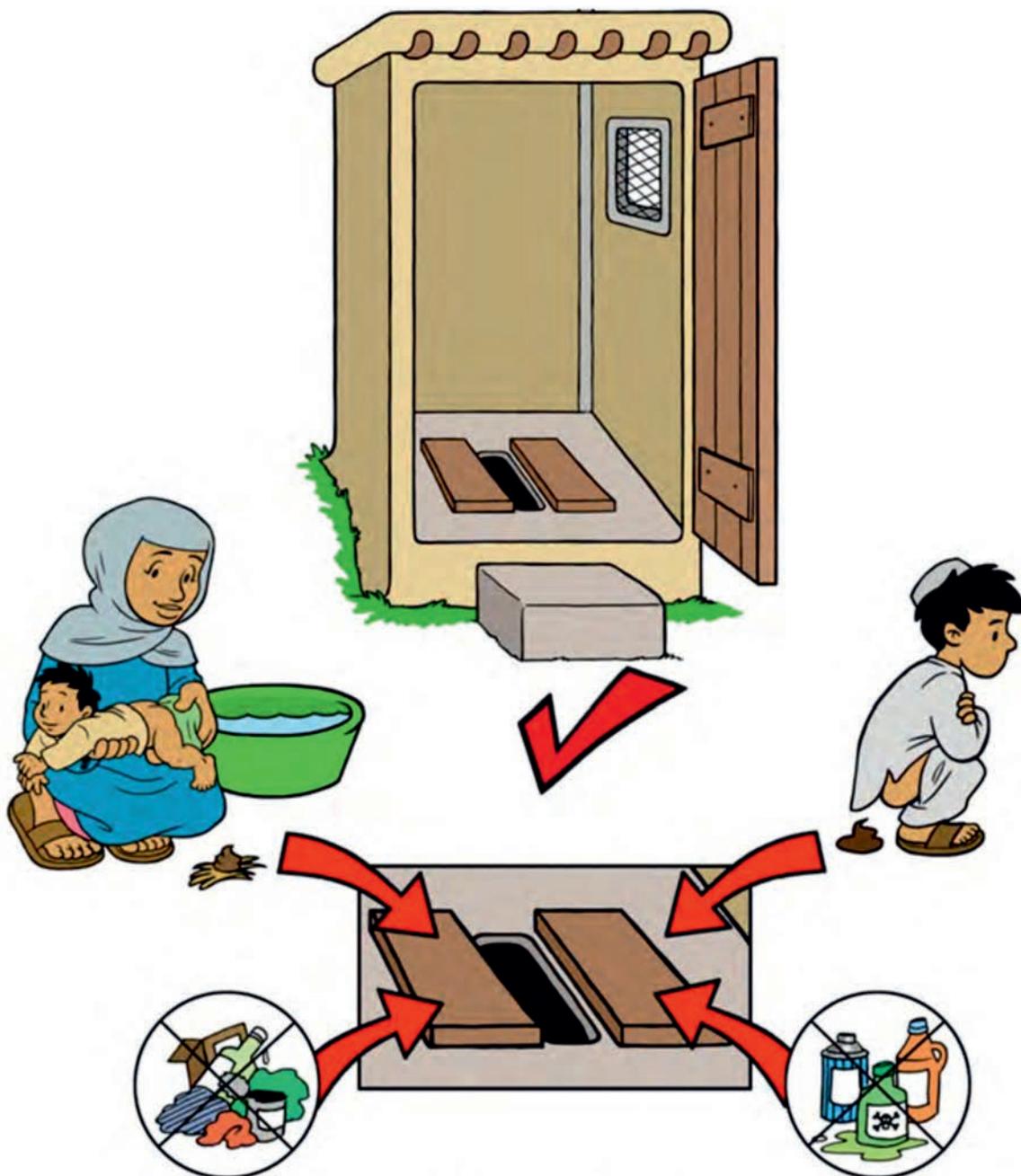


Throw your wastes in the specific and designated place



Throw your waste water in the toilet or in the drainage

STOP MICROBES
PROPERLY DISPOSE YOUR WASTE



**LOOK AFTER
YOUR LATRINE**

Section 05

Human Resources

Section 05



HUMAN RESOURCES

School Personnel: Code of Ethics

Volunteer Handbook

Referral System

School Personnel: Code of Ethics

Preamble

- 1) This declaration represents an individual and collective commitment by teachers and other education personnel. It is complementary to the laws, statutes, rules and programmes that define the practice of the profession. It is also a tool that aims at helping teachers and education personnel respond to questions related to professional conduct and at the same time to the problems arising from relations with the different participants in education;
- 2) Quality public education, a cornerstone of a democratic society, has the task of providing equality of educational opportunity for all children and youth and is fundamental to the well-being of society through its contribution to economic, social, and cultural development. Teachers and education personnel have a responsibility to foster confidence among the general public in the standards of service that can be expected from all engaged in this important task;
- 3) The exercise of responsible judgement is at the heart of professional activity, and the actions of caring, competent and committed teachers and education personnel to help every student reach his or her potential is a critical factor in the provision of quality education;
- 4) The expertise and commitment of teachers and education personnel must be combined with good working conditions, a supportive community and enabling policies to allow quality education to take place.
- 5) The teaching profession may benefit greatly from a discussion about the core values of the profession. Such raising of consciousness about the norms and ethics of the profession may contribute to increasing job satisfaction among teachers and education personnel, to enhancing their status and self-esteem, and to increasing respect for the profession in society;
- 6) Teachers and education personnel and their unions, by virtue of their membership in Education International (EI), are committed to the promotion of education that helps develop a person's capacity to live a fulfilled life and to contribute to the wellbeing of society;
- 7) Recognising the extent of the responsibilities inherent in the teaching process and the responsibility to attain and maintain the highest degree of ethical conduct towards the profession, to students, colleagues and parents,

Education International member organisations should

- a. actively promote the policies and resolutions adopted by the EI Congress and Executive Board including this Declaration on Professional Ethics;
- b. work to ensure that teachers and other education personnel benefit from terms and conditions of work that allow them to fulfil their responsibilities;
- c. work to ensure the rights guaranteed to all workers in the ILO Declaration on Fundamental Principles and Rights at Work and its Follow-up which encompasses:
 - o the right to freedom of association;
 - o the right to bargain collectively;
 - o freedom from discrimination at work;
 - o equality at work;
 - o freedom from forced, or bonded labour; the elimination of child labour;
- d. work to ensure that their members have the rights outlined in the ILO/UNESCO Recommendation concerning the Status of Teachers and the UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel;
- e. combat all forms of racism, bias or discrimination in education due to gender, marital status, sexual orientation, age, religion, political opinion, social or economic status, national or ethnic origin;
- f. cooperate at the national level to promote quality government funded education for all children, to enhance the status and to protect the rights of education personnel;
- g. use their influence to make it possible for all children worldwide, without discrimination, and particularly child labourers, children from marginalized groups or those having specific difficulties to have access to quality education;

Declaration:**ARTICLE 1. Commitment to the profession: Education personnel shall:**

- a. justify public trust and confidence and enhance the esteem in which the profession is held by providing quality education for all students;'
- b. ensure that professional knowledge is regularly updated and improved;
- c. determine the nature, format and timing of their lifelong learning programs as an essential expression of their professionalism;
- d. declare all relevant information related to competency and qualifications;
- e. strive, through active participation in their union, to achieve conditions of work that attract highly qualified persons to the profession;
- f. support all efforts to promote democracy and human rights in and through education;

ARTICLE 2. Commitment to students: Education personnel shall:

- a) respect the rights of all children to benefit from the provisions identified in the UN Convention on the Rights of the Child particularly as those rights apply to education;
- b) acknowledge the uniqueness, individuality and specific needs of each student and provide guidance and encouragement to each student to realise his/her full potential;
- c) give students a feeling of being part of a community of mutual commitment with room for everyone;
- d) maintain professional relations with students;
- e) safeguard and promote the interests and well-being of students and make every effort to protect students from bullying and from physical or psychological abuse;
- f) take all possible steps to safeguard students from sexual abuse;
- g) exercise due care, diligence and confidentiality in all matters affecting the welfare of their students;
- h) assist students to develop a set of values consistent with international human rights standards;
- i) exercise authority with justice and compassion;
- j) ensure that the privileged relationship between teacher and student is not exploited in any way, particularly in order to proselytise or for ideological control;

ARTICLE 3. Commitment to colleagues: Education personnel shall:

- a) promote collegiality among colleagues by respecting their professional standing and opinions; and be prepared to offer advice and assistance particularly to those beginning their career or in training;
- b) maintain confidentiality of information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
- c) assist colleagues in peer review procedures negotiated and agreed to between education unions and employers;
- d) safeguard and promote the interests and well-being of colleagues and protect them from bullying and from physical, psychological or sexual abuse;
- e) ensure that all means and procedures for the implementation of this declaration are the object of thorough discussions in each national organisation in order to ensure its best possible application

ARTICLE 4. Commitment to Management Personnel: Education personnel shall:

- a) be knowledgeable of their legal and administrative rights and responsibilities, and respect the provisions of collective contracts and the provisions concerning students' rights
- b) carry out reasonable instructions from management personnel and have the right to question instructions through a clearly determined procedure

ARTICLE 5. Commitment to parents: Education personnel shall:

- a) recognise the right of parents to information and consultation, through agreed channels, on the welfare and progress of their child;
- b) respect lawful parental authority, but give advice from a professional point of view that is in the best interest of the child;
- c) make every effort to encourage parents to be actively involved in the education of their child and to actively support the learning process by ensuring that children avoid forms of child labour that could affect their education;

ARTICLE 6. Commitment to the teacher: The community shall:

- a) make it possible for teachers to feel confident that they themselves are treated fairly while attending to their tasks;
- b) recognise that teachers have a right to preserve their privacy, care for themselves and lead a normal life in

**Sample List Unacceptable Behavior**

Staff, partners and other representatives must never:

1. Hit or otherwise physically assault or physically abuse children.
2. Engage in sexual activity or have a sexual relationship with anyone under the age of 18 years regardless of the age of majority/consent or custom locally. Mistaken belief in the age of a child is not a defence.
3. Develop relationships with children which could in any way be deemed exploitative or abusive
4. Act in ways that may be abusive in any way or may place a child at risk of abuse.
5. Use language, make suggestions or offer advice which is inappropriate, offensive or abusive
6. Behave physically in a manner which is inappropriate or sexually provocative
7. Have a child/children with whom they are working to stay overnight at their home unsupervised unless exceptional circumstances apply and previous permission has been obtained from a their line manager
8. Sleep in the same bed as a child with whom they are working
9. Sleep in the same room as a child with whom they are working unless exceptional circumstances apply and previous permission has been obtained from a their line manager
10. Do things for children of a personal nature that they can do themselves
11. Condone, or participate in, behaviour of children which is illegal, unsafe or abusive
12. Act in ways intended to shame, humiliate, belittle or degrade children, or otherwise perpetrate any form of emotional abuse
13. Discriminate against, show unfair differential treatment or favour to particular children to the exclusion of others.
14. Spend excessive time alone with children away from others in a manner which could be interpreted as inappropriate
15. Expose a child to inappropriate images, films and websites including pornography and extreme violence
16. Place themselves in a position where they are made vulnerable to allegations of misconduct

(This is not an exhaustive or exclusive list. Staff, partners and other representatives should at all times avoid actions or behaviour which may allow behaviour to be misrepresented, constitute poor practice or potentially abusive behaviour.)

Referral System

How to make referrals for particularly vulnerable children in Syria:

1. If during your daily work and field visits you identify a child in one of the following situations, please report it to the Child Protection Community Worker in that village/town/camp:
 - Children who lost both parents (usual caregiver) and are not cared for by anybody in their extended family (uncle, aunt, cousins, etc.);
 - Children who have been separated from their parents, they live with some other members of their family and they don't seem to be doing well (children are discriminated in the family, they receive less than other children in the same family, they are dirty or frequently injured or sick etc.);
 - Children living in child/elderly/disabled/female headed households;
 - Children who dropped out of school;
 - Children who are engaged in work related activities;
 - Children who shows signs of physical violence on their bodies (bruises, fractures, etc.);
 - Children who show signs of sexual abuse and/or violence
 - Children who have diseases or disabilities and can't access medical facilities;
 - Children living in very poor conditions;
 - Children who look dirty and not well looked after by their family;
 - Children who show high levels of distress (extremely fearful, aggressive, isolated, hyperactive, etc.);
 - Girls who got married at an early age or who are at risk of being married soon (<18 years old);
 - Any child you suspect may be victim of or at risk of any forms of violence, abuse, neglect, exploitation;
2. Remember that you don't need to conduct any investigation, you will just need to report what you observed and heard and the information that you know to the community worker and he/she will pay a visit to the child to assess his/her situation;
3. When reporting to the community worker your information will be recorded in a form called 'referral form'. You may fill it by yourself or the community worker can help you fill it;
4. In case you identify a child in need of support in areas where there is no community worker and CP programme, you can:
 - Report the case to the Local Council and find out if there is any support that is available locally from the Local Council itself, community groups, NGOs;
 - After speaking to the Local Council, if you realise that the problem cannot be solved locally, please report the case to the CP Officer
 - When reporting to the CP Senior Officer your information will be recorded in a form called 'referral form'. You may fill it by yourself or the CP Senior Officer can help you fill it.

After your referral, the community worker will pay a visit to the child, assess his/her situation and decide whether the child can be supported directly or if they need to refer the child to another service provider.

Please remember that you will not need to share the information you know with anybody other than the community worker. Personal information is sensitive information and must be protected.

Section 06

Wellbeing

Section 06



WELLBEING

Student and Staff Wellbeing

Psychological First Aid (PFA): Key Messages

Self-Care

Stress Management for Staff

Post Incident Activities

The conflict in Syria has had a large impact on its population. The number of victims rises every day with over 200,000 people dead and a huge number of internal displacements and mounting refugee outflows. The UN estimates that close to 4.3 million people, of whom up to one million are children, live in hard to reach areas.

This acute crisis requires all those who care for children – teachers, parents and facilitators - to understand the impact on children and how to help children cope with both physical and psychological stress that is caused by displacement and life threatening insecurity.

All those who work directly with children are in a position to make a big difference in helping to reduce the levels of stress on boys and girls. Research has shown that prolonged stress affects students' social, emotional, and behavioural health and curtails their academic achievement. The Centre for the Developing Child at Harvard University reports that stress in childhood, particularly in early years has a profound impact on the development of cognitive and executive function². When children are subject to stressful experiences, they will bring their anxiety and stress into school. This has enormous implications for teachers and the students themselves. Children who are stressed are unable to concentrate, pay attention and learn. For children to learn effectively, they need to be stress free and safe.

How children respond to a crisis situation depends primarily on how the adults—parents and teachers—in their lives are responding. If the parents are able to keep a calm and structured environment at home and teachers are able to help children feel safe in school, children will feel a sense normalcy essential to reducing stress³.

When children feel stress, it may manifest as increased absenteeism, a drop in classroom performance, or more frequent physical complaints (e.g. stomach-aches, headaches, etc.) Children may not be able to articulate what is bothering them and may become disruptive, inattentive, or moody without knowing exactly why. Families and students who were having problems before the crisis are especially vulnerable.

In many respects school staff members have become their students' frontline crisis caregivers. Teachers may be coping with an increase in individual student and classroom issues that interfere with learning. Many families and students are more transient and school staff members will need to support both incoming and outgoing students.

There are training packages in this manual that help teachers develop skills to set a safe and protective environment, enable meaningful learning and practice positive discipline. All of these practices help children cope with crises and reduce their level of stress. A teacher who understands child development, the implications of stress and what children need, can support children's wellbeing even in the direst circumstances.

Aside from employing teaching practices that are compassionate and help children feel safer, teachers can support children and their families to address immediate distress. In cases of acute stress, children may be referred to specialist services such as child protection or healthcare but more often than not a child's stress can be alleviated by their family and school personnel.

Teachers cannot meet all of the needs of their students alone but they are in a unique position to help children cope with and manage the crises. The responsibility to manage this crisis may seem daunting, but actors are committed to ensuring that resources that meet immediate needs and bolster a school community's resilience and effectiveness over time, are available to education personnel. These resources are included in this manual however it is worth noting that this is not an exhaustive list.

¹<http://syria.unocha.org/> date to June 2014

²Building Brain's Air Traffic System: How early experiences shape the development of executive function, Working Paper 11, Jack Shonkoff, Centre for the Developing Child, Harvard University, 2011.

³Healing Classrooms, IRC, 2002.

The resources include the following:

1. Psychological First Aid (PFA) – key messages is a basic guide on how to interact with children in crises. It provides an overview of the impact of crises on children and recommendations for practitioners who work with children. It should be used as a refresher and whenever quick action is required, for example directly after an incident.
2. PFA Training – The Psychological First Aid Training Manual for Child Practitioners (PFA) was developed for the Child Protection Initiative, to facilitate training in psychological first aid with a focus on children. It is aimed at developing skills and competencies that will help child protection staff reduce the initial distress of children who have recently been exposed to a traumatic event. The training targets are staff, partners, and professionals such as teachers, educators, health and social workers etc., and volunteers working directly with children in emergencies or in the aftermath of conflicts, natural disasters and critical events.
3. Stress management for educators – as part of psychological first aid, practitioners are provided with guidance on self-care.
4. Post incident activities - Following up after an incident is crucial for resuming activities and normalizing the school and learning environment. Activities to help support this are outlined in this section.
5. Psychosocial Support (PSS) for Youth training - this is a guide for facilitators who work with youth (13-17). Youth are a vulnerable demographic group. They are at risk of child labour, early marriage and recruitment. Facilitators are in a unique position to help young people cope with the crises and support them to continue their education.
6. Teacher Learning Circles and Self Care – this is a guide for teachers to meet and support each other in a peer learning circle that helps their practice and wellbeing.

Psychological First Aid (PFA): Key Messages

Please find PFA training guide as an Annex.

Being a responsible PFA provider

- 5 core principles
 - **TRUSTWORTHY.** People need to trust in you, thus be as honest and trustworthy as you can. To make people trust on you show professionalism, being organized and open minded will help to develop that.
 - **RESPECT.** Remember always that people have last word. Don't forget their right to make their own choice. Behave appropriately by considering the person's culture, age and gender.
 - **NEUTRALITY.** Be aware of and try to set aside your own biases and prejudices.
 - **AVAILABILITY.** Make it clear to people that even they refuse help now, they can still access help in the future.
 - **CONFIDENTIALITY.** You must not convey personal information to other staffs without taking the permission from the children and their parents. In the case that you receive information about serious criminal acts, you are obliged to break confidentiality and convey the information to your line manager in your organisation.

Don'ts when providing PFA

- Don't exploit your relationship as a helper.
- Don't ask the person for any money or favour for helping them.
- Don't make false promises or give false information or exaggerate your skills.
- Don't exaggerate your skills.
- Don't force help on people, and be intrusive or pushy.
- Don't pressure people to tell you their story.
- Don't share the person's story with others.
- Don't judge the person for their actions or feelings.

Domain	Positive	Negative
Cognitive	Confusion, disorientation, concentration difficulties, memory problems, worry, intrusive thoughts and images, self-blame	Determination and resolve, sharper perception, courage, optimism, faith
Emotional	Shock, sorrow, grief, sadness, fear, anger, numb, irritability, guilt and shame	Feeling involved, challenged, mobilized (fight/ flight reactions)
Social	Extreme withdrawal, interpersonal conflict, impaired functioning in work and education	Social connectedness, altruistic helping behaviours
Physical	Fatigue, headache, muscle tension, stomach ache, increased heart rate, exaggerated startle response, difficulties sleeping	Alertness, bodily readiness to respond, increased energy

Common reactions to stressful events

Reactions for children 0-4 years old

- Clinging to parents.
- Worries that something bad will happen.
- Changes in sleeping patterns.
- Changes in eating pattern.
- Increase in crying and irritability.
- No interest in playing.
- Afraid of things that did not frighten them before.
- Hyperactivity and poor concentration.
- Plays aggressively and in a violent way.
- Stubborn and demanding.
- Hits and yells at caregiver.
- Regression to younger behaviour.

Reactions for children 4-6 years old

- Inactive.
- Does not play or plays repetitive games.
- Anxiety.
- Stops talking.
- Sleeping problems (nightmares).
- Eating problems.
- Clinging behaviour.
- Confusion or impaired concentration.
- Regression to younger behaviour; bed wetting.
- Physical symptoms.
- Irritability.
- Little or no understanding of death as permanent. The child may keep asking when a dead person will return.
- “Magical thinking”. The child may believe that wishes will be fulfilled and thoughts will be realised.

Reactions for children 6-12 years old

- Variable level of activity - from passive to overactive.
- Confused with the emergency situation.
- Withdrawal from social contacts with family and friends.
- Talk about the event in a repetitive manner and keeps returning to details.
- Reluctant to go to school or under achieves.

- Fear, especially when s/he is reminded of the shocking events; maybe unwilling to recall the event, and fear triggered by sounds or smells.
- Fear of being overwhelmed by feelings; emotional confusion and labile mood.
- Impact on memory, concentration and attention.
- Sleep and appetite disturbances, aggression, irritability and restlessness.
- Self-blame and guilt feelings.
- Somatic complaints: complaints with no apparent cause, e.g. headaches, muscle and stomach pain.
- Concerned about other affected persons.

Reactions for children 12-18 years old

- Feeling self-conscious, exposed and different from others.
- Guilt or shame.
- Sudden change in interpersonal relationships with family and friends.
- Major shift in views - the world, philosophy, attitude.
- Attempt to make major life changes to become an adult.
- Increase in risk-taking behaviour, may feel invincible.
- Substance abuse and other self-destructive behaviour.
- Avoiding people, places and situations reminding him/her of the shocking events, fears reoccurrence.
- Aggression.
- Intense grief. Understands the consequences of loss better than a younger child.
- Feeling hopeless.
- Defiant of authorities/parents.
- Concerned about other affected persons; tries to be involved; re-establishing a sense of mastery and control over his/her life in order to be useful.

Communication when providing PFA, remember to:

• Validate children

Validate the child as someone important and worth listening to. When you pay attention and listen carefully without judging, you increase the child's self-esteem and confidence and thereby help re-establish trust and reduce isolation.

• Mutual understanding

Mutual understanding between the helper and the child, reduce false assumptions and elicit important information. The active listening encourages a sense of unity and improves the child's willingness to cooperate with other persons and build teamwork.

• Reduce stress and tension

When a child feels heard and understood, stress and tension is reduced. Active listening also invites to dialogue and leads to openness, and may contribute to a sense of calm and reflection.

• Empower creative problem solving

Improved communication may empower creative problem solving.

• Improve the sense of safety and hope

Active listening may help improve the child's sense of safety and replace dread and hopelessness with realistic and constructive hope for the future

Attentive focus

- Do not talk, just listen
- Block out any distractions
- Try not to interrupt or even to agree with the child
- Be aware of your own body language
- Recognize and Control your own listening barriers and emotional triggers

Paraphrasing

- Reiterate key words
- Mirror what was said
- Describe rather than interpret what you have heard
- Keep an eye on non-verbal contradictions, e.g. Body language,

Encouragement

- Convey warmth and positive sentiments in both verbal and non-verbal communication
- Verbal and non-verbal encouragement

Questioning/clarifying

- Use open-ended questions
- Topics holding important information about the child's perspective or experience: –“Would you want to tell me more about this?”–“Is that what you mean?”

Summarizing

- Reflect what the child has been saying throughout the conversation
- Identify and reflect important key points the child has raised in Ex. would like to summarise what I have understood...” “Let me briefly review what I've heard you say...”“Please correct me if I left anything out...”

Non-verbal Communication**How to communicate and approach children in Difficult times Infants**

- Keep them warm and safe.
- Keep them away from loud noises and chaos.
- Give cuddles and hugs.
- Keep a regular feeding and sleeping schedule, if possible.
- Speak in a calm and soft voice.

Young children

- Give them extra time and attention.
- Remind them often that they are safe.
- Explain to them that they are not to blame for bad things that happened.
- Avoid separating young children from caregivers, brothers and sisters, and loved ones.
- Keep to regular routines and schedules as much as possible.
- Give simple answers about what happened without scary details.
- Allow them to stay close to you if they are fearful or clingy.
- Be patient with children who start demonstrating behaviours they did when they were younger, such as sucking their thumb or wetting the bed.
- Provide a chance to play and relax.

Older children and adolescents

- Give them your time and attention.
- Help them to keep regular routines.
- Provide facts about what happened and explain what is going on now.
- Allow them to be sad.
- Don't expect them to be tough.
- Listen to their thoughts and fears without being judgmental.
- Set clear rules and expectations.
- Ask them about the dangers they face, support them and discuss how they can best avoid being harmed.
- Encourage and allow opportunities for them to be helpful.

Dealing with distrust

- Be honest.
- Be patient.
- Be humble and respectful to the child
- Validate the child's difficulties to trust
- Validate difficult emotions without judging.
- Model calmness, use clear thinking and common sense.
- Be genuinely warm, compassionate, empathetic, and caring.
- Be self-aware and do not project personal feelings to the child.

- Be a good listener, an active listener.
- Be a good listener, an active listener.

Dealing with sleeping problems

- Avoid activities provoking anxiety and tension.
- Do not eat and drink too much just before bedtime.
- Promote a safe sleep environment.
- Use relaxation exercises.

Dealing with nightmares

- Comfort the child.
- Get into a sitting position.
- Tell the child that you take care.
- Look around and identify objects.
- Breathe calmly.
- Serve a little drink of water.
- Lie down and find “the safe place.”

Dealing with flashbacks

- Identify the flashback as an image or a thought
- Create awareness
- Turn quietly to back to the present task (homework, school, eating, etc.).

Dealing with anxiety

- Regain control over the body
- Explore the anxiety provoking thoughts
- Reduce exposure to identifiable triggers for anxiety.
- Provide safe, predictable environments.
- Help the child to keep attention on things s/he can influence and control.
- Adapt expectations for performance and behaviour
- Encourage physical exercise.
- Encourage socializing with other children.

Dealing with anger

- Validate the feeling of anger.
- Explore the root cause of the anger.
- Express the angry feelings.

Dealing with feelings of guilt and shame

- Validate the feeling.
- Explain that it is normal to wish that you had reacted in a different way to avoid a disastrous situation.
- Tell the child that it did not possess the power to cause the disaster.
- Help the child regain the feeling of being accepted and respected.

Relaxation exercise (1)

1. Sit in a comfortable relaxed position with your legs and arms uncrossed
2. Breathe slowly and deeply in and out
3. Look around and name 5 non-distressing objects that you can see (floor, shoes, table, chair, colours, ...)
4. Breathe slowly and deeply in and out
5. Name 5 non-distressing sounds you can hear (a man talking, myself breathing, children playing, ...)
6. Breathe slowly and deeply in and out
7. Name 5 non-distressing things you can feel (toes in my shoes, chair with my hands, ...)
8. Breathe slowly and deeply in and out

Relaxation exercise for children (2)

Lead a child through a breathing exercise:

1. "Let's practice a different way of breathing that can help calm our bodies down.
2. Put one hand on your stomach, like this [demonstrate].
3. Okay, we are going to breathe in through our noses. When we breathe in, we are going to fill up with a lot of air and our stomachs are going to stick out like this [demonstrate].
4. Then, we will breathe out through our mouths. When we breathe out, our stomachs are going to suck in and up like this [demonstrate].
5. We are going to breathe in really slowly while I count to three. I'm also going to count to three while we breathe out really slowly.
6. Let's try it together. Great job!"

- Blow bubbles with a bubble wand and dish soap.
- Blow paper wads or cotton balls across the table.
- Tell a story where the child helps you imitate a character who is taking deep breaths.

Tree exercise (3)

1. Stand up. Close your eyes. Continue breathing deep.
2. Imagine you are a tree. You are standing in a beautiful, green forest.
3. Imagine your feet are firmly rooted to the earth below. You are strong and solid.
4. Stretch your arms out, extend your hands out. Your arms are branches, reaching upwards into the blue sky, into the warm light. You are breathing in clean, refreshing air.
5. Be present, aware, and bathing in the light.
6. Feel life flow up through your roots, up through the tree trunk, out into your branches, up through the branches and into the blue sky. Take a deep breathe.
7. When you are ready, open your eye.

Take care of yourself, so you can best take care of others!

1. Getting ready to help

- Learn about crisis situations, and roles and responsibilities of different kinds of helpers.
- Consider your own health, and personal or family issues that may cause severe stress as you take on a helping role for others.
- Make an honest decision about whether you are ready to help in this particular crisis situation and at this particular time.

2. Managing stress

- Think about what has helped you cope in the past and what you can do to stay strong.
- Try to take time to eat, rest and relax, even for short periods.
- Try to keep reasonable working hours so you do not become too exhausted.
- Consider, for example, dividing the workload among helpers, working in shifts during the acute phase of the crisis and taking regular rest periods.
- People may have many problems after a crisis event. You may feel inadequate or frustrated when you cannot help people with all of their problems. Remember that you are not responsible for solving all of people's problems. Do what you can to help people help themselves.
- Minimize your intake of alcohol, caffeine or nicotine and avoid non-prescription drugs.
- Check in with fellow helpers to see how they are doing, and have them check in with you. Find ways to support each other.
- Talk with friends, loved ones or other people you trust for support.

3. Rest and reflection

- Talk about your experience of helping in the crisis situation with a supervisor, colleague or someone else you trust.
- Acknowledge what you were able to do to help others, even in small ways.
- Learn to reflect on and accept what you did well, what did not go very well, and the limits of what you could do in the circumstances.
- Take some time, if possible, to rest and relax before beginning your work and life duties again. If you find yourself with upsetting thoughts or memories about the event, feel very nervous or extremely sad, have trouble sleeping, it is important to get support from someone you trust. Speak to a health care professional or, if available, a mental health specialist if these difficulties continue for more than one month.

Practice

1. What is PFA
2. Communication
3. Types of Stresses / Phases of Trauma
4. Children's Reaction to Trauma and Stress
5. How to work with Children
6. Reflection/Self Care

Presentation Outline:

- Objective
- Main points/discussion
- Activity
 - Case studies
 - Theatre
- Reflection

Time

- 1 hour to prepare
- 45 minutes to present

Stress Management for Staff

Whether you as a humanitarian worker are involved in the immediate emergency work, the longer-term relief work or in some other crisis event that affects children you work under difficult conditions and you may yourself be affected by the disaster or incident. You must expect to be touched, affected and burdened when you are working with children and care-givers in crisis situations, and the meeting with severely distressed children and care-givers may trigger your own anxiety.

It is common for staff working in disasters or with crisis-affected children or care-givers to experience powerful emotions and reactions. You may be overwhelmed with feelings of despair, anger, rage or guilt or a sense of lost control or loss of temper. You may blame yourself for not being able to meet children's and other people's needs and expectations. Under these conditions your stress level will rise and you may be at risk of increasing stress or burn-out.

To prevent these feelings and reactions from affecting your work negatively or leading to neglecting your own safety and social and physical needs it is important that you acknowledge the importance of handling stress in humanitarian work.

This workshop day, Day 3, is therefore focused on stress management for staff.

Notes for facilitator: The two sessions after lunch both start with a 15 minute slot for learning and practicing a practical or physical relaxation or de-stressing activity. It is empowering for participants to be given the opportunity to teach their peers something new. At the beginning of the day, during the introduction session, ask for two volunteers to teach their peers a skill or activity that helps to reduce stress during these two 15 minute slots. They should demonstrate the activity and give time for the participants to practice.

If no participants feel comfortable doing this, you can choose from a small selection of activities found in Hand-out 8, Day 3. Familiarise yourself with these techniques before the training so you know which ones you will share, if needed. Session 0 is included in case Day 3 of the training is not conducted as an extension of the Psychological First Aid for Children training on Day 1 & 2. Session 0 may be skipped if the participants have already registered and you already have done the preparations for the entire three-day training.

This chapter contains the training manual and refers to the schedule in chapter 2.1., as well as Hand-out 1, Day 3.

Welcome and registration

Aim: To create a welcoming atmosphere and register each participant.

Note to facilitator: Make sure you:

- Arrive at least 30 minutes before the first session is scheduled to begin.
- Arrange the space for the participants to sit in a half- or full-circle.
- Arrange drinking water in the workshop room.
- Place Post-It notes, notebooks and pens for each participant in the room along with a flip chart and markers.
- Give each participant a binder with the workshop material and a name tag.
- Register each participant upon arrival.
- Ensure everyone is welcomed.
- Make sure that AV equipment for the PowerPoint slides work.

Introduction: What is stress?

Aim: Introduce the participants to the workshop programme.

Activities: 1.1 Welcome and introduction. 1.2 What is stress?

Materials required: Flip chart and markers. Small pieces of paper or Post-Its. Power- Point slides 1 to 7. A picture of a balance, a real balance or a balance you have built. See Appendix 1, Day 3, for instructions. Hand-out 4, Day 3 'Sources of stress.'

Note for facilitator: This is the third day of a three-day training programme on Psychological First Aid for Children. Today's programme focuses on stress management for staff.

Today's programme can also be used as a one-day stand-alone training to enhance staff's knowledge on how to handle the stress they face while providing humanitarian services to disaster victims and other crisis-affected children and care-givers.

ACTIVITY 1.1 Welcome and introduction

Aim: To welcome the participants to Day 3 (or to the training if it is a stand-alone event) and to introduce the programme and objectives for the day's workshop. Explore what causes stress in the participants' work life.

Materials required: Flip chart and markers. PowerPoint slides 1 to 4

INSTRUCTIONS: Welcome the participants to this one-day workshop on stress management for staff.

Divide the participants into groups. Request the participants to remain in these groups for the rest of the day.

Explain: "Helping children and families that have been through difficult experiences can be a very rewarding personal experience. However, it can also be very challenging. It is hard to watch people suffer and grieve when they have lost loved ones or are afraid of what will happen to them in the future."

"In this line of work, you meet children and adults who have many different emotions, including sadness, confusion, anger, guilt and fear. You may be personally challenged by long work hours, with reduced sleep, and extended workdays, with weeks away from your own family, or other work challenges. You and your own family may also be affected by the crisis you are responding to, which can make helping more of a personal and emotional experience."

"At the same time, all of you will have your own issues and experiences. These cannot just be ignored but have to be acknowledged and dealt with. It is important to keep yourself physically and emotionally safe at all times. As a professional and responsible helper you must identify and discuss with supervisors or managers anything that could hinder your ability to do this work in ways that are safe for you and for the people you are trying to help."

Materials required: PowerPoint slides 5 to 7. A picture of a balance, or a balance you have built. See Appendix 1, Day 3, for instructions. Hand-out 4, Day 3 'Sources of stress.' Small pieces of paper or Post-Its.

INSTRUCTIONS: Give all the participants a small piece of paper or a Post-It. Ask them to take a few minutes to think about and write down their definition of stress.

When they have finished, ask a few of the participants to share their definitions. You do not need to hear all the answers. The definitions will be elaborated in the slides.

Thank the participants for sharing and show slides 5 to 7 using the speaker's notes:

Slide 5: "It is difficult to define precisely what stress is, because it can differ from person to person."

"Some explain it as a reaction of the mind and the body to a threat, challenge or a change in one's life. An example of a threat is a car that suddenly speeds towards you. A challenge could be learning new skills at work. A change could be starting a new job or becoming a parent."

"It is important to understand that stress in small doses is good for us as it motivates us to focus, be active, and to react quickly to protect others or ourselves. The so-called 'fight or flight' response enables us to dash to avoid being hit by the car, to be extra focused and concentrated when learning new skills, and to create the energy it takes to deal with the new job or child."

Request the participants to turn to the person on their left.

Explain: "Please spend a few minutes discussing stress factors in your work life, and then identify the three most common."

Allow for 10 minutes discussion before requesting everybody to return to plenary to share the common stressors in work life.

"Although managers and team leaders are responsible for meeting an organisation's duty of care to staff in the field and ensuring resources for debriefing, you also have a responsibility for your own health and safety."

"Feeling stress from working in emergencies is a very normal occurrence, but if the stress grows or continues for a long time and is left unattended, it may begin to affect your well-being in a negative way, and this will affect the quality of help and care you are able to provide to others."

Show slide 3 and explain the objectives of the training.

Show slide 4 and use the additional speaker's notes here while introducing today's programme:

"We are going to start the day by talking about what stress is and exploring different types of stress." "During session 2 we will discuss different types of stress, and how to identify early signs of stress."

"We are going to talk about over- and under-involvement and how to involve oneself in an appropriate way during Session 3."

"After lunch, exploring ways to reduce stress is on the agenda in Session 4."

"The fifth and final session of the day is devoted to practising stress-reducing self-help and supportive techniques." Allow for reflection and questions and answer them.

ACTIVITY 1.2 What is stress?

Aim: To explore what stress is and how to recognise signs and symptoms of stress.

Materials required: PowerPoint slides 5 to 7. A picture of a balance, or a balance you have built. See Appendix 1, Day 3, for instructions. Hand-out 4, Day 3 'Sources of stress.' Small pieces of paper or Post-Its.

INSTRUCTIONS: Give all the participants a small piece of paper or a Post-It. Ask them to take a few minutes to think about and write down their definition of stress.

When they have finished, ask a few of the participants to share their definitions. You do not need to hear all the answers. The definitions will be elaborated in the slides.

Thank the participants for sharing and show slides 5 to 7 using the speaker's notes:

Slide 5: "It is difficult to define precisely what stress is, because it can differ from person to person."

"Some explain it as a reaction of the mind and the body to a threat, challenge or a change in one's life. An example of a threat is a car that suddenly speeds towards you. A challenge could be learning new skills at work. A change could be starting a new job or becoming a parent."

"It is important to understand that stress in small doses is good for us as it motivates us to focus, be active, and to react quickly to protect others or ourselves. The so-called 'fight or flight' response enables us to dash to avoid being hit by the car, to be extra focused and concentrated when learning new skills, and to create the energy it takes to deal with the new job or child."

Request the participants to turn to the person on their left.

Explain: "Please spend a few minutes discussing stress factors in your work life, and then identify the three most common."

Allow for 10 minutes discussion before requesting everybody to return to plenary to share the common stressors in work life.



Slide 6: "Sometimes there are too many stressors at the same time, or the same type of stress persists for a long time and we are unable to cope. We feel overwhelmed and unable to live up to our own or other's expectations. The demands of life exceed our resources and abilities to cope, and we feel out of balance."

You can illustrate this with a real or self-made balance or scales, if available, or use slide 6: We will focus on today the negative stress that makes us out of balance.

Slide 7: "Stress may affect us physically, emotionally, socially and spiritually, and has an impact on our behaviour and well-being. Generally, stress hampers our ability to function."

Provide the groups with flip charts and markers and ask them to discuss what the signs and symptoms of stress are in different domains. Assign only one domain to each group, unless there are less than five groups:

Group 1: Physical

Group 2: Emotional

Group 3: Social

Group 4: Spiritual

Group 5: Behavioural

Ask the groups to list the signs and symptoms on the flip chart to present in plenary.

Allow around 15 minutes for this task. If the groups need inspiration, you can share a few of the examples of typical stress symptoms as listed in the following table. The Antares Foundation developed the list.

PHYSICAL ¹	EMOTIONAL	MENTAL
<ul style="list-style-type: none"> • Problems with sleeping • Stomach problems like diarrhoea or nausea • Rapid heart rate • Feeling very tired • Muscle tremors and tension • Back and neck pain due to muscle tension • Headaches • Inability to relax and rest • Being frightened very easily 	<ul style="list-style-type: none"> • Mood swings: feeling happy one moment and sad the next moment • Feeling 'over-emotional' • Being quickly irritated • Anger • Depression, sadness • Anxiety • Not feeling any emotions 	<ul style="list-style-type: none"> • Poor concentration • Feeling confused • Disorganised thoughts • Forgetting things quickly • Difficulty making decisions • Dreams or nightmares • Intrusive and involuntary thoughts
SPIRITUAL		BEHAVIOURAL
<ul style="list-style-type: none"> • Feelings of emptiness • Loss of meaning • Feeling discouraged and loss of hope • Increasingly negative about life • Doubt • Anger at God • Alienation and loss of sense of connection 		<ul style="list-style-type: none"> • Risk taking, e.g. driving recklessly • Over-eating or under-eating • Increased smoking • Having no energy at all • Hyper-alertness • Aggression and verbal outbursts • Alcohol or drug use • Compulsive behaviour, i.e. nervous tics and pacing • Withdrawal and isolation

¹Antares Foundation. <http://www.antaresfoundation.org>

Request the groups to share their findings in plenary.

After each presentation, ask the observing participants if they want to add something to the lists. Explain:

“Stress also affects communication and behaviour in groups.”

Ask: “Do you know in which ways stress can impact on behaviour in groups?” Allow for reflection and examples. If they are unsure of what you mean, provide some examples:

“Negative impacts of stress are, for example, the formation of cliques, gossiping, complaining, negative attitudes towards change, or negative behaviour between group members towards one another.”

“Positive impacts of stress may be a feeling of solidarity, an open atmosphere with honest communication and no gossiping behind people’s backs, mutual respect among colleagues, sharing of workload, and use of interpersonal skills to solve conflicts and misunderstandings.”

Explain: “Now we have explored signs and symptoms of stress. After the break we will talk about different kinds of stress and the sources of stress in your own lives.”

Types of stress

Aim: To discuss different kinds of stress: basic stress, cumulative stress, burn-out and traumatic stresses.

Activities: 2.1 Balloon exercise. 2.2 Types of stress. 2.3 Checklist: Signs of stress.

Materials required: Flip chart and markers. About four balloons for each group. PowerPoint slides 8 to 19. Copies for all of Hand-out 3, Day 3 'Check list: Signs of stress.' Copies for all of Hand-out 4, Day 3 'Sources of stress.' Small pieces of paper and pens for each participant. Hand-out 5, Day 3 'Secondary traumatisation.'

ACTIVITY 2.1 Balloon exercise

Aim: Teambuilding involving group collaboration and individual persistence. A physically vibrant activity that is fun and difficult at the same time.

Materials required: About four balloons for each group.

INSTRUCTIONS: Request the participants to remain with their groups and stand up. Give each group one balloon and ask them to blow it up.

Explain: “Your task is to keep the balloon up in the air. It must not touch the ground.”

Request the groups to start. After about a minute, give them another balloon, and tell them they have to keep this one up in the air too.

Continue adding a balloon every minute until each group keep three or four balloons afloat at the same time. End the activity and request the participants to sit in a semi-circle.

Ask: “How did this activity reflect stressors in your life?”

If nobody mentions it you can highlight two points: “While it was probably fun in the beginning, when you had only one balloon to keep afloat, the task became gradually more difficult and challenging when you added more balloons.”

“When you had too many balloons at the same time it may have overwhelmed you and become difficult to handle. You need to balance the number of balloons like you need to balance your life.”

“Ultimately, you could only keep the balloons afloat if you were helping each other. This is very similar to real life: Sometimes we need each other's help to cope with the challenges of life.”

ACTIVITY 2.2 Types of stress

Aim: To discuss the different types of stress and how they affect us.

Materials required: Hand-out 5, Day 3 'Secondary traumatisation.' Slides 8 to 19.

INSTRUCTIONS: Show slides 8 to 19 using the additional speaker's notes:

Slide 9: “There are four main types of stress: basic stress, cumulative stress, burn-out and traumatic stress.”

“Most people experience basic stress from time to time, or even daily. This is the kind of stress, as mentioned earlier, that can be motivating and good for us, but if there is too much of it, it can disrupt our balance, functioning and well-being.”

“We can try to overcome basic stress by physical and psychological adjustments. If we succeed, the stress symptoms will go away, but if we don't, the stress symptoms will remain or grow. This is the kind of stress that can disrupt your life in a harmful way.”

“Cumulative stress is the most common type of stress and occurs when there is an accumulation of basic stress and we are no longer able to overcome the stress by physical and psychological adjustments. Examples of cumulative stress are on-going exposure to children in distress during an emergency response, or an unhealthy working environment which doesn't improve.”

Slide 10: “Signs of cumulative stress typically build up slowly, as you can see in this diagram.”

Slides 11 to 13: “Burn-out is a severe state of emotional and physical exhaustion caused by excessive and prolonged stress. It is typically work related, when you feel overwhelmed and unable to meet demands. It may start as disinterest or lack of motivation, but can eventually affect your productivity, sapping your energy and making you feel hopeless, powerless, negative and resentful.”

“Burn-out can eventually threaten your ability to maintain your job, your relationships and your health.

“Burn-out is sometimes called 'depression at work' as the symptoms resemble those of depression, but they only occur in relation to the work environment. When symptoms are experienced both at work and at home, there is a risk that the affected person has or is developing a more general depression.

“Burn-out can also be confused with symptoms of grief. Although the symptoms might look alike, the causes of burn-out, depression and grief are different and therefore need to be dealt with differently.”

Slides 14 and 15: “The fourth type of stress is traumatic stress, with two sub-types: critical incident stress and secondary traumatisation stress.”

Slide 16: “Critical incident stress results from exposure to a critical incident, like a natural disaster, an accident or violence. Critical incidents tend to be sudden and disruptive, and often threatening. The incident is beyond normal experience and creates overwhelming demands that affect coping. It disrupts both a sense of being in control and fundamental perceptions of one's environment as safe and predictable.

“Critical incident stress can begin immediately after the critical incident or may be delayed. It may start days, months or even years later. It is important to remember that the reactions of critical incident stress are normal reactions to abnormal events.”

Slide 17: “These symptoms are usual and normal reactions to traumatic incidents or situations:

Anxiety that the incident will happen again, or about losing control or losing loved ones.

Powerlessness and feeling of being overwhelmed by the situation or because you were unable to help or save yourself or others.

Helplessness as no-one could protect you or others or was able to change the situation.

Anger at those who caused the incident or situation, at the injustice or because it happened to you and not to someone else.

Guilt because you are alive and others are not, or because you were not well prepared to assist and warn others.

Shame about inner feelings like helplessness and grief or about your reaction to the situation.

Grief that you or others are hurt or others died.

Deprivation and suffering from material or moral losses.

Despair alternating with hope for better times.

“Although such symptoms are normal, you need professional help and support in order to recover from the incident if symptoms do not lessen over time or seem to be increasing.”

Distribute Hand-out 5, Day 3: Secondary traumatisation.

Slides 18 and 19: “Some emergency workers, who have worked for an extended time with traumatised children and parents, may develop symptoms of traumatisation themselves.

“Secondary traumatisation is a state of exhaustion and dysfunction – biologically, psychologically and socially – as a result of prolonged exposure to traumatised persons.”

Let the participants read the hand-out.

Ask: “What do you think of what is written in the hand-out?”

Allow for reflection and about 10 minutes of discussion.

ACTIVITY 2.3 Checklist: Signs of stress

Aim: To evaluate your own stress level and reflect on the outcome.

Materials required: Copies for all of Hand-out 3, Day 3 'Checklist: Signs of stress.' Small pieces of paper and pens for all participants. Flip chart and markers.

Note for facilitator: The 'Checklist: Signs of stress' is a tool for the participants to take home.

INSTRUCTIONS: Provide all participants with a copy of the 'Checklist: Signs of stress,' and ask the participants to fill in the checklist.

Give everyone a small slip of paper and ask them to write the score they got on the check-list. They should not put their name on the paper. Collect the papers and write how many people scored in the different categories: under 20; 20 – 35; 36 – 45.

Ask: "What do you think when you read the results?"

Explain: "If some of you have a high score, you will probably feel worried or confused. But it is good and professional to be honest to yourself, and in order not to do harm to yourself you must deal with these issues. Please seek help from your management when this training is over."

MANAGEMENT SUPPORT IS IMPORTANT

A training workshop on stress management for staff must always be carried out in close co-operation with your organizations' managements.

Follow-ups – such as including stress management as a regular theme in staff meetings – must be prioritized and supported by management.

The management is also responsible for ensuring procedures when staff is affected by stress.

Over- and under-involvement

Aim: To create awareness of how to involve oneself in an appropriate way. Activities: 3.1 Over- and under-involvement

Materials required: Flip chart and markers. Slides 20 to 22.

INSTRUCTIONS: Show slides 20 to 22 and explain: "The way you get involved in the situation of a distressed child plays an important role in stress management and burn-out. There are ideal ways of involving yourself, and then there are also two conflicting ways of involving yourself that can threaten your ability to manage stress and avoid burn out. These are called over-involvement and under-involvement.

"It is important to be aware of the risks of both kinds of involvement, as continuing to work in this manner can lead to burn-out and have negative impacts on your well-being and ability to provide care for others."

Show slide 22:

Explain: "The typical behaviours of people who become over-involved are described in the left side of the slide:

- The saviour attitude: As a helper your ambition may be to be a 'saviour' of traumatised children and their families. Failure in this will result in serious disappointment and lack of trust in your own abilities and capacity.
- Doing everything yourself: As a helper you are of the opinion that no one is as good, as professional and as committed as you are. You may also think that the children only trust you.
- Settling everything: You carry out your responsibility for the child to extremes, and you will leave no tasks for the parents and the child to undertake. You may spend evenings and nights in your efforts to settle everything.

- Exaggerated responsibility for the child's feelings: You feel that the child's sorrow is your fault, or that angry feelings are provoked because you are not doing your job well enough. The boundaries between your own feelings and those of the child may become blurred. If the child is sad, you are also sad. If the child is angry, you are angry too. This is very taxing emotionally.
- Exaggerated preoccupation with people's problems: An exaggerated preoccupation with people's problems may change the way you experience the world from basically being a safe place to an unsafe place. Traumatized people are perceived as victims rather than survivors, and your focus is on problems rather than on resources. The risk of burn-out is high.

“The typical behaviours of people who become under-involved are described in the right side of the slide:

- Cynicism: Cynicism is an attitude resulting in a lack of care for the distressed child and the family. You probably feel that the child and the family should pull themselves together, and there is really no reason to support them. You may also believe that the child and the family are pretending and exaggerating their problems. Cynicism contains an element of hostility.
- Less contact: A natural consequence of cynicism is to reduce contact with the child and the family. You don't support the child, although it is a part of your job. You may not want to address cultural and religious barriers preventing your support of, for example, raped women.
- No responsibility for children's and parents' reactions: The cynical staff member may also ignore his or her responsibilities, avoid supporting the child and the family and disregard their reactions.
- Lack of empathy: When you resist helping the child, you also resist understanding the child and her or his family and refrain from exploring their situation and reactions.
- Blaming: By blaming the child and its family and claiming that they have brought the difficulties upon themselves you avoid involvement.
- Changing the subject: When a child or the family talks about their difficulties, you change the subject and talk about something else.

“An ideal attitude is described in the middle section of the slide:

“An ideal attitude and balance of involvement would result in the following behaviours:

- Involve yourself as a helper and maintain the ability to register the facts: On the one hand you involve yourself as a helper. You wish to know more about the child, his or her background and distress. On the other hand you preserve the ability to register the facts. You do your utmost to maintain objectivity. You have a professional distance, and you are well aware that one day you will no longer be helping the child. You are not a part of the family, only supporting it, and you are not available 24 hours a day. You identify what you can do realistically for the family, and you know your limitations. You empower the child and the family to cope as well and for the parents to undertake their parental role.
- Empathy and professional distance: On one hand you use your empathic skills to understand the background for the child's emotions, thoughts and situation. On the other hand you keep a professional distance. Don't confuse the feelings and thoughts of the children with your own.
- Balance your engagement: While you feel responsibility to serve the child and the family according to your professional knowledge and your assignment, you also maintain your boundaries and know your limitations.
- Have a strategy for your work with the child: You develop a comprehensive understanding of the problems and prepare a strategy for what has to be done. You are not a part of the problem. You are helping the child and the family. You are a professional person. Be aware of your own boundaries and your own limitations.
- Secure your private life: When you are off duty, you should engage yourself in activities that differ from your professional life – for example, promoting the well-being of your own family and leisure activities.”

Ways to reduce stress

Aim: To explore ways to reduce stress.

Activities: 4.1 Stress-reducing activity. 4.2 Ways to reduce stress.

Materials required: Flip charts and markers. Paper and pens for all. Slides 23 to 25. Hand-out 6, Day 3 'Examples of strategies to reduce stress.' Hand-out 7, Day 3 'My ways of coping.' Hand-out 8, Day 3 'Examples of stress-reducing activities.'

ACTIVITY 4.1 Stress-reducing activity

Aim: To learn physical, psychological and social skills that help reduce stress.

Materials required: Copies for all of Hand-out 8, Day 3 'Examples of stress reducing activities.'

INSTRUCTIONS: Introduce one of the stress management skills provided in Hand-out 6, Day 3. Ask if a volunteer would like to try to facilitate the exercise. Otherwise, you may introduce it yourself.

Spend about 15 minutes on the exercise.

If a volunteer led the activity, thank him or her and give the participants a few minutes to take notes on the skill they have learnt.

ACTIVITY 4.2 Ways to reduce stress

Aim: To learn ways to reduce stress

Materials required: Flip charts and markers. Slides 23 to 25. Hand-out 7, Day 3 'My ways of coping.'

Note to facilitator: The participants are to work in groups. They will identify different strategies to reduce stress. A list of examples of strategies is given in Hand-out 6, Day 3. You can use these examples to contribute to the groups' lists after they have presented their own input.

INSTRUCTIONS: Summarise: "This morning we looked at what stress is, different types of stress and personal and work sources of stress. This afternoon we are going to explore different ways of reducing stress. In other words, our coping resources on the right side of the balance."

Refer to either the real balance or the one on slide 24.

Ask the participants to brainstorm in plenary: "How can we reduce stress?" Write the answers on a flip chart.

When everyone has contributed, request the participants to have a look at the answers on the flip chart. Ask the participants what they find most striking.

Explain: "There are many different things you can do to reduce stress and prevent it from becoming a negative part of your life. You have given examples that are physical, personal or psychological, social and also work-related."

Show slide 25 and request the participants to join their groups and write a list on a flip chart of the different coping methods or stress-reducing skills that they know. The skills should be grouped in domains. Each group will cover

one domain:

- Psychological/emotional/personal
- Physical
- Social
- Work-related
- Supervisor/ team leader support/management support

Let the groups work on these lists for about 10 minutes.

Request the participants to return to plenary. Each group is to present its list. Encourage the other participants to add more items.

Refer to the list in Hand-out 6, Day 3 to check if something has been left out.

Provide each participant with Hand-out 7, Day 3 'My ways of coping.' Tell the participants to write their own ways of coping on the hand-out.

When they have completed this, ask them to consider if they are satisfied with these ways of coping. And if not, what would they like to change or further develop?

They don't have to share this in plenary. This is only for personal reflection.

Practice

Aim: To practise stress management and peer support.

Activities: 5.1 Stress-reducing activity. 5.2 Active listening and mentoring.

Materials required: Slides 26 to 30. Copies for all of Hand-out 8, Day 3: 'Examples of stress-reducing activities.'

ACTIVITY 5.1 Stress-reducing activity

Aim: To learn physical, psychological and social skills that help reduce stress.

Materials required: Copies for all of Hand-out 8, Day 3: 'Examples of stress-reducing activities.'

Introduce one of the stress-reducing activities listed in Hand-out 8, Day 3. Ask if a volunteer would like to try to facilitate the exercise. Otherwise, you may introduce it yourself.

Spend about 15 minutes on the exercise.

If a volunteer led the activity, thank him or her and give the participants a few minutes to take notes on the skill they have learnt.

ACTIVITY 5.2 Active listening and mentoring

Aim: To practice peer support.

Materials required: Slides 26 to 29.

INSTRUCTIONS: Explain: "As we learnt in the previous session, there are many different ways to help reduce stress and improve the resources we need to deal with stress. One very important thing you can do is to take part in collegial peer support, where you share work-related challenges with a colleague you trust and feel comfortable with, and with whom you can discuss and identify ways to change the situation to reduce the stressors."

"This is what you are going to practise in this last session of the day. This can be done in groups of more people, but today we will practise it in pairs. If you don't have a real problem to discuss, make one up. The aim of the activity is to practise active listening and mentoring skills."

Slide 27 and explain the slide: "Active listening is when you pay full attention and show that you are listening. You encourage the person to talk and respond without judging."

Slide 28: "Mentoring is using your own knowledge, skills and experiences to assist others. A good mentor is positive, motivating and empowering. Beware that helping someone find a way forward is not about resolving the issue for them, but rather supporting them in finding their own solutions."

Slide 29: Ask the participants to form pairs. If there is an uneven number one group may consist of three participants.

Explain: "Join your partner or group and find a space where others won't disturb you. One of you is the problem-bearer and the other is the mentor and listener."

"You have 30 minutes for this activity, so you should swap roles after 15 minutes to get equal time to practise your active listening and mentoring skills."

“The first 5 minutes are for the problem-bearer to share his or her problems.”

“The next 5 minutes are for the listener to ask clarifying questions and reflect on what s/he has been listening to.” “The final 5 minutes are for a two-way discussion on possible strategies to address the problem.”

After 30 minutes, and when all participants have tried both roles, ask the pairs to spend a few minutes talking with each other about this experience, and to give each other constructive feedback on their active listening and mentoring skills.

Slide 30: “Remember that everyone experiences stress in life. Working with children and families that have been through traumatic incidents, or who are struggling in other ways, can be very overwhelming and stressful. When you feel that

stress is growing and is affecting you negatively, remember:

- Your reactions are normal.
- Go easy on yourself.
- Talk to someone you trust.
- Do not try to hide feelings.
- Do not self-medicate.
- Continue to work on routine tasks.
- If the stress grows and disturbs your well-being and functioning, seek professional advice and report to your management.”

Allow for reflections and questions and address these.

Wrap-up and evaluation

Aim: To round up the one-day training on stress management for staff.

Materials required: Copies for all participants of Appendix 3, Day 3, and 'Evaluation Sheet.' Training certificates for all.

Note for facilitator: Prepare the training certificates ahead of the training. A certificate template is attached in Appendix 4, Day 3.

Thank the participants for their participation and explain that they have now reached the end of the training. Ask the participants if they have any comments or questions and address these.

Also ask if the participants have learned any new strategies they plan to put in place to prevent stress. Provide time for reflection and feedback.

Mention the importance of a sense of humour and check that everyone is feeling good. If someone is not feeling good, explain that s/he is welcome to share his or her concerns with you when the other participants have left. Encourage the participants to share their new knowledge with friends and family.

Distribute the evaluations sheets and allow time for the participants to complete. Encourage people to be very honest and explain that this will help you improve future training.

Make a small certificate distribution ceremony where you shake hands – if culturally appropriate – and say thanks and goodbye to each participant.

Post - Incident Activities

This section aims to give guidance on activities that the CFS animators and teachers could organise with groups of children after an incident which may imply security risks for the child and their families, eventual loss of a loved one, loss of properties, and feelings of fear, anxiety and unsafety.

The outlined activities aim to help children deal with their present situation, release stress, reduce negative thoughts and feelings such as anger, fear, mistrust and promote positive thoughts, resilience and general wellbeing.

Before going to the activities please remember that the CFS animator/teacher needs react appropriately to children's emotions, for instance:

Emotion	How to react
Fear	<ul style="list-style-type: none"> • Acknowledge the emotion, reassure the child. • Don't try to rationalise the feeling. • Have confidence in children's resources, ask them what they need.
Anger	<ul style="list-style-type: none"> • Acknowledge the emotion, respect the child • Help the child express their anger physically, verbally, creatively and without injuring themselves or others • Don't try to minimize it
Sadness	<ul style="list-style-type: none"> • Acknowledge the emotion, comfort the child • Allow the child cry, say that he/she is sad without making him/her feel ashamed • Help the child change focus

A few tips:

- Avoid games and activities that have to do with chasing, bad guys, attacks, blindfolding, etc.
- Avoid games that involve competition and rather focus on games that promote cooperation and building trust
- Avoid games that involve much touching
- Encourage movement games and sport as a way of releasing stress
- Encourage drawing and other creative activities that promote expression of feelings
- Encourage relaxation exercises (in these activities avoid asking the child to think of things, places, people that could make him/her upset)
- Organise activities that require limited or no material and think of what material is already available In more detail, some ideas you can implement for various age groups:

Young children 0 – 5 years	Older children 6 – 12 years	Adolescents 13 – 18 years old
Drawing (individual and group drawing)	Drawing (individual and group drawings), mandala	Art, music, dance, stories, essays, poetry, video production, mandala
Playing with dolls, toy play	Create a play or puppet show. If the play has a sad ending, never let the child leave without further discussion. This might include creating "alternative endings." Always end on a positive note.	Create a play or puppet show. If it has a sad ending, never let the child leave without further discussion. This might include creating "alternative endings." Always end on a positive note.
Group games	Create games around emergency drills, prevention of family separation	Give the adolescents the chance to speak / write freely about what happened and what they feel
Colouring books on happy family times	Ask the children to create a play or puppet show about what makes them joyful	Group discussions about what they would like to do/be when they are older
Movement games	Movement games /sport	Movement games / sport
Awareness on physical dangers	Awareness of physical dangers	Awareness of physical dangers
Relaxation exercises	Relaxation exercises	Relaxation exercises
Cooperation games	Cooperation games	Cooperation games

In this document we focus on activities for children aged 6 – 12, the same activities can be adapted for different age groups.

Some sample activities follow:

COOPERATION

Name	Boda Boda
Age group	6+
Number of participants	6 or more
Objectives	Foster team work and practice peer support
Material needed	None
Activity description	<ol style="list-style-type: none"> 1. Divide the group into pairs. Ask one player from each pair to close their eyes. This person is the Boda Boda and the other is the Boda Boda Controller. 2. Explain that the Boda Boda Controller has four commands for the Boda Boda: <ul style="list-style-type: none"> • GO: a tap on the head • STOP: a tap on the back • LEFT: a tap on the left shoulder • RIGHT: a tap on the right shoulder 3. Explain that the Controller directs the Boda Boda safely around the play area, moving among the other Boda Bodas, making the journey as interesting as possible. 4. Repeat the game before asking the players to switch positions.

Name	Web of strengths
Age group	6+
Number of participants	8 or more
Objectives	Experience the strength of the group
Material needed	1 ball string
Activity description	<ol style="list-style-type: none"> 1. Ask the players to form a close, tight circle. 2. Explain and demonstrate that: <p>You will start the game by holding onto the end of the ball of string with one hand. With the other hand, gently pass the ball of string to another player. Or you can toss the ball of string across the circle.</p> <p>This player will catch the ball of string and pull the string that now exists between the two of you. This player will then firmly hold the string with one hand. With the other hand, the player will toss the ball of string to a different player.</p> 3. The ball of string is passed around the circle until all players are holding a piece of string. 4. When the ball of string has reached the last player, they will hold securely onto the ball of string, step back, and pull to make the string tight between all players.

Name	Flies and spiders
Age group	6 – 9
Number of participants	6 or more
Objectives	To develop an understanding that everyone needs support and needs to feel safe.
Material needed	Chalk
Activity description	<p>Ensure the size of the play area is appropriate for the number of players.</p> <ol style="list-style-type: none"> 1. Divide the play area into 3 sections. Make the middle section the biggest (see diagram). 2. Explain to the players that the middle area represents a big spider's web and the areas on the outside are the forest. 3. Ask the players to name things that spiders eat (for example, flies, moths, bugs). 4. Ask for 2 volunteers to play the role of the Spiders. 5. Ask the Spiders to sit in the centre of the web area and pretend to be asleep. 6. Tell the other players they are the Flies. 7. Ask the players to make the noises flies make (for example, "Bzzz"). 8. Explain and demonstrate that: <ul style="list-style-type: none"> • The game starts with the Flies making the "Bzzz" noises near the spiders. • When you say "Spiders wake up," the Spiders will stand up and try to tag as many Flies as possible. • The Flies can escape by running into the forest. Once they have crossed into the forest the Flies cannot be tagged. • If a Fly is tagged, that player becomes a Spider and joins the Spider team. • The Spiders will then return to the centre and sit in the sleeping position, and the Flies will "Bzzz" around them until "Spiders wake up" is called again. 9. The game continues until all the Flies are caught.

Name	Health pass	
Age group	6-14	
Number of participants	Activity description	<p>Ensure the size of the play area is appropriate for the number of players.</p> <ol style="list-style-type: none"> 1. Divide the play area into 3 sections. Make the middle section the biggest (see diagram). 2. Explain to the players that the middle area represents a big spider's web and the areas on the outside are the forest. 3. Ask the players to name things that spiders eat (for example, flies, moths, bugs). 4. Ask for 2 volunteers to play the role of the Spiders. 5. Ask the Spiders to sit in the centre of the web area and pretend to be asleep. 6. Tell the other players they are the Flies. 7. Ask the players to make the noises flies make (for example, "Bzzz"). 8. Explain and demonstrate that: <ul style="list-style-type: none"> • The game starts with the Flies making the "Bzzz" noises near the spiders. • When you say "Spiders wake up," the Spiders will stand up and try to tag as many Flies as possible. • The Flies can escape by running into the forest. Once they have crossed into the forest the Flies cannot be tagged. • If a Fly is tagged, that player becomes a Spider and joins the Spider team. • The Spiders will then return to the centre and sit in the sleeping position, and the Flies will "Bzzz" around them until "Spiders wake up" is called again. 9. The game continues until all the Flies are caught.
		6 or more
Objectives	Demonstrate the importance of looking after one another	
Material needed	2 balls, chalk or rope	
Activity description	<ol style="list-style-type: none"> 1. Mark a clear start line. 2. Divide players into two equal-sized teams. 3. Ask the teams to form a straight line behind the start line. 4. Mark a circle approximately one metre in front of each team (see diagram). 5. Tell players that this is the Health Circle. 6. Give the first player on each team a ball. 7. Tell players that the ball represents "Look after yourself, look after one another." 8. Explain and demonstrate that: <ul style="list-style-type: none"> • The object of the game is to pass the ball from the first player in line to the player at the end of the line. • The ball must be passed as quickly as possible in an over/under pattern (for example, the first player passes the ball over their head and the next player passes the ball between their legs). • When you say "Look after yourself," both teams must respond in unison, "Look after one another." • The person holding the ball at this time must run with the ball to the Health Circle, place both feet inside the circle and pass the ball to the first person in their team's line. • As the team resumes passing the ball, over and under, the player who made the pass from the Health Circle must run back to their place in line in time to receive the ball and pass it on. • The passing continues until the last player receives the ball and runs with it to the front of the line. • When the last person in line receives the ball, they race to the front of the line with the ball and the entire team sits down. • You may call "Look after yourself" more than once while the ball is being passed. 9. The game ends at your discretion. 	

Name	Bridge
Age group	6 – 14
Number of participants	5 or more
Objectives	Encourage problem solving and group work
Material needed	None
Activity description	<p>Ensure the play area is clean and free of obstructions.</p> <ol style="list-style-type: none"> 1. Divide the group into even teams of 5–8 players. 2. Mark two ends of the play area (an appropriate distance apart, depending on the number of players) 3. Explain and demonstrate that: <ul style="list-style-type: none"> • Teams must form a bridge from one end of the play area to the other, using only 4 hands, 4 feet, 2 bottoms, and 2 heads touching the ground. • Each player must have one part of their body touching another player. • The game ends when all teams have reached the other side. 4. The game ends at your discretion.

Name	Human knot
Age group	6 – 14
Number of participants	8 or more
Objectives	Demonstrate the importance of building and having support
Material needed	None
Activity description	<p>Ensure the play area is clean and free of obstructions.</p> <ol style="list-style-type: none"> 1. Divide the players into groups of 8–10. 2. Ask each group to form a circle facing inward. 3. Explain and demonstrate that: <ul style="list-style-type: none"> • Each player will reach into the centre of the circle and firmly clasp hands or wrists with two different people. • Without letting go, players must now work together and try to untangle themselves and form a circle. 4. The game finishes when each group's human knot is untangled. 5. Encourage groups that finish quickly to offer support to other groups that are still tangled.

Name	Capture the flag
Age group	10+
Number of participants	6 or more
Objectives	To apply coordination and strategy to succeed at a team task
Material needed	Flags: 2 <ul style="list-style-type: none"> • Chalk, rope or sticks (anything to mark centre line and 2 home bases) • Armband or team marker: 1 each for half the players
Activity description	<p>Note: This game is most effective when played in a large outdoor space. Trees and other obstacles are welcome.</p> <p>Ensure that the play area is clean and safe.</p> <ol style="list-style-type: none"> 1. Mark the boundaries of the play area. Mark a centre line, Team A zone, Team B zone, and two Home Bases at opposite ends of the play area (see diagram). 2. Divide the players into two equal-sized teams, Team A and Team B (with 3–20 players per team). 3. Give every child on Team A an armband. 4. Give one member from each team a flag. 5. Ask Team A to line up on one side of the centre line and Team B on the other side. 6. Explain and demonstrate that: <ul style="list-style-type: none"> • The goal of the game is to capture the other team's flag and bring it across the centre line before the opposing team tags you. • Each team will be given a few minutes to hide its flag somewhere on its half of the play area. • Explain that teams cannot bury or hide the flag completely. Part of the flag must be visible at all times. • When the game begins, each team will work to protect its flag and try to find the other team's flag. • When a player from Team A crosses the centre line into Team B's zone, the player must avoid being tagged by a player from Team B. If tagged, the Team A player goes to Team B's Home Base. To be freed from Home Base, an untagged player from Team A must tag their teammate in the Team B Home Base. Remind players to tag each other gently. • If a player finds the opposite team's flag, that player must pick up the flag and cross the centre line without being tagged by the opposite team. If a player is tagged while holding the flag before crossing the centre line, the flag is returned to its original hiding place and the tagged player must go to the opposite team's Home Base. <p>Ask each team to take 3 minutes to hide its flag and to then return to the centre line.</p> <ol style="list-style-type: none"> 8. When they return, give each team 3 minutes to create a team strategy. It is important that each team decide how its players will work to find the other team's flag, while also protecting its own flag. 9. Begin the game when the team strategies are in place. 10. Teams score 1 point each time they successfully capture the flag and return to their team's zone without being tagged. 11. After 5 minutes, stop the game. Ask each team to meet again to discuss how to improve their strategy and play more effectively. 12. The game ends at your discretion.

Name	Sheet volleyball
Age group	10 – 14
Number of participants	6 or more
Objectives	Demonstrate effective team work
Material needed	2 sheets, 1 ball
Activity description	<p>Make sure the play area is large enough for groups to move freely. The play area should be clean and free of obstructions.</p> <ol style="list-style-type: none"> 1. Divide the players into equal groups of 4–12. 2. Pair up the teams and call one Team A, the other Team B. 3. Give each group a sheet. 4. Ask team members to hold the corners and the edges of the sheet (see diagram). 5. Place a ball in the middle of Team A's sheet. 6. Explain and demonstrate that: <ul style="list-style-type: none"> • Team A will work together to bounce the ball off its sheet and toward Team B's sheet. • Team B will work together to catch the ball in its sheet. • If the ball is caught, the team receives a point. • Team B will then try to bounce the ball toward Team A's sheet. 7. Each team alternates between catching and bouncing the ball. 8. The challenge is to see how many points each pair of teams can collect together. 9. Allow teams 1–2 minutes between rounds for players to develop strategies for increasing their success.

Name	The tightrope
Age group	10+
Number of participants	10 or more
Objectives	Build cooperation and problem solving
Material needed	1 large strong rope
Activity description	<p>Explain that in this game, players must work together to solve a problem.</p> <ol style="list-style-type: none"> 2. Explain that players' task is to build a tightrope. The only rules are: <ul style="list-style-type: none"> • Make sure that the rope is 50 cm off the ground • One person has to volunteer to walk across the tightrope from one end of the rope to the other. 3. Allow the group 10–15 minutes before helping them (if necessary) to find a solution.

Name	Tropical storm
Age group	6 -12
Number of participants	10 or more
Objectives	Enhance group work and cooperation
Material needed	None
Activity description	<p>Participants stand in a circle.</p> <ol style="list-style-type: none"> 1. One person acts as the 'conductor' of the storm and starts by slowly rubbing both hands together. 2. The participant either to the left or the right of the conductor is motioned to do the same, with the person to their left/right following suit, and so on until everybody is performing the same action. 3. The 'conductor' then repeats the same process with another action (for example, clicking fingers, clapping, slapping thighs). 4. The storm can be brought to crescendo by, for example, adding stamping feet to clapping. 5. The 'conductor' then follows the same steps in reverse to indicate the settling of the storm.

Name	Human sculpture
Age group	8 -14
Number of participants	8 or more
Objectives	Enhance group work and cooperation, problem solving
Material needed	None
Activity description	<p>Ask a volunteer to move away to somewhere where they can't see the rest of the participants.</p> <ol style="list-style-type: none"> 1. Ask the remaining participants to form a human sculpture by joining hands and entwining themselves into as intricate a shape as possible. 2. Ask the volunteer to return and disentangle the 'human sculpture'.

Name	Dragons
Age group	6 - 12
Number of participants	10 or more
Objectives	Develop cooperation
Material needed	None
Activity description	<ol style="list-style-type: none"> 1. Participants line up and each hold the shoulders of the person in front of them. 2. The person at the front is the dragon's head; the person at the back is the tail. 3. The activity starts with the dragon in a straight line standing still – it is asleep. 4. The dragon only wakes up when one of the participants in the middle of the dragon's body shouts 'Chase!' Then the head starts to try to chase the tail, which is trying to keep out of its way.

Name	Islands
Age group	6 - 12
Number of participants	10 or more
Objectives	Encourage group work and problem solving
Material needed	Large sheets of paper or chalk
Activity description	<ol style="list-style-type: none"> 1. Place several sheets of paper on the ground to represent islands. Alternatively, you can draw islands on the ground with chalk. 2. Participants 'swim' or walk around the room until a given signal, when they must stand on an island. 3. Participants move around again and an island is removed. 4. At the given signal, once again everyone must stand on an island. 5. The game continues, with an island being removed each time until only one or two are left, depending on the size of the group. 6. No one must be left outside when the time for standing on an island comes.

Name	Points of contacts
Age group	6 - 12
Number of participants	10 or more
Objectives	Encourage teamwork, problem solving, trust
Material needed	None
Activity description	<ol style="list-style-type: none"> 1. Explain to participants that there are seven points of the body that can touch/make contact with the floor in this game: two hands, two elbows, two knees, one forehead. 2. Call a number between one and seven and ask each participant to touch the floor with that number of points of the body. 3. You can then ask people to work together, first in pairs, then in threes, then in fours, and so on. 4. Although the number called cannot be higher than seven times the number of participants, it can be lower than the number of people in the group. For example, a group of four people can go as low as two points of contact if two people carry the other two and stand on one leg at the same time.

Name	Islands
Age group	6 - 12
Number of participants	10 or more
Objectives	Encourage group work and problem solving
Material needed	Large sheets of paper or chalk
Activity description	<ol style="list-style-type: none"> 1. Place several sheets of paper on the ground to represent islands. Alternatively, you can draw islands on the ground with chalk. 2. Participants 'swim' or walk around the room until a given signal, when they must stand on an island. 3. Participants move around again and an island is removed. 4. At the given signal, once again everyone must stand on an island. 5. The game continues, with an island being removed each time until only one or two are left, depending on the size of the group. 6. No one must be left outside when the time for standing on an island comes.

Name	Murals or collages
Age group	6 - 14
Number of participants	10 or more
Objectives	Develop cooperation
Material needed	<p>Space, a wall or large piece of strong paper or canvas, or several flip chart sheets stuck together.</p> <p>Paint and paint brushes, coloured pens or chalk.</p> <p>For a collage, you can use scraps of fabric, old magazines, sweet wrappers, string, glue, and so on.</p>
Activity description	<ol style="list-style-type: none"> 1. The mural (large wall painting) could either be painted directly on a wall or on a very large piece of canvas or strong paper. 2. The subject matter could be prescribed or could be left for the children to decide. 3. You could start to produce the mural with a small group of children and encourage others to join in, or you could work with a larger group from the start. 4. If you are producing the mural in a public space, then this might provide a good opportunity to make contact with children you have not worked with before. <p>Adaptation/variation</p> <ul style="list-style-type: none"> • This can also be done as a collaborative activity with children in a community setting to encourage working together. • You could also create large pictures on the ground using sticks, stones, leaves, flowers, and so on.

Name	Find someone
Age group	8 - 14
Number of participants	6 or more
Objectives	Encourage everyone in a group to speak to each other
Material needed	A sheet of A4 paper with a selection of 'Find someone who ...' written on it. Enough copies of the sheet for all the participants. Enough pens for all the participants.
Activity description	<ol style="list-style-type: none"> 1. Give a copy of the worksheet and a pen to each participant. 2. Explain to them that the task is to complete the sheet by putting a tick and a name to each 'Find someone who ...' 3. Depending on the size of the group, agree that each time one participant has asked another participant a question, they have to move on to another person, so that the same person cannot be asked two questions in a row. 4. Once participants have completed their sheets, review the findings with them by looking at similarities/things in common and surprising revelations. <p>Examples</p> <p>Find someone who ...</p> <ul style="list-style-type: none"> • can play a musical instrument • has travelled outside your village/town/country • can swim • has their birthday in the same month as you • has walked/travelled on a bus/train to come here today • has a brother, sister, and so on

Name	Magical Hoop
Age group	9+
Number of participants	10 or more
Objectives	Develop cooperation and respect
Material needed	2-4 hoops
Activity description	<p>The players stand in a circle holding hands. The animator asks two of the players to let go of each other's hand, puts a hoop between them and asks them to hold each other's hand again. The hoop is hanging between the two players. He does the same with two other players. The aim is to pass the hoops from one player to the next without ever letting go of each other's hands. This requires a strategy for getting the body through the hoop and passing it on to the next player as quickly and harmoniously as possible.</p> <p>Progression: when the players have understood what to do, a larger group can play together and one jumping rope (tied with a knot in a loop) can be added. To make it more motivating the players must pass the ropes round in one direction and the hoops in the other, or any other creative idea.</p>

Name	Animal mimes
Age group	6+
Number of participants	10 or more
Objectives	Develop self-expression
Material needed	None
Activity description	<p>Players are separated in groups from five to ten. Each person receives the name of an animal (either written on pieces of paper which they pick out of a hat, or drawn, or whispered into the ear) that has to be kept secret. If several groups are playing at the same time, there should be a list for each group (with the same or different animals).</p> <p>The aim for each group is to line up according to the increasing order of the size of animal, without talking or without any kind of sound. They have to mime their animals.</p> <p>When a group is finished, the animator checks the exact order by asking every player to name his neighbour's animal.</p> <p>Rules:</p> <ul style="list-style-type: none"> • Everything is done in silence, and; • All the members of the group have to know all the names of the animals in the end. <p>Variation: with younger children the game can be made easier by being "blind" instead of "mute". Then children imitate the sounds of the animals for instance.</p>

Name	Sharks' island
Age group	6+
Number of participants	12 or more
Objectives	Develop cooperation, respect and trust
Material needed	Carpet or ropes or plastic
Activity description	<p>The game needs a defined are (small carpet or something which can be made smaller like ropes, plastic, etc.). If the group is too large, divide it into several groups of six to ten players, playing at the same time. Each group needs its own place for playing.</p> <p>The animator tells a story:</p> <p>The children are at sea; swimming and having fun in the water (the children run around and pretend to swim). When the (imaginary) sharks arrive, the lifeguard (the animator) whistles once (or claps his hands) and everyone swims to safety on the island (carpet or other) not leaving a single foot in the water. When the danger has passed, the lifeguard whistles twice and the children can go back into the water. But the tide is coming in and the island gets smaller each time (the animator should fold the carpet to make the area smaller and smaller). When the animator whistles again the children get back on the island so that nobody is left in the sea. If one or more children are left in the water (even a foot off the carpet) and get eaten by the sharks, the whole group has to do a collective exercise like running three times round the place or any other idea.</p> <p>The children must find a way to help each other so that they can all manage to stay on what is left of the carpet.</p>

Name	Five pass ball
Age group	9+
Number of participants	12 or more
Objectives	Develop communication and cooperation
Material needed	1 ball every two teams
Activity description	<p>The game requires one ball for two teams of four to six players each that will play against each other. The goal is to score a point by making five passes (or more) without the other team intercepting the ball or the ball being dropped. When a point has been scored the ball is passed to the other team. If the ball is dropped, the number of passes starts from zero again and the ball is passed to the other team. If team A intercepts the ball, team B stops counting and team A wins the ball.</p> <p>Rules:</p> <ul style="list-style-type: none"> • No walking or running with the ball; • No touching or hitting the other players (no physical contact); • No passing the ball to the same player twice. <p>Progression: to increase the level of difficulty the play area can be made larger or the number of passes increased in order to score a point</p>

Name	This is me
Age group	6 - 12
Number of participants	6 or more
Objectives	Encourage children to express themselves and talk to each other
Material needed	A4 paper, coloured pencils
Activity description	<ol style="list-style-type: none"> 1. Ask participants to draw a representation of themselves and to include what they like doing in their drawing. 2. Once they have finished, ask them to exchange their drawing with the person on their right. 3. Each person of the pair then explains their drawing to the other. 4. Participants then introduce their partners to the group while showing them their partner's drawing. <p>Adaptation/variation The drawings can be kept and used at the end of a process of work with the group by sticking each person's drawing on their back and getting the rest of the group to write something positive about them on the drawing.</p>

Name	Team drawing
Age group	6 - 14
Number of participants	10 or more
Objectives	Promote working together and self-expression
Material needed	Large sheets of paper, coloured pencils, chalk
Activity description	<ol style="list-style-type: none"> 1. Divide participants into groups of five to eight. 2. Give each group a large piece of paper and some crayons or marker pens. 3. Ask participants to take it in turns in their groups to make one stroke with the pen or crayon on the sheet of paper. They have to do this silently. 4. As each participant adds their stroke, each team produces a drawing. 5. Once most teams have made some sort of drawing, ask the participants to share their drawings and discuss what they felt when they were producing them. 6. You could then explore what would have happened to the picture if they had agreed on an idea before they started. <p>Adaptation/variation: Team drawing could also be used as a way of planning a project. You could ask the teams to work on a drawing of how they would like their community to be or what they would like to change.</p>

Section 07

Engaging with Parents and Communities

Section 07



ENGAGING WITH PARENTS AND COMMUNITIES

Back to School Campaigns

Introduction to Parent Teacher Committees

Factsheet for Parents

Parent Teacher Committee Member Agreement

Parent Teacher Committee Meetings

Back to School Campaigns

Introduction

“Back to School Campaigns” should be carried out twice a year to coincide with the start of school semesters in September and February. The “campaign” is a participatory community event where children take centre stage and highlight issues that are important to their parents and their community.

Objectives

Back to School Campaigns should aim to reach all school-age children. However, particular focus should be given to reaching out-of-school children in the community with the aim of starting school for the first time, or coming back to school after an absence or disruption to their learning. Many out-of-school children are very vulnerable and face barriers to accessing education. Back to School Campaigns should promote education and the rights of children in the community to access education. They should also provide an opportunity for children to participate in their school and their community and promote their own rights.

Activities

Back to School Campaigns usually begin in the weeks before the registration of children for the autumn term. Activities focus on the key messages of the campaign, e.g. 'Register your children to start school', 'Get back to learning', 'Education is a right'. Examples of activities in the community might include:

- Theatre/dance/music by existing students to promote Back to School to out-of-school children
- Community meetings with parents, guardians and community
- Print posters and leaflets promoting children attending school using drawings and ideas of students
- Door-to-door visits by teachers/parents/graduated students (aged 18+) to identify out-of-school children, and tell households how to register children
- Megaphone announcements

The campaign continues during registration and in the first few weeks of the school semester. Children are provided with opportunities for remedial and recreational learning during which time they also work with staff and schoolteachers to prepare a day of events for the Back to School Campaign.

Children prepare plays; draw pictures and songs on the themes of child right and education. They are encouraged to be creative and to develop new skills through the activities.

Children, teachers and the local council promote the event in order to attract as many children as possible. School staff may decide the venue for the event.

All activities should be supervised to ensure the safety of children participants and security risks should be taken into account when deciding and preparing the venue. [Please see section A of safety and security guidelines.]

Teachers and staff are encouraged to document the event and collect feedback from the community to understand the impact of the campaign.

During the campaign, education staff may learn more about the barriers to children accessing education in the local area. This knowledge can be used to improve future campaigns, and to plan further advocacy and activities to strengthen children's access to quality and safe education.

Useful Resources:

1. Child Participation training – PART II – Capacity building manual.
2. Back to school campaigns check form – as set out below.
3. UNICEF Back-to-School Guide, 2013 – available online at www.reliefweb.int

School/Area:	Date:
Education Officer Responsible:	
Objectives: 1- 2- 3-	
Participants	
Children	Adults
Activities:	
Messages:	
Feedback:	

Introduction to Parent Teacher Committees

Parent Teacher Committees (PTC) are groups set up in schools to oversee school activities and help improve teaching and learning. They exist as a support and accountability structure for head teachers and teachers and as a link to the community. They work with school leadership and teachers on specific issues deemed a priority by the committee. The PTCs are community owned and will be responsible for their own management through support of the associated education actor.

A training component exists to help PTC members understand their responsibility but the following are steps that need to be taken by organisers of PTCs.

1. Who will organise PTCs?

Education staff will initiate the establishment of PTCs in each area. Education Officers will work with the school that they oversee. They will explain to each school's PTCs its purpose and benefits, and will provide the initial training for the committee. Staff will work with head teachers to identify the members of the committee. The school committee members will then promote the committee within the community and recruit additional members.

2. How many members per committee?

The number of members depends on each location. We recommend that each committee recruits 6-8 members. The committee should include:

- The head teacher
- 1-2 teachers
- 3-4 parents
- 1 staff member
- 1 student

3. How can I promote PTCs?

Working with school staff (those selected to be members of the PTC) Education Officers may promote PTCs and its benefits.

- Benefits of PTCs Form a link between the school and the local community.
- Strengthen the accountability of schools to the people which they serve. PTCs can monitor the provision of education, raising issues that need action, and supporting teachers in their work.
- Via students – the committee may send information to parents via students inviting parents to meet with the committee
- Via school event – schools may organise events especially to promote PTCs
- Via Local Councils – LCs may work with PTC to promote PTCs to parents
- Via local services – health centres and community organisations may link with PTCs to invite parents.
- Local variation – there may be services in each local area that could be engaged with to promote PTCs.

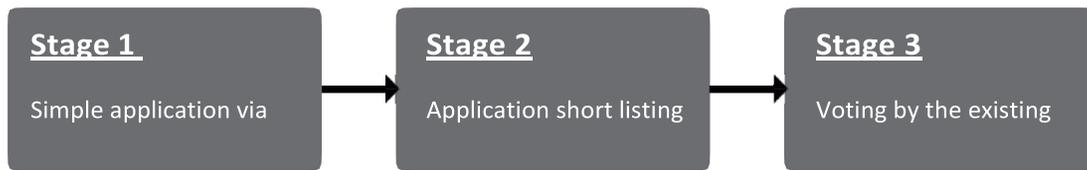
The document below, FAQs for parents will help parents understand PTCs.

4. How can I recruit members?

Parents should apply to the local committee for membership. This could be a formal application (form) or by registering interest with schools. Applications should be assessed fairly ensuring that all parts of the community are represented. For example membership should include women, minorities and those from marginalised communities. The committee should have an equal number of men and women wherever possible. In schools where the teachers and head teachers are predominantly male, the PTC is a particularly important forum for female students, mothers and women from the community. Similarly, if teachers and head teachers are mainly from one ethnic or religious group, the PTC is an opportunity to represent other groups from the wider school community.

The process of selection can vary from school to school but it is essential that the applicants have confidence in its fairness.

Recruitment Process:



1. What happens after members have been selected?

After recruitment has been finalised, the PTC will meet for the first time to decide on practical matters (meetings, timings etc.) and set the agenda (the issues that the committee will address). This will differ from school to school.

There are training sessions (PTC Training Pack) that should be run with the members. It's important to build the capacity of the members and ensure that the committee is able to function independently.

2. Do education agency staffs remain as facilitators?

No. staff will lead the process at the beginning but hand over when it can function alone. They will however be available for questions and support when required. In addition, monitoring checks to schools are part of their daily tasks, therefore when visiting the school they will also check on the functionality of the PTC and attend meetings when scheduled.

3. What do PTCs do?

The committee works to help the school improve its performance. They may engage in the following:

- Accountability – hold school leadership accountable
- Community engagement – ensure that the community is part the decision making process for schools.
- Advocacy – advocate on issues that matter to the students and school.
- Fundraising – raise funds for school and extracurricular activities
- Strategy – help school leadership to create strategies for improvement

Examples of PTC activity:

Parent-to-Parent support – PTCs can organise support groups for parents to help them engage with their child's education.

Anti-bullying strategies - PTCs can help schools develop and implement anti-bullying campaigns that help raise awareness of bullying and strategies to help teachers identify and mitigate against bullying.

Healthy lifestyles – PTCs can help develop strategies for healthy lifestyles

Clean schools – PTCs can organise events where the parents and community members clean the school and compound in support of the Back to School campaign. The PTC can also monitor the cleaning and maintenance of the school on a regular basis.

Classroom assistance – Parent members of the PTC can support teachers in the classroom for special events and days e.g. registration/enrolment, sports day, drama and music.

Tutoring –

4. How long does membership last?

PTC memberships are for one year. PTC members can however be re-elected up to 2 times, therefore potentially sitting on the committee for a maximum of 3 years.

Factsheet for Parents

Parent Teacher Committees are being established in your area. You are invited to apply to join a committee. The committees are set up to involve the community of your local school and will bring you into close collaboration with the teachers and head teacher of your school. We invite you to read the following below to find out more.

1. What is a Parent Teacher Committee (PTC/PTA)?

A PTC is a committee formed between parents/guardians of students and teachers in a school to help improve the quality of education in the school. The committee oversees the school activities and helps the management to improve the provision of education.

2. What are the benefits of a PTC?

PTCs help schools provide better education and care for the community. Parental involvement in schools enhances the learning of all children. PTCs help schools and hold school management accountable. By bringing together teachers and parents, important topics and issues of concern can be discussed, and work can be done to improve the quality of education. Moreover, parents as members of the PTCs are representing the parent population.

3. What does a PTC do?

The PTC's main objective is to help the school. The priorities as well as the activities for each school have to be decided by their committee. It can range from improving the school site to helping teachers develop new skills to working with head teachers to engage the community. PTCs create a platform for parents to share concerns with the school management. PTCs are also engaged in ensuring that an inclusive learning environment is created which is actively promoting education and identifying barriers to education, as well as supporting out-of-school children to start attending.

4. Who can join a PTC?

Any parent can apply to join the PTC. We also expect to recruit a child representative from the school. However the number of members cannot exceed 7 or 8 although it's up to the committee to decide on the final number. Members are chosen by a vote.

5. How can I join a PTC?

Inquire at your local school for details or look out for events in your community.

6. How often does a PTC meet?

The committee usually meets once a month and more frequently if required.

7. Do PTC members get paid?

PTC members are unpaid volunteers. They do not get paid for this role.

8. How long does a membership last?

PTC memberships usually last for one year based on the government guidelines.

9. What if I want to renew my membership after a year?

You may apply again to be a member and go through the same process up to a maximum of 3 years.

10. Will there be training opportunities?

PTC members will have access to training opportunities, such as training on their roles and responsibilities, psychological first aid, school emergency preparedness, child participation, micro-grants.

Parent Teacher Committee Member Agreement

This is an agreement between the members of the PTC

in..... Members are any elected or appointed persons to the PTC at the above location.

Agreement is an explicit understanding about expectations from members within the committee All committee members understand the following:

1. Membership to the committee is voluntary.
2. There is no monetary or other type of remuneration for this role.
3. Members have equal stakes in decision-making.

All members agree to the following:

1. I will be fully dedicated to the PTC and attend every committee meeting.
2. I will contribute positively to the goals of the committee as defined by members.
3. I will work collaboratively with committee members and school leadership to improve the quality of education in my community.
4. I will be impartial in my conduct and as such will work in the best interests of the school and students and not according to personal, political or religious interests of any party including my own.
5. I will not discriminate against members of the committee or anyone involved in school improvement based on their race, religion, ethnicity, gender or socio-economic status.

Name

Date

Staff Present

Parent Teacher Committee Meetings

Ground Rules

1. Arrive at the meeting on time.
2. Meeting will start and end on time.
3. Members will select a leader for the meeting.
4. Respect members at all times.
5. Adhere to the agenda, leaving any additional matters to the end if there is time.
6. Conduct meetings in a professional manner.
7. If there are issues concerning teachers and students, they will be discussed generally without identifying individuals by name. Individual details may be discussed in a one-to-one meeting with the head teacher or member of agency staff.
8. Any child safeguarding incidents or concerns must be reported immediately to the focal point
9. There will be no discussion concerning private matters of the members.
10. Members will wait their turn to speak.
11. Decision-making will be timely and effective.
12. Members will not discriminate against other members based on their race, religion, ethnicity, gender or socio-economic background.

Section 08

Quality Monitoring



QUALITY MONITORING

Why Monitoring Quality Matters

Quality Learning Environment Framework

Why quality monitoring matters

Save the Children is responsible for ensuring that our programmes meet the needs of the people that we serve. To ensure that we are working as best as we can, there are a number of monitoring procedures and approaches for our work and the education programmes in particular. These include:

- Weekly reports – which assess schools weekly.
- Classroom observation – which assess teaching and learning quarterly
- School observation – which assess the school as a whole quarterly
- Focus group discussions – which take place every quarter (children, parents, and teachers)
- In addition, we evaluate our trainings and other activities individually as they happen.

Quality monitoring activities are an essential part of our standards as an organisation. Here is why:

Save the Children is accountable to a number of stakeholders. Accountability means that we have an obligation to our beneficiaries, our personnel and our donors to account for all of our activities, accept responsibility for our activities, and disclose the results of our programmes in a transparent manner. It also means that we have to account for the money that is spent on our activities.

We are accountable to our beneficiaries

Our first responsibility is to the children that we serve. To ensure that they are receiving quality education, teaching and learning, schools need to be assessed regularly to monitor student learning and wellbeing, and the school environment. Information from these assessments is used to improve quality in the classroom as this allows technical supporters to understand which aspects of teaching and learning need to be improved.

We are accountable to our partners, staff and volunteers

Teachers and other education personnel deserve continual professional development, and support to improve their work and develop skills. Quality monitoring helps teachers improve their practice by identifying gaps and training needs, as well as strengths and weaknesses within the school as a whole.

We are accountable to our donors

The donors that fund our activities expect the delivery of quality education programming. Agencies must therefore provide evidence that our activities improve learning outcomes, and help children fulfil their potential. Each donor brings a set of priorities that need to be fulfilled – from developing teacher skills to promoting wellbeing of children in the classroom. We must provide evidence that their funds have been well spent, and made a positive impact on the lives of children.

We are accountable to the communities we serve

As an international organisation working in Syria, we must be able to provide evidence of good work to the communities that we serve. We serve their children and they have a right to know whether our programmes meet the needs of children in schools.

Monitoring improves learning and quality

Collecting detailed evidence provides data that is essential for programme improvement. Without evidence, there is no base for improvement.

Who is responsible?

Education officers oversee accountability in collaboration with the Monitoring, Evaluation, Accountability and Learning team.

Quality Learning Environment:

The Quality Learning Environment (QLE) is a framework for assessing, designing, monitoring and evaluating education programs. The QLE framework supports a holistic approach to delivering quality education in early childhood care and development and basic education settings, in both development and emergency contexts. In essence, the QLE framework aims to promote a high quality learning environment and, consequently, better learning outcomes for all children. There are 4 guiding principles the QLE, and subsequent indicators that all education providers should use to deliver quality education for children.

In addition to the traditionally-taught cognitive skills such as reading and writing, the QLE framework promotes the inclusion of broader components within education programs that contribute to achieving critical thinking, communication, creativity, citizenship and other life skills. The QLE acknowledges aspects of personal growth and the social nature of the learning process.

It focuses on the process needed to achieve learning outcomes – the skills children have by the time they finish their education – and seeks to understand the context within which children learn. By implementing the QLE together with learning assessments, we are able to build a picture not only The QLE framework for designing and monitoring programs sets out four criteria or 'guiding principles' for quality learning environments:

1. Learning environments must ensure children's emotional and psycho-social protection
2. Learning environments must be physically safe
3. There must be an active, child-centered learning process
4. Parents and communities must actively support the children's learning process.

The four guiding principles of the QLE framework play a fundamental role in the design of new and holistic education programs by acting as a check list for development professionals, governments, civil society organizations, donors and local communities who are developing programs designed to improve learning and development.

The principles apply to both early childhood care and development and basic education programs, however, the QLE is not derived solely from, nor applicable solely to, the education sector. To ensure that a comprehensive perspective is taken on learning, the guiding principles include some of the core components from child protection and health and nutrition and water, sanitation and hygiene sectors.

To achieve the four guiding principles, programs need to:

- support educators ongoing professional development
- build capacity of officials across the education systems
- increase meaningful participation of children, parents and communities
- improve different physical elements of the learning environments, for example infrastructure or providing
- learning resources, including toys and text books

By incorporating the four guiding principles of the QLE framework, programs promote a participatory, responsive and inclusive education process, which supports children to reach their full potential.

Measuring the quality of different learning environments provides vital information on how the environment may be supporting or restricting their learning process. Using the data generated through the QLE framework we are able to identify strengths, weaknesses or gaps in the learning environment that affect children's learning and developing. Information gathered from the QLE is used to improve existing programs as well as guide the design of new ones. Coupled with assessments, the QLE equips, educators, parents, communities and governments to respond to the needs and characteristics of children and their learning environment. This helps to ensure that programs are context-based, inclusive and relevant. It also guides the development and testing of creative and innovative program models to find lasting solutions to the challenges faced in the learning environments. Reporting against the QLE can also generate evidence to support advocacy and engagement work with key stakeholders, such as Ministries of Education, donors, implementing partners and most importantly, educators and learners within schools and other education settings. Ultimately, the QLE acts as a system of checks and balances to assess the effectiveness of programs and promote accountability whilst doing so.

Meet Learners' Emotional and Psychological Needs



Code of Conduct for all



Open complaints and suggestions



Free of discrimination and violence



Teachers are positive and interact with respect



Provide psychosocial support

2. Protect Children's Physical Wellbeing



Schools are Safe Places



Drinking Water is Safe



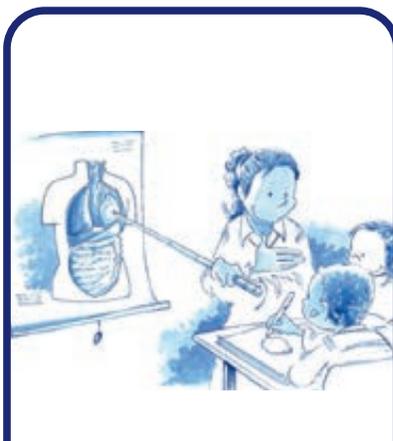
Sanitation Facilities for all



Playing is Safe and Fun



Access for all



Health issues in the curriculum



Minimum Health Services Provided



Know What do When in Danger

3. Child-Centered Teaching and Learner Engagement



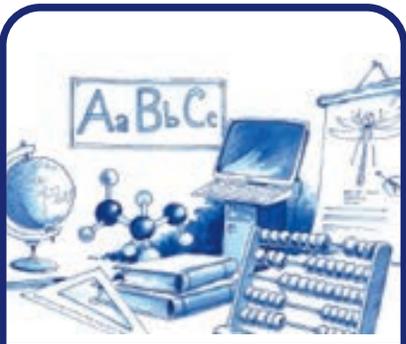
Teachers are Present in Class



Teachers are Adequately Trained



Teachers are Given Support



Teaching Materials are Provided



Plans are Adapted and Followed



Mother Tongue is Key



Childrens Receive Individual Attention



Children's Work is Regularly Assessed



Teachers are Trained on Child Rights



Leraner's Participate When Teachers Make Plans



Students Take Part in Decision Making



Children are Free Express Themselves

4. Parent and Community Engagement



The Community is Well-Represented



Teachers and Parents Collaborate



Parents Help Children Learn

Section 09

Barriers To Education



BARRIERS TO EDUCATION

Protecting Education from Attack Resources

Outreach Strategy

Brief - Protecting education from attack

The Global Coalition to Protect Education from Attack is a unique inter-agency coalition formed in 2010 to address the problem of targeted attacks on education during armed conflict.

<http://www.protectingeducation.org/>

WHAT IS AN ATTACK ON EDUCATION?

Students and educators in situations of armed conflict face violence every day. Schools and universities should be safe havens, where communities can work toward a better future. Instead, in many places, these institutions have become the targets of violent attacks for political, military, ideological, sectarian, ethnic, religious or criminal reasons.

Attacks on education are any intentional threat or use of force—carried out for political, military, ideological, sectarian, ethnic, religious, or criminal reasons—against students, educators, and education institutions. When incidents occur, all relevant information must be accurately reported as outlined above in safety and security.

Attacks on education may be perpetrated by:

- State security forces, including armed forces, law enforcement, paramilitary, and militia forces acting on behalf of the state.
- Non-state armed groups.

Attacks on education include attacks on:

- Students of all ages.
- Educators, including school teachers, academics, other education personnel, members of teacher unions, and education aid workers.
- Education institutions: any site used for the purposes of education, including all levels of education and non-formal education facilities, and buildings dedicated to the work of ministries of education and other education administration.

Attacks on students and educators include:

- Attacks directed at students and educators at education institutions, including abduction, recruitment into armed groups, forced labour, sexual violence, targeted killings, threats and harassment, and other violations.
- Attacks while going to or coming from an education institution or elsewhere because of their status as students or educators.
- Attacks on pro-education activists, including teacher unions or any teaching group, because of their activism.
- Attacks on education personnel, such as administrators and maintenance workers, and education aid workers.

The occupation or use of education institutions by armed forces or other armed groups can lead to attacks on education institutions and can displace educators and students, denying students access to education.

WHAT INTERNATIONAL LAWS ARE VIOLATED?

Attacks on education violate the right to education and other internationally protected human rights applicable at all times:

- Attacks on education undermine, prevent, or deter realization of the fundamental right to education, a right enshrined in key international human rights treaties, including the International Covenant on Economic, Social, and Cultural Rights and the Convention on the Rights of the Child.
- Attacks on education may also entail other violations of other human rights, including the rights to life; freedom from torture and other cruel, inhuman or degrading treatment; freedom of expression; and freedom of association enshrined in international treaties including the International Covenant on Civil and Political Rights; the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment; and the International Convention for the Protection of All Persons from Enforced Disappearance.

During situations of armed conflict, attacks on education may violate international humanitarian and criminal law and constitute war crimes (or crimes against humanity during war or peacetime) as set out in the 1907 Hague Regulations, the 1949 Geneva Conventions and their Additional Protocols, the Rome Statute of the International Criminal Court, and customary international humanitarian law, which include the following prohibitions:

- Deliberate attacks on civilians, including students and educators.
- Deliberate attacks on civilian objects, which include education institutions not being used for military purposes.
- Failing to take all feasible precautions to minimize harm to civilians, such as using education institutions for military purposes while students and teachers remain present.
- Using students and educators as human shields by preventing civilians from leaving from education institutions that are being controlled by a military force.

Other actions that may result in violations of international human rights and humanitarian law:
The occupation or use of education institutions by armed forces and other armed groups may:

- Undermine, prevent, or deter students from realizing their right to education.
- Place students and educators at unnecessary risk of attack in violation of international humanitarian law.
- Place students and educators at unnecessary risk of abuses of their fundamental rights to personal security by occupying forces.

WHAT IS THE IMPACT?

Attacks on students, educators, and education institutions can have a devastating impact on access to education and education systems and on a society's overall development in the long-term.

Documented impacts in affected countries have included the following:

- Death, injury, and destruction. Students and educators are killed, injured, or traumatized. Education buildings, administrative infrastructure and classroom materials are damaged or destroyed.
- Decline in attendance. Students and educators miss class or stop going to school altogether; student enrolments decline.
- Teacher flight and decline in education quality. Educators often refuse to work in unsafe environments, leaving teachers who remain stretched thin, with their performance impaired. Teachers lose their jobs and livelihoods, reducing the pool of qualified teachers for some time.
- Temporary or permanent school closure. Targeted education institutions close temporarily or permanently. Other valuable services provided in education buildings, such as community health, are also lost. When governments fail to rebuild after an attack, the impact is even greater and more long-term. Threats alone can shut down education institutions in environments where violence is widespread and perpetrators go unpunished. Institutions in surrounding areas close out of fear.
- Disproportionate impact on girls and excluded groups. Girls and women can be disproportionately affected by conflict when their right to education is opposed; they are targeted for sexual violence while at or on route to education institutions; or their families withdraw them for security reasons. This impacts the achievement of gender parity. Excluded groups can be disproportionately affected if the conflict involves ethnic or religious issues.
- Impacts of military use of schools. The use of and/or occupation of education institutions by military forces or other armed groups damages facilities, disrupts students' education, blurs the lines between civilian and military installations, and can provoke attacks from opposing forces. Students are entirely displaced. Alternatively, partial occupation causes overcrowding, loss of kitchens and latrines, and creates a wholly inappropriate environment for education. In both instances, attendance rates drop, especially among girls if they are forced to travel farther for school or when parents fear sexual harassment and abuse from occupying forces.
- Long-term decline in access to education and weakened education systems. Students do not fully recover lost educational opportunities; gains in education access and quality are reversed significantly. The quality and relevance of higher education are diminished and research and innovation are curtailed. Recurring investment in education is stopped due to ongoing targeting of infrastructure.
- Impacts on development. Weakened education affects a country's development as a whole, including economic.

Outreach Strategy

Why do we need an outreach strategy?

Question: To prepare for this programme and before any activities can begin with adolescents, why do we need a strategy for our outreach and engagement activities?

Note to facilitator: If the group is not sure, you could ask what might be the consequences of not having a strategy. Collect some ideas from the group and then move on to the next slide for some of the main answers.

Benefits of a good outreach strategy

Explain: If we are clear, consistent and fair in our communications and interactions with the community, we will build a stronger relationship with the community which will contribute to all the points on the slide. We will also be able to pre-empt challenges that have affected our programmes in the past, such as access to vulnerable adolescents and difficulties engaging the community.

Ask for 6 volunteers to explain why these benefits would result from a good outreach strategy?

- Community acceptance
- Positive community relations
- Lower dropout rates
- Improved family and community wellbeing
- Meeting targets
- Access

Understanding our locations

Objective: To collect the core data that will inform our outreach and engagement strategies.

Question for the group: Why is it important to understand our locations well in order to develop an effective outreach strategy?

Explain: The specific characteristics of each area in which we operate influences the way that we conduct our outreach and engage with community members. It also has a significant impact on our ability to retain participants during the programme.

Prepare one flipchart per location, and as a group, answer the following questions and add the following details to each sheet –

Approximate population? Percentage of IDPs/host community? Access to education?

Are basic needs being met?

Attitudes towards education service provider – reputation?

Situational analysis?

Inc. political situation and power dynamics?

Gender specific issues?

Key 'gatekeepers' – who are the critical adults in this location?

What do we need to communicate?

Explain:

- A good understanding of our programme is very important to know what to communicate to community members, parents and caregivers, and adolescents – to attract adolescents to our activities and to gain approval and acceptance from the community.
- Clear and concise messaging should be developed about the programme, and all staff involved should be very familiar with it. These messages should be prepared in advance and written down to ensure that staff have a reminder with them at all times.

Divide the groups into pairs and give them 4-5 minutes to discuss the following question and write their answers on post it notes: What might be the consequences of incomplete or incorrect messaging about the programme in the community?

Give one or two examples if the group is struggling.

Ask the group to stick their post it notes on a flipchart, and then read out some examples

Who are we communicating with?

Explain: As well as the communicating with the community generally, we need to think about the 'gatekeepers' or critical adults in the community who we need to approach to seek approval and gain acceptance to enable adolescents to take part.

Question: Who might some of those adults be?

Some examples to look out for: Parents/caregivers, religious leaders, community leaders, armed groups, teachers, employers, siblings.

Explain: When you're designing your messaging and your methods of communication, you may need very different approaches for each of these 'gatekeepers', so keep that in mind. On the other hand, when you are reaching out to adolescents directly, you will need to adopt a very different approach.

How are we communicating?

Objective: To reflect on the way in which we communicate with the community and to start building a Code of Conduct.

Question to the group: Why is it important to have a Code of Conduct for our outreach staff?

Note to facilitator: The answer we are looking for is that outreach staff reflect the programme in the community, and their attitudes and behaviour therefore impact on how the community perceives the whole programme. So this influences acceptance, access, safety etc.

Divide the group into pairs for 3-5 minutes and ask the following question: If we wanted to design a Code of Conduct for our outreach work, what would be some of the core qualities that would be included?

Note to facilitator: When the pairs have discussed, ask for feedback and write on flipchart paper. If the group are finding it difficult to answer, ask them to reflect on what behaviours or attitudes would affect the programme positively and negatively. Examples include – honesty, transparency, clear communicator, objective not subjective, good listener, patience.

Designing the strategy

Objective: To get the participants thinking about what is needed to design an outreach strategy.

Explain: Designing this strategy creates a guide and structure for our outreach activities before and during the programme.

Distribute: Outreach Strategy checklist for participants to read through, and then read through it with them step by step.

Discuss: Any activities that are missing that will need to be added to the checklist.

Action planning for outreach

- Analysis of location – current situation and predictions
- Ensure clarity about the programme and decide on key messaging
- Decide who to approach and how
- Induction of staff about the programme and Save the Children
- Work through the outreach checklist and allocate responsibilities and deadlines

Quick summary of what we've covered and check if there are any remaining questions or concerns.

Add the following if they are not mentioned:

- Parents or community leaders refusing to allow adolescents to participate
- High dropout rate
- Poor community relations or acceptance
- Disappointment of participants through unrealistic expectations
- A negative effect on wellbeing
- Lack of trust of an organisation
- Staff put at risk
- Children put at risk
- Not reaching our targets

Explain: Any programme with a limited number of participants must have a transparent selection process for it to be legitimate in the eyes of the community. The selection process must balance the protection of those in need with transparency in the identification of participants. This needs to be done fairly and openly and in a non-stigmatising way.

Hand out 'Q& A Communicating with communities' document messaging documents and review together – ONLY for use in Antakya.

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