

# MHPSS and EiE Toolkit

Education in Emergencies (EiE)  
Mental Health and Psychosocial Support (MHPSS)



[MHPSS.net](https://www.mhpss.net) (2021), MHPSS and EiE Toolkit

Cover photography by Stephen Richardson

# INTRODUCTION

The MHPSS and EiE Toolkit offers access to key documents and resources of relevance to those working in the fields of Education in Emergencies (EiE) and of Mental Health and Psychosocial Support (MHPSS).

Education in Emergencies plays a central role in the protection and promotion of children's mental health and psychosocial wellbeing. Education settings (including home school) can offer safe, stable environments that can help restore a sense of normality, dignity, and hope in emergencies. The field of Mental Health and Psychosocial Support has a wide range of intervention approaches that benefit children, their families and key workers such as teachers and other educators.

Despite the vital intersections between MHPSS and EiE, programme staff and practitioners are not always aware of relevant knowledge, approaches and tools across both fields. By sharing key documents about standards and guidelines, as well as resources and tools relevant to practitioners in each field, it is hoped that this toolkit will help to bridge this gap and better connect the efforts of those working to design and deliver education and/or MHPSS interventions related to children in crisis situations.

## AIM

The aim of this toolkit is to increase understanding between the two sectors, to encourage dialogue for planning and programming, and ultimately to strengthen the quality of MHPSS and education responses in emergencies.

# ABOUT THE TOOLKIT

## DESCRIPTION OF CATEGORIES

To aid navigation, each resource in the Toolkit has been categorised by type:

<b>Guidance/Standard</b>	Resources that provide information about agreed interagency standards and advice about implementing these, or give expert guidance about a specific topic related to MHPSS and/or EiE, or about implementation through the programme cycle.
<b>Practitioner Tool</b>	Resources focussed on implementation and/or key aspects of practice for humanitarian, MHPSS or educational practitioners.
<b>Toolkit</b>	Resources with a selection of different tools that have been reviewed and gathered together, often giving practitioners additional information on how to navigate the selected tools to find the most relevant for their context.
<b>Training Resource</b>	Different types of training materials such as training manuals, documents relating to a full training programme, or online courses.
<b>Resource Package</b>	Related to a specific programme intervention, which may include resources on planning, management, training and practitioner resources.
<b>Activity Resource</b>	Resources that outline specific activities to be used with children and/or adolescents related to MHPSS and/or EiE.
<b>Advice Resource</b>	Resources that give advice and tips for parents, caregivers and teachers.
<b>Advocacy Resource</b>	Resources with detailed information useful for advocacy regarding MHPSS and/or EiE.

Descriptive labels have also been added to show Online Resources and where resources are available as a ZIP file or a Drive file.

## Development Process

The resources in the MHPSS and EiE Toolkit were collated and reviewed through a series of steps, starting with the resources uploaded to MHPSS.net by the MHPSS and Education in Emergencies Community of Practice. Broad online searches were then conducted for additional resources based on keywords related to MHPSS and education, including: psychosocial education in emergencies, psychosocial and crisis education, education after disaster, psychosocial and peacebuilding education, social cohesion, trauma and education. These potential resources were then reviewed and selected resources were curated for inclusion in the first draft of the Toolkit. This was sent to practitioner networks and to expert reviewers in the MHPSS, Education in Emergencies and Child Protection fields who provided detailed feedback, based on which further additions and revisions were made to finalise this first edition of the toolkit. In total, over 1200 resources were screened, more than 400 resources were reviewed and approximately 163 were curated for inclusion in this toolkit.

*MHPSS.net has made reasonable efforts to provide current and accurate information on what resources are available regarding MHPSS and EiE. The materials contained in this toolkit are shared in this format for ease of access and as a reflection of what is presently available, however, inclusion should not be construed as an institutional endorsement or recommendation for use.*

## Acknowledgements

This toolkit was developed as part of a collaboration between MHPSS.net, REPSSI and the IFRC Reference Centre for Psychosocial Support (PS Centre) with the generous support of Education Cannot Wait. The implementation team for this larger initiative comprised of Ea Suzanne Akasha, Ahlem Cheffi and Pia Tingsted Blum (from IFRC PS Centre), Carmel Gaillard, Mark Kluckow and Jonathan Morgan (from REPSSI/APSSI) and Marcio Gagliato and Ananda Galappatti (from MHPSS.net).

The toolkit was developed by Valeria Florez, Ruth Marsden and Lakshita Sundaralingam, with support from Aloka Weerasekara, Tashiya De Mel, Marcio Gagliato and Ananda Galappatti. Layout of the PDF version of the toolkit was done by Dinuk Senapatiratne.

Colleagues and institutions from across the globe shared their expertise and experience to support the development of this toolkit. Special thanks are due to: Minna Pletola (Finn Church Aid), Catherine Boland (International Rescue Committee), Andrea Diaz-Varela (Right to Play), Julia Finder (Save the Children), Zeinab Hijazi (UNICEF), Vania Alves (UNICEF), Christian Alama (UNICEF South Sudan), Hanan Al-Kanash (UNRWA), Emily Mwanza (UNRWA), Amal Arafeh (UNRWA), Kamal Jabr (UNRWA), Seif Zureiqi (UNRWA), Felicity Brown (WarChild Holland), April Coetzee (WarChild Holland) and Noëmi Gerber (WarChild Holland).

## Your Feedback and Engagement

This MHPSS and EiE Toolkit will be reviewed regularly as newer and more up-to-date resources and tools become available. The feedback we receive from field users is essential to this process. Your considerations for improvement and overall feedback are welcome and can be received by email to [marcio@mhpss.net](mailto:marcio@mhpss.net).

Do consider joining the [MHPSS and Education in Emergencies Community of Practice](#) on MHPSS.net. (Note: You will need to log in or create an [MHPSS.net](#) account to access this page.) In this space you can connect with other practitioners, upload new resources and engage with others in the conversation and chat spaces.

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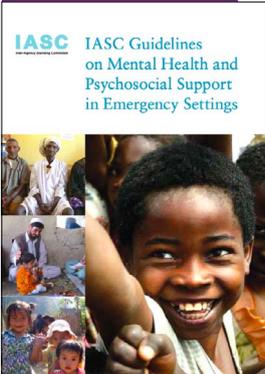
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## MHPSS Guidelines and Resources

## 1.1. GUIDELINES FOR PROGRAMMING AND ASSESSMENT

Guidance/Standard



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

**YEAR** 2007 **PAGES** 199

Author : IASC

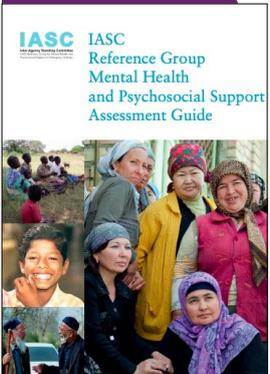
### IASC GUIDELINES ON MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT IN EMERGENCY SETTINGS

The IASC Guidelines is a key reference document for MHPSS in emergencies. It provides essential guidance for multi-sectoral essential minimum responses to protect and improve people's mental health and psychosocial well-being in emergencies. It offers an overall framework for the integration of MHPSS activities and services in humanitarian settings across different sectors such as health, protection and education. As well as recommending essential minimum responses, it gives guidance on what should be included in a more comprehensive response for each sector.

Detailed recommendations for key actions to strengthen access to safe and supportive education in emergency settings are given in action sheet 7.1 (p148-156).

Arabic, Chinese, English, French, Greek, Japanese, Korean, Nepali, Portuguese, Russian, Spanish, Tajik, Turkish, Ukrainian

Guidance/Standard



**IASC** IASC  
Reference Group  
Mental Health  
and Psychosocial Support  
Assessment Guide

**YEAR** 2013 **PAGES** 32

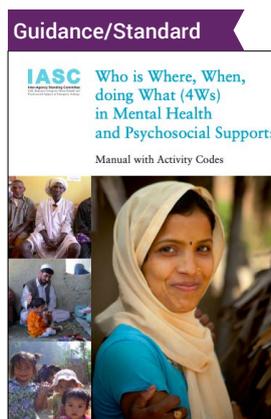
Author : IASC MHPSS  
Reference Group

### IASC REFERENCE GROUP MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT ASSESSMENT GUIDE

This guide provides key assessment questions for rapid assessments of MHPSS in humanitarian emergencies and questions for integration in other sector assessments. It gives an overview of essential elements in performing MHPSS assessments that are: (a) relevant for all phases of the emergency and (b) generally applicable to all emergencies. It discusses ethics and guiding principles for conducting MHPSS assessments. In the annexes it provides templates for conducting desk reviews and participatory assessments.

For more detailed guidance on conducting ethical research see the IASC's *Recommendations for Conducting Ethical Mental Health and Psychosocial Research in Emergency Settings* (2014) at the following [link](#).

English, Ukrainian



**YEAR** 2012 **PAGES** 18

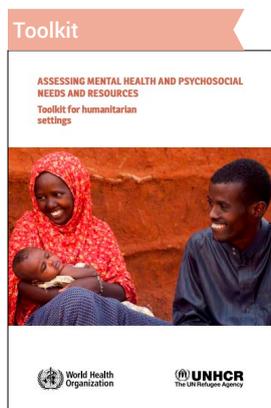
**Author :** IASC MHPSS  
**Reference Group**

### WHO IS WHERE, WHEN, DOING WHAT (4WS) IN MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT: MANUAL WITH ACTIVITY CODES

The 4Ws tool maps MHPSS activities in humanitarian settings across sectors. It is for MHPSS coordination in emergencies where there are numerous MHPSS actors. The tool consists of two parts: (a) a manual describing how to collect the data; and (b) a Data Collection Spreadsheet.

This 4Ws tool provides an overview of the scope of the MHPSS response; helps identify gaps in the response and enables coordinated action. It can support referrals by making information available about who is where, when, doing what. Specific activity codes are given for categorising activities related to Psychosocial support in education and Safe spaces (p14-15).

English, Ukrainian



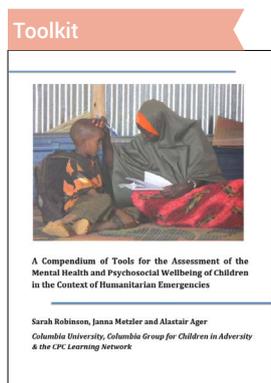
**YEAR** 2012 **PAGES** 84

**Authors :** WHO & UNHCR

### ASSESSING MENTAL HEALTH AND PSYCHOSOCIAL NEEDS AND RESOURCES: TOOLKIT FOR HUMANITARIAN SETTINGS

This toolkit provides a detailed guide for assessing MHPSS in humanitarian crises. It describes tools for different kinds of assessment, and recommends tools for assessing MHPSS through the health sector and through community support and other sectors. It gives a structured process and good practice principles, which are helpful for conducting assessments in any sector.

Arabic, English, French, Russian, Spanish



**YEAR** 2014 **PAGES** 56

**Authors :**  
Columbia University, Columbia Group for Children in Adversity & the CPC Learning Network

### A COMPENDIUM OF TOOLS FOR THE ASSESSMENT OF THE MENTAL HEALTH AND PSYCHOSOCIAL WELLBEING OF CHILDREN IN THE CONTEXT OF HUMANITARIAN EMERGENCIES

This compendium helps practitioners in humanitarian contexts select a measure for assessing the mental health and psychosocial wellbeing of children. It provides details of 48 assessment measures and approaches that have been used in different contexts and guidance to select which is relevant. For each measure it presents: an overview/description; information about with whom and for what the assessment is suitable; examples of use; restrictions in use; and where it is available from. A decision-making guide in the form of a flow chart is provided at the end of the compendium to assist the process of matching the measurement approach to context and requirements.

## Guidance/Standard



2017



42

Author : IASC MHPSS

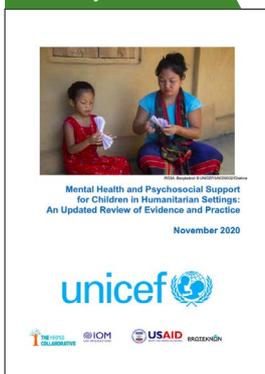
Reference Group

## A COMMON MONITORING AND EVALUATION FRAMEWORK FOR MHPSS IN EMERGENCY SETTINGS

This framework provides guidance on the assessment, research, design, implementation and monitoring and evaluation of MHPSS programmes in emergency settings. Although designed specifically for emergency contexts (including protracted crises), the framework may also be applicable for the transition phases from emergency to development (including disaster risk reduction initiatives). It assumes familiarity with the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings.

Arabic, English, French, Portuguese, Russian, Spanish

## Advocacy Resource



2021



117

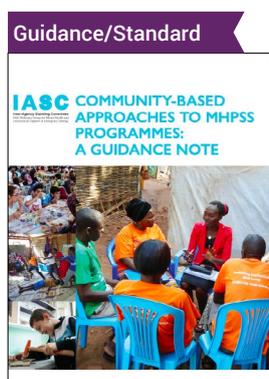
Author : UNICEF

## MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT FOR CHILDREN IN HUMANITARIAN SETTINGS: AN UPDATED REVIEW OF EVIDENCE AND PRACTICE

This resource provides practitioners working with children in humanitarian settings with a detailed review of practice and evidence in the field of MHPSS. This version includes recent evidence updates (2015-2020), addresses gaps in the previous version, and includes additional evidence on child and community participation. It considers epidemiological studies that explore associations between risk and protective factors and MHPSS outcomes; peer-reviewed studies of interventions; and program evaluations. In relation to practice case studies and programme descriptions are reviewed. It is organised around thirteen risk and protective factors associated with the individual, the family/caregivers, education, community and multiple levels.

This compilation of evidence and best practice complements UNICEF's Guidelines on Community-Based Mental Health and Psychosocial Support in Humanitarian Settings and UNICEF's Compendium of Resources.

## 1.2. COMMUNITY-BASED MHPSS



2019 13

**Author :**  
IASC MHPSS Reference Group

### COMMUNITY-BASED APPROACHES TO MHPSS PROGRAMMES: A GUIDANCE NOTE

This brief guidance note explains community-based approaches to Mental Health and Psychosocial Support in emergencies, and the importance of viewing emergency-affected people as active participants in improving individual and collective well-being. It highlights the importance of community-based approaches for encouraging recovery and resilience, and for contributing to restoring and/or strengthening collective structures and systems essential to daily life and well-being. It gives brief guidance on how to assess, plan, implement and evaluate community-based approaches to MHPSS. It highlights ethical dilemmas and practical difficulties and presents ethical guidelines for implementation.

Arabic, English, French, Portuguese, Spanish, Urdu



2018 90

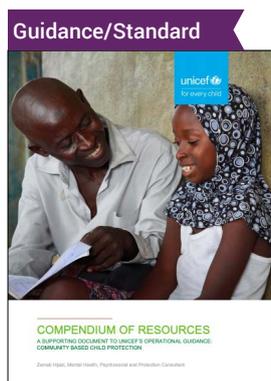
**Author :** UNICEF

### OPERATIONAL GUIDELINES ON COMMUNITY-BASED MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT IN HUMANITARIAN SETTINGS: THREE-TIERED SUPPORT FOR CHILDREN AND FAMILIES - FIELD TEST VERSION

These detailed guidelines offer practical information and tools to implement community-based MHPSS interventions to address the protection and psychosocial support needs of children and families, in parallel with tailored mental health interventions for those most in need.

They help agencies working with children to support and promote safe, nurturing environments for children's recovery, psychosocial well-being, and protection. They provide a framework for engaging actors at all levels (children, caregivers, families and community service providers) to design and implement MHPSS strategies that are locally relevant, comprehensive and sustainable. The Operational Guidelines are accompanied by a Compendium of Resources (see below).

Arabic, English, Spanish



2021



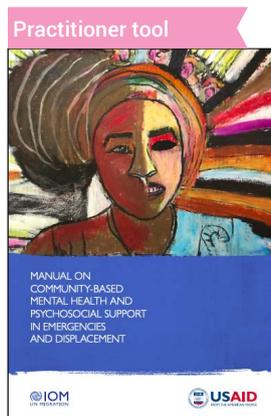
93

Author : UNICEF

## COMPENDIUM OF RESOURCES - A SUPPORTING DOCUMENT TO UNICEF'S OPERATIONAL GUIDANCE: COMMUNITY BASED CHILD PROTECTION

This detailed compendium supports UNICEF's Operational Guidance on Community-Based Mental Health and Psychosocial Support (see above). It provides a set of resources for the four different MHPSS intervention levels as well as a section on Monitoring and Evaluation Resources. For each resource there is: a description; notes on appropriate use, scope, training requirements for using the resource and key inputs required; links to the resource itself and information about key tools contained within it; and notes about applications and further references. The compendium provides resources to inspire program development across a broad spectrum of approaches within the frame of the IASC Guidelines for MHPSS in Emergencies.

English, Ukrainian



2019

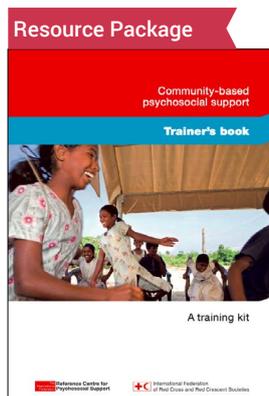


495

Author : IOM

## MANUAL ON COMMUNITY-BASED MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT IN EMERGENCIES AND DISPLACEMENT

This manual aims to facilitate IOM MHPSS experts and managers and partners in designing, implementing and evaluating community-based MHPSS programmes, projects and activities for emergency-affected and displaced populations in humanitarian settings. It consists of 16 chapters and two annexes covering: theories, describing processes (e.g. training, technical supervision, assessment and community mobilization), instructing on how to organize activities (e.g. sport and art-based activities, community-based supports for people with severe mental disorders), and tackling the operational dimension of linking MHPSS to other sectors, like protection, conflict transformation and livelihood support. It provides links and references to wider resources. Chapter 9 focuses on non-formal education and informal learning.



 2009

Author : IFRC

## COMMUNITY-BASED PSYCHOSOCIAL SUPPORT

This training kit provides resources for trainers and participants in key aspects of psychosocial support, including: understanding the impact of crisis events, supportive communication, protection issues and self-care. The kit features the following components:

### COMMUNITY-BASED PSYCHOSOCIAL SUPPORT - TRAINER'S BOOK

Training Resource



131

Arabic, English, French, Italian, Spanish

### COMMUNITY-BASED PSYCHOSOCIAL SUPPORT - PARTICIPANT'S BOOK

Training Resource



114

Arabic, English, French, Spanish

### POWERPOINT SLIDES

Training Resource

Arabic, English, French, Spanish

### 'STRENGTHENING RESILIENCE': A GLOBAL SELECTION OF PSYCHOSOCIAL INTERVENTIONS

Training Resource



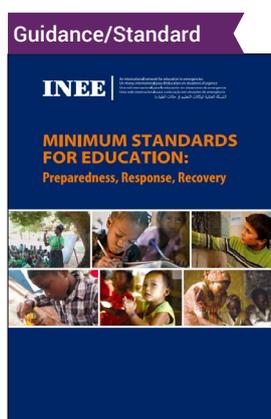
143

English, French

# 2

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## EiE Guidelines and Resources



 YEAR 2010  PAGES 140

Author : INEE

## INEE MINIMUM STANDARDS FOR EDUCATION: PREPAREDNESS, RESPONSE, RECOVERY

The INEE Minimum Standards Handbook contains 19 standards organised within five domains, each with accompanying key actions and guidance notes. The handbook aims to enhance the quality of educational preparedness, response and recovery; increase access to safe and relevant learning opportunities for all learners, regardless of their age, gender or abilities; and ensure accountability and strong coordination in the provision of education in emergencies through to recovery.

These minimum standards are designed for use in crisis response in a range of situations, including disasters caused by natural hazards and conflict, slow- and rapid-onset situations and emergencies in rural and urban environments. This document is the first step toward ensuring that education initiatives in emergency situations provide a solid basis for post-conflict and post-disaster reconstruction.

Two standards with particular links to MHPSS are Access and Learning Environment Standard 2: Protection and Well-being (p61) and Standard 3: Facilities and Services regarding referrals (p72).

Arabic, Azerbaijani, Bahasa Indonesian, Bangla, Burmese, Bosnian-Croatian-Serbian, Chinese (Mandarin), Dari, English, French, Japanese, Kyrgyz, Nepali, Portuguese, Russian, Spanish, Turkish, Urdu, Vietnamese



 YEAR 2020  PAGES 20

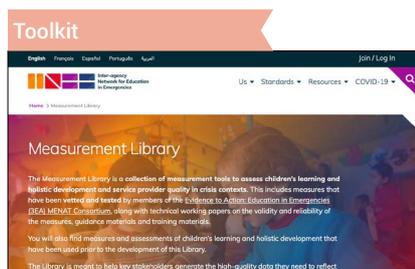
Author : INEE

## EDUCATION IN EMERGENCIES COMPETENCY FRAMEWORK

The EiE Competency Framework builds on the INEE Minimum Standards (see above) to describe expected standards of performance across six domains: humanitarian guiding principles, foundational standards, access and learning environment, teaching and learning, teachers and other educational personnel, and education policy. For each competency three different levels are outlined.

The framework provides a common lexicon for core humanitarian and technical competencies. It is intended to inform staff recruitment, learning and professional development, performance management, planning, and organizational design. It aims to advance the accountability, effectiveness, and predictability of educational preparedness, response and recovery for affected populations. Competencies in Domain 2 within subsections on Equal Access, Protection and Wellbeing, and Facilities and Services have particular overlap with MHPSS (p12-13).

Arabic, English, French, Portuguese, Spanish



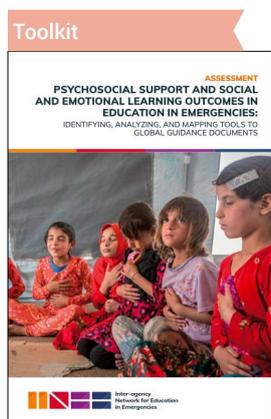
## THE MEASUREMENT LIBRARY

This library contains a collection of measurement tools to assess children's learning and holistic development, and the quality of service provision in crisis contexts. The measures have been selected and tested by the Evidence to Action: Education in Emergencies (3EA) MENAT Consortium. It is meant to help key stakeholders generate high-quality data to reflect on their work and identify critical gaps and solutions. More details about the Measurement Library and how it was developed can be found at this [FAQ page](#).

Online Resource

Author : INEE

Arabic, English, French, Portuguese, Spanish



## SEL AND PSS MEASUREMENT AND ASSESSMENT TOOLS IN EDUCATION IN EMERGENCIES: IDENTIFYING, ANALYZING, AND MAPPING TOOLS TO GLOBAL GUIDANCE DOCUMENTS

This document covers programmatic measurement approaches, global measurement frameworks, assessment tools, and monitoring and results frameworks. It aims to map what constitutes quality and equitable education in emergencies and how it can be assessed at the program and individual learning levels. It also aims to inform on the linkages between measurement at the programme or national level and global measurement frameworks. It includes a set of profiles of measurement and assessment tools; a summary table for looking across measurement and assessment tools and guidance documents; and a set of profiles on programmatic approaches to SEL and PSS.

2020 300

Authors :

INEE, EASEL Lab and Harvard Graduate School of Education



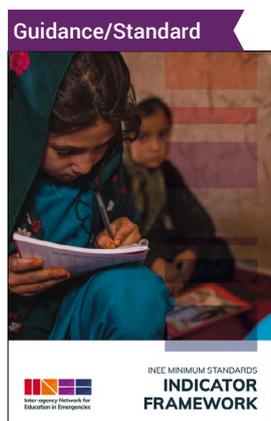
## EDUCATION IN EMERGENCIES (EIE) ONLINE COURSE

This free course explicitly links to the INEE Competencies Framework and is primarily designed to help education in emergencies (EiE) and education practitioners improve their overall understanding of EiE and knowledge of specific EiE topics and areas. It contains six modules in 35 units, covering: the concept and rationale of EiE; cross-cutting issues related to protection, safeguarding, gender, ability, status and contextualisation needs; assessment and data analysis; how EiE can contribute to children's physical and psychological protection and wellbeing; teaching and learning in emergencies; and engagement with parents, communities, education authorities and coordination mechanisms. It may also serve as a useful resource for those working in other areas who are wanting to improve their understanding of the sector through this intermediate-level content.

Online Resource

Authors :

INEE, Save the Children, Humanitarian Leadership Academy, Humanity & Inclusion, IKEA Foundation, Plan International, UNICEF, University of Geneva, War Child, World Vision  
Online Resource



**YEAR** 2021 **PAGES** 24

**Author :** INEE

## INEE MINIMUM STANDARDS INDICATOR FRAMEWORK

This framework provides a common set of indicators mapped against each of the INEE Minimum Standards for stakeholders to demonstrate alignment with and progress towards them. It can be used by implementers and donors alike, at any stage of the program cycle. The intention is for EiE stakeholders to adapt the framework for their own use and context, while still working under the overall framework of the INEE Minimum Standards. Each user can decide what information is most relevant to collect and share for their own use, or for reporting to donors and/or emergency-affected communities.

Arabic, English, French, Portuguese, Spanish



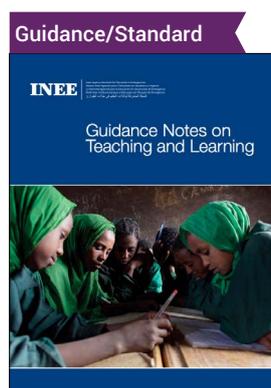
**YEAR** 2010 **Online Resource**

**Author :** INEE

## EIE HARMONIZED TRAINING PACKAGE

This training package consists of 19 modules regarding Education in Emergencies, covering: the rationale for EiE and the INEE framework and minimum standards; technical components; the INEE guidance notes on teaching and learning; assessment, planning, monitoring and evaluation; coordination and linkage with other sectors; contingency planning and managing transitions; advocacy; risk reduction; human rights; inclusive education; gender responsive education; youth and adolescents; early childhood development; and extended modules on PSS and SEL, and on conflict-sensitivity in education. The materials include PPTs, Facilitator Guides and exercises as well as guidance on adapting the training materials.

Arabic, English, French



**YEAR** 2010 **PAGES** 84

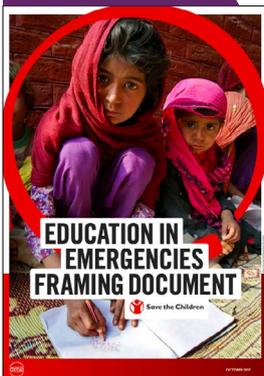
**Author :** INEE

## INEE GUIDANCE NOTES ON TEACHING AND LEARNING

These Guidance Notes build on the INEE Minimum Standards and articulate good practice on critical issues related to curricula adaptation and development; teacher training, professional development and support; instruction and learning processes; and the assessment of learning outcomes. The Guidance Notes identify mechanisms, approaches, and tools to help relief agencies, teacher colleges, and education ministries address the complex issues surrounding curriculum assessment, development, monitoring and evaluation in contexts affected by crisis.

Arabic, Bosnian, Croatian, Serbian, Chinese (Mandarin), English, French, Spanish

## Guidance/Standard



2017



20

Author : Save the Children

## EDUCATION IN EMERGENCIES FRAMING DOCUMENT

This Framing Document defines Save the Children's approach to Education in Emergencies. It sets out five key principles for EiE to be child-focused, child-rights informed, focussed on children's wellbeing and learning, the continuity of learning and building back better. It provides a conceptual framework that covers intended outcomes, foundations, components and examples of recommended interventions, in relation to three tiers of Wellbeing, Literacy and Numeracy. It aims to enable readers to understand the impact of emergencies on children's education, the principles and framework that guide all Save the Children's EiE responses, and to provide links to 'how to' guidance for selection and sequencing of EiE interventions.

The framework is part of an EiE Essential Resource Pack, which includes a Toolkit (see resource below) and an online library accessible using this [link](#).

## Toolkit



2017



218

Author : Save the Children

## EDUCATION IN EMERGENCIES TOOLKIT

The EiE Toolkit is part of the EiE Essential Resource Pack. It provides detailed guidance and a systematic and tools-based approach to analysing EiE needs, designing and implementing programmes. The Toolkit includes step-by-step guidance for selecting and sequencing interventions according to context.

The toolkit is part of an EiE Essential Resource Pack, which includes a Framing Document (see resource above) and an online library accessible using this [link](#).

## Guidance/Standard



2016



33

Author : Save the Children

## SPEL GUIDANCE FOR COUNTRY OFFICES: COMMUNITY-BASED ACTION PLANNING FOR SAFE AND PROTECTIVE ENVIRONMENTS FOR LEARNING (SPEL)

This guidance for Save the Children's Country Offices outlines the key steps in developing an action plan for Safe and Protective Environments for Learning (SPEL). It is based on the earlier safe schools programming developed by Save the Children. Its five steps include: building stakeholder support; exploring the meaning of safety and child protection in schools; harmonizing priorities; ensuring accountability; and developing SPEL action plans. These steps can be incorporated within any process of community mobilization for education. The tools and resources can be used to advocate for school safety and as part of global efforts to protect education from attack.



 2018  Zip File

Author : Save the Children

## IMPROVING LEARNING ENVIRONMENTS TOGETHER IN EMERGENCIES (I LET) PACKAGE

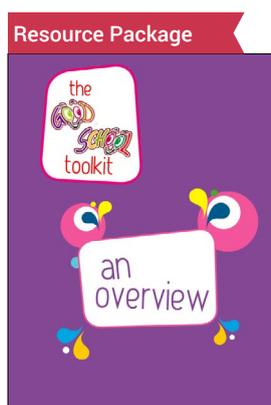
This resource is a detailed training package on using assessments for improving learning environments in humanitarian contexts through community participation. ILET empowers communities to improve the quality of the learning environment through a data-driven, participatory, sustainable process of planning and implementing School Improvement Plans.

ILET offers a set of easy-to-use data collection tools, real-time analysis, and visualization via a user-friendly web-based platform with both mobile and paper data collection features. Collecting data and sharing results with the communities in a timely manner enforces transparency, increases accountability and ownership and stimulates the creation of local solutions.

The ILET package consists of three pillars:

1. Guidance Documents: the Overview Document, Step by Step Guide, Training Manual (including training handouts + training powerpoint)
2. Data Management: Data Management Platform, Data Management Handbook, Data Collection Tools
3. Program Templates: School Findings Cards, School Improvement Plan Poster, in addition to program management templates such as results framework and budget samples.

Arabic, English, French, Spanish



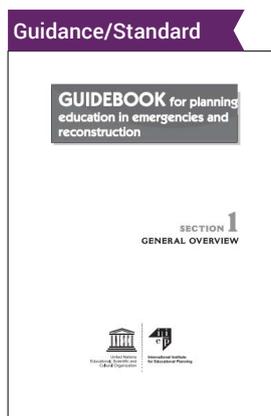
 2011  Online Resource

Author : Raising Voices

## THE GOOD SCHOOL TOOLKIT

The Good School Toolkit is a detailed set of resources that aims to help teachers and administrators create a violence-free learning environment where students can develop their skills and confidence and become constructive, creative, and thoughtful members of their community.

The toolkit is divided into six steps, which are to be followed systematically as each step feeds into the other as well as the three objectives: to equip teachers for increasing student confidence and success; to create a learning environment that is safe and respectful; and to support the administration in becoming more transparent and accountable.



2010 1102

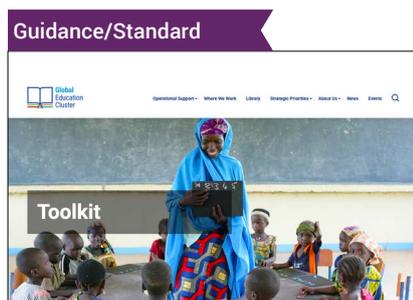
Author : UNESCO

## GUIDEBOOK FOR PLANNING EDUCATION IN EMERGENCIES AND RECONSTRUCTION

This detailed guidebook aims to support educational authorities in providing equal access to quality education for children affected by conflict or disaster, noting that this can provide a unique opportunity to reform an education system. Intended primarily for ministry of education staff, it also serves educational planners and practitioners at all levels. Each chapter identifies strategies or policy options that have already proven successful in different contexts.

The guidebook is divided into five major sections: general overview; access and inclusion; teachers and learners; curriculum and learning; and management capacity. This revised edition chapters on ethnicity/political affiliation/religion, children with disabilities, learning spaces and school facilities, early childhood development, and coordination and communication have all been updated. New chapters on prevention of conflict and preparedness for disaster and technology have also been added.

Chinese, English, Spanish

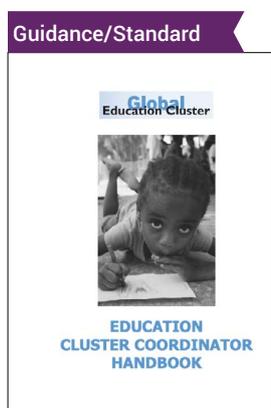


Online Resource

Author :  
IASC Global Education Cluster

## GLOBAL EDUCATION CLUSTER TOOLKIT

This resource is an e-toolkit for Education Clusters in humanitarian emergencies to support effective cluster coordination and information management. Users can access the interactive toolkit to navigate through the different phases of the Humanitarian Programme Cycle to find associated guidance, tools, templates, resources, and vetted country examples.



2010 305

Author :  
IASC Global Education Cluster

## EDUCATION CLUSTER COORDINATOR HANDBOOK

This handbook provides guidance on the specific functions of the Education Cluster including information management, needs assessment, monitoring and reporting, response planning, and advocacy. It highlights the overarching principles and standards applicable to Education in Emergencies and suggests how coordinated and collaborative efforts of cluster partners, in partnership with government, can contribute to an effective and efficient education sector response.

Intended for use as a reference, the handbook provides guidance, tips, and practical tools and resources. Designed for application in different emergency and country contexts, the handbook includes information, guidance and resources relevant to rapid-onset, conflict-related, and complex emergencies.

English, French

## Practitioner Tool



2021



125

Author : Right to Play

## P.O.W.E.R. PLAY OPPORTUNITIES FOR WELLNESS AND EDUCATION RESOURCE

This resource is a collection of previous and new play-based learning activities. All learning activities are play-based and cover the following topics: health and psychosocial wellbeing, cognitive development, social development, emotional development, gender and child protection. Each activity includes the appropriate age, the time, the number of players and the materials needed.

In addition, this resource also includes guidance for facilitators on the following topics: keeping children safe, child agency, psychosocial wellbeing play, gender responsive play, and children with disabilities and play.

Arabic, English, French

## Guidance/Standard



2017



81

Author : Save the Children

## EARLY CHILDHOOD DEVELOPMENT IN EMERGENCIES MANUAL

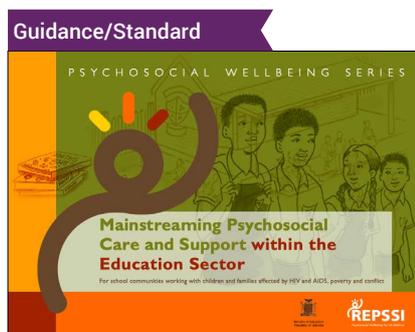
This manual provides guidance on how to assess needs, design and implement Early Childhood Development in Emergencies (ECDiE). It covers four components: early learning and stimulating environments, positive child-caregiver interaction, protective environments, and holistic child wellbeing. Section one explains these four components, including guidance on what to consider when designing ECDiE programmes and how to best support early learning. Section two incorporates the core components of ECDiE into the program design cycle, focusing on the assessment, program design and implementation. Links to further guidance and resources are given at the end of the document.

# 3

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## MHPSS through Education

### 3.1. GUIDELINES

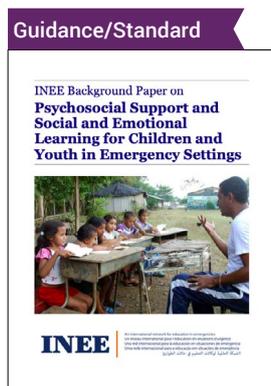


**YEAR** 2009 **PAGES** 62

**Author :** REPSSI

#### MAINSTREAMING PSYCHOSOCIAL CARE AND SUPPORT WITHIN THE EDUCATION SECTOR

This document contains guidance and practical steps for integrating psychosocial care and support within the education sector. It is for educators, and also for community workers, caregivers, parents, youth and children and psychosocial and mental health practitioners. It highlights the importance of creating caring supportive environments in schools, and was written with a particular focus on school communities working with children and families affected by HIV and AIDS, poverty and conflict. It contains chapters on: understanding psychosocial wellbeing; understanding psychosocial care and support in education; practical steps, guiding principles, tools and approaches for mainstreaming psychosocial support in schools; and guidance on addressing specific psychosocial issues.



**YEAR** 2016 **PAGES** 85

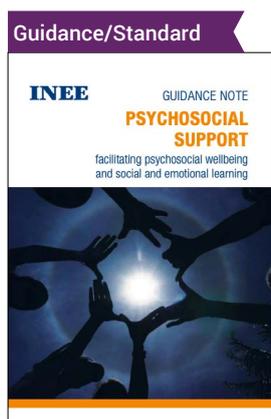
**Author :** INEE

#### INEE BACKGROUND PAPER ON PSYCHOSOCIAL SUPPORT AND SOCIAL AND EMOTIONAL LEARNING FOR CHILDREN AND YOUTH IN EMERGENCY SETTINGS

This paper clarifies relevant terminologies and approaches relating to psychosocial well-being and social and emotional learning (SEL) in education in crisis-affected contexts, and explores how psychosocial support (PSS) and social and emotional learning relate to one another.

The paper includes various considerations for training, supervision, and well-being, as well as tips and guidance on adopting a gender perspective. It includes an overview of the impact of conflict and natural disasters on children's well-being, and the related risk factors and impact of toxic stress on brain development. The target audiences for this paper are education practitioners, academics, and policy-makers working in education in emergencies and protracted crises and the various sections include references to specific entry points for each.

Arabic, English, French, Portuguese, Spanish



 **2018**  **84**

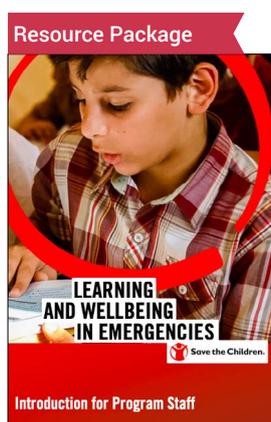
Author : INEE

## GUIDANCE NOTE ON PSYCHOSOCIAL SUPPORT: FACILITATING PSYCHOSOCIAL WELLBEING AND SOCIAL AND EMOTIONAL LEARNING

The purpose of this Guidance Note is to clarify the importance of supporting the psychosocial wellbeing of children and youth, and to offer specific strategies for how to incorporate psychosocial support (PSS) into education responses. This resource addresses a gap in the tools that are currently available to educators and professionals operating in emergency and crisis contexts, providing PSS guidance that is specifically oriented to the education sector. It encourages more intentional and consistent implementation of practical, good-quality psychosocial interventions on the education frontlines by teachers, education administrators, counsellors, and other education personnel. The content is also useful for those working in related sectors, including protection, child protection, mental and public health, and others.

[Arabic](#), [Chinese \(Mandarin\)](#), [English](#), [French](#), [Portuguese](#), [Spanish](#), [Turkish](#)

## 3.2. PROGRAMMES, ACTIVITIES AND TOOLS



 **2016**  **Drive Folder**

Author : Save the Children

## LEARNING AND WELLBEING IN EMERGENCIES: RESOURCE KIT

The 'Learning & Wellbeing in Emergencies' toolkit (LWiE) focuses on building and measuring early foundational literacy skills, alongside social emotional learning, in emergency contexts with a particular focus on community engagement as a key support for children.

The toolkit includes: an introduction to proposal development and advocacy; community action for initial non-formal education or informal learning; teacher training to support teachers/facilitators; learner assessment tools; and a comprehensive community action component to support literacy and well-being in the immediate aftermath of a crisis.



2012 Zip File

**Authors :**  
IFRC & Save the Children

## THE CHILDREN'S RESILIENCE PROGRAMME: PSYCHOSOCIAL SUPPORT IN AND OUT OF SCHOOLS

The Children's Resilience Programme aims to: improve cooperation and peaceful interaction between children; improve the motivation to play, problem solving and positive attitude to others; enhance positive expectations to the future; enhance impulse control; and enhance capacity and awareness about self-protection and protection of peers. It uses a nonclinical psychosocial and protection methodology that focuses on children's positive coping and resilience. It comprises 8-16 structured workshops for children aged 10-16 years old. The programme can be implemented for children in and out of school, during or after disasters, in situations of armed conflict, for children affected by HIV, or as part of preventative social work. It is designed to be implemented by the same one or two facilitators once or twice a week with the same group of children.

This resource kit provides guidance for designing and implementing the Children's Resilience Programme and contains the following resources:

Arabic, English, French, Russian

### UNDERSTANDING CHILDREN'S WELLBEING

40

This booklet provides an introduction to psychosocial support, child protection and children's reactions to difficult events.

Arabic, English, French

### PROGRAMME MANAGER'S HANDBOOK

36

This guides managers on how to plan, implement and evaluate Children's Resilience Programmes.

Arabic, English, French

### FACILITATOR HANDBOOK 1: GETTING STARTED

142

This consists of an introduction to the Children's Resilience Programme, the first 5 workshops for the children, three additional workshops and two options to use to end a workshop track, as well as the guide for meetings with parents and caregivers.

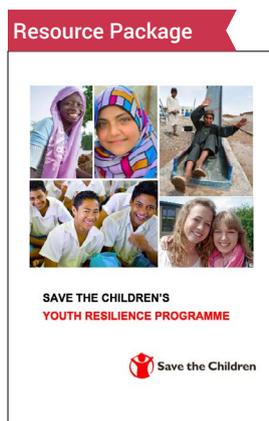
Arabic, English, French, Russian

### FACILITATOR HANDBOOK 2: WORKSHOP TRACKS

208

This consists of four workshop tracks that are concerned with Protection against abuse and exploitation, Children affected by armed conflict, Children affected by disaster and Children affected by HIV or AIDS.

Arabic, English, French, Russian



 2015  Drive Folder

Author :  
Save the Children

## THE YOUTH RESILIENCE PROGRAMME: PSYCHOSOCIAL SUPPORT IN AND OUT OF SCHOOL

The Youth Resilience Programme aims to help young people to: resume normal, routine activities during or in the aftermath of crisis events; have strong personal and social skills to adapt to and cope with adversities; feel good about themselves and confident in their own abilities; make good and safe life choices; be more social and act as role models to other children and young people; trust others and feel comfortable about sharing feelings and thoughts; seek help from others when needed and have stronger awareness about who can help; and solve problems without violence. It uses a nonclinical psychosocial and protection methodology and is framed within the complex interaction of individual and social factors that facilitate resilience. The heart of the programme is a series of 8-16 structured workshops for young individuals aged ~14 and above designed to be implemented once or twice a week.

Arabic, English, French

The resource kit contains the following main components:

### THEORY AND PROGRAMMATIC GUIDE

 96

This provides a detailed overview of key concepts and the theoretical background and reviews approaches and methodologies for implementing the programme.

Arabic, English, French

### FACILITATOR'S HANDBOOK 1: LIFE SKILLS WORKSHOPS FOR YOUTH

 322

This gives detailed instructions for facilitators for each workshop, including the objective of the session, the timing for activities and the materials required.

Arabic, English, French

### FACILITATOR'S HANDBOOK 2: PARENTS AND CAREGIVERS MEETINGS

 132

This gives instructions for facilitating meetings with parents and caregivers, providing them with updates and enhancing parents' and caregivers' understanding and skills to support their children's wellbeing and protection.

Arabic, English, French

Additionally, the package provides a brief **Guidance Note** summarising key aspects of the Youth Resilience Programme and a **Questionnaire** to assess 'readiness' and identify what preparatory actions are necessary that can be accessed [here](#).



2020 Zip File

**Author :**  
Terre des Hommes

## MOVE ON & ENGAGE

This resource kit consists of a curriculum of 20 sessions to improve the self and collective efficacy of children and youth (12 to 20 years old), to address issues in their environment that concern them, including family, school and community, and to strengthen their psychosocial resilience.

The curriculum is divided into two parts. One part - MOVE - contains six sessions dedicated to strengthening trust, cooperation, communication, emotional management, creative thinking and responsibility. A second part - ENGAGE - supports adolescents and youths to explore the concept of well-being, identify their main challenge, and select one or two main challenges they would like to tackle through a youth led action.

The core documents included in this resource kit are: the *Move on & Engage Youth Curriculum*, the *Move on & Engage Methodology Guidance*, the *Move on & Engage Facilitator Orientation Manual* and the *Move on & Engage M&E Toolkit*.

English, French



Online Resource

**Author :** UNICEF

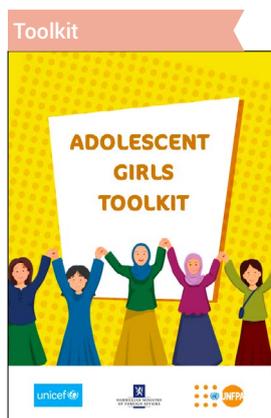
## THE ADOLESCENT KIT FOR EXPRESSION AND INNOVATION

This resource kit is a detailed package of guidance, tools, and activities to support adolescents aged 10-18, especially those who are affected by humanitarian crises. It aims to bring about positive change in adolescents' lives through arts and innovation. The activities offer adolescents the chance to express themselves, experiment, solve real problems, and explore new ideas. In the process, they develop key competencies and new skills that help them to cope with stressful circumstances, build healthy relationships, and engage positively with their communities.

The resource kit draws from good programmatic approaches in psychosocial support, life skills education, child protection, social cohesion and peacebuilding. It can be used by anyone involved in managing programmes or working directly with adolescents in humanitarian and vulnerable development contexts, including staff across different sectors, teachers, Child Friendly Space facilitators, youth facilitators and community volunteers. All or part of the Kit can be integrated into programmes for adolescents in areas such as child protection, education and youth development.

It includes an Activity Box with detailed step by step guidance to activities (in English and Arabic), energizer cards and inspiration cards, and guides for planning and facilitating sessions which can be accessed [here](#).

Arabic, English



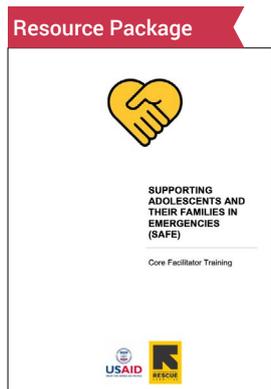
**YEAR** 2017 **PAGES** 242

**Authors :**  
UNICEF & UNFPA

## ADOLESCENT GIRLS TOOLKIT IRAQ

The Adolescent Girls Toolkit for Iraq is a collection of learning sessions and tools designed to empower adolescent girls from IDP, Refugee and Host communities in Iraq to address key issues on life skills, Reproductive Health, Gender Based Violence (GBV) and Financial Education.

The Toolkit supports implementing partners to set up girl-friendly spaces and carry out girl-focused needs assessments and plan interventions. It contains sections on: reaching adolescent girls - community participation; setting up a programme - outreach; facilitation techniques; GBV case management; how to use the girls' curriculum; and a detailed outline of the parts of the girls' curriculum itself covering trust building, life skills, reproductive health, safety, financial education and leadership. It also contains sessions to be used with mothers of adolescent girls, and end sections with icebreakers and games, monitoring tools and a list of further resources. An overview of tools included in different sections is given on page 8-9.



**YEAR** 2019 **Online Folder**

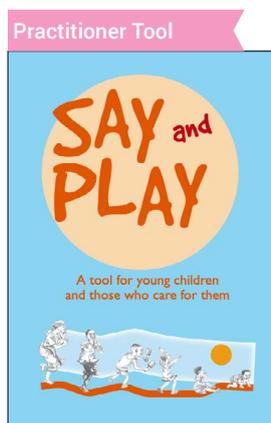
**Author :** IRC

## THE SAFE (SUPPORTING ADOLESCENTS AND THEIR FAMILIES IN EMERGENCIES) RESOURCE PACKAGE

Supporting Adolescents and their Families in Emergencies (SAFE) is a protection and psychosocial support program model to strengthen the capacity of front-line actors so that adolescent girls and boys (ages 10-19) are safer, more supported, and equipped with positive coping strategies in acute emergencies. It aims to make adolescent girls and boys more visible and heard in the first phase of an emergency response. It is designed around two pillars: (1) Working directly with adolescent girls and boys to provide them with essential health and safety information, encourage participation and develop social and emotional skills, strengthen relationships, and connect them with available support services; and, (2) Contributing to a safe and supportive environment for adolescent girls and boys through working with female and male caregivers to develop their knowledge of how to protect and support adolescents, and collaborate with the community, other sectors and service providers to increase awareness of the needs and interests of adolescents.

The SAFE Resource Package includes a practical, field-friendly [Overview and Implementation Guide](#), that accompanies the package of detailed facilitator training manuals and three tailored curricula – for adolescent girls, for adolescent boys, and for caregivers. Additional information can be found [here](#).

Arabic, English, French



**YEAR** 2009 **PAGES** 52

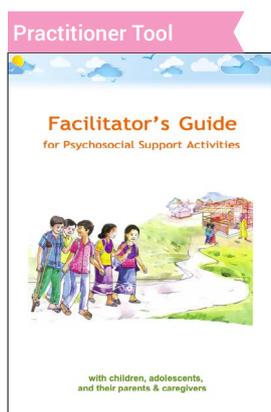
**Author :**

Jonathan Brakarsh - Project Concern International (PCI)

## SAY AND PLAY: A TOOL FOR YOUNG CHILDREN AND THOSE WHO CARE FOR THEM

“Say and Play” is an interactive tool designed for orphans and vulnerable children from three to six years old and those who care for them, including parents, caregivers, early child development teachers, home-based care teams and all those who take an interest in the welfare of young children. The tool supports adults to learn about young children’s experiences and views, and encourages children to express themselves naturally through games and stories. By improving communication, Say and Play creates a dialogue between adults and vulnerable young children in need of services or a hand to hold.

It uses pictures, stories and games to help children talk about their lives. Through these activities, it guides adults to identify and support the emotional and social needs of children. Say and Play has five objectives: to better understand young children and their needs; to improve communication between adults and children; to strengthen the parent–child relationship; to increase children’s participation - to help them express opinions and make decisions about matters that affect their lives; and to link young children to relevant health, educational and psychological services.



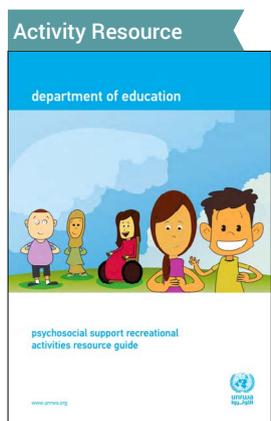
**YEAR** 2020 **PAGES** 192

**Author :**

Samaj Kalyan Unnayan Shangstha

## FACILITATOR’S GUIDE FOR PSYCHOSOCIAL SUPPORT ACTIVITIES WITH CHILDREN, ADOLESCENTS, AND THEIR PARENTS & CAREGIVERS

This manual contains a series of psychosocial activities for facilitators in Child Protection and Education programs, or in other community situations, to use with children. The first part gives instructions for facilitators. The following sections contain activities for different age groups: children aged 5-7, children/ adolescents aged 8-12, and adolescents aged 13-17. The final section provides activities for working with parents and other caregivers to support children.

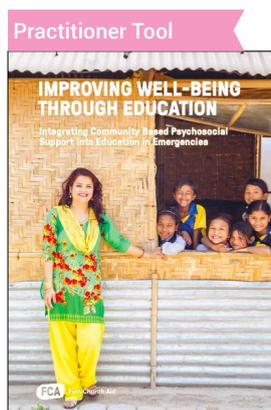


**YEAR** 2016 **PAGES** 162

**Author :** UNRWA

## PSYCHOSOCIAL SUPPORT RECREATIONAL ACTIVITIES RESOURCE GUIDE

This guide contains details of recreational resource activities for teachers, counsellors and community members to use with children and youth living in challenging contexts. The resources are organised in three themes: strengthening personal skills, strengthening peer support skills and strengthening awareness of students as active participants in their community.



**YEAR** 2018 **PAGES** 28

Author : FCA

## IMPROVING WELL-BEING THROUGH EDUCATION: INTEGRATING COMMUNITY BASED PSYCHOSOCIAL SUPPORT INTO EDUCATION IN EMERGENCIES

This document describes the use of the Community Based approach to Psychosocial Support in educational settings and presents FCA's experiences in improving well-being through education in various countries. It offers practical examples on how access to education and wellbeing of children and youth can be improved during conflicts by involving communities.

### 3.3. SKILLS BUILDING AND TRAINING PACKAGES

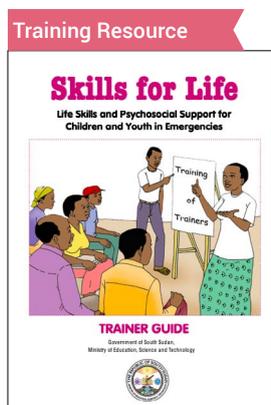


**YEAR** 2015 **PAGES** 19

Author : Save the Children

## FUN, SAFE, INCLUSIVE. A HALF DAY MODULE ON FACILITATION SKILLS

This manual can be used across sectors for programmes at all levels. It can be used as a stand-alone training tool or as part of a comprehensive training on psychosocial and resilience-promoting activities for children, adults and families. The module focuses on facilitation skills promoting fun, safety and inclusion. It draws on new insights about the importance of play from neuroscience, giving ideas for activities designed to alleviate the long-term impact of toxic stress on children's brains and development.

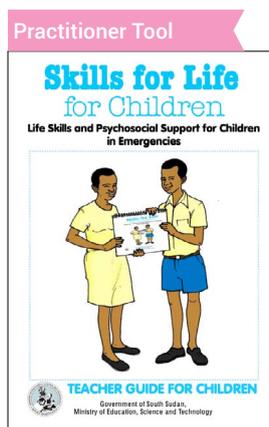


**YEAR** 2013 **PAGES** 92

Authors :  
UNESCO & Government of South Sudan

## SKILLS FOR LIFE: LIFE SKILLS AND PSYCHOSOCIAL SUPPORT FOR CHILDREN AND YOUTH IN EMERGENCIES - TRAINER GUIDE

This detailed guide contains training plans both for a training of trainers and a teacher training for using the Skills for Life programme with children and youth. It was developed for teachers with limited English skills who may have to translate into a mother tongue or Arabic. It links to the Skills for Life for Children - Teacher Guide for Children (see next resource).



## SKILLS FOR LIFE FOR CHILDREN: LIFE SKILLS AND PSYCHOSOCIAL SUPPORT FOR CHILDREN IN EMERGENCIES – TEACHER GUIDE FOR CHILDREN

This is a detailed handbook for teaching life skills and psychosocial support to children and youth in emergencies. It contains modules on: psychosocial well-being; peace and conflict resolution; protection; and health. It includes information on how to use the toolkit, the methods used, group management, teachers support, a teacher's code of conduct and a psychosocial checklist. It links to the Skills for Life - Trainer Guide (see previous resource).



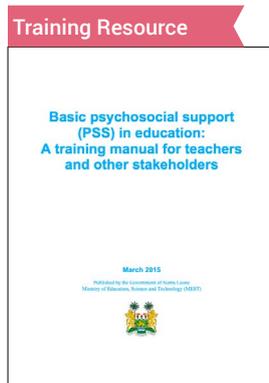
2013



138

### Authors :

UNESCO & Government of South Sudan



## BASIC PSS IN EDUCATION: A TRAINING MANUAL FOR TEACHERS AND OTHER STAKEHOLDERS

This 3-day psychosocial support (PSS) for teachers and other stakeholders aims to assist people working in the education sector to support the psychosocial wellbeing of pupils in classrooms and the wider school environment.

This manual provides teachers with some basic tools and skills to be able to offer psychosocial support to distressed children (or their parents or colleagues). Tools further aim to enable teachers to explore creative ways to help children to reduce stress, foster resilience and coping, build supportive relationships and possibly prevent short- and long-term psychological problems.



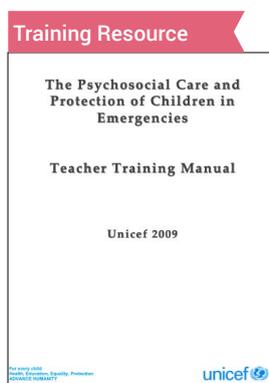
2015



62

### Authors :

Government of Sierra Leone,  
Ministry of Education, Science and  
Technology



## THE PSYCHOSOCIAL CARE AND PROTECTION OF CHILDREN IN EMERGENCIES: TEACHER TRAINING MANUAL

In order to strengthen efforts to promote psychosocial support within educational programming in emergencies, these teacher-training materials were developed to promote greater understanding of the psychosocial impact of emergencies on learners and knowledge of effective responses.

The materials are oriented towards experienced teachers who already possess strong teaching skills. Shortened or modified versions of the training should be developed to meet the differing needs and capabilities of education personnel other than skilled teachers.

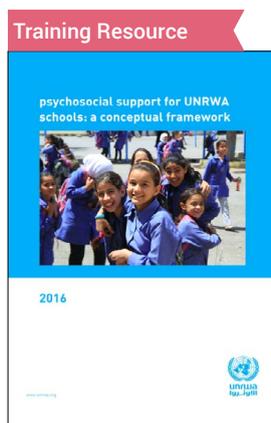


2009



185

Author : UNICEF



**YEAR** 2013 **PAGES** 50

**Author :** UNRWA

## PSYCHOSOCIAL SUPPORT FOR EDUCATION IN EMERGENCIES – TRAINING AND RESOURCE PACKAGE FOR TEACHERS AND COUNSELLORS

The aim of this training and resource package is to equip teachers and counsellors with basic skills for supporting the psychosocial well-being of children affected by conflict and emergencies. It covers the following topics: key concepts and principles of psychosocial support; how do children react to a crisis situation; the role of teachers in promoting the psychosocial well-being of students; how to discuss a crisis with children; activities for improved learning and recovery; how to manage challenging behaviour and maintain positive discipline; identifying and assisting children who may need more advanced support; and teachers' well-being.

It includes: a manual for training sessions; training activities; teacher handouts; and classroom activities.

Arabic, English



**YEAR** 2011 **PAGES** 192

**Author :** Terre des Hommes

## WORKING WITH CHILDREN AND THEIR ENVIRONMENT: MANUAL OF PSYCHOSOCIAL SKILLS

This manual aims at improving the overall wellbeing of children through strengthening the psychosocial skills of the adults working with them. Part One contains training modules for developing a psychosocial approach, comprising nine personal and social skills, fundamental for any adult helping vulnerable children, whatever the field of intervention may be. The second part is about managing psychosocial activities and games and includes specific methodological and technical skills for facilitators setting up psychosocial activities with children. Assessment indicators are suggested for each of these skills. The Annexes contain further training tools and follow up tools.

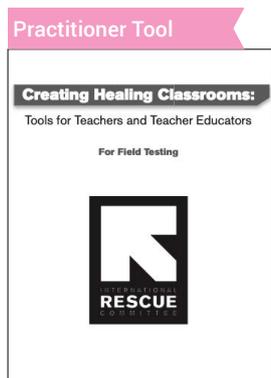


**YEAR** 2011 **PAGES** 200

**Author :** IRC

## CREATING HEALING CLASSROOMS: A MULTIMEDIA TEACHER TRAINING RESOURCE

This resource contains materials for facilitating teacher training in the 'healing classrooms' concept and concrete teaching techniques. The purpose of the workshop is to provide teachers with knowledge and skills related to student well-being and specific teaching techniques and strategies that they can use to promote student well-being, and create 'healing classrooms.'



**YEAR** 2006 **PAGES** 112

**Author :** IRC

## CREATING HEALING CLASSROOMS: TOOLS FOR TEACHERS AND TEACHER EDUCATORS – FOR FIELD TESTING

This document is a collection of some of the tools and ideas behind the innovations in teacher support and development that have been created and piloted through the International Rescue Committee’s (IRC) Healing Classrooms Initiative. It is intended to serve as a resource for IRC staff working to improve their programs related to teacher support and development. It will also be relevant to education programme and policy makers in other agencies and organizations.



**YEAR** 2016 **Online Resource**

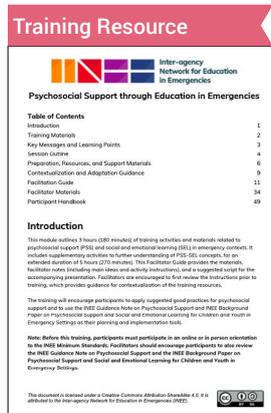
**Authors :** IRC & USAID

## SAFE HEALING AND LEARNING SPACE TOOLKIT

The Safe Healing and Learning Space Toolkit provides frontline humanitarian staff with practical implementation guidance, adaptable sample tools, comprehensive training materials, and scripted instructional content. Resources are provided for a 9-month program, and are applicable in both rural and urban areas, based on locally-defined needs and priorities. This toolkit was developed to help child protection and education teams facilitate spaces in emergencies where children can learn, grow, and feel safe. The toolkit prepares practitioners to set up a Safe Healing and Learning Space (SHLS) and includes targeted training to deliver: social and emotional learning; foundational academic skills - reading and maths; and promote positive parenting.

The **SHLS Approach** overview component contains a Manager’s Guide, providing step-by-step guidance and adaptable tools for education and child-protection professionals to set up, monitor and evaluate the implementation of an SHLS in an emergency context. It also contains a Foundational Training Trainer’s Manual and Trainee’s Handbook. The **Social and Emotional Learning** component contains a Trainer’s Manual, Trainee Handbook, Lesson Plan Bank and Games Bank. The **Parenting Skills** component contains a Trainer’s Manual, Curriculum for Caregivers of Children and Curriculum for Caregivers of Adolescents.

English. Some components are available on the site in: Arabic, Dari, French, Greek, Pashto



**YEAR** 2019 **Zip file**

**Author :** INEE

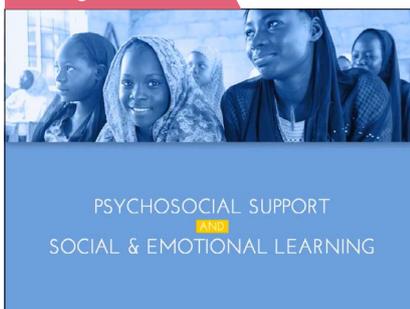
## INEE PSS-SEL TRAINING MODULE

This module outlines 3 hours of training activities and materials related to psychosocial support (PSS) and social and emotional learning (SEL) in emergency contexts. It includes supplementary activities to further understanding of PSS-SEL concepts, for an extended duration of 5 hours.

The Facilitator Guide provides the materials, facilitator notes (including main ideas and activity instructions), and a suggested script for the accompanying presentation.

Arabic, English, French, Portuguese, Spanish

## Training Resource



2018



Online course

Author : Creative

## PSYCHOSOCIAL SUPPORT AND SOCIAL EMOTIONAL LEARNING

This online, video-based, short course covers the following: the definitions of and differences between PSS and SEL; PSS and SEL frameworks as developed by the Collaborative for Academic, Social and Emotional Learning (CASEL), the Inter-Agency Network for Education in Emergencies (INEE), and the International Rescue Committee (IRC); Why to consider PSS and SEL in EiCC contexts and examples of PSS and SEL in actions; Why contextualizing is important; Best Practices; and Methods of Assessments.

## Training Resource



2003



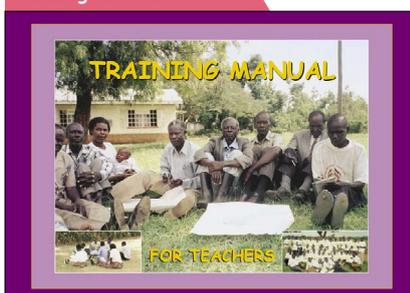
72

Author : AVSI

## HANDBOOK FOR TEACHERS

This handbook was developed by AVSI to support teachers in the Kitgum and Pader Districts in Uganda under the Psycho Social Support Program (PSSP), in their work with children in their schools. It is useful for teachers in other communities as well, especially in adopting a psychosocial approach to teaching and engaging with children. The handbook covers 3 main areas: understanding yourself and others, understanding children and how teachers can help, and topics for further understanding. There is an accompanying Training Manual for Teachers (see resource below).

## Training Resource



2003



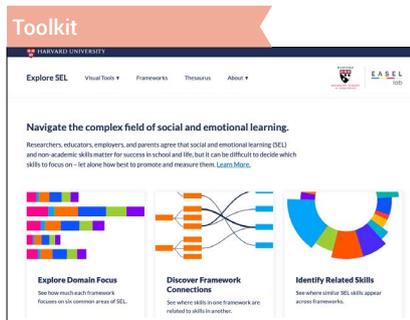
64

Author : AVSI

## TRAINING MANUAL FOR TEACHERS

This Training Manual for Teachers is written to accompany the Handbook for Teachers. The goal of the teacher training is not to train "special teachers" but rather to enhance the effectiveness of those identified by the school, by showing a different perspective or approach to what they are already doing in order to benefit the children. This manual offers direction and information for facilitators who want to work with teachers using the material in the Handbook (see resource above).

## 3.4. SOCIAL EMOTIONAL LEARNING



Online Resource

Author : Harvard University

### EXPLORE SEL

This online resource is designed to help navigate the sometimes complex field of SEL. It provides information and tools that summarize and connect the major SEL frameworks and skills, to support transparency and informed decision-making. It aims to give more clarity and practical tools to decision-makers working to address their schools' and districts' particular needs. It also intends to help educators, organizations, and policymakers identify common ground in SEL frameworks and make judgments about what is distinct about any particular framework. With that knowledge, schools can make more informed and targeted decisions about their approach to social and emotional learning.



2016



Drive Folder

Author : The World Bank

### STEP BY STEP TOOLKIT PROMOTING SOCIAL AND EMOTIONAL LEARNING (SEL) IN CHILDREN AND TEENS

The Step by Step toolkit equips teachers with resources that can help their students better understand and manage their emotions, thoughts, impulses and behaviors; form and sustain positive relationships; and make the most out of life by making responsible decisions and pursuing meaningful goals. The Step by Step framework focuses on six core life skills for children aged 6 to 17: self-awareness, self-regulation, social awareness, positive communication, determination, and responsible decision-making. It consists of Teacher Guides and Student Workbooks for each grade and offers a series of practical lessons and support materials designed to be implemented in the classroom by the teacher. Lessons are based on a carefully chosen developmental perspective of middle childhood and adolescence, to fit the characteristics and needs of each age group or grade.

For further information please go to the following [link](#).

English, Spanish



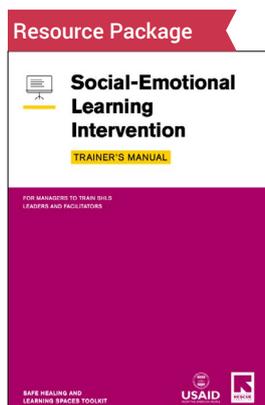
2020

Author : The LEGO Foundation

### COPING WITH CHANGES: SOCIAL-EMOTIONAL LEARNING THROUGH PLAY

This course helps you explore the practical and emotional challenges facing children and discover learning through play and stress management strategies that can help. It will also let you consider the potential long term effects of crises on a child's social, emotional, and cognitive development.

It consists of four topics: Foundations of learning through play, Importance of MHPSS/SEL in crisis, Adult wellbeing, Age sensitive SEL knowledge and activities, and Coping with changes and transitions.



 2016

Authors : IRC & USAID

## SOCIAL-EMOTIONAL LEARNING INTERVENTION

The Social-Emotional Learning Intervention is a component of IRC's Safe Healing and Learning Space package . It contains:

### SOCIAL-EMOTIONAL LEARNING INTERVENTION: TRAINER'S MANUAL

Training Resource



179

The Trainer's Manual contains four parts: information for the trainer to understand the content and prepare for the training; scripted SEL training sessions; training resources; and SEL training handouts.

English, French

### SOCIAL-EMOTIONAL LEARNING INTERVENTION: TRAINEE'S HANDBOOK

Training Resource



36

The Trainee's Handbook contains all of the handouts needed for the SEL training. It can also serve as a reference when implementing the SEL Intervention in a Safe Healing and Learning Space.

English, Greek

### SOCIAL EMOTIONAL LEARNING INTERVENTION: LESSON PLAN BANK

Practitioner Tool



386

The Lesson Plan bank contains 36 daily and 24 weekly lesson plans to deliver explicit SEL instruction.

Arabic, English, French, Greek

### SOCIAL EMOTIONAL LEARNING INTERVENTION: GAMES BANK

Practitioner Tool



139

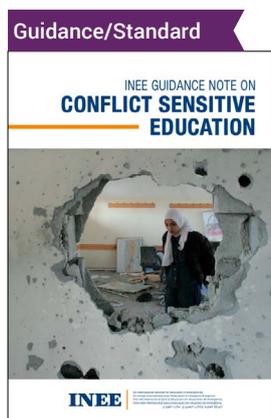
The Games Bank contains 62 games to reinforce SEL competencies.

Arabic, English, French, Greek

# 4

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## MHPSS and Education in Conflict Settings



**YEAR** 2013 **PAGES** 76

**Author :** INEE

## INEE GUIDANCE NOTE ON CONFLICT SENSITIVE EDUCATION

This guidance note covers key concepts related to conflict sensitive education programming; describes strategies to implement conflict sensitive education programmes and policies; and presents useful resources, including The Conflict Sensitive Education Quick Reference Tool, conflict analysis activities and tools, case studies and further references by topic. The guidance is framed on the INEE Minimum Standards for Education. It is part of the INEE Conflict Sensitive Education Pack (see below). It is useful for education practitioners and policy makers working in conflict-affected and fragile contexts and may also be useful for humanitarian and development workers in related sectors: child protection, school health, water and sanitation, disaster risk reduction, peacebuilding, early childhood development, and livelihoods.

[Arabic](#), [Dari](#), [English](#), [French](#), [Pashto](#), [Portuguese](#), [Spanish](#)



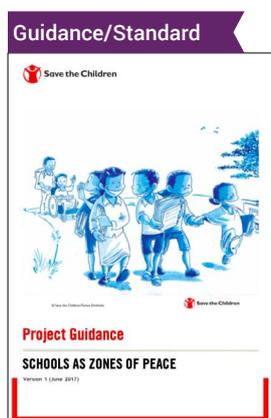
**YEAR** 2013 **ZIP** Zip file

**Author :** INEE

## INEE CONFLICT SENSITIVE EDUCATION PACK

In order to support the integration of conflict sensitivity in education policies and programs in conflict-affected and fragile contexts, INEE developed a series of tools and guidance documents that make up the INEE Conflict Sensitive Education Pack. Conflict sensitive education refers to the design and delivery of education programs and policies in a way that considers the conflict context and aims to minimize the negative impact (contribution to conflict) and maximize positive impact (contribution to peace). The pack includes a Guidance Note (see above), Reflection Tool, Guiding Principles, Quick Reference Tool, and additional resources.

[Arabic](#), [Dari](#), [English](#), [French](#), [Pashto](#), [Portuguese](#), [Spanish](#)



**YEAR** 2017 **PAGES** 17

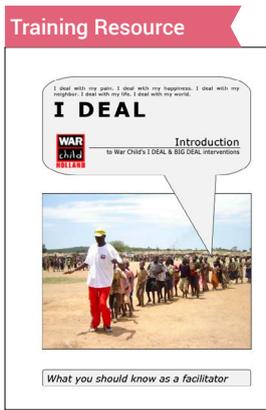
**Author :** Save the Children

## SCHOOL AS ZONES OF PEACE

Schools as Zones of Peace (SZOP) is for conflict zones or fragile contexts where children are facing disruption in education because of military use or occupation of schools, attacks on schools, forced recruitment or use of classrooms for storage of military equipment or weapons. It is a response to the global framework which includes the Safe Schools Declaration and the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.

This guide presents the purpose of Schools as Zones of Peace, key activities that can be implemented, and information to determine whether this model is appropriate for a given context. In all cases it is important to contextualise any activities chosen, and to be aware that not all tools will be appropriate in all contexts.

Accompanying the guide are a set of illustrated posters. You can find the illustrations in Arabic, French, Kurdish and Swahili, and the guidance on how to use them in French and Arabic on the following [link](#).



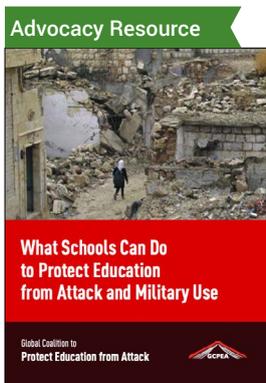
**2008** **Zip File**

**Author :** War Child

## I DEAL PROGRAMME

The *I DEAL* manual pack is designed to help children and adolescents deal with life after armed conflict. It is a theme-based creative life skills training for children and adolescents. *I DEAL* is designed for use with children between 11 and 15 years old. The manual pack is for facilitators: staff conducting interventions at community level. and It addresses the following themes: Identity and Assessment, Dealing with Emotions, Peer Relations, Relations with Adults, Rights and Responsibilities, Prejudice and Stigmatization, Conflict and Peace, and Future.

For each theme, a module is developed, which consists of 2 to 5 sessions. Sessions are presented as session plans, which include various exercises. Through *I DEAL*, children are invited to discover their identity and to cope with emotions of love and hate. It aims to help (re)define the child as an individual, preparing for a future.



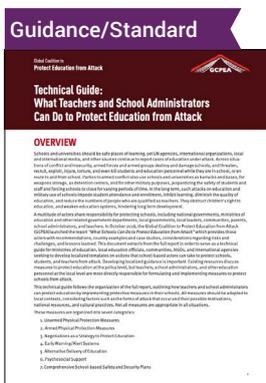
**2016** **60**

**Author :** Global Coalition to Protect Education from Attack

## WHAT SCHOOLS CAN DO TO PROTECT EDUCATION FROM ATTACK AND MILITARY USE

This report is for Ministries of Education, UN agencies, and international and local non-governmental organizations (I/NGOs) to support school-based actors, namely principals, teachers, school management committees, and community members to develop and strengthen approaches to planning and protecting education from attack and the use of schools by the military. It describes examples of seven measures being implemented in the field at the school-level to protect education from attack. It identifies the risks and challenges involved, and draws out lessons learned and recommendations, also making links to other literature on the topic.

English, French, Ukrainian

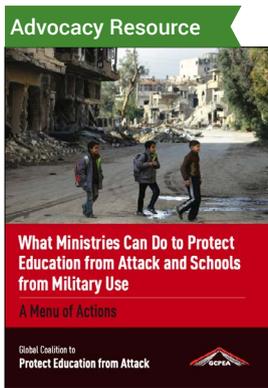


**2017** **8**

**Author :** Global Coalition to Protect Education from Attack

## TECHNICAL GUIDE: WHAT TEACHERS AND SCHOOL ADMINISTRATORS CAN DO TO PROTECT EDUCATION FROM ATTACK

This technical guide links to the report “What Schools can do to Protect Education from Attack”. It outlines how teachers and school administrators can protect education by implementing protective measures in their schools. All measures should be adapted to local contexts, considering factors such as the forms of attack that occur and their possible motivations, national resources, and cultural practices.



**YEAR** 2016 **PAGES** 31

**Author :**  
Global Coalition to Protect Education from Attack

## WHAT MINISTRIES CAN DO TO PROTECT EDUCATION FROM ATTACK AND SCHOOLS FROM MILITARY USE: A MENU OF ACTIONS

The report calls on ministries to take seven key actions to protect education: analyse the situation and monitor attacks; secure schools; ensure education continuity; support communities in protecting education; be conflict sensitive; systematize education protection in ministries' administrative and operational processes; and advocate with other government bodies to support protective measures, including state endorsement of the Safe Schools Declaration and implementation of the Guidelines for Protecting Schools and Universities from Military Use during Armed Conflict.

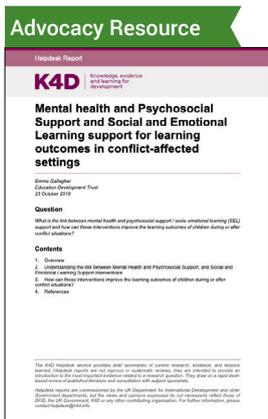


**YEAR** 2015 **PAGES** 45

**Author :** Save the Children

## CONFLICT MANAGEMENT AND PEACE BUILDING IN EVERYDAY LIFE: A RESOURCE KIT FOR CHILDREN AND YOUTH

This resource kit contains a series of tools for children and young people to use to analyse conflict, manage conflict and build peace. Tools include practical steps to use the tool, visual illustrations and feedback from children and youth. One such tool is a 'conflict tree' that explores the causes, root causes and impact of different forms of conflict or violence. The kit also contains links to existing online tools. This kit will be useful for education programme managers, education advisors, and teachers.



**YEAR** 2018 **PAGES** 11

**Author :** Emma Gallagher

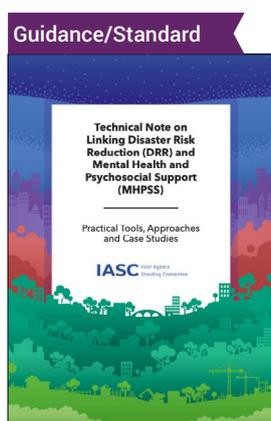
## MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT AND SOCIAL AND EMOTIONAL LEARNING SUPPORT FOR LEARNING OUTCOMES IN CONFLICT-AFFECTED SETTINGS

This rapid review responds to the question: What is the link between MHPSS and SEL and how can these interventions improve the learning outcomes of children during or after conflict situations? It synthesises findings on the importance of provision of mental health and psychosocial support interventions (MHPSS) and social and emotional learning (SEL) support for protecting or promoting the general psychosocial wellbeing of individuals and the treatment of more serious mental health issues, particularly in conflict or post-conflict situations.

# 5

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## MHPSS and Education in Disaster Settings



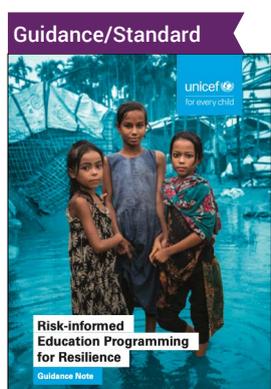
**YEAR** 2021 **PAGES** 63

**Author :**

IASC MHPSS Reference Group

## TECHNICAL NOTE, LINKING DISASTER RISK REDUCTION (DRR) AND MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT (MHPSS): PRACTICAL TOOLS, APPROACHES AND CASE STUDIES

This technical note was developed to assist humanitarian aid, development and disaster risk management organizations, national and local governments and community actors within and across sectors with the delivery of a priority set of actions to reduce suffering and improve mental health and psychosocial well-being through integration with risk management perspectives and approaches that link prevention, preparedness, response and recovery. In addition, it was designed to assist governmental actors, domestic sources of financing and donors in understanding and supporting activities focused on MHPSS as part of DRR and sectoral programmes.

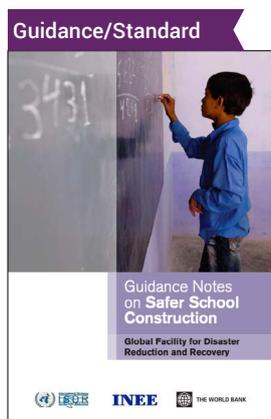


**YEAR** 2019 **PAGES** 104

**Author :** UNICEF

## RISK-INFORMED EDUCATION PROGRAMMING FOR RESILIENCE - GUIDANCE NOTE

This guidance note aims to help education staff working in humanitarian, transition and development contexts analyse risk and adapt policies and programmes so that education systems are more resilient and all children are in school and learning. It is divided into three chapters covering the process, strategies and tools for child-centred, risk-informed education programming.



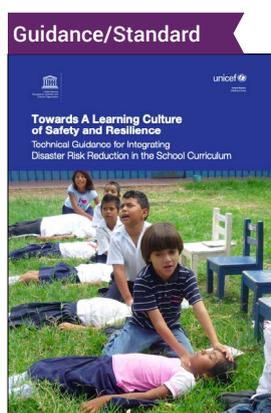
**YEAR** 2009 **PAGES** 143

**Author :** INEE

## INEE GUIDANCE NOTES ON SAFER SCHOOL CONSTRUCTION

These guidance notes present a framework of guiding principles and steps to develop a context-specific plan to address disaster resilient construction and retrofitting of school buildings. The guidance notes consist of four components: general information and advocacy points (Sections 2-4); a series of suggested steps (Section 5) that highlight key issues for planning safer school construction and/or a retrofitting initiative; a compilation of basic design principles (Section 6); and a broad list of references.

Arabic, Bahasa Indonesia, Chinese (Mandarin), English, French, Hindi, Spanish



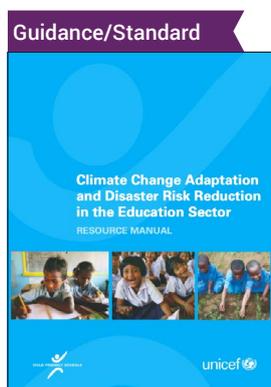
## TOWARDS A LEARNING CULTURE OF SAFETY AND RESILIENCE: TECHNICAL GUIDANCE FOR INTEGRATING DISASTER RISK REDUCTION IN THE SCHOOL CURRICULUM

This guide aims to help Ministries integrate disaster risk reduction in school curriculums. It provides teaching and learning methods for disaster preparedness to empower and motivate learners.

English, Nepali

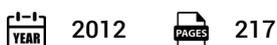


Authors : UNSECO & UNICEF



## CLIMATE CHANGE ADAPTATION AND DISASTER RISK REDUCTION IN THE EDUCATION SECTOR

This resource manual was developed to assist governments and education practitioners in scaling up and mainstreaming climate change adaptation and disaster risk reduction in the education sector. It identifies key entry points at the policy, planning and advocacy levels. The goal is to integrate climate change adaptation and disaster risk education into the education sector to provide young people with the knowledge and skills to protect the environment and contribute to sustainable and equitable development.

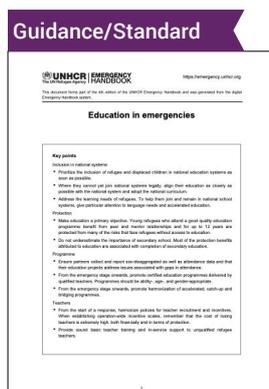


Author : UNICEF

# 6

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## MHPSS, Education and Forcibly Displaced People

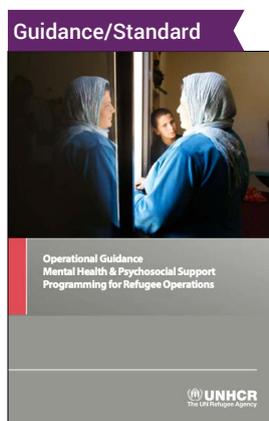


## EDUCATION IN EMERGENCIES

This document forms part of the 4th edition of the UNHCR Emergency Handbook. This section provides information about education in emergencies, especially for young refugees whose education was interrupted by displacement. It sets out practical steps for the different phases of an emergency and key information that should be considered regarding protection, programme development/implementation and teachers. The online version of this resource can be accessed [here](#).

**1 YEAR** 2015 **PAGES** 8

Author : UNHCR

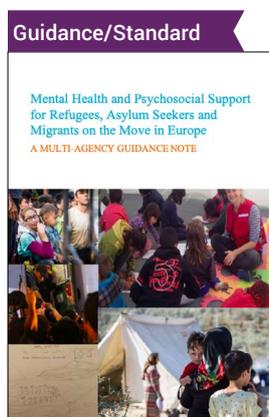


## OPERATIONAL GUIDANCE - MENTAL HEALTH & PSYCHOSOCIAL SUPPORT PROGRAMMING FOR REFUGEE OPERATIONS

This guidance covers specific points of good practice to consider when developing MHPSS programming and offers advice on priority issues and practical difficulties, while also providing some background information and definitions. The focus of this operational guidance is on refugees and asylum seekers, but it may apply to other persons of concern such as stateless persons, internally displaced persons and returnees. The guidance is meant for operations in both camp and non-camp settings, and in both rural and urban settings in low and middle-income countries.

**1 YEAR** 2012 **PAGES** 88

Author : UNHCR



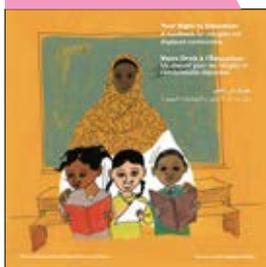
## MENTAL HEALTH AND PSYCHOSOCIAL SUPPORT FOR REFUGEES, ASYLUM SEEKERS AND MIGRANTS ON THE MOVE IN EUROPE

This brief guidance note seeks to provide advice on protecting and supporting the mental health and psychosocial wellbeing of refugees, asylum-seekers and migrants in Europe. It describes key principles and appropriate interventions to guide all those who are designing and organizing emergency services and/or providing direct assistance to the affected people. This guide focuses on psychological first aid, which involves humane, supportive and practical help to fellow human beings suffering serious crisis events. It is written for people who can help others experiencing an extremely distressing event.

**1 YEAR** 2015 **PAGES** 7

Authors : UNHCR, IOM & MHPSS.net

## Practitioner Tool



2007



44

## Author :

Women's Commission for Refugee  
Women and Children

## YOUR RIGHT TO EDUCATION: A HANDBOOK FOR REFUGEES AND DISPLACED COMMUNITIES

This visual handbook is a resource for organisations working with refugees and displaced people on the right to education. It contains a series of illustrations to raise awareness of everyone's right to education and to encourage communities to work for educational services for all children and youth. Underneath each illustration is a brief statement in English, French and Arabic.

## Advocacy Resource



2018



56

## Author :

Save the Children

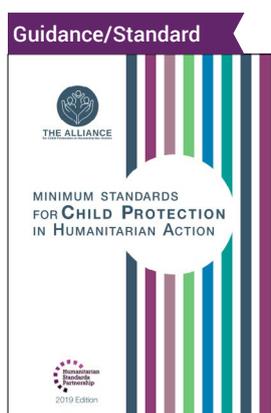
## HEAR IT FROM THE TEACHERS: GETTING REFUGEE CHILDREN BACK TO LEARNING

This report sheds light on the situation for teachers of refugee children, hearing directly from them what they see as the biggest challenges to doing their jobs well, and in supporting refugee children to recover, learn and thrive. Teachers recognized the need to provide refugee students with targeted psychosocial and language support, and for marginalized children to access learning opportunities that are flexible to their needs. Teachers stressed that helping children recover psychosocially and supporting them to learn in a new language is also a key challenge and they need continuous teacher development and support to equip them to address the distinct issues refugee children face.

# 7

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## MHPSS, Education and Child Protection



**YEAR** 2020 **PAGES** 344

**Author :**

The Alliance for Child Protection in Humanitarian Action

## THE MINIMUM STANDARDS FOR CHILD PROTECTION IN HUMANITARIAN ACTION

This document sets out the Minimum Standards for Child Protection in Humanitarian Action (CPMS). It gives background information on the intentions for developing the standards and their legal basis. It outlines ten principles. The standards are then ordered within four pillars: standards to ensure a quality child protection response, standards on child protection risks, standards to develop adequate strategies and standards to work across sectors.

### Guidance/Standard



**YEAR** 2020 **PAGES** Zip File

**Authors :**

IASC Global Education Cluster & Global Child Protection Area of Responsibility

## EDUCATION IN EMERGENCIES - CHILD PROTECTION COLLABORATION FRAMEWORK

This framework specifically supports collaboration and coordination between Education and Child Protection cluster coordination teams. It provides steps to strengthen collaboration through the humanitarian project cycle. For each phase it outlines the objective of collaboration, three different levels of potential collaboration, key steps including minimum suggested actions, promising practice examples from different countries, and further tools and resources to support collaboration. It aims to enhance the quality, coverage and accountability of the humanitarian response, and reach more children in need.

English, French, Spanish

### Guidance/Standard



**YEAR** 2021 **PAGES** 72

**Author :**

The Alliance for Child Protection in Humanitarian Action

## DEFINING AND MEASURING CHILD WELL-BEING IN HUMANITARIAN ACTION: A CONTEXTUALIZATION GUIDE

This guide highlights the key steps in the process of adapting the global inter-agency child well-being definition and measurement framework to context. It is based on the principle that the core factors that contribute to the well-being of children must first be understood in context to ensure cultural and contextual relevance to children, families, and communities.

This guide presents the global definition of child well-being in humanitarian action and its key components and the measurement framework. It gives detailed information to support child protection practitioners and other relevant actors to contextualize the definition and measurement framework.



**YEAR** 2013 **PAGES** 163

**Authors :**

Global Child Protection Cluster,  
International Rescue Committee,  
World Vision & Save the Children

## ALTERNATIVE CARE IN EMERGENCIES TOOLKIT

This toolkit is designed to facilitate inter-agency planning and implementation of alternative care and related services for children separated from or unable to live with their families during and after an emergency.

It contains: guiding principles for interim care-related work; summary guidance for quick reference to tools and information; extended guidance on - managing and coordinating a programme, how to support families and caregivers without encouraging secondary separation, and managing care to respond to the protection needs of each individual child; and information on how to set up, assess and support a variety of types of alternative care.



**YEAR** 2017 **PAGES** 250

**Author :**

The Alliance for Child Protection in  
Humanitarian Action

## TOOLKIT ON UNACCOMPANIED AND SEPARATED CHILDREN

The toolkit was produced by the Inter-Agency Working Group on Unaccompanied and Separated Children (UASC) to provide technical guidance to support the implementation of the core principles for working with these children. It highlights key international instruments and guidelines relating to unaccompanied and separated children, including a series of tools and sample documents for use in programming. It accompanies the Field Handbook (see next resource).

## Practitioner Tool



2017



287

**Author :**

The Alliance for Child Protection in Humanitarian Action

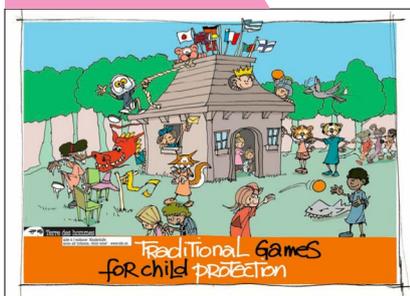
## FIELD HANDBOOK ON UNACCOMPANIED AND SEPARATED CHILDREN

This handbook provides operational guidance for child protection staff and other actors working on prevention and response to family separation in emergencies. It sets out to ensure that responses meet agreed inter-agency standards and are appropriate to the particular situation of individual unaccompanied and separated children, emphasizing the importance of working with affected communities, including children themselves. It accompanies the Toolkit (see above).

The handbook is divided into a summary guidance section, which collates all the essential actions and tools covered in the handbook and acts as a quick reference guide for practitioners. Detailed guidance on each topic can be found within corresponding chapters in sections one and two. Section one provides an overview of the legal framework and organizational mandates related to unaccompanied and separated children (UASC), characterizes family separation in emergencies, describes the causes of separation, outlines how to prepare for and prevent separation in emergencies, and how to undertake coordination and assessment. It also covers the basics of UASC programming, case management and information management. Section two provides detailed guidance on immediate needs in emergencies and detailed information on identification, documentation, alternative care, family tracing, verification, reunification, reintegration and cross-sector coordination.

Arabic, English, French, Spanish

## Practitioner Tool



2012



72

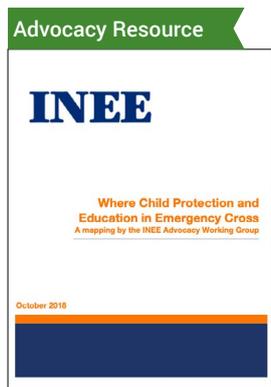
**Author :**

Terre des Hommes

## TRADITIONAL GAMES FOR CHILD PROTECTION

This manual collates a series of traditional games that teach life skills to children as well as foster resilience and self-protection. The manual explains the psychosocial and protection related benefits of games for children, highlights the lessons from each game, and provides follow up questions for the children. Games are organized by age group.

English, French



## WHERE CHILD PROTECTION AND EDUCATION IN EMERGENCY CROSS

This paper provides a mapping of the critical intersections between child protection (CP) and education in emergencies (EiE). It is hoped that this mapping will help to establish research parameters around which the two sectors can conduct strategic and focused advocacy that will strengthen the quality of both child protection and education responses in times of emergency. In addition, it aims to encourage further joint planning and programming where possible between the two sectors, and to increase understanding within the two communities.

2018 30

Author : INEE



## CHILD PROTECTION AND EDUCATION IN EMERGENCIES

This fact sheet explains how in emergencies, quality education is crucial to provide children with physical, psychosocial and cognitive protection that can be both life-sustaining and life-saving. It proposes four solutions for education in emergencies, with the vision for boys and girls living in emergencies to have equitable access to quality education and to grow up free from abuse, neglect, exploitation, and violence.

4

Authors :  
Global Protection Cluster & Global Education Cluster

# 8

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## MHPSS, Inclusion and Gender

## 8.1. INCLUSIVE EDUCATION



**YEAR** 2018 **PAGES** 130

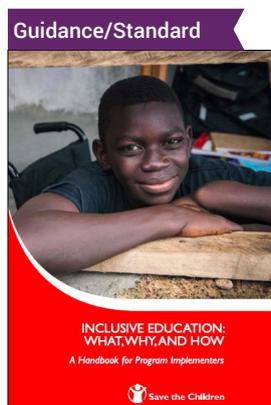
**Authors :**

UNICEF & Handicap International

### INCLUDING CHILDREN WITH DISABILITIES IN HUMANITARIAN ACTION: EDUCATION

This resource provides insight into the situation of children with disabilities in humanitarian contexts, and offers practical actions and tips to better include children and adolescents with disabilities in all stages of humanitarian action. This booklet focuses on inclusion in education. It explains the twin track approach for inclusion and covers preparedness, response and early recovery, and recovery and reconstruction phases.

The actions and practical tips are relevant across various humanitarian contexts: rapid-onset disasters, such as floods, earthquakes, typhoons or tsunamis; slow-onset disasters, such as drought or famine; health emergencies, such as Ebola; forced displacement, including refugees and internally displaced persons; and armed conflict, including protracted crisis.



**YEAR** 2016 **PAGES** 68

**Author :**

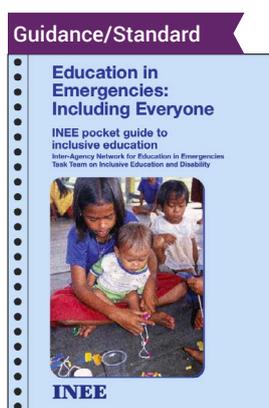
Save the Children

### INCLUSIVE EDUCATION: WHAT, WHY, AND HOW: A HANDBOOK FOR PROGRAM IMPLEMENTERS

This handbook on inclusive education is for practitioners supporting education programs in any context – development, emergency, or protracted crisis. This guidance is structured around the project cycle, and gives guidance on making each step inclusive.

It notes that although not all education projects have the word “inclusive” in the title or goals, every education project can and should be made more inclusive. This resource is for all practitioners working in education, not only those working on targeted inclusive education projects. The annexes include an index of inclusion indicators and questions.

Bahasa Indonesia, English



2009 54

Author : INEE

## EDUCATION IN EMERGENCIES: INCLUDING EVERYONE - INEE POCKET GUIDE TO INCLUSIVE EDUCATION

The INEE pocket guide outlines some of the common challenges that children and young people with disabilities might face with education in or after an emergency. It discusses constraints and concerns that teachers may have and offers practical ideas for including children and young people with disabilities in education before, during or after an emergency.

It outlines useful principles for an inclusive education approach in emergencies and provides advice for planning, implementing and monitoring. It also looks at the issue of resistance to inclusion, and highlights ways in which organisations can support their emergency staff to develop more inclusive education responses. It is intended for those working to support teachers, including teacher trainers, school inspectors or supervisors and education programme managers, or teachers or facilitators who are able to do self-study.

Arabic, Bahasa Indonesia, English, French, Spanish



2015 26

Author : Save the Children

## HOW TO COMMUNICATE WITH CHILDREN WITH DISABILITIES?

This resource is designed for those working with school-age children and adolescents and provides guidance on how to communicate with and include disabled children. It discusses issues such as tolerance, inclusive education, and different types of disabilities. Tips on communication with children who have disabilities are provided according to the type of disability.

Armenian, English



2013 16

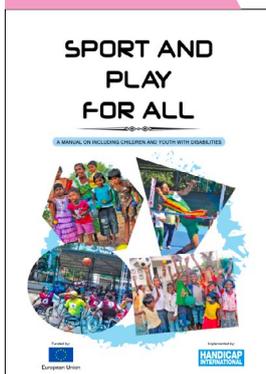
Author : UNRWA

## THE INCLUSIVE EDUCATION STRATEGY

The Inclusive Education Policy and Strategy provides a unified framework to support UNRWA fields and schools in moving towards inclusive education. It is based on support at three levels: quality, inclusive and child-centred education in a safe and stimulating environment for all students; the provision of additional support for children with additional needs; and the development of support systems to better respond to children with extensive needs. The strategy outlines a set of standards that set out an inclusive approach in relation to school and classroom practices, education administration, and support staff and services. It emphasizes how progressive, gradual steps within each dimension may be taken to realize these standards within the available resources.

Arabic, English

## Practitioner Tool



2013



116

Author : Handicap International

## SPORT AND PLAY FOR ALL: A MANUAL ON INCLUDING CHILDREN AND YOUTH WITH DISABILITIES

This manual provides tips, guidance and advice on disability and inclusion, with the primary aim of enhancing users' knowledge about how to create inclusive communities via sports and physical activities. It encompasses many training materials used during the Sports for All Project in Sri Lanka and features games and sports which have been field tested and adapted to enable children with disabilities to participate.

## 8.2. GENDER

## Practitioner Tool



2021



320

Authors : INEE, ECW &amp; UNICEF

## EiE-GENKIT: A CORE RESOURCE PACKAGE ON GENDER IN EDUCATION IN EMERGENCIES

The resource provides education practitioners with practical tools to promote gender-responsive programming from contexts of crisis to peace and sustainable development. It is based on extensive research and consultation with the latest resources, evidence, tools and good practice available in one easy-to-use package.

The EiE-GenKit offers tools for practical and immediate use including checklists, tipsheets and assessment templates supporting practitioners to ensure that each phase of an EiE intervention is gender-responsive. It aims to promote improved gender and education outcomes of learners living in crises by bridging the gap between what we know about gender-responsive EiE and the tools we need to make it happen.



**YEAR** 2019 **PAGES** 128

**Author :** INEE

## INEE GUIDANCE NOTE ON GENDER: GENDER EQUALITY IN AND THROUGH EDUCATION

This guidance note provides guidance on delivering EiE in a gender-responsive manner during emergency preparedness, response, or recovery phases. It is for all those involved in providing education in emergencies including governments, non-governmental organizations, international agencies, and donors. It has been written with education practitioners in mind, including those involved in Education Clusters and sector working groups.

This guidance note outlines key principles for a gender-responsive approach to education programming and addresses some of the most common misconceptions and arguments against gender-responsive education. It gives concrete strategies and actions for putting gender equality into practice in the major domains of education in emergencies, framed by the INEE Minimum Standards. Finally, it provides a glossary of key gender terms, a list of useful resources for further reading, and a tool for gathering information about why girls and boys are not in school.

Arabic, English, French, Portuguese, Spanish



**YEAR** 2018 **PAGES** 20

**Author :** UNRWA

## TOWARDS GENDER-SENSITIVE CLASSROOMS: GUIDE FOR TEACHERS

The purpose of the guide is to improve teachers' understanding of gender issues and provide them with activities to address gender biases. The practices and activities in the guide can be integrated by teachers into their daily work, such as: gender-neutral language - to avoid language biases; teaching in mixed schools - to address gender in co-educational schools; and gender in the curriculum - to mitigate possible curriculum biases.



**YEAR** 2015 **PAGES** 366

**Author :** IASC

## GUIDELINES FOR INTEGRATING GENDER-BASED VIOLENCE INTERVENTIONS IN HUMANITARIAN ACTION

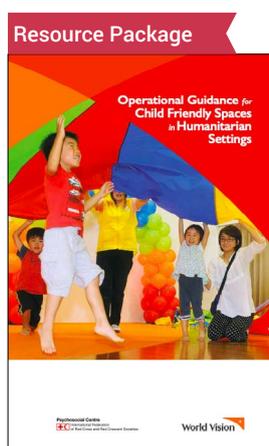
These guidelines provide practical guidance and tools for humanitarians and communities to coordinate, plan, implement, monitor and evaluate essential actions for the prevention and mitigation of gender-based violence, throughout all stages of emergency response, from preparedness to recovery. There are dedicated sections on education (section 3, p97-120) and child protection (section 2, p73-96).

English, French, Spanish

# 9

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## Child Friendly Spaces



 2018

**Authors :**  
IFRC & World Vision

## THE TOOLKIT FOR CHILD FRIENDLY SPACES IN HUMANITARIAN SETTINGS

This toolkit provides a set of materials to assist managers and facilitators/animators in setting up and implementing quality Child Friendly Spaces (CFS). These resources have at their core the protection of children from harm; the promotion of psychosocial well-being; and the engagement of community and caregiver capacities. The CFS Toolkit includes:

### OPERATIONAL GUIDANCE FOR CHILD FRIENDLY SPACES IN HUMANITARIAN SETTINGS

**Guidance/Standard**

 **68**

The guidance summarises key approaches to the protection of children and the promotion of their psychosocial well-being. It is directed to CFS managers and facilitators/animators. It has four chapters: introduction to CFS, setting up a CFS, information for CFS facilitators/animators and working with caregivers and community members.

Arabic, English

### THE ACTIVITY CATALOGUE FOR CHILD FRIENDLY SPACES IN HUMANITARIAN SETTINGS

**Practitioner Tool**

 **138**

The catalogue provides materials for facilitators and animators responsible for implementing activities in a CFS. It features a wide range of easy-to-use resources, including sessions to open, close and review a programme of activities. It has a set of seven themed workshops which relate to key aspects of children's psychosocial well-being. These resources provide structured activities that can be used in a sequence over a period of time, but are flexible too so that they can be used as standalone sessions. Activities are generally intended for children from 6 to 18 years, with some additional resources provided in the annexes for younger children, older children and adolescents.

Arabic, English

### TRAINING FOR IMPLEMENTERS OF CHILD FRIENDLY SPACES IN HUMANITARIAN SETTINGS

**Training Resource**

 **Zip file**

This three-day training for CFS managers and coordinators addresses the challenges of setting up and implementing quality CFS in diverse circumstances. Using various case scenarios, trainees are exposed to realistic demands and equipped to find practical solutions to challenges faced in the field. The training draws on resources from the Operational Guidance for Child Friendly Spaces in Humanitarian Settings and the Activity Catalogue for Child Friendly Spaces in Humanitarian Settings.

## TRAINING FOR FACILITATORS OF ACTIVITIES FOR CHILD FRIENDLY SPACES IN HUMANITARIAN SETTINGS

Training Resource



67

This training manual complements the Training for Implementers of Child Friendly Spaces in Humanitarian Settings. It provides practical training for facilitators on the Activity Catalogue to support the effective implementation of the structured activities for children in different contexts. Ideally, this should follow on directly from the three-day implementer training.

English



## EVALUATION OF CHILD FRIENDLY SPACES - TOOLS AND GUIDANCE FOR MONITORING AND EVALUATING CHILD FRIENDLY SPACES

This document provides practical guidance to child protection and MHPSS practitioners for monitoring and evaluating Child Friendly Spaces. It presents tools for planning and implementing monitoring and evaluation. For each tool, the objectives are explained, along with insights and lessons on the usefulness of the tool.



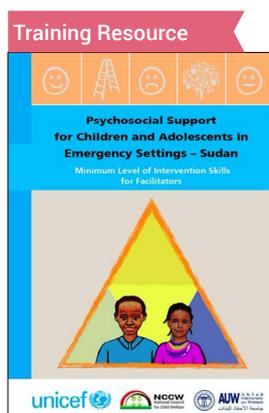
2015



35

Authors :

Columbia University Mailman School  
of Public Health & World Vision



## PSYCHOSOCIAL SUPPORT FOR CHILDREN AND ADOLESCENTS IN EMERGENCY SETTINGS – SUDAN

This manual is designed to assist facilitators and service providers in applying the minimum standards for psychosocial support (PSS) programs in Child-Friendly Spaces (CFS). It supports learning about psychological health programs and the principles of psychosocial health.

It builds the skills needed to strengthen the capacity of children and adolescents to express their concerns and emotions, and stresses the importance of children's and adolescent's role in the evaluation process as direct beneficiaries. It aims to provide participants with the skills necessary to mobilize families and communities in the Child Friendly Spaces (CFS) programs and other centres and institutions dealing with children.

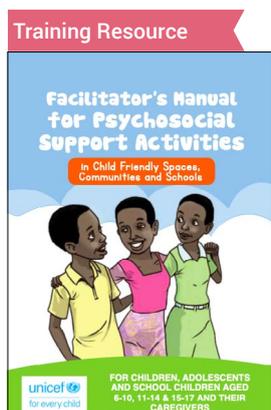


70

Authors :

UNICEF, NCCW & AUW

Arabic, English



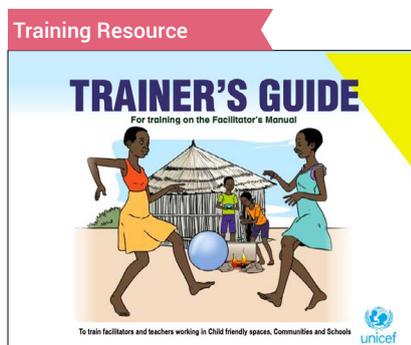
**YEAR** 2019 **PAGES** 174

**Author :** UNICEF

## FACILITATOR'S MANUAL FOR PSYCHOSOCIAL SUPPORT ACTIVITIES IN CHILD FRIENDLY SPACES, COMMUNITIES AND SCHOOLS – FOR CHILDREN, ADOLESCENTS AND SCHOOL CHILDREN AGED 6-10, 11-14 & 15-17 AND THEIR CAREGIVERS

This manual provides organizations and schools with practical and high-quality psychosocial support tools to improve the quality of psychosocial support services that they offer to children and caregivers.

It is divided into the following sections: instructions for facilitators; activities for children aged 6-10; activities for children aged 11-14; activities for adolescents aged 15-17; activities for children of all ages; activities for parents/caregivers; activities for school children; and monitoring and evaluation tools. There is a Trainer's Guide accompanying this Manual (see resource below).



**YEAR** 2019 **PAGES** 113

**Author :** UNICEF

## TRAINERS GUIDE – TO TRAIN FACILITATORS AND TEACHERS WORKING IN CHILD FRIENDLY SPACES, COMMUNITIES AND SCHOOLS

This training guide is designed for trainers to train facilitators and teachers who will be involved in conducting psychosocial support activities in Child Friendly Spaces, schools or other community areas. It is designed to accompany the Facilitator's Manual (see above).

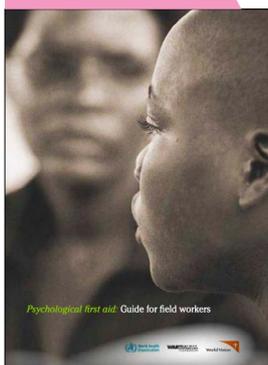
The training guide is divided into different sections: instructions for facilitators; an introduction to child protection and psychosocial support; activities for children aged 6-10 and 11-14; activities for adolescents aged 15-17 and children of all ages; activities with school children and caregivers; monitoring and evaluation. Handouts are included at the end.

# 10

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## Psychological First Aid (PFA)

## Practitioner Tool



2011



64

**Authors :**

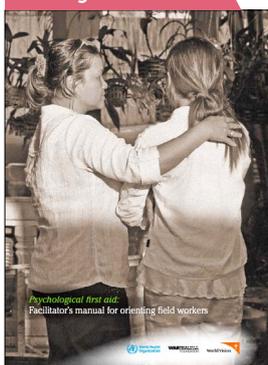
WHO, War Trauma Foundation &  
World Vision

## PSYCHOLOGICAL FIRST AID: GUIDE FOR FIELD WORKERS

This is a guide for Psychological First Aid, an approach recommended by the IASC and Sphere Guidelines that involves humane, supportive and practical help to fellow human beings suffering serious crisis events. It is written for people in a position to help others who have experienced an extremely distressing event. It gives a framework for supporting people in ways that respect their dignity, culture and abilities. Despite its name, Psychological First Aid covers both social and psychological support. Chapters cover: understanding PFA, how to help responsibly, providing PFA, caring for yourself and colleagues, and case studies to practise PFA skills. It is accompanied by a Facilitator's Manual (see below).

Arabic, Bahasa Indonesia, Burmese, Chinese, Czech, Dutch, English, Farsi, French, German, Greek, Hindi, Italian, Japanese, Jingphaw, Kachin, Kiswahili, Korean, Portuguese, Romanian, Russian, Serbian, S'gaw Karen, Shan, Sinhala, Slovenian, Spanish, Swedish, Tamil, Turkish, Ukrainian, Urdu

## Training Resource



2013



88

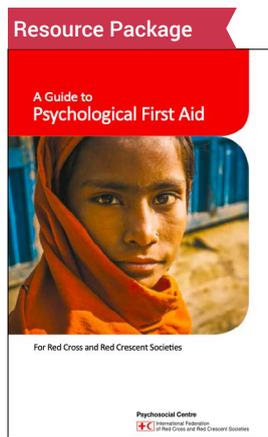
**Authors :**

WHO, War Trauma Foundation &  
World Vision

## PSYCHOLOGICAL FIRST AID: FACILITATOR'S MANUAL FOR ORIENTING FIELD WORKERS

This manual is for facilitator's to orient field workers to offer Psychological First Aid - humane, supportive and practical assistance for people who are distressed, in ways that respect their dignity, culture and abilities. It accompanies the Psychological First Aid: Guide for Field Workers (see above). It contains an overview and detailed training plan for a half-day and full day orientation sessions, along with support materials.

Chinese, English, Estonian, Greek, Ukrainian



2018



106

Author : IFRC

## A GUIDE TO PSYCHOLOGICAL FIRST AID

Arabic, English, French

This guide has general information about psychological first aid. It can be used on its own for psycho-education and as a reference for the training modules that accompany it. The training modules include instructions, notes, and training resources for the facilitators. The package includes:

### A SHORT INTRODUCTION TO PSYCHOLOGICAL FIRST AID

Training Resource



28

English, French

### TRAINING IN PSYCHOLOGICAL FIRST AID MODULE 1: AN INTRODUCTION TO PFA

Training Resource



36

English

### TRAINING IN PSYCHOLOGICAL FIRST AID MODULE 2: BASIC PFA

Training Resource



44

English, French

### TRAINING IN PSYCHOLOGICAL FIRST AID MODULE 3: PFA FOR CHILDREN

Training Resource



47

English, French

### TRAINING IN PSYCHOLOGICAL FIRST AID MODULE 4: PFA IN GROUPS - SUPPORT TO TEAMS

Training Resource



65



**YEAR** 2013 **PAGES** 138

**Author :** Save the Children

## PSYCHOLOGICAL FIRST AID TRAINING MANUAL FOR CHILD PRACTITIONERS

This manual is for facilitating PFA training with children. It develops skills for providing physical and emotional comfort by modelling calmness and enables a constructive format through active listening that allows children in distress to voice their concerns and needs. It provides information on connecting children in distress to practical assistance through referral networks and information on positive coping strategies. This material also covers support to caregivers.

Arabic, English, French, Spanish



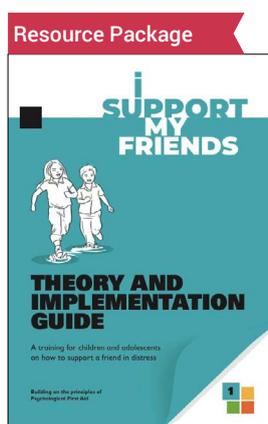
**YEAR** 2017 **PAGES** 28

**Author :** Save the Children

## PSYCHOLOGICAL FIRST AID FOR CHILDREN II TRAINING MANUAL: DEALING WITH TRAUMATIC RESPONSES IN CHILDREN

This manual provides guidance for staff working with children who are severely affected psychologically by acute crisis. It is not a clinical tool and does not in itself qualify staff to engage in clinical interventions.

PFA II is supplementary to the basic PFA training. It provides advice for non-psychologists, based on field experience, research and the latest theories on child trauma, resilience and recovery. It provides advice to staff dealing directly with children who are showing concerning behaviours (beyond what is perceived as common reactions to traumatic events).



 2021

#### Authors :

UNICEF, Save the Children, MHPSS Collaborative & WHO

## I SUPPORT MY FRIENDS RESOURCE KIT: EQUIPPING CHILDREN AND ADOLESCENTS TO SUPPORT A FRIEND IN DISTRESS

This resource kit contains a comprehensive package of tools and resources to best equip children and adolescents in safe and effective peer support, together with adult mentors. It provides guidance and tools for preparing, designing, and implementing training with children and adolescents about how to support a friend in distress building on PFA. The resource kit also includes guidance for appropriate adult supervision to ensure the physical and emotional safety of child and adolescent helpers and the friends they support. The resource kit is comprised of:

### THEORY AND IMPLEMENTATION GUIDE

Training Resource  82

This presents an overview of key concepts and the theoretical foundation of I Support My Friends. It describes the ethical considerations and child-safeguarding actions that need to be in place to protect children's best interests and their physical and emotional safety. It also outlines the roles and responsibilities and expected skills and competencies of trusted adults who mentor child and adolescent peer supporters.

### TRAINING MANUAL

Training Resource  192

This outlines a three-day, step-by-step training package, including case studies, stories and a list of required materials and tools to support the preparation and implementation of the training.

### PARTICIPANT'S WORKBOOK

Training Resource  32

This contains the worksheets to be used by participants in the training.

### MANUAL FOR TRAINING OF FACILITATORS AND FOCAL POINTS (FIELD TEST VERSION)

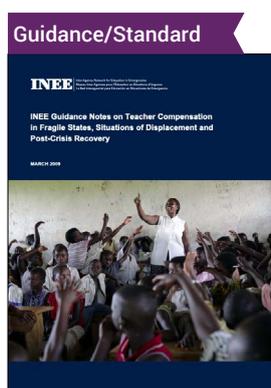
Training Resource  80

This includes materials to build the capacity of the adult facilitators and Focal Point(s) who will implement the training for children and adolescents. Once field tested, the package will include a training manual, agenda, PowerPoint slides and other guiding materials.

# 11

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## Teachers Well-being and Professional Development in Emergencies



**YEAR** 2009 **PAGES** 40

Author : INEE

### INEE GUIDANCE NOTES ON TEACHER COMPENSATION IN FRAGILE STATES, SITUATIONS OF DISPLACEMENT AND POST-CRISIS RECOVERY

This Guidance Note provides a suggested framework for compensating teachers in fragile states, situations of displacement, and post-crisis recovery situations where teachers are often underpaid or not paid at all. It focuses on how to develop coordinating policies regarding teacher compensation, how to develop appropriate systems for managing the financial aspects of teacher payment, and how to provide complementary forms of teacher motivation and support to ensure teacher well-being. This document is intended for education program managers working in fragile states, situations of displacement and post-crisis recovery, and education authorities within the government.

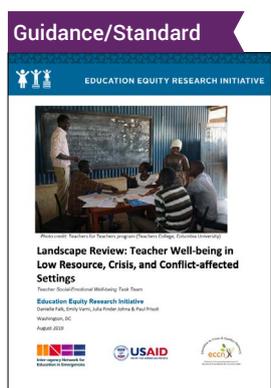


**YEAR** 2015 **PAGES** 162

Author : INEE

### WHERE IT'S NEEDED MOST: QUALITY PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS

This guide was developed with information gathered from the INEE-hosted online forum on the Teacher Professional Development Crisis. Experts from around the world participated in this forum to discuss the status of teacher professional development (TPD) in fragile and crisis affected contexts. It resulted in the ideas and recommendations that are presented throughout the guide, including TPD standards; continued support of teachers; the use of Information and Communication Technology (ICT); and the definition of quality teachers in such contexts, among others.



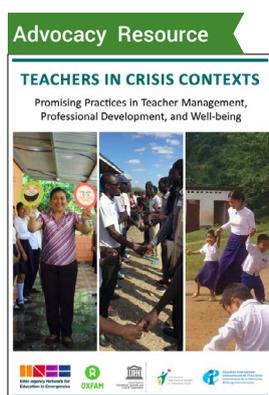
**YEAR** 2019 **PAGES** 72

Authors : INEE, USAID & Education Equity Research Initiative

### LANDSCAPE REVIEW: TEACHER WELL-BEING IN LOW RESOURCE, CRISIS, AND CONFLICT-AFFECTED SETTINGS

This review is a first step in building an understanding of teacher well-being in low resource, crisis, and conflict-affected contexts and identifying the individual and contextual factors that may influence well-being. It presents a conceptual framework for teacher well-being informed by the existing literature and evidence on teacher well-being, as well as interviews with teachers working in displacement and low resource settings. It then describes the existing research and evidence-base on teacher well-being and gives recommendations for further research. Finally, it concludes by presenting a Key Actions Matrix with programmatic and policy guidance for supporting teacher well-being aligned with the INEE minimum standards.

Arabic, English, French, Portuguese, Spanish



**YEAR** 2019 **PAGES** 100

**Authors :**

INEE, OXFAM, UNESCO & Education International

## TEACHERS IN CRISIS CONTEXTS: PROMISING PRACTICES IN TEACHER MANAGEMENT, PROFESSIONAL DEVELOPMENT, AND WELLBEING

This compilation of case studies from different organisations is organized in three thematic areas: teacher management, teacher professional development and teacher well-being. They present a snapshot of promising research methods, evidence-informed policy making, and innovative approaches to program design and implementation from diverse regional and crisis settings. This resource provides donors, policymakers, practitioners, researchers, and teachers with compelling examples of programs and practices that positively influence improvements in teachers' work conditions and teaching practice.



**YEAR** 2020 **PAGES** 34

**Author :** Save the Children

## THE SAFE SCHOOLS PROGRAM – TEACHER PROFESSIONAL DEVELOPMENT MODULE 2: TEACHER WELLBEING

This module covers the key concepts and the relationship between teacher and student well-being, brain science around stress, and practical ways to shape how teachers respond to stress. It contains four sections on: Teacher Learning Objectives - providing an overview of competencies and levels which teachers can use to assess themselves, a workshop outline, self-directed activities and activities for Peer Learning Circles. The activities and content in this Module are based on: Save the Children's Learning & Well-Being in Emergencies, Positive Discipline and Child-Friendly Classroom Management, the Parenting without Violence Common Approach, and the pending Enabling Teachers Common Approach.

This resource is linked to the Safe Back to School: A practitioner's guide package developed during the COVID-19 Pandemic. You can find the resource and other linked resources [here](#).



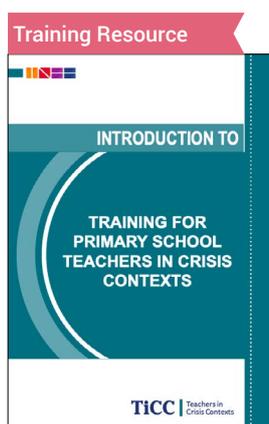
**YEAR** 2017

**Author :** Save the Children

## SCHOOL CODE OF CONDUCT TEACHER TRAINING MANUAL: HOW TO CREATE A POSITIVE LEARNING ENVIRONMENT

The School Code of Conduct (SCOC) training programme is designed to be used by education staff to enable teachers and education personnel to implement governmental Teachers' Codes of Conduct (TCOC) in schools. The training content relates to development and emergency contexts, to immediate and post conflict settings, and in response to natural disasters.

The overall aim of the training is to empower education staff to gain skills and knowledge to understand and implement the governmental Teachers' Code of Conduct and the Quality Learning Environment principles within classrooms and schools. The vision is to promote a protective learning environment conducive to learning.



 2016  Zip File

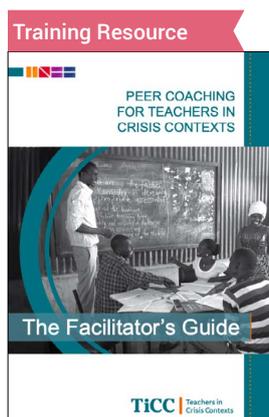
**Author :**  
Teachers in Crisis Contexts

## TRAINING FOR PRIMARY SCHOOL TEACHERS IN CRISIS CONTEXTS

This package was developed for unqualified or under-qualified teachers often recruited to teach in refugee camps and in a range of other emergency settings. The materials can also be used with qualified teachers who require refresher training, or training in critical areas relevant in crisis contexts, like child protection, and for those teachers who are new to teaching in crisis affected environments.

The training pack responds to a critical gap in open source, competency-based teacher training materials that provide coverage of foundational knowledge and skills required by teachers in crisis contexts, where teacher training is often limited to ad hoc workshops. The pack provides the basis for an in-service training program which can be used in its entirety to prepare unqualified teachers, but is also flexible enough for adaptation and use of selected modules or sessions according to the contextual needs of teachers.

Arabic, English, French, Spanish



 2018  Zip File

**Author :**  
Teachers in Crisis Contexts

## PEER COACHING FOR TEACHERS IN CRISIS CONTEXTS

The Teachers in Crisis Contexts (TiCC) Peer Coaching pack provides an additional layer of support for teachers participating in the Training for Primary School Teachers in Crisis Contexts by preparing teachers to use Teacher Learning Circles (TLCs) and Classroom Observations. Through these collaborative activities, teachers create a network of support and develop communities of practice to strengthen their professional development after training workshops, helping teachers make sustained positive changes in their teaching practice.

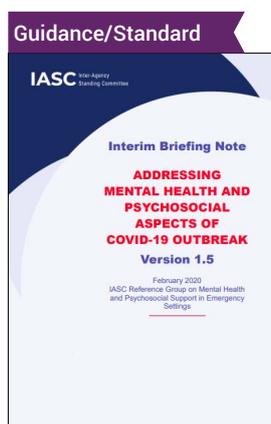
# 12

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## COVID-19 Response

For further resources please refer to our specific COVID-19 Toolkit [here](#).

## 12.1. GENERAL MHPSS RESOURCES FOR COVID-19



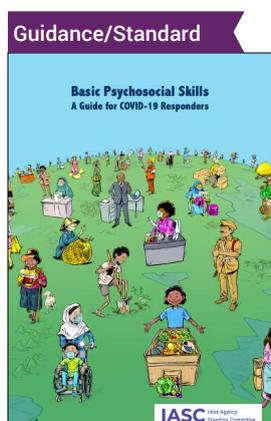
**YEAR** 2020 **PAGES** 14

Author : IASC

### IASC INTERIM BRIEFING NOTE: ADDRESSING MHPSS ASPECTS OF COVID-19 - VERSION 1.5

This briefing was developed by the IASC Reference Group for Mental Health and Psychosocial Support in Emergency Settings and summarises key mental health and psychosocial support (MHPSS) considerations in relation to the 2019 novel coronavirus (COVID-19) outbreak. It covers general MHPSS guidelines; overarching principles for an MHPSS response to COVID-19 and globally recommended activities. Intervention 3 (p10 and 11) contains messages and activities for helping children deal with stress during the COVID-19 outbreak.

Arabic, Chinese Simplified, Chinese Traditional, Dari, Dutch, English, French, Greek, Italian, Japanese, Kirundi, Korean, Nepali, Pashto, Polish, Portuguese, Russian, Sinhala, Spanish, Tamil, Thai, Turkish, Ukrainian



**YEAR** 2020 **PAGES** 26

Author : IASC

### BASIC PSYCHOSOCIAL SKILLS - A GUIDE FOR COVID-19 RESPONDERS

This guide aims to help people supporting the COVID-19 response integrate basic psychosocial support skills into their work, to support the well-being of people they come into contact with during the pandemic. The guide is for health and social workers; emergency responders; people working in food stores, public transport, funeral parlours and pharmacies; employers and managers; and people who are providing support to vulnerable family members or members of their community.

The illustrated chapters provide practical advice for taking care of one's own mental well-being, communicating with empathy, offering practical support and helping people suffering from stress or severe distress. Case studies and tips to remember are included throughout.

Amharic, Arabic, Bahasa Indonesia, Burmese, Chinese Simplified, Chinese Traditional, English, French, Greek, Korean, Portuguese, Russian, Spanish



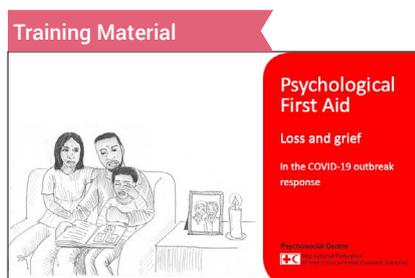
## LOSS AND GRIEF DURING COVID-19

This document is a guide on how to support those who are experiencing loss and grief during COVID-19. It is divided in seven sections: pandemics as major crisis events; loss; grief; loss and grief considerations for vulnerable groups; support to those who are experiencing loss and grief; caring for staff and volunteers during COVID-19; and further resources. A specific section for children and adolescents can be found on page 18.

Arabic, English, French, Spanish

2020 38

Author : IFRC



## PSYCHOLOGICAL FIRST AID TRAINING FOR COVID-19 ADDITIONAL MODULE: LOSS AND GRIEF

This basic training responds to the urgent need for training on how to support people in distress because of the COVID-19 outbreak. It can be used by trainers around the world. You can run the interactive on-line training using the accompanying PowerPoints and participant's worksheet or record the training for participants to follow when it fits their schedule.

2020 Zip File

Author : IFRC



## REMOTE PSYCHOLOGICAL FIRST AID DURING COVID-19

These IFRC guidelines are to support practitioners in setting up remote Psychosocial First Aid services for adults during a COVID-19 response. It gives detailed guidance on delivering PFA remotely including on how to handle calls.

Bahasa, Bangla, Burmese, English, French, German, Indonesian, Italian, Portuguese, Serbian

2020 24

Author : IFRC



## MONITORING AND EVALUATION FOR MHPSS IN COVID-19

This brief document gives guidance on monitoring and evaluating MHPSS IFRC's COVID-19 interventions, including hotlines/helplines, phone counselling, staff and volunteer care, and training. It suggests output and outcome indicators and means of verification and gives advice about who should collect the data.

Arabic, English, French, Spanish



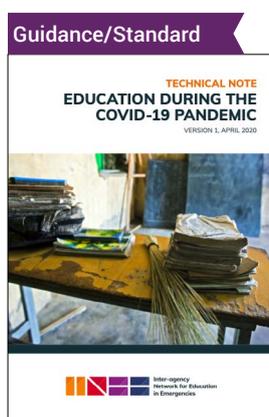
2020



4

Author : IFRC

## 12.2. EDUCATION AND COVID-19



### INEE TECHNICAL NOTE ON EDUCATION DURING THE COVID-19 PANDEMIC

This is a technical guide for practitioners to support education during the COVID-19 pandemic in contexts that were fragile and/or crisis-affected before the pandemic. It provides guidance on how to respond to support wellbeing and learning opportunities during the acute phase of the COVID-19 pandemic through planning new responses or modifying existing programmes. It is structured around the INEE Minimum Standards for Education framework and links to suggested actions to help operationalise these. It includes five sections: take care of yourself; coordinate your work; analyse the context; develop your activity plan; and review progress and quality.

Arabic, English, French, Portuguese, Spanish

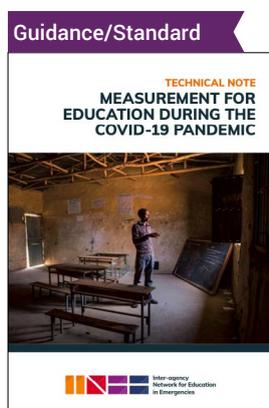


2020



24

Author : INEE



### TECHNICAL NOTE ON MEASUREMENT FOR EDUCATION DURING THE COVID-19 PANDEMIC

This Technical Note intends to supplement version one of the INEE Technical Note on Education During COVID-19 (resource above). It specifically focuses on monitoring and evaluating distance education programs in light of the pandemic.

Arabic, English, French, Portuguese, Spanish

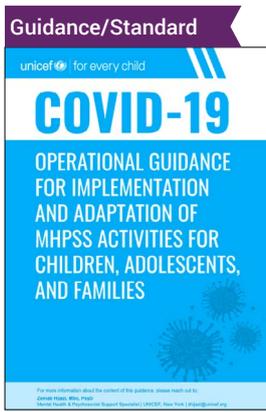


2020



17

Author : INEE



## COVID-19 OPERATIONAL GUIDANCE FOR IMPLEMENTATION AND ADAPTATION OF MHPSS ACTIVITIES FOR CHILDREN, ADOLESCENTS, AND FAMILIES

This guidance has been developed to better understand what aspects of MHPSS need to be included as part of the COVID-19 response, and to consider how we can deliver and adapt MHPSS activities in this evolving and challenging landscape. It is designed for global use and will be a living document that is updated on a regular basis as new resources and adaptations emerge and contexts change.

**YEAR** 2020 **PAGES** 27

**Author :** UNICEF

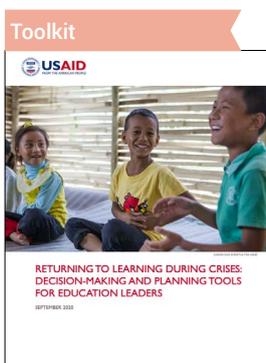


## LEARNING MUST GO ON: RECOMMENDATIONS FOR KEEPING CHILDREN SAFE AND LEARNING, DURING AND AFTER THE COVID-19 CRISIS

This inter-agency briefing highlights some of the potential impacts of school closures on children, with a focus on the most marginalised, including those already living in crisis and conflict contexts. It provides recommendations for governments and donors, together with partners, to ensure that safe, quality and inclusive learning reaches all children and that education systems are strengthened ready for the return to school. The key recommendations of this report are: continue learning; protect wellbeing; address needs of marginalized children and youth; support the specific needs of children and youth affected by conflict, humanitarian crises and forced displacement; support teachers and parents; strengthen education systems in preparation for school reopening; and maintain and increase financing.

**YEAR** 2020 **PAGES** 10

**Authors :**  
UNICEF, Save the Children, INEE, Plan International, Humanity & Inclusion & Finn Church Aid

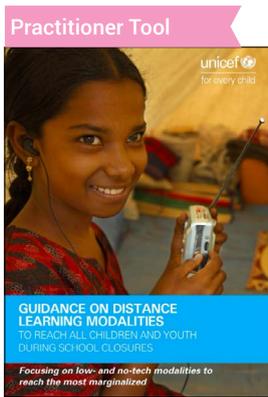


## RETURNING TO LEARNING DURING CRISES: DECISION-MAKING AND PLANNING TOOLS FOR EDUCATION LEADERS

This toolkit is for national and local education officials, implementing partners, and administrators and managers of education institutions. It helps education planners plan and make key decisions on the return to learning during and after education disruptions caused by crises, such as COVID-19, in a way that is equitable, inclusive, and builds the resilience of education systems.

**YEAR** 2020 **PAGES** 82

**Author :** USAID

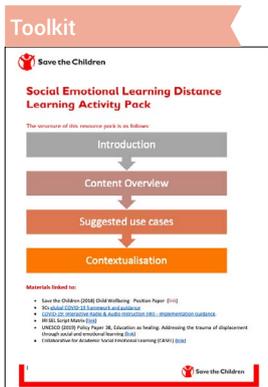


**YEAR** 2020 **PAGES** 24

**Author :** UNICEF

## GUIDANCE ON DISTANCE LEARNING MODALITIES TO REACH ALL CHILDREN AND YOUTH DURING SCHOOL CLOSURES

This resource on continuity of learning during school closures draws on the key lessons learned from the COVID-19 education response around the world. It was developed for government policymakers and education staff of national and international organizations involved in the education response during school closures. It covers low and no-tech offline modalities as well as high tech online modalities for distance learning, and looks at both self-learning and teacher-guided possibilities. It looks at how to reach children who are disadvantaged and marginalised.



**YEAR** 2020 **PAGES** 12

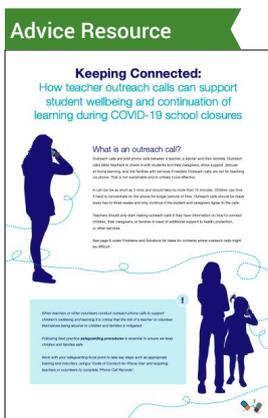
**Author :** Save the Children

## SOCIAL EMOTIONAL LEARNING - DISTANCE LEARNING ACTIVITY PACK

This pack of activities is intended to support distance learning opportunities for children who are currently out of school and have no, or limited, access to quality education. These materials can also be used as a complement to formal or non-formal education where social emotional learning (SEL) is not adequately covered by the curriculum.

They are adapted from existing, vetted, Save the Children technical packages and the adaptation has focused on ensuring their suitability for distance learning modalities such as radio and audio broadcasts.

*Note: The Implementation Guide and the IRI SEL Script Matrix links are currently only available for Save the Children staff. Publicly accessible versions will be available soon.*



**YEAR** 2020 **PAGES** 6

**Authors :**  
The MHPSS Collaborative for Children and Families in Adversities & Save the Children

## KEEPING CONNECTED: HOW TEACHER OUTREACH CALLS CAN SUPPORT STUDENT WELLBEING AND CONTINUATION OF LEARNING DURING COVID-19 SCHOOL CLOSURES

This tip sheet provides information for teachers on the benefits of outreach calls to students. It also provides very practical advice on how to structure the call and what questions to ask.

**Advocacy Resource**

**LEARNING IN A COVID-19 WORLD: THE UNIQUE RISKS OF FALLING BEHIND FOR CHILDREN IN HUMANITARIAN SETTINGS**

**KEY FINDINGS AND RECOMMENDATIONS:**

- Children in humanitarian settings face a high risk of falling behind in learning due to the impact of COVID-19 on their education.
- Children in humanitarian settings are at a high risk of falling behind in learning due to the impact of COVID-19 on their education.
- Children in humanitarian settings are at a high risk of falling behind in learning due to the impact of COVID-19 on their education.

### LEARNING IN A COVID-19 WORLD: THE UNIQUE RISKS OF FALLING BEHIND FOR CHILDREN IN HUMANITARIAN SETTINGS

This policy brief explores the knock-on effects of the virus on children and families in fragile and conflict-affected contexts and how the international community and national governments can meet evolving needs.

2020 7 PAGES

Author : IRC

**Guidance/Standard**

**Considerations for school-related public health measures in the context of COVID-19**

**Key messages:**

- Public health measures should be based on evidence and tailored to the local context.
- Public health measures should be based on evidence and tailored to the local context.
- Public health measures should be based on evidence and tailored to the local context.

### CONSIDERATIONS FOR SCHOOL RELATED PUBLIC HEALTH MEASURES IN THE CONTEXT OF COVID-19

This resource provides considerations for decision-makers and educators on public health and social measures in relation to schools in the context of COVID-19. School operations, including decisions regarding closing and opening schools, have important implications for children, parents or caregivers, teachers and other staff, communities, and society at large. This document was drafted based on a review of available literature, discussion with experts, regional partners and country examples.

2020 10 PAGES

Authors : UNICEF, UNESCO & WHO

**Guidance/Standard**

**GUIDANCE FOR COVID-19 PREVENTION AND CONTROL IN SCHOOLS**

**Key messages:**

- Public health measures should be based on evidence and tailored to the local context.
- Public health measures should be based on evidence and tailored to the local context.
- Public health measures should be based on evidence and tailored to the local context.

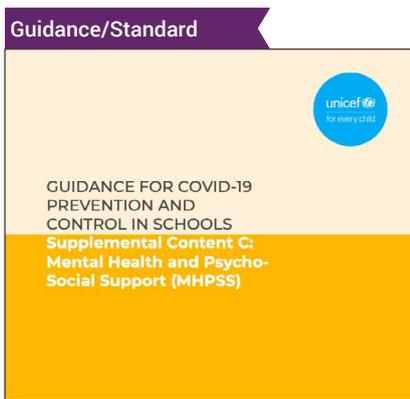
### GUIDANCE FOR COVID-19 PREVENTION AND CONTROL IN SCHOOLS

This document provides clear and actionable guidance for prevention, early detection and control of COVID-19 in schools and other educational facilities. It has sections on key messages, actions and checklists both for school administrators, teachers and staff, and for parents and caregivers. It also has age-specific health education advice for children and students to help them to stay safe and to become advocates for disease prevention and control at home, in school and in their community.

Arabic, English, French, Portuguese, Spanish

2020 13 PAGES

Authors : UNICEF, WHO & IFRC



2020

Author : UNICEF

### GUIDANCE FOR COVID-19 PREVENTION AND CONTROL IN SCHOOLS - SUPPLEMENTAL CONTENT

This series of supplemental resources, including materials collated from different sources, accompanies the Guidance for COVID-19 Prevention and Control in Schools (previous resource), providing further guidance on key messages and actions regarding the following topics:

#### A. CLEANING AND SUPPLY RECOMMENDATIONS

English, French, Spanish, Portuguese

#### B. CONTEXTUALIZATION, DISSEMINATION AND IMPLEMENTATION

English, Spanish

#### C. MENTAL HEALTH AND PSYCHO-SOCIAL SUPPORT

English, French, Spanish, Portuguese

#### D. CHILD FRIENDLY MATERIALS

English, Spanish

#### E. PROTECTION OF CHILDREN IN AND OUT OF SCHOOL IN THE CONTEXT OF COVID-19 PANDEMIC

English, French, Spanish, Portuguese

#### F. ACCELERATED EDUCATION AS COVID-19 RESPONSE

English, French, Spanish, Portuguese

#### G. RECOMMENDED RESOURCES

English, Spanish



2020

4 PAGES

Author : Save the Children

### THE USE OF SCHOOLS DURING THE COVID-19 RESPONSE - POLICY BRIEFING

This briefing provides messaging and key recommendations for school communities, authorities, governments, donors and partners to address the use of schools for other purposes during the COVID-19 pandemic. It raises concerns about health and safety threats and threats to educational continuity, as well as concerns about military presence on school sites. It presents recommendations to address these threats and concerns, and to plan for safe school reopening.

## 12.3. REOPENING SCHOOLS DURING COVID-19



**YEAR** 2020 **PAGES** 5

**Authors :**  
 UNESCO, UNICEF, The World Bank & WFP

### FRAMEWORK FOR REOPENING SCHOOLS

This framework provides practical, high-level guidance on how to reopen schools to inform the decision-making process, support national preparations and guide the implementation process.

It is designed to be a flexible tool that can be adapted to each context and updated as the situation changes. The guidelines outline six key priorities to assess the readiness of schools and inform planning: policy, financing, safe operations, learning, reaching the most marginalized and wellbeing/protection. This framework has a linked supplementary document on emerging lessons for reopening schools (see below).

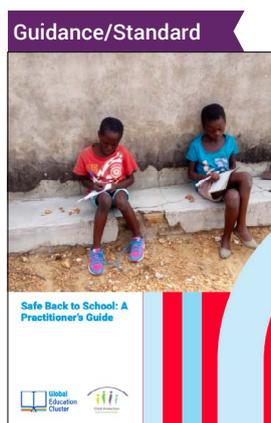


**YEAR** 2020 **PAGES** 6

**Authors :**  
 UNESCO, UNICEF, The World Bank, WFP & UNHCR

### SUPPLEMENT TO FRAMEWORK FOR REOPENING SCHOOLS: EMERGING LESSONS FROM COUNTRY EXPERIENCES IN MANAGING THE PROCESS OF REOPENING SCHOOLS

Education systems around the world continue to grapple with the complex decisions of when and how to reopen schools for in-person learning following widespread closures due to the COVID 19 pandemic. Many countries closed schools along with other widespread restrictions as an immediate response to the increased spread of COVID-19. But school closures have had increasingly clear negative impacts on child health, education and development, family income and the overall economy. As more countries are reopening schools, lessons are emerging on what is working. These lessons are shared in this supplement linked to the Framework for Reopening Schools (see above).



**YEAR** 2020 **PAGES** 26

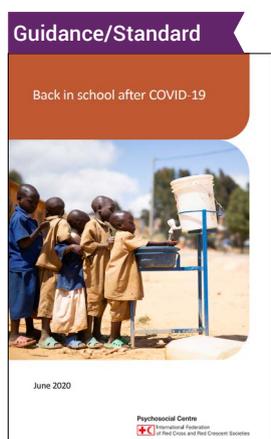
**Authors :**  
Global Education Cluster & Child Protection Global Cluster

## SAFE BACK TO SCHOOL: A PRACTITIONER'S GUIDE

The practitioner's guide builds on the UN Framework for Reopening Schools, and provides concrete actions that can be taken to operationalise these global policy recommendations for governments and school communities to build back better and strengthen the resilience of their education systems. It outlines key principles and the key steps needed for a coordinated, inclusive approach to school reopening and links to further guidance where appropriate. It contains links to detailed checklists and technical annexes.

Additional resources accompanying the Practitioner's Guide can be found [here](#).

Arabic, English, French, Portuguese, Spanish, Ukrainian



**YEAR** 2020 **PAGES** 25

**Author :** IFRC

## BACK IN SCHOOL AFTER COVID-19

All over the world, the COVID-19 pandemic has affected children's daily lives. When welcoming children back into schools, clubs or other activities, it is important to be aware that they will have experienced different emotions and reactions during COVID-19.

This guidance suggests sessions to facilitate the adjustment that will assist children in reflecting on their experiences of the pandemic and identifying the skills they acquired going through these experiences. The sessions are tailored to fit different age groups and there is the choice of carrying out full sessions or adapting them to the context.

English, French



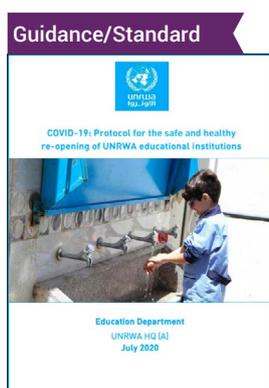
**YEAR** 2020 **PAGES** 6

**Authors :**  
UNICEF, UNESCO & The World Bank

## GLOBAL GUIDANCE ON REOPENING EARLY CHILDHOOD EDUCATION SETTINGS

This guidance note outlines key principles and practical measures for decision-makers to consider before, during and after the transition from closure to reopening. It focuses on safe operations in early childhood education settings, staff training and support, child well-being and development, and parental communication and support.

English, French



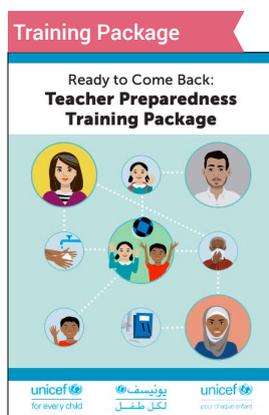
### COVID-19: PROTOCOL FOR THE SAFE AND HEALTHY RE-OPENING OF UNRWA EDUCATIONAL INSTITUTIONS

This protocol provides clear and actionable guidance for the safe reopening of educational institutions. It details how protective measures of social distancing, hand hygiene and respiratory hygiene can be managed within the school environment. It gives detailed guidance on cleaning and disinfection. With regards to the safety of canteens in times of COVID-19, the protocol includes some instructions related to food services. It also discusses MHPSS needs, vulnerable children and how to manage suspected cases of COVID-19.

**YEAR** 2020 **PAGES** 33

Arabic, English

Author : UNRWA



### READY TO COME BACK: TEACHER PREPAREDNESS TRAINING PACKAGE

This training package provides practical, concise yet crucial information about the impact of COVID-19 on daily teaching practices as well as tips and suggestions to improve safety, well-being and learning, with students in face-to-face or remote settings. It includes quizzes and a self-evaluation and planning tool to help teachers reflect on what they learned.

**YEAR** 2020 **PAGES** 112

Arabic, English, French

Author : UNICEF



### LET'S TALK ABOUT IT: WELCOME BACK CHECK-IN GUIDANCE

This is a guide to provide basic support to children to help them process their feelings and experiences, before adjusting back into regular social contact with peers and routine classes or activities.

This tool is designed for use by adults – including classroom teachers - who facilitate activities with children after experiencing school closures, COVID 19 home isolation and physical distancing. This check-in session aims to help prevent longer-term negative impacts on psychosocial development.

**YEAR** 2020 **PAGES** 9

Arabic, English

Authors :  
The MHPSS Collaborative for  
Children and Families in Adversities  
& Save the Children

## 12.4. SUPPORT FOR CHILDREN IN THE CONTEXT OF COVID-19

### Activity Resource



2020



22

Author : IASC

### MY HERO IS YOU, STORYBOOK FOR CHILDREN ON COVID-19

Adaptations of “My Hero is You!” and country level Initiatives are available [here](#).

This is a storybook written by the IASC Reference Group on MHPSS for children around the world affected by the COVID-19 pandemic. ‘My Hero is You’ should be read by an adult alongside a child or a small group of children. It is not encouraged for children to read this book alone without the support of a parent, caregiver or teacher. It includes information on hygiene and safety routines, and tips on how to deal with emotions.

An accompanying guide for caregivers in English can be found [here](#).

Acholi, Adhola, Albanian, Arabic, Amazighe, Amharic, Aranes, Armenian, Assamese, Azerbaijani, Ba Na, Bahasa Indonesia, Bahasa Malay, Bari, Bangla, Bangla (West Bengal), Braille English Transcript, Bulgarian, Bura-Pabir, Burmese, Catalan, Cham Vietnamese, Chichewa, Chinese, Chinese Traditional, Cornish, Croatian, Czech, Danish, Dari, Dhivehi, Dinka, Dutch, Ede Vietnamese, English, Esperanta, Estonian, Farsi, Finnish, French, Fulfulde, Georgian, German, Greek, Gujarati, Guyanese Creole, Hao Vietnamese, Hausa, Hebrew, Hiligaynon, Hindi, Hungarian, Icelandic, Igbo, Irish, IsiZulu, Italian, Jamaican, Japanese, Jarai Vietnamese, Juba, Arabic, Kannada, Kanuri, Khmer Vietnamese, Kibaku, Kinyarwanda, Korean, Kosraean, Kurdish Kurmanji, Kurdish Sorani, Kyrgyz, Latvian, Lhukonzo, Lithuanian, Lower Saxon, Luganda, Lugbara, Macedonian, Malagasy, Malayalam, Mandara, Marathi, Marghi, Mauritian Creole, Meitei Mayek, Mong Vietnamese, Mongolian, Ndebele, Nepali, Norwegian, Nuer, Papiamentu Bonaire, Papiamentu Curaçao, Pashto, Persian Iran, Polish, Portuguese, Punjabi, Quechua, Romanian, Runyankore, Russian, Sango, Serbian, Sesotho, Shuwa Arabic Latin, Shuwa Arabic Script, Sinhala, Slovak, Slovene, Somali, Spanish, Swahili, Swedish, Tagalog, Tamil, Telugu, Tetum, Thai, Thai Vietnamese, Tibetan, Tigrinya (Eritrea), Tigrinya (Ethiopia), Tok Pisin, Tsonga, Turkish, Ukrainian, Urdu, Uzbek, Vietnamese, Waha, Waray, Welsh.

Activity Resource



COVID-19 WELLBEING ACTIVITY WORKSHEETS

This resource consists of four short activity worksheets. One about dealing with emotions, shows how to recognize, process, balance, and regulate emotions to improve overall wellbeing and facilitate healing. Another about mindful movement, helps children understand how movement increases overall health and sense of well-being, reduces stress and anxiety, enhances mood, and improves sleep. A third worksheet about breath work, describes a breathing exercise to lower stress to calm down and relax. Lastly, there is an emotional wellbeing check-in sheet to check off activities done.

2020

Zip File

Author : INEE

Activity Resource



CORONAVIRUS AND KIDS: RESOURCES FROM SAVE THE CHILDREN

This online resource provides tips about school closure and education for parents and caregivers. In addition, it provides learning activities for children of two age groups: prenatal – 2 years and 3 – 5 years.

Most resources available in Spanish.

2020

Online Resource

Author : Save the Children

Activity Resource



PLAY @ HOME - GAMES FOR HEALTH AND WELLBEING DURING THE COVID-19 OUTBREAK

This is a collection of games that were developed to respond to needs arising in communities due to the COVID-19 crisis. Remote solutions were developed in order to deliver key messages and develop key skills that support children's health and wellbeing, using a play-based approach. The games contained in this resource are focused specifically on developing life skills that support children to stay healthy, stay active, take care of themselves and take care of one another.

2020

50

Author : Right to Play



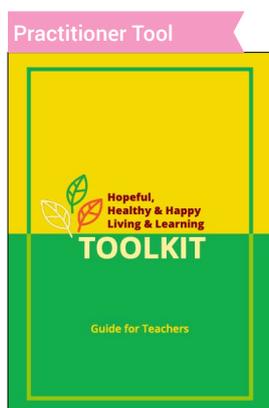
**YEAR** 2020 **PAGES** 68

**Author : UNRWA**

## ACTIVITIES AND GAMES FOR CHILDREN'S WELL-BEING IN TIMES OF LOCKDOWN AND SCHOOL CLOSURE

The booklet contains games and play-based activities to support children's overall psychosocial well-being and raise awareness of key health behaviours with regards to the prevention of COVID-19. The games and activities are accessible, clear, inclusive and positively impact children's development. All of the selected games/activities can be carried out in the home, either by the child alone or with siblings and/or parents.

Arabic, English

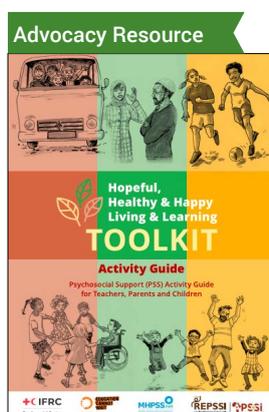


**YEAR** 2021 **PAGES** 79

**Author : IFRC**

## HOPEFUL, HEALTHY, AND HAPPY LIVING AND LEARNING TOOLKIT - GUIDE FOR TEACHERS

This Guide has been designed for teachers supporting children in their return to school in the wake of the pandemic. It opens with a set of general group-building exercises, followed by themed activities focussing on 16 key life skills supporting the personal, cognitive and interpersonal development of children. The exercises are suitable for a wide range of different age groups from pre-school to secondary school. The exercises could also be combined with sports and leisure activities in clubs or community centres, and in safe spaces for children in humanitarian settings.



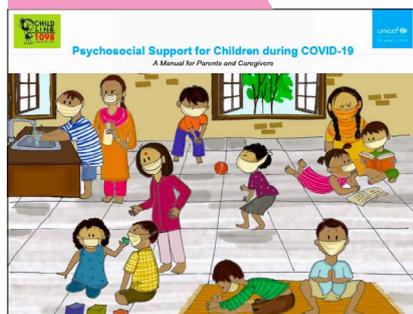
**YEAR** 2021 **PAGES** 96

**Author : REPSSI**

## HOPEFUL, HEALTHY, AND HAPPY LIVING AND LEARNING TOOLKIT - ACTIVITY GUIDE

This Guide for Teachers, Parents and Children features fun activities for children at home, in school or for remote use. In a home learning environment, for example, the activities could be done with a sibling group. Each activity is flagged as best done with a group or whether it may be adapted for use with a single child. The activities have been carefully designed to engage with children in relation to social and emotional learning around self-awareness, self-management, social awareness, relationship skills and decision-making.

Practitioner Tool



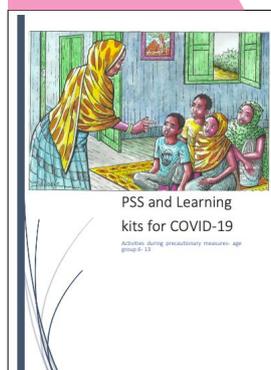
**PSYCHOSOCIAL SUPPORT FOR CHILDREN DURING COVID -19**

This manual can be used by anyone supporting children affected by the COVID-19 pandemic, including parents and caregivers. It provides information on the potential implications of the pandemic on mental health and wellbeing of children, and on the increased risk of violence and how to handle these. It provides resources to help engage children positively and effectively. The manual is activity-based and is focused on two age groups – 6 to 10, and 11 to 19.

**YEAR** 2020 **PAGES** 81

**Authors :**  
UNICEF and Childline

Practitioner Tool



**PSS AND LEARNING KITS FOR COVID-19 - ACTIVITIES DURING PRECAUTIONARY MEASURES (AGE GROUP 6-13)**

This toolkit contains materials for children from 6 to 13 years old including messages for caregivers and parents; descriptions about stories/comic books explaining COVID 19 and how to take precautionary measures; and a list of PSS and learning activities.

**YEAR** 2020 **PAGES** 11

**Author :** Child Protection AoR

Practitioner Tool



**BEST PRACTICES ON EFFECTIVE SEL/SOFT SKILLS INTERVENTIONS IN DISTANCE LEARNING**

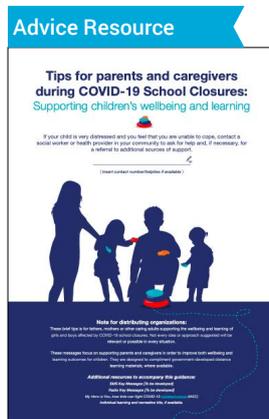
The purpose of this review is to provide evidence on effective, equitable, and inclusive SEL practices that can be delivered via distance learning modalities in USAID-recipient countries. The scope of this review includes formal and non-formal basic, secondary and higher education programs, as well as workforce development programs, in Sub-Saharan Africa, North Africa, the Middle East, Asia, Latin America, and, to a lesser extent, North America and Europe.

**YEAR** 2020 **PAGES** 56

**Author :** USAID

This review also presents important considerations for teams planning to create new distance learning SEL programs or to pivot existing in-person programs to distance learning modalities.

## 12.5. RESOURCES FOR PARENTS AND CAREGIVERS IN THE CONTEXT OF COVID-19



2020



6

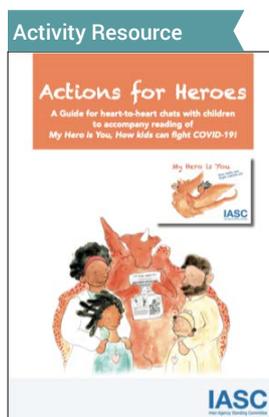
### Authors :

The MHPSS Collaborative for  
Children and Families in Adversities &  
Save the Children

### TIPS FOR PARENTS AND CAREGIVERS DURING COVID-19 SCHOOL CLOSURES: SUPPORTING CHILDREN'S WELLBEING AND LEARNING

These brief tips are for fathers, mothers or other caring adults supporting the wellbeing and learning of girls and boys affected by COVID-19 school closures. These messages focus on supporting parents and caregivers in order to improve wellbeing and learning outcomes for children. They are designed to complement government-developed distance learning materials, where available.

Arabic, English, French, Spanish, Swahili



2021



36

### Author : IASC

### ACTIONS FOR HEROES - A GUIDE FOR HEART-TO-HEART CHATS WITH CHILDREN TO ACCOMPANY READING OF MY HERO IS YOU, HOW KIDS CAN FIGHT COVID-19!

This guide has been developed to accompany the children's storybook My Hero is You, how kids can fight COVID-19 (see section 3.1.4). Actions for Heroes directs adults about how to have heart-to-heart chats with children and educates them about coping with COVID-19 related stressors and changes. It explains how adults can create safe spaces for children to openly share their feelings, including their fears and worries, about the coronavirus and frustrations at their changed daily lives. The guide also directs adults on how to promote positive actions that children can take to protect themselves and others.

The storybook can be found [here](#).

English, French, Portuguese, Spanish



### COVID-19: 24/7 PARENTING

Parenting for Lifelong Health provides open-source and evidence-based parenting resources to support parents and caregivers during the COVID-19 pandemic and beyond. These resources focus on building positive parent-child relationships and reducing violence against children. They give tips on learning through play, reinforcing positive behaviours and managing difficult behaviours, creating structure and routines, talking about COVID-19, keeping children safe online, and reducing stress and conflict.

2020 Online Resource

Available in more than 100 languages.

Author :  
Parenting for Lifelong Health



### HOME LEARNING SUPPORT FOR PARENTS AND GUARDIANS

This resource bank was created as an early emergency response to the COVID-19 pandemic. It compiles a list of learning resources in several languages to help guide parents, guardians and stakeholders. The resources are across subjects, interdisciplinary, engaging and do not require any technology to be implemented. The materials are divided in 4 sections: ages 4 to 7, ages 8 to 10, ages 10 to 14, and educator resources.

2020 Online Resource

Author : Education Above All



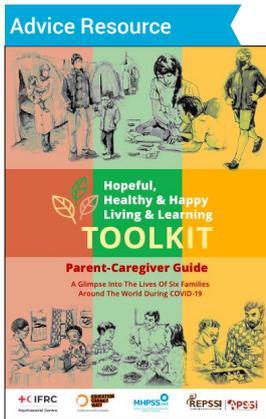
### CARING FOR CAREGIVERS DURING THE COVID-19 CRISIS

The Caring for the Caregiver (CFC) frontline worker training package is designed to support emotional wellbeing of caregivers/parents, with a focus on vulnerable caregivers, particularly adolescent mothers. CFC promotes emotional awareness, self-care, and self-efficacy, and encourages partner and family support, conflict resolution, and problem-solving skills, particularly in contexts of high levels of adversity.

2020 60

Author : UNICEF

This resource guides users with key messages which help advocate for emotional and practical support, and the use of coping strategies to deal with COVID-related caregiving stresses, responsibilities, fear, uncertainty, and isolation. It offers practical guidance and resources which encourage connection and communication to address isolation and disruption in daily routine.



2021



48

**Author : REPSSI**

## HOPEFUL, HEALTHY, AND HAPPY LIVING AND LEARNING TOOLKIT - PARENT-CAREGIVER GUIDE

The Parent-Caregiver Guide features six fictional families from different corners of the world who are facing challenges in their lives in the course of dealing with COVID-19. Positive messages to encourage parents and caregivers in the care of their children at this demanding time are given such as structuring the day, taking time to check in with one another, using positive discipline, talking about loss, dealing with stigma, and protecting children online. At the end of the guide, there is a useful checklist for the whole household to help everyone reflect on how they are doing as a family. There is also a set of prompts for families who wish to make a COVID-19 hero book.

# MHPSS.net

The Mental Health & Psychosocial Support Network (MHPSS.net) is a global online platform for connecting people, networks and organizations, for sharing resources and for building knowledge related to mental health and psychosocial support both in emergency settings and in situations of adversity. It enables members to share resources, join groups and interact with others based on their work and interests. It is supported by a team of global and regional hosts. The platform plays a role in mobilizing capacities, resources and supporting coordination around MHPSS response during emergencies.

MHPSSN  
Facebook  
(English)

SMAPS.net  
Facebook  
(Spanish)

SMAPS.net.pt  
Facebook  
(Portuguese)

MHPSS  
Twitter

Linkedin

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Youtube

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