

IMPROVING WELL-BEING THROUGH EDUCATION

Integrating Community Based Psychosocial Support into Education in Emergencies



FCA

Finn Church Aid

CONTENTS

Foreword 3

1. Introduction 4

Impact of conflict and natural disasters on children's well-being 4

The goal of psychosocial support 4

Different kinds of support is needed 5

Community based psychosocial support 6

Resilience in the community 6

Holistic well-being 6

2. Community supporting well-being through education 8

Community ownership 8

Community supporting access to education 8

Community and appropriate learning environments 9

Community and retention in education 10

Cases

Strengthening psychosocial well-being of refugee children in Greece 11

Strengthening psychosocial well-being in Jordan 12

Peace Clubs in Northern Kenya communities 14

Supporting schools as zones of peace in CAR 14

3. How teachers can support well-being of learners with the community 15

Organize teacher education in psychosocial support 15

Give long-term support and staff care to teachers and other staff 16

Improve learner well-being 16

Develop teaching methods 16

Focus on curriculum enrichment 17

Community and parental engagement in education 17

Include out-of-school children and youth into education activities 18

Be active in coordination with other actors 18

Cases

Big Brothers and Big Sisters in Palestine 19

Buddy Student System in Finland 19

Inclusion of learners with disabilities in Uganda 21

Teacher's role in and out of school in Uganda 22

Strengthening school enrolment 23

Teaching methods that improve learner well-being 24

Referrals in Nepal 25

4. Afterword 26

References 27

FOREWORD

Enrolment in education in developing countries has increased, but still millions of children remain out of school. Humanitarian crises tend to be long, extremely complex and difficult and therefore affect well-being and education over a long period. Half of out-of-school children live in conflict-affected areas. Most refugee adolescents and youth are out of school. It is important to improve access to *quality education* in emergencies. Improving *well-being* is equally important. These two can go hand in hand. Quality education and enhanced learner and teacher well-being contribute to the same end: the resilience of children, youth, communities and societies. Quality education and psychosocial support create conditions for improved learning for children and youth affected by crisis.

Globally, there has been growing attention to well-being and psychosocial support in humanitarian situations. The Inter-Agency Network for Education in Emergencies (INEE) sets the standards for quality education in emergencies in "Minimum Standards for Education", and complements them with two recently developed documents: "INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings" and "INEE Guidance Note on Psychosocial Support in Education in Crisis Settings". In addition, the Inter-Agency Standing Committee (IASC) has provided foundational guidance in "Guidelines on Mental Health and Psychosocial Support in Emergency Settings".

In its Global Strategy, Finn Church Aid (FCA) articulates a strong vision of resilient and just societies where everyone's right to peace, quality education and sustainable livelihoods is fulfilled. FCA places people's resilience, their well-being and the fulfilment of their rights at the centre of its work. FCA strives to support local communities and

their members to play an active and leading role in the development of societies, contributing to enhanced social cohesion and resilience. FCA has specialized in Education in Emergencies (EiE) and is currently implementing education projects in several countries and thus contributing to the UN Sustainable Development Goals 3 and 4.

This document develops the use of the Community Based approach to Psychosocial Support (CBPS) in educational settings and presents FCA's experiences in improving well-being through education in various countries. We wish to thank Church of Sweden (CoS) Humanitarian Department for partnering and supporting us in deepening our understanding of CBPS to create an integrated approach for educational settings. A special thanks to Maria Waade and Tricia Herman at CoS for their contribution in the process.

FCA and CoS are both members of ACT Alliance, which is a coalition of more than 140 churches and church-related organisations working together in over 100 countries. FCA and CoS agreed jointly to have a more formalized and result oriented form of collaboration for the integration of Community Based Psychosocial Support approach into FCA's Education in Emergencies programming. We would also like to thank FCA's staff in the country offices and HO for their support in the writing process. Our special thanks to Elina Pohjonen who collected and wrote cases for the document.

In Helsinki, August 2018,

Eija Alajarva, Minna Peltola, Helena Sandberg & Johanna Tervo

Cover: Suddha Patak teaches at Padmodaya Higher Secondary School. "These children are also my children", she says. Studying takes places in temporary classrooms which FCA built using bamboo as construction material.

 Finn Church Aid


Church of Sweden
member of
act alliance

1. INTRODUCTION

Impact of conflict and natural disasters on children's well-being

Emergency situations present a number of threats to the safety, mental and physical health, and overall development of children and youth. Emergencies may have additional impact on the functioning of families and communities, which in turn impacts the development of children and youth. Additionally, an emergency can have a big impact on the whole education system, including effects on teachers and education authorities, on infrastructure and on the functioning of the education system and services.

More than half of the world's forcibly displaced people are children, for whom displacement seems to be particularly damaging. Many will spend their childhood away from home, sometimes separated from their families. Some children may have witnessed or experienced violent acts and, while in exile, are at risk of abuse, neglect, violence, exploitation, trafficking, or recruitment into armed groups. The combined weight of exposure to crisis in their countries of origin, followed by migration and finally resettlement and adjustment to a new context, exposes children to several *cumulative risks* to their physical, emotional, and social development. Additionally, they may face challenges, such as altered family dynamics, assuming the role of caregiver for younger siblings, or for psychologically and physically injured parents. At the same time they might need to

manage a new language, education system, and culture, typically under difficult economic and legal circumstances.

Children and youth can display *three key types of stress responses*: positive, tolerable, and toxic. A positive stress and a tolerable stress will most likely not cause permanent damage even though the tolerable stress can be serious and be related for instance to the death of a family member, to a serious illness or injury and to a natural disaster. Supportive relationships with adults in the community will enhance the child's adaptive coping skills and sense of control, which in turn will reduce the stress response. The third and most serious form of stress response, toxic stress, can overcome a child's undeveloped coping mechanisms and lead to long-term impairment and illness. It can occur when there is a strong, frequent, or prolonged activation of the stress systems, while supporting adult relationships might not be available. Circumstances that can precipitate toxic stress are for instance child abuse or neglect and exposure to violence¹.

The goal of psychosocial support

All humanitarian programmes, including education programmes, have the potential to contribute to reduced suffering and improved mental health and psychosocial well-being. All programmes working on psychosocial support ideally work towards *the same overall goal* comprising of two important elements:²

- ▶ The goal to reduce suffering
- ▶ The goal to improve people's mental health and psychosocial well-being

¹INEE PSS-SEL Background Paper, http://s3.amazonaws.com/inee-assets/resources/INEE_PSS-SEL_Background_Paper_ENG_v5.3.pdf

²Reference Group for Mental Health and Psychosocial Support in Emergency Settings, A Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support in Emergency Settings, IASC, Geneva, 2017 Inter-Agency Standing Committees

INTERVENTION PYRAMID
Source: IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings, Inter-Agency Standing Committee



Different kinds of support is needed

In emergencies, people are affected in different ways, and require different kinds of support. Key to organising mental health and psychosocial support is to develop a layered system of complementary support that meets the needs of different groups of people. This may be illustrated by the intervention pyramid. All layers of the pyramid are important and should ideally be implemented concurrently in humanitarian crises, remembering that all emergencies are unique and the response has to be designed accordingly.³

Basic services and security: The well-being of *all people* should be protected through the (re)establishment of security, adequate governance and services that address basic physical needs (food, shelter, water, basic health care, control of communicable diseases). In an education intervention advocating for protection of children and youth, child rights awareness activities, creating safe spaces for children and youth and distribution of toys and games for psychosocial relief could be examples of activities at this level⁴.

Community and family support: The second layer represents the emergency response for *a number of people*, who are able to maintain their mental health and psychosocial well-being if they receive help in accessing key community

and family supports. In most emergencies, there are significant disruptions of family and community networks due to loss, displacement, family separation, community fears and distrust. This layer can include family tracing and reunification, assisted mourning and communal healing ceremonies, supportive parenting programmes, early childhood care, education, vocational education, life skills education, support groups for parents, children and youth and the activation of social networks as youth clubs and peer-to-peer programmes.

Focused, non-specialised support: The third layer represents the support necessary for *smaller number of people* who in addition to previous services require more focused individual, family or group interventions by trained and supervised workers. This layer also includes psychological first aid (PFA) and basic mental health care by primary health care workers. In education it can include programmes for survivors of gender-based violence and programmes for the social reintegration of former child soldiers.

Specialised services: The top layer of the pyramid represents the support that is required for a *small percentage of the population*, whose suffering, despite the supports already mentioned, is intolerable and who may have significant difficulties in basic daily functioning. This assistance should include psychological or psychiatric supports for children, youth, teachers or parents whenever their needs exceed the capacities of existing primary or general health services. Such problems require referrals to specialised services. Although specialised services may be needed only for a small percentage of the population, in most large emergencies involving hundreds of thousands of people, this group can amount to thousands of individuals. Also, it is important to note that emergencies are unique and can have different impacts on people.⁵

³IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings, Inter-Agency Standing Committee

⁴INEE PSS-SEL Background Paper, page 20 http://s3.amazonaws.com/inee-assets/resources/INEE_PSS-SEL_Background_Paper_ENG_v5.3.pdf

⁵For instance, children living in the Gaza Strip are experiencing unusually high rates of nightmares and are showing increasing signs of psychosocial deterioration according to NRC report: <https://www.nrc.no/news/2018/may/gaza-childrens-nightmares-on-the-rise/>

Community based psychosocial support

The foundation of Community Based Psychosocial Support is the belief in the affected community's capacity for recovery and resilience. It facilitates affected people's efforts to regain a functioning community by building on their strengths, thereby enabling them to bounce back to a sense of normalcy. CBPS-interventions concentrate on strengthening the social bonds of people in affected communities, by improving the psychosocial well-being of individuals and of communities as whole entities. This approach is based on the idea that if people are empowered to care for themselves and each other, their individual and communal self-confidence and resources will improve.⁶

Community Based Psychosocial Support also refers to actions and activities the community undertakes to support the psychological and social well-being of its members. It builds on existing coping strategies within the community and utilizes existing structures for mental health and psychosocial support.⁷ The IASC Guidelines on Mental Health and Psychosocial Support in Emergency settings includes a chapter on community mobilization and support. Minimum response for community mobilization and support includes the following:⁸

- ▶ Facilitating conditions for community mobilisation, ownership and control of emergency response in all sectors
- ▶ Facilitating community self-help and social support
- ▶ Facilitating conditions for appropriate communal cultural, spiritual and religious healing practices

Resilience in the community

Emergency situations are extremely complex and difficult. Current theories of resilience look at the utility of protective factors within the context of risky situations and focus on identifying what is working in the midst of adversity.⁹ The protective factors that can protect children and youth in the adversities are at three levels:

- ▶ Factors related to the child or young person himself or herself, his or her strengths, such as temperament and skills;
- ▶ Factors related to the family, such as family cohesion and warmth, the presence of a caring adult in the absence of responsive parents (such as a grandparent), or a concern by parents for the well-being of their children;

- ▶ Factors related to the community, such as the availability and use of external support systems by parents and children, a supportive and concerned teacher, or an institutional structure that fosters ties to the larger community, such as religious communities or social workers.

There is a shared understanding in these theories that the environment plays a key role in resilience. A community provides a natural environment for building resilience. All theorists emphasise the importance of high-quality social relationships. A supportive teacher is a protective factor. Social connectedness also increases through bonding with peers, which is why peer support groups and big sister, brother systems are important for resilience.

The theorists indicate that interventions should be implemented at multiple levels (child/family/community), that there should be a focus on building strengths, and that interventions should help children navigate the tensions.

Holistic well-being

In an emergency, biological and material needs of individuals need to be met. Biological needs include water, sanitation, nutrition, public health and medical services. Material needs are met through shelter, transportation and distributions of different items.

Social, emotional, mental, cultural and spiritual needs are sometimes more difficult to identify. When psychosocial support is integrated into Education in Emergencies, we focus on the psychosocial needs of learners. However, it is important that biological and material needs are addressed in the emergency response, as providing for the basic needs lays the foundation for well-being. For children, adolescents and youth, psychosocial needs may include a sense of belonging, relationships with peers, personal attachments, a need to feel valued, carrying out cultural practices and expressing religious beliefs, intellectual stimulation and physical stimulation.¹⁰

The holistic well-being flower (see the picture) takes into account 7 dimensions of well-being, including biological, cultural and spiritual elements of well-being. Traditionally, many guidelines on psychosocial programming in education suggest only three core domains for measuring children's well-being in humanitarian setting. They are 1) skills and knowledge, 2) emotional well-being and 3) social well-being.¹¹ Through the Community Based Psychosocial Support approach, FCA promotes the use of the holistic lenses to well-being.

⁶Community Based Psychosocial Support for ACT Alliance programmes Guiding Principles. Available at <http://actalliance.org/wp-content/uploads/2015/07/ACT-CBPS-Guiding-Principles-ENGLISH.pdf>

⁷See the IASC Guidelines on MHPSS in Emergency Settings, chapter 5 about community mobilization and support and chapter 7 about education, for comprehensive guidance.

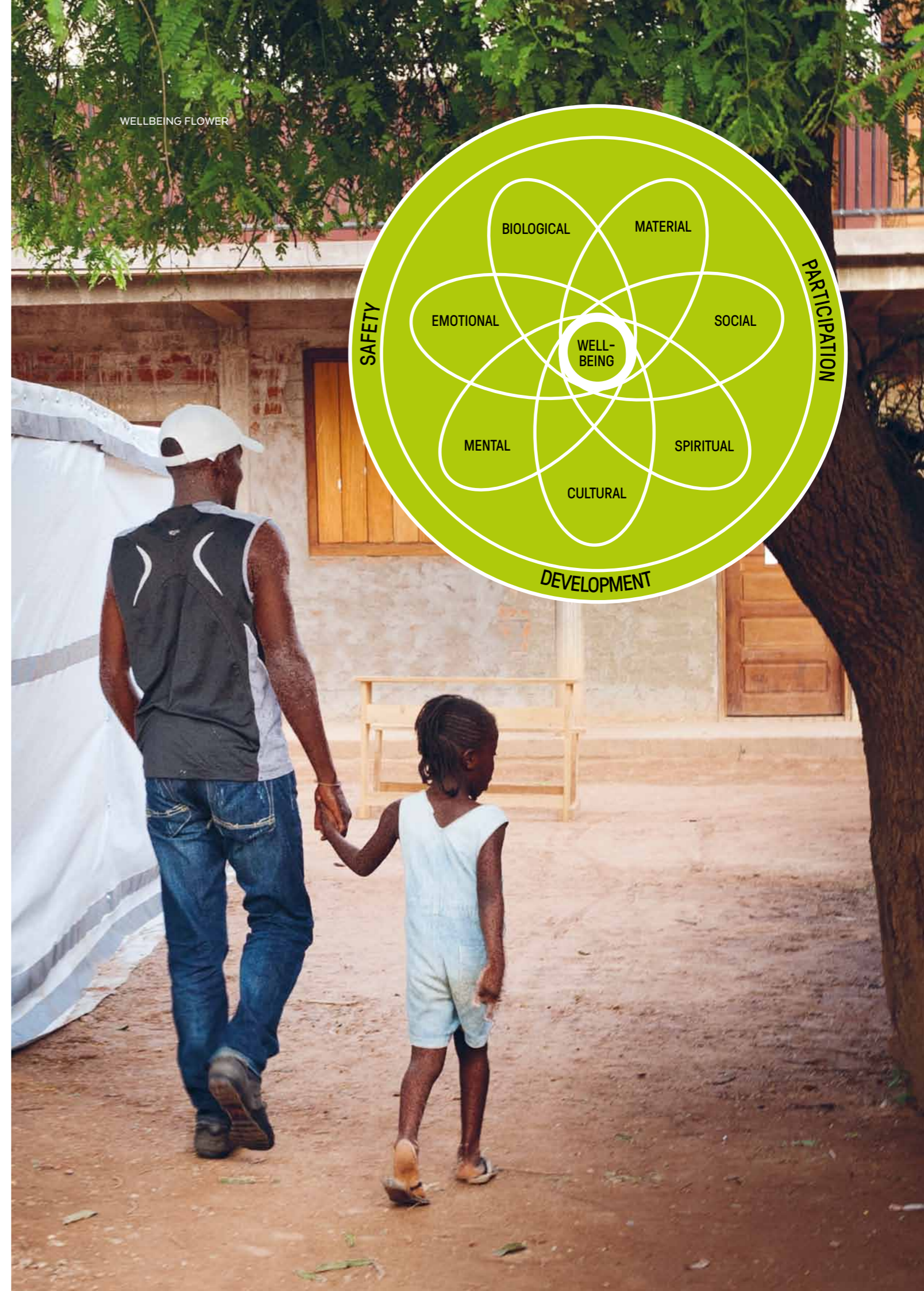
⁸IASC Guidelines on MHPSS in Emergency Settings

⁹Current theories relating to resilience and young people, A literature review by Mandie Shean, <https://www.vichealth.vic.gov.au/>

¹⁰Williamson, J. and Robinson, M.: Psychosocial interventions, or integrated programming for well-being? Intervention Journal, 2006, Volume 4, Number 1, Page 4-25 and Community Based Psychosocial Support Training Manual, Act Alliance, Church of Sweden.

¹¹Guide to the Evaluation of Psychosocial Programming, UNICEF 2009

Right. Father and daughter walking to school in Central African Republic.



WELLBEING FLOWER

2. COMMUNITY SUPPORTING WELL-BEING THROUGH EDUCATION

Community based approach is a way to ensure that communities are well informed and actively involved in decision-making related to their lives. It means more than mere participation and refers to communities having ownership in, contributing to, participating in and being committed to education in various ways. As described in the intervention pyramid earlier, in most crisis situations, the majority of the population is resilient enough to have an active role in their recovery and rebuilding. It is important to make sure that the participation is meaningful for that particular community at that point of time as well as for the affected children and youth.

In education, using *community-based lenses* also means that the existing resources and strengths within the community are utilised to promote well-being and to reinforce the ability of learners and teachers to cope. The role of organisations and authorities is to ensure this by working with the community. It is important that the community can sense collective efficacy – that people feel that they have skills to overcome challenges and solve problems.¹²

Supporting community based approach to Education in Emergencies can contribute to sustainability and long term development and ultimately to resilience building of the community and its members.

Community ownership

There are various activities that can be used to ensure community ownership in education (depending on the context and circumstances).¹³ Community members

can be involved in educational activities e.g. in school management. Build the capacity and encourage parents to be active in Parent-Teacher Associations.

The role of religious and community leaders can sometimes be crucial, therefore it is important to involve them and include them in capacity building activities. These activities can provide hope for the community (e.g. in churches and mosques). The practice of using schools for political purposes (including recruiting learners to armed forces) should be ended and community-based negotiations should be supported. Advocacy activities are often needed towards duty-bearers. There is evidence that key persons, such as community or religious leaders or volunteers and the advocacy they do can increase girls' access to education. For example, teen marriages have been reduced as a result of the efforts of community volunteers and refugee teachers. In the same way, engaging people with disabilities who have gone for further studies despite all their challenges, as community mobilizers or facilitators in workshops, conveys a very strong message and promotes inclusiveness.

Community supporting access to education

Starting outreach activities with community members as soon as possible after an emergency ensures that children and youth can return to school. Examples include “Back to School,” “Everybody to School” and “Stay in School” campaigns. Existing mechanisms and key stakeholders (social workers, teachers, CBO staff, and community volunteers) should be drawn upon to initiate and lead the outreach; teachers are often looking for “missing out” children after an emergency. Data on who are excluded from education can be obtained through



Mothers reconstructing a school in Haiti after the destructive earthquake in 2010.

own mapping or from other agencies; consulting the child protection working group, CBOs and other clusters. The community should be involved in identifying out-of-school children and youth and in advocating for them to go to school. Messages that make sense to children and youth should be used, in particular through the mediums they understand and use (social media, cartoons etc.). To improve and ensure holistic well-being, links with other sectors should be made.

Education in Emergencies projects should ensure inclusion. Special attention should be given to groups such as girls (adolescent girls in particular), economically disadvantaged children, ethnic minorities, children with disabilities, children and youth who suffer from severe mental health and psychosocial difficulties, children and youth associated with armed forces and armed groups, ex-detainees, adolescent heads of households, teenage mothers, young boys, unaccompanied and separated children, child survivors of gender based violence including early marriage, children engaged in labour or at risk of it, and other groups at risk of exclusion. FCA has established day care centres for children so that teenage mothers can join education. Community schools, home schools or other alternative education should be supported for overage learners or if the safety of children is compromised in or on their way to school. Focus group discussions can be organised to understand why adolescent and youth do or don't go to school. The reasons can be very different for male and female children and youth and for different age groups.

¹⁴For additional information on services provided through education, see http://educationcluster.net/wp-content/uploads/2014/01/Education-An-Essential-Component-of-a-humanitarian-response_EN.pdf

”

It feels so good to see my mother and my father constructing my school.

Student from Haiti

Building the capacity of existing community groups, CBOs and community representatives is needed for the sustainability and finding durable solutions to challenges. Creating activities to give opportunities for basic literacy and vocational skills training especially for women is important as it contributes to children's education.

Community and appropriate learning environments

According to the concept of holistic well-being it is important to provide services to meet the biological and material needs of learners and teachers. Education can be used as a platform for lifesaving activities of other sectors: for example, protection, safety and security in the schools (including on the way to and from school), clean water, gender disaggregated toilets, possibly some health services, school meals or school feeding.¹⁴

In an emergency setting it is challenging to create stable school environments. However, for distressed

¹²Hobfoll, S.E. et al 2007. Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. *Psychiatry* 70 (4).

¹³Protecting Education in Countries Affected by Conflict, Booklets 3 and 4, Global Education Cluster

children and youth, a school can be a zone free from their worries. FCA has developed guidance for safe and supportive learning environments.¹⁵ FCA has used participative methods for reconstruction of schools. After the earthquake in Haiti the process of reconstruction involved the participation of children, adolescents, caregivers and teachers as well as the support of school directors, local authorities and community members. Parents and other community members were able to participate in Cash for Work activities while children took part in the participative assessment process. Local communities were empowered as participants and their skills were used in the recovery and reconstruction process to ensure children's right to a quality education. The "Children's Participatory Assessment Toolkit for Transitional Learning Spaces in Emergency Contexts" was created¹⁶. It was one of the first assessment toolkits that enabled children to express their views about the quality of education in emergency contexts.

Community members can ideally be engaged in overseeing that safe, accessible, gender-sensitive and culturally appropriate learning spaces are provided. The learning spaces should be accessible for all learners, including those with visual and physical impairments. The protection risks, gender considerations and inclusive education requirements can be analysed with community representatives, including children and youth, and plans on how to address them should be developed. The safe places in the

surrounding areas should also be mapped together with children and youth.

It is important to create the sense of ownership. Community involvement in maintenance of school facilities and environment and in improving the safety and protection (e.g. through PTAs and community protection actors) ensures the sustainability of the activities. A feedback system and a complaint mechanism should be put in place.

Community and retention in education

Measures should be in place to monitor, prevent and respond to dropout of learners from school. In addition to regular "Back to school" and "Stay in school" campaigns, communities (PTAs, community groups, local government) can be involved in monitoring dropout and reasons for dropping out as well as finding solutions and documenting good practices. Involvement can also build trust between teachers and parents and learners – involvement of parents can make learners more committed. Communities can be involved to ensure that children can reach school safely for example by escorting to school.

Teachers need capacity building to identify learners at risk of dropping out or those in need of specialized services and to be able to respond accordingly. Initiation of a buddy system could increase peer support. FCA has evidence that responding to drop-out with specialized staff like social workers and career counsellors can effectively reduce dropout rates. Focus groups discussions can be organised to find out why adolescent and youth drop out; reasons can be very different for male and female learners and those of different age groups.

¹⁵FCA Building manual

¹⁶Children's Participatory Assessment Toolkit for Transitional Learning Spaces in Emergency Contexts: CERG partnered with transitional schools in Haiti and the Philippines to pilot test the toolkit with the support of UNICEF Haiti, Finn Church Aid, and the Institute of Philippine Culture: <http://cergny.org/archives/158>

Alfred Wojo and Dorine Ajo escaped the conflict in South Sudan with their four children. Now the family lives in the Bidibidi refugee settlement.



Sofia (left) has found new friends at the Code+Create -workshop. The young refugee participants coded robot cars to perform different tasks.

Case

STRENGTHENING PSYCHOSOCIAL WELL-BEING OF REFUGEE CHILDREN IN GREECE

The project for quality non-formal education and enhanced psychosocial well-being for refugee children aged 6-17 in Greece in 2016-2017, had a component for unaccompanied refugee minors.

Through this component of the project, the unaccompanied minors living in the shelters were offered language courses (English and Greek), sciences (physics, mathematics and chemistry through short laboratory experiments) and life-skills education.

The students were divided into two separate groups. Non-formal education was provided through remedial training to those who had been enrolled in local, so called intercultural schools, and through preparatory education to newly arrived children, some of whom had never been to school.

Life-skills education triggered a positive change in the behavior of to minors through individualized sessions evaluating and discussing separately any problems or concerns, focus group discussions practicing techniques of conflict management, decision making and argumentation, discussing issues of social interest such as stereotypes or diversity and describing their ambitions and dreams for the future. There were also discussions about personal responsibility and their role as active citizens in a society, role playing consisting of scenarios and stories on the rights, obligations and needs and functional communication skills cultivating interpersonal relationships among the boys emphasizing respect and tolerance and improved confidence.

Bringing host and refugee communities together in Greece

It is recommended to involve both the host and the refugee community in the programmes in order to improve the relationship between the communities.

FCA piloted a Code and Create project in Greece in which one of the aims was to bring the host and the refugee communities together. The project provided a space for 40 refugee and Greek vocational students to interact, learn and work together on digital projects. The students gained a solid foundation in digital literacy, which is considered one of the 21st century skills every child should learn.

Other key successes of the pilot were the increase in confidence

among all students, students becoming more vocal and more active in interacting with instructors and other students, students engaging in conversations in intercultural groups and making new friends and successful learning outcomes.

At the same time, it was important to pay attention to language barriers as there might not be a common language and use capable interpreters (also skilled refugee members) to make the content understandable to everyone. The timing and time-tables are also important as both communities have different religious holidays and public holidays, which affect participation of different target groups.

Use of social workers in Greece

Social workers were included in many of the non-formal education projects in Greece. Their role was very important as they provided support to both students and

“

I liked the people, both the instructors and the other students. I really liked the general atmosphere and the whole setting. I also liked that I was learning something for myself, something very interesting and that I was given the incentive to further advance my knowledge on and progress in coding in the future.

Making new friends and working with them. I liked very much that when we stuck we could help each other.

Quotes from the participants

parents. They observed child groups and supported children individually. They also provided assistance during daily lessons, in children's activities and behavior problems through cooperation with teachers. They learnt about children's social history and got specific information

about children's background from parents. They also cooperated with other protection actors on psychosocial and behavior issues. They had monthly meetings with parents discussing children's progress and challenges.

Case

STRENGTHENING PSYCHOSOCIAL WELL-BEING IN JORDAN

FCA has worked since 2012 with Syrian refugees in the Za'atri camp in Jordan. One of the main goals is to strengthen psychosocial well-being among the refugee youth (aged 15-24), and to engage them in meaningful activities during their free time. FCA organizes recreational circus and sports activities, focusing on social circus and working with the most vulnerable groups such as school dropouts, people with disabilities and troubled youth.

In an internal review of the activities, youth reported enhanced social relationships, reduced stress and better self-confidence.

Their statements were supported by parents and volunteers, who reported positive changes in behavior, emotional well-being and academic performance of the youth. The participants added that the activities provided a means of self-expression and motivation, enabled them to develop their communication and group work skills, and allowed them to be seen and heard. They also felt that the environment was safe and they enjoyed interacting with their peers.

In addition, the review of the programme in Jordan shows that the community mobilizers had

an important role in promoting and enrolling participants in the activities. Both FCA field officers and Syrian volunteer trainers played an important role. In the beginning of the programme FCA field officers acted as community mobilizers, they introduced themselves and FCA's work and planned activities to engage Syrian refugees. They also gathered information about the numbers of out-of-school youth, their age, and the number of people who could be interested in the recreational activities. They also followed up on beneficiaries and gathered data as well as feedback



Fatima Hariri, 20, started going to the Za'atar refugee camp's circus school first as a student and then she advanced to become an instructor.

“

It gives me more confidence.

It helps in all work that I have here in my home, and gives a lot of energy.

The circus gives me patience to stay in Za'atri.

Before I couldn't even go out because there wasn't anything to do, but now in this activity I feel safe and happy.

Before I didn't even want to go to school, but after this activity I'm motivated to participate in everything.

We have the chance to use the equipment. It decreases my anxiety.

It helped me express my feelings.

Quotes from the youth related to circus activities.

from the community. Later FCA recruited community members as volunteers. Female volunteers served as observers, community mobilizers and circus trainers. Female volunteers contributed also to increasing the number of girl participants in the activities. The female volunteer trainers' role proved to be beneficial to the programme since it is more culturally appropriate for a female to be working with girls. Due to cultural reasons, a male teacher training girls and young women is not always considered appropriate.

For the same reasons, it is more effective if a person of the same sex contacts a new person at the camp. Having female volunteers working as community mobilizers is an effective way of finding new female beneficiaries and in getting them enrolled in the activities.

There was also a campaign where female volunteer teachers agreed with parents to escort their daughters to the activity locations to avoid harassment on the way. The beneficiaries gathered in one previously agreed location from which they are accompanied to the sites. The female volunteers are often themselves mothers of the girls.

Using community mobilizers led later to increased trust between the refugees and FCA's staff in general. Door to door visits increased knowledge among the refugee community and motivated FCA staff implementing the activities.

Case

PEACE CLUBS IN NORTHERN KENYA COMMUNITIES

To promote a culture of peace through education, FCA has been using classrooms as a springboard through which a culture of peace building and conflict mitigation was introduced to the children. In Northern Kenya peace clubs were formed in schools where they did not previously exist.

Peace club activities include trainings for the school directors, head teachers and School Management Committees on peace education, sport events to encourage students from different communities to interact with each and beautification of the schools including planting trees as a symbol of peace.

Testimonials from students and their club patrons indicate that there have been improved interactions among students from communities in conflict.

Case

SUPPORTING SCHOOLS AS ZONES OF PEACE IN CAR

Central African Republic (CAR) has been suffering from the armed conflict and inter-religious tensions since 2013. FCA is one of the key education actors in the country working with a large number of primary schools.

In 2015 the CAR Ministry of Education together with UNICEF and

selected NGO partners, including FCA, started the preparation of a peace curriculum to be introduced in primary schools in the country. A manual has been developed to train teachers in peace education, citizenship and social cohesion. The trainings have been organized by the trainers of the CAR Ministry of

Education Teacher Training College. FCA supported the Teacher Training College by sending one Teachers without Borders volunteer to work there.

The next phase is to train selected number of teachers in FCA supported schools on the peace curriculum, and then implementing the training in classroom environment.

Florida Tapourou studies at a school renovated by FCA in Berberati, Central African Republic. Many schools in the area have suffered considerable damage during the conflict.



3. HOW TEACHERS CAN SUPPORT WELL-BEING OF LEARNERS WITH THE COMMUNITY

Quality education is an essential form of psychosocial support. It is important to create supportive and caring learning environments. Participation in quality education contributes to well-being of learners as it improves their quality of life, helps them to develop knowledge and skills and contributes to normalization. Education can create structure and predictability in an otherwise disrupted life, as well as help learners understand their chaotic environment and provide them with a sense of belonging. Quality education can restore hope and give opportunities and positive expectations for the future.¹⁷

It needs to be added that not all education is of quality and low quality education risks causing harm. Therefore, monitoring the quality of education is essential. It is also important to take possible bullying seriously.

Teachers play an important role in the improvement of learners' well-being and in building their resilience. Teachers spend a lot of time with learners and are well placed to provide support. It should be recognized that they already provide (psychosocial) support to their students. Activities can have even more impact when teachers, other education personnel and project staff

work together with parents and communities. For the relevance and cultural appropriateness of the activities, planning needs to take into account context and culture specific issues.

Crises have consequences on teaching and learning – both on the learners and teachers. Teachers themselves are affected and need support.

Organize teacher education in psychosocial support

Many teachers might not know what they can do to improve psychosocial well-being of learners. Through guidance and capacity building they can acquire knowledge and skills and better understanding of psychosocial support and how it can be embedded into everyday activities. It is important also to train other education staff, project staff and educational authorities in psychosocial support.

Key persons (such as refugee volunteers, host community members, community leaders, children and youth, local social workers) from the community should always participate in project planning activities. It is essential to recognize *culturally appropriate coping mechanisms* for the crisis affected children and youth. Some *positive methods for coping* across cultures include seeking out social support, providing structure to each day through planned activities, relaxation methods, recreational activities and gently facing feared situations perhaps along with a trusted friend in order to gain control over daily activities. *Contextualised basics* on Community Based Psychosocial Support and on well-being should be some of the key contents during teacher education.¹⁸

In teacher education FCA focuses on the use of appropriate and recommendable teaching methods,

¹⁷Quality education is affordable, accessible, gender-sensitive and responds to diversity. It includes (1) a safe and inclusive learner-friendly environment; (2) competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy; (3) an appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners; (4) adequate and relevant materials for teaching and learning; (5) participatory methods of instruction and learning processes that respect the dignity of the learner; (6) appropriate class sizes and teacher-student ratios; and (7) an emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy, and life skills. Source: INEE (2010). Minimum Standards for Education: Preparedness, Response, Recovery.
¹⁸IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings, Inter-Agency Standing Committee

such as use of activating and learner-centred methods, facilitating peer support among students and among teachers, using collaborative learning and the use of local resources in education.

Give long-term support and staff care to teachers and other staff

Developing opportunities for teachers' long term professional development (TPD) and mentoring is important. Peer support and teacher collaboration should be encouraged (e.g. TLCs, teachers learning circles). They can take place both face-to-face and through mobile or internet based methods among teachers facing similar situations in different locations. FCA prioritizes planning for long-term support for teachers as short workshops have not proven to be as effective. If the Training of Trainers (ToT) approach is used, FCA also includes follow-up, implementation and ensures that learning takes place, and the teachers receive the support they need. In addition, continuous coaching and mentoring for teachers is recommended.¹⁹

Teachers themselves might need support groups, both because they are themselves affected by the crisis, and because they work with learners who are affected. Platform for psychosocial support, peer support and staff care for teachers needs to be organized. In peer support groups, teachers can discuss daily challenges and share experiences and ideas with each other. Sometimes teachers might be in need of individual psychosocial support and specialized care.

Improve learner well-being

It is important to create a positive and caring learning environment. The following activities are suggested for teachers and project staff:

- ▶ Show caring attention to an individual student
- ▶ Listen to learners' thoughts and expressions of feelings
- ▶ Pay attention to learners' interests
- ▶ Give positive encouragement for achievements and even for small wins
- ▶ If possible, form learner well-being teams (Nurse, Psychologist, Social Worker, Head Master, Career counsellor when available) for schools
- ▶ Support locally appropriate practices for psychosocial support
- ▶ Create daily routines for learners: having schedules and regular activities allow children and families to feel more secure and creates sense of normalcy
- ▶ Take additional safety measures if needed to enhance safety

- ▶ Use positive discipline and classroom management strategies
- ▶ Organize home visits and build trust
- ▶ Include career guidance and counselling to raise hope for the present and the future
- ▶ Include sports and physical activities, ensure that activities are diverse so that everybody can find something in which they like to participate
- ▶ Promote positive emotions: joy, laugh, humour, interest, love
- ▶ Make sure children and youth with disabilities can participate in activities
- ▶ Distribute uniforms for teams to create team spirit and sense of unity and belonging
- ▶ Develop and use referrals to specialized care when needed

Teachers need to learn to know their students. There is a saying: "In order to teach mathematics to John, you need to know John."

Meeting parents of a new student is often useful. Creating trust is essential. Many teachers are already doing a lot more than is expected including home visits and outreach of out-of-school children and youth.

Develop teaching methods

Quality education matters in crises. In particular, soon after the emergency, activating methods help learners to get their thoughts away from the difficult experiences and to concentrate on learning. Suggested activities include:

- ▶ Support teachers to use activating and learner-centred methods, as they help learners to concentrate
- ▶ Support teachers to use creative and recreational activities as much as possible
- ▶ Support teachers to use sports, since there is evidence that physical activity can both enhance well-being and improve learning results
- ▶ Use positive drawing: for instance drawing a safe place can bring a sense of security and calmness
- ▶ Use locally available materials whenever possible, even in resource-scarce settings there is a lot of locally available material which can be used
- ▶ In big classes teachers can individualize and differentiate the learning for instance by using a wide range of methods which support all senses and by using different ways of grouping: by interest, by ability, mixed groups etc. and change groups often
- ▶ Peer learning and peer groups support interpersonal relationships and give space to mutual support

For more ideas refer to the FCA Teacher Training Pack²⁰.



A school in Kalobeye, Kenya, administered by The Lutheran World Federation and supported by FCA.

”

In order to teach mathematics to John, you need to know John.

Focus on curriculum enrichment

In many cases in emergencies the curriculum is often condensed. In order to provide education to a larger number of students it is sometimes necessary to use double-shifts in schools. For instance recreational activities may be eliminated. This is unfortunate, since physical and recreational activities enhance both well-being and learning. In addition, in a crisis there is need for learning new skills. In the long run, it is good to have a balance between academic studies and recreation. There is also sometimes an opportunity to use extra-curricular activities to complement the emergency curriculum (e.g. girls' clubs, child clubs and peace clubs).

PTAs, community members and religious and cultural leaders could be involved in the process of enrichment of the curriculum. The adaptation of curriculum for natural

²¹FCA has developed a basic programme for "Life-skills Education for Youth in Emergencies".

disasters (earthquake, tsunami, flooding), conflict and other crises should always be culture, conflict and context sensitive.

Topics that enrich existing academic curriculum could be for instance the following (depending on the context and situation): recreational and physical activities, integration of lifesaving disaster related contents and messages into teaching; hygiene education, mine education, swimming lessons etc., livelihoods, collaboration with local private sector, skills training, career counselling, life skills education (both general and emergency specific)²¹ and peace education.

Community and parental engagement in education

Crises often result in displacement of people and disruption of normal structures. Involving community members and parents in education activities helps to create a sense of belonging, enhances cultural identity and self-esteem and

¹⁹FCA has a teaching module for training staff on coaching and mentoring.
²⁰Protective Quality Education for Every Learner, FCA's Teacher Training Package

gives opportunities for exchange. Teachers have a natural role in facilitating interaction among the parents. Parents or other caregivers are the core of the community in the life of a child. One of the most common forums is PTAs (Parents-Teachers Associations). If the project has engaged social workers in the project, they can have a special focus on the support to parents.

Including cultural and religious practices when appropriate, strengthens the sense of belonging and dignity; for example dealing with grieving and loss, supporting reconciliation, forgiveness, and hope in the cultural and religious context. Involving religious and cultural leaders and bodies can strengthen the holistic well-being of children and youth.

In refugee and IDP contexts it is also very important to work on the relationship with the host community for peaceful coexistence and social cohesion. That can be done both through specifically designed projects and through general community sensitizations.

Include out-of-school children and youth into education activities

Often psychosocial support activities and services are targeted to those children who are in schools. The first priority is to ensure that all affected children and youth have access to education services. This might not happen at once as household responsibilities or long-term absence from school might continue to keep children out of school.

Organise outreach campaigns in order to include out-of-school children and youth in education. Focus group discussions might need to be organized to understand and address the reasons why children and youth are not in school. Flexible solutions such as accelerated education (AE) might be needed for these children. Use of flexible solutions for instance m-learning (mobile learning) and e-learning (using electronic educational technology) is more and more common. Advocate for and support vocational education opportunities for youth. Non-formal educational options for over-age children should be provided where formal is not possible.

Often the school facilities and playgrounds can be used outside school hours for all. Clubs and support groups could be open for all, as they can serve as a pathway to education. (Re) integration of marginalised groups should not be neglected.

Be active in coordination with other actors

Many humanitarian actors encounter the same challenges, and solutions can be found through coordination and collaboration. FCA considers coordination and collaboration important. Local education actors could consult child protection, health, mental health and other sectors or working groups for specialized technical assistance.

South Sudanese refugees at Adjumani camp in Uganda.



Case

BUDDY STUDENT SYSTEM IN FINLAND

In Finland, many schools have a buddy system for new learners to support participation and well-being in schools. In this model, first graders (7-year-olds) get a buddy from the 5th or 6th grade (12 to 13-year-olds). The age groups can

be modified according to the school needs.

The aim of the system is to make school a communal place and to enhance the safe start of school by preventing bullying and loneliness. The school buddies can participate

in the preplanned first graders' classes and organize recreational activities and games. The buddies get an orientation on their roles and duties before they start.

Case

BIG BROTHERS AND BIG SISTERS IN PALESTINE

FCA started a Big Brother, Big Sister (BBBS) Programme together with the Palestinian Counselling Center (PCC) at the beginning of January 2017 in the Occupied Palestinian Territories. The programme was originally created in the USA and adopted by PCC in 1996.

The programme targets children in the marginalized neighborhoods in Jerusalem, who are considered at a severe risk of dropping out of school. It aims at increasing psychosocial support to prevent dropouts among the children with the help of trained university student volunteers, many of whom are studying social work or psychology. The volunteers have an important role as positive role models for children. They will encourage them to stay in school, help to build confidence and improve the overall academic performance of the children.

PCC trained and paired the 33 volunteers with 33 vulnerable children. The training included learning about the psychosocial development of youth as well as problem solving and teamwork skills.

At the beginning of the project, the volunteers met the children's parents in order to explain the



The Big Brother, Big Sister programme offers positive role models for marginalized children and helps to build their confidence.



Children participating in the *Big Brother, Big Sister* programme.

aims of the project and to get their support. The volunteers discussed children's personality traits and interests as well as assessed their living conditions. This helped in developing an individual plan for each child. Each parent also gave a written consent to allow the children to participate in the project.

PCC worked together with local schools to find the children most in need of psychosocial support based on specific criteria. The criteria consisted of psychosocial, social, educational and behavioural indicators and an individual development plan was prepared for each child. The first phase of

the project allowed time for building trust between the child (little sister/brother) and the volunteer (Big Sister/Brother). PCC worked together with local organizations, which provided recreational activities such as music and drama and the volunteers used art and drawing, handicrafts, playdough, solving puzzles and role-play and other exercises throughout the sessions with children.

PCC counsellors built trust with the volunteers so that they could comfortably talk about the difficulties they faced. PCC also supported and supervised the volunteers throughout the whole programme.

The children's willingness to participate increased with each session and it was clear that they were growing to trust their Big Brothers and Sisters. Already at an early stage, the programme had a positive impact on both the volunteers' capacities to provide psychosocial support to children and on the confidence of the children.



South Sudanese refugee girl at Adjumani camp in Uganda.

Success story

A girl with psychosocial difficulties was referred to the project through the PCC's Clinical Department; the girl was extremely shy and unable to socialize with others, had poor academic performance, and suffered from separation anxiety disorder as a result of insecure attachment in her childhood. She would refuse to go anywhere without her little sister and did not participate in group activities.

The girl was paired with a Big Sister in the program who put great effort into supporting her and helping her break the social barriers she faced, and worked with her through targeted artistic and dynamic activities suited to her needs and capabilities in accordance with the plans developed with the PCC counselor. The volunteer was very patient and worked on helping the girl to gradually reduce her attachment to her little sister and to participate in group activities. By the end of the reporting period, the girl was able to attend music training and sessions with her Big Sister without her little sister being present, and was participating in group activities with the other children, becoming friends with another young girl in the program. While the change is seemingly small, it is a huge first step in this young girl becoming more confident and reaching her potential, and it shows how essential positive role-models are in supporting children's development.

Case

INCLUSION OF LEARNERS WITH DISABILITIES IN UGANDA

Uganda has an inclusive approach to education, which means that all children learn together in the same school. In most cases there is not much extra provision for children with special needs. Most of the children with mild impairments can continue learning in the school closest to their homes, and there are many things, that a classroom teacher can do in school. FCA has trained teachers in government, community and integrated schools on how to identify children with special needs and what they can do to support their learning. A lot of emphasis is put on learner-centred approaches and activating learning, because this supports

the education of all children and individualization and differentiation is helping every child.

FCA has also implemented a separate Education in Emergencies project for children with special needs in Adjumani, in West Nile, Uganda. FCA has constructed an annex in connection to a government primary school for children with disabilities. The main beneficiaries of the project are South Sudanese refugees, but following the refugee integration policy of Uganda, host community children were also enrolled. The project provided the school with special equipment and teaching and learning material, and trained

teachers on how to use them. Classrooms and latrines were provided with ramps for accessibility with wheelchairs.

Because of long distances, the school has a boarding section. FCA acknowledged that this is partly removing the children from their families and communities, but it is still preferred over having to send the children to schools in another district. Another very important aspect of the project is working with attitudes in the community and promoting the right to learn for all children.



Students at a training center in Rwamwanja, Uganda.

Case

TEACHER'S ROLE IN AND OUT OF SCHOOL IN UGANDA

In his thesis, *Caring Teaching Elements in an Emergency Context*, Ville Wacklin (2016) studied how Rwamwanja refugee settlement teachers in Uganda care for their pupils in two different contexts: In teaching context and out of teaching context. Teaching context refers to teaching that happens on school premises. Out of teaching context refers to caring that takes place in the community where pupils live. Caring teaching methods in teaching context are regarded as protective since they support a child's attachment relationships. Caring out of teaching context is where enriched social networks and social support between children, staff and other adults can be fostered.

Wacklin identified seven different subcategories of caring in teaching context: motivation and support, discipline, peace promotion, group

“

When I teach in my class it is through positive feedback. Also talking to children personally and asking others to clap and give flowers for them when they are performing well. That motivates the learners.

You appreciate the pupil who has tried and then you guide or ask another one to answer. You can say for example: 'you almost got it'. You cannot say: 'this answer is wrong'. You have to encourage the learners to keep on participating in class.

We have different tribes here. We say you are all school children. The whole schools' idea is to emphasize that all of the pupils are just school children.”

For example, when a child is feeling distressed, I call that child and I try to share with him. So that I can find out why he's feeling distressed. We also have to be flexible. For example, when you are teaching and you find the child is crying eventually I have to stop for a bit and solve his problems first and then continue teaching.

Quotes from a teacher at Rwamwanja Refugee Settlement

work and integration, routines, flexibility and caring attention.

The pupils were motivated and supported by giving positive feedback, confirming the right answers and acknowledging effort when the answer was wrong, giving guidance to female students in fragile positions in the community, promoting peace between students from different backgrounds and tribes, group work and peer learning to promote unity and cooperation, and creating and maintaining daily routines (cleaning together, morning parade and praying).

Caring out of teaching context refers to those particular elements of teacher's work that is related to family-school relationships and is part of children's social ecology. Caring out of teaching context included sensitizing parents and caregivers and gathering information about pupils.

A remarkable number of the teachers interviewed spoke about sensitizing parents and caregivers when asked about cooperation with the refugee community. Sensitization in this context means raising parents and caregivers' awareness

about education related issues concerning their children.

For teachers, it is essential to know about the backgrounds of their students, especially in fragile emergency contexts as it helps teachers to understand them better. Moreover, when teachers understand the reasons behind their student's behaviour, they know how to adapt. Refugee settlement teachers in Rwamwanja gather information about pupils' backgrounds from different sources and ways: discussions with pupils, discussions with caregivers in organized meetings and discussions with caregivers in the community.

It is recommended to create and promote existing structures that enable and improve teacher-parent communication and information sharing about the child's wellbeing. Concrete examples of parent-teacher cooperation processes could be for instance organizing pre-planned teacher-parent meetings at regular intervals, forming parent-teacher associations, training and awareness raising sessions for parents organising recreational events such as football matches

”

Then these parents also, when they reach Uganda, they saw their girls as more useful and now they want to sell them to get cows. Because they find that this Ugandan law is that if the girl gets married, they give the bride price of what, of cows. Now they want money of these girls of ours. Now they tend to leave these girls home in order for them to get married to Ugandans and to get money from them. They are like selling them. Now they need also to be sensitized. We need more training. These parents need more sensitization.

We have parent meetings here. Yes, we call the parents from different classes to come and discuss about the welfare of our pupils. We see when a pupil has a problem and we tell the parent and they share their experience and then we see how we can handle this pupil at school.

Quotes from a teacher at Rwamwanja Refugee Settlement

and other sports and arts group activities in the community, also between members of the host and refugee communities to improve the relationship between two communities.

Case

STRENGTHENING SCHOOL ENROLMENT

Based on data and other information given by various FCAs Country Offices and local implementing partner organizations, it can be stated that there are key factors, which are clearly influential in increasing access to education.

Improved community involvement increased the enrollment and the retention of learners in education. In Uganda the involvement of communities increased the monitoring which led to improved efficiency and activities, such as school feeding, recruitment of more female teachers and provision of additional learning

spaces. In South Sudan Parent-Teacher Associations mobilized the communities for local building materials and also reported absenteeism of teachers.

FCA's country offices in Uganda and Central African Republic (CAR) report that combining livelihoods and Cash for Work activities to PTA's activities both motivated the enrolment and improved livelihoods.

In CAR, student attendance rose by 22 % in schools with school feeding, which was identified as the single most important factor in these challenging conditions

contributing to increased school attendance.

In Kenya, integrated WASH and education response in schools was promoted and the school enrollment figures rose by 38 % during the project where drought affected schools were supported with water trucking and provision of boreholes and water pipeline extension. Learners were also allowed to carry home some water.

In Cambodia the work with enhancing career and guidance counselling has reduced the drop-out rates in target schools.



Five-year old Nepalese Sajna Tamang received a puppet as part of the pre-school material package given to her by FCA and Unicef.

Case

TEACHING METHODS THAT IMPROVE LEARNER WELL-BEING

On 25 April 2015 a devastating earthquake hit Nepal. FCA started its response immediately in cooperation with local partner organizations to meet the immediate needs of affected people. FCA distributed food aid, shelter materials and non-food items and started its Education in Emergencies response, including construction of temporary learning spaces, teacher education and psychosocial support to provide education to children affected by the earthquake.

Positive drawing

Positive drawing was used as a recreational activity to help children cope with feelings of insecurity and unsafety. The children draw a safe place to which they can return to in their minds whenever they feel unsafe.

Imagine a safe place. Where and with whom do you feel safe? How does it look like? How do you feel? Now, draw this safe place. After this,

always when you feel insecure and unsafe (for example if you wake up in the middle of the night because of nightmares) think about this safe place. And then...relax.

Stress relief balls

These rubber balls can be found in the UNICEF Early Childhood Development Kits. However, any small and elastic balls found locally can be used. Children who suffer from stress reactions can have attention and concentration problems. They can find it challenging to concentrate during the school lessons. Children with attention problems can benefit from stress relief balls – at the same time when they are expected to listen to their teacher or peers they can hold a ball and squeeze it. This helps them to remain calm.

Children draw a safe place to which they can return to in their minds whenever they feel unsafe.

Puppets

Puppets can be used as a tool to share bad and sometimes even traumatic memories. Through puppets, children are able to take on different roles – sometimes it is easier to talk about your bad experiences if you can do it anonymously, for example by taking a role of a monkey. Puppets can be used as a tool of “play therapy”.



The children have started to share their problems with the teachers and most have good relationships with their teachers and respect them.

This program has brought many positives changes in the school's environment. The teachers and the school's administration say that the psychosocial support programme should be implemented in all schools to improve the quality of learning. The teachers are now better able to help students overcome learning problems.

The teachers now address their students in a more positive way, promote their confidence levels and are managing their classes much more effectively.

The students have been equipped with essential life-skills including how to reduce stress and fear, how to make friends and the importance of sharing their problems with helpful people.

Comments from Nepalese teachers on the use of child friendly methods

Case

REFERRALS IN NEPAL

FCA worked with Centre for Mental Health and Counseling (CMC) in Nepal to train teachers in psychosocial support and referrals. In this model teachers received a 10-day training in psychosocial support and classroom based group psychosocial intervention. Two teachers from each school became focal teachers in psychosocial support. Furthermore, 792 teachers received a 2-day training on child friendly classroom management and positive discipline.

It is important for the teachers to recognize when the classroom based psychosocial support is not enough to support the learners and specialized psychosocial care is needed.

CMC reports that altogether 19 693 students benefited from classroom based promotional activities, which has helped in the promotion of their psychosocial wellbeing. 731 students with emotional or behavioral problems received individual psychosocial support from focal teachers, which improved their emotional wellbeing. Only those students who had

severe psychosocial problems were referred from school to CMC central office in order to receive expert counselling.

Right after the big earthquake, CMC provided several trainings to the teachers of affected schools. Now teachers are very much capable to recognize need for psychosocial support among

children. If the cases are not severe (lack of concentration in the teaching learning activities, absenteeism and isolation), thanks to the trainings, they know the techniques to bring their students to the normal condition. Additionally, if the case is worse (school dropout, showing abnormal behavior and mass hysteria), teachers initiate for referral.

Success story

She [student] didn't share her problems with her classmates and teachers grew apart from her. A trained teacher noticed the change in her and asked about her problems. He paid attention to her while carrying out different psychosocial intervention activities in class. He took care of her and gave more attention to her. He visited her parents and discovered that she shared her feelings with her mother. These activities led to the girl and teacher establishing a good rapport. He found out she was distressed by other teachers favoring the students who stood first and second in her class and she felt she was ignored.

4. AFTERWORD

As beneficiaries of humanitarian aid, people have the right to transparency and information and the right to participate in decisions affecting their lives. The role of stakeholders is to ensure community participation by working with the different communities, both refugee and IDP communities as well as host communities. Innovative and motivating methods for strengthening the participatory approach are sometimes needed. Community based monitoring and evaluation (CBME) systems should be used. In order to measure changes in well-being indicators on psychosocial support should be added to Education in Emergencies programmes.

IASC has established *some common indicators* for diverse psychosocial interventions²². Indicators that are relevant and related to improving well-being and reducing suffering through Education in Emergencies are the following:

► **Functioning** (for example, the ability of a child, a young person or a teacher to carry out essential daily activities, which will differ according to factors such as culture, gender and age):

In education this means that the learner is able to go regularly to school, do their homework, learn skills, continue to the next level of education, make future plans, make friends etc. Also, the acquisition of vocational skills and life skills belong here. The teachers are able to focus on their work, are not absent from the school, they plan and carry out lessons, interact with colleagues and parents, develop their competence as

teachers. For parents and community members this means that they are for instance able to contribute to the school-based management through different forums as PTAs.

► **Subjective well-being** (aspects of subjective well-being that could be measured include feeling calm, safe, strong, hopeful, capable, rested, interested, happy, not feeling helpless, depressed, anxious or angry):

In education this applies to both learners and teachers, and can mean for instance feeling happier and more confident, increased playfulness and sense of security in attending activities. Improved subjective well-being can be reported by teachers, parents or learners themselves.

► **Social behaviour** (for example helping others, less aggressive behaviour, less use of violence or discriminatory actions):

In education this applies to both learners and teachers in the education context. Social behaviour can include an increase in involvement in activities like helping more at home, taking care of siblings, being more cooperative and less violent, solving problems through discussion (witnessed by teachers, parents or students)

► **Social connectedness** refers to the quality and number of connections an individual has (or perceives to have) with other people in their social circles of family, friends and acquaintances: Social connections may also go beyond one's immediate social circle and extend, for example, to other communities.

In education this means for instance that children and youth have (more) friends, they join activities, clubs and teams, teachers are able to collaborate with colleagues and extend the collaboration to parents and other community members. For parents and other community members this can mean taking responsibilities and committing to work for other community members.



Youth soccer game at the Za'atari refugee camp in Jordan. Then turf was laid near FCA's office.

REFERENCES

- Children's Participatory Assessment Toolkit for Transitional Learning Spaces in Emergency Contexts: CERG partnered with transitional schools in Haiti and the Philippines to pilot test the toolkit with the support of UNICEF Haiti, Finn Church Aid, and the Institute of Philippine Culture: <http://cergnyc.org/archives/158>
- Community Based Psychosocial Support for ACT Alliance programmes Guiding Principles. 2011. Available at <http://actalliance.org/wp-content/uploads/2015/07/ACT-CBPS-Guiding-Principles-ENGLISH.pdf>
- Community Based Psychosocial Support Training Manual, Act Alliance, Church of Sweden.
- Current theories relating to resilience and young people. A literature review by Mandie Shean, <https://www.vichealth.vic.gov.au/>
- Education, An Essential Component of a Humanitarian Response. http://educationcluster.net/wp-content/uploads/2014/01/Education-An-Essential-Component-of-a-humanitarian-response_EN.pdf
- FCA, Building manual
- FCA, Teacher Training Package: Protective Quality Education for Every Learner,
- FCA, Life-skills Education for Youth in Emergencies
- Guide to the Evaluation of Psychosocial Programming, UNICEF 2009.
- Hobfoll, S.E. et al 2007. Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. *Psychiatry* 70 (4)
- IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings, Inter-Agency Standing Committee INEE, 2010. Minimum Standards for Education: Preparedness, Response, Recovery.
- INEE PSS-SEL Background Paper, http://s3.amazonaws.com/inee-assets/resources/INEE_PSS-SEL_Background_Paper_ENG_v5.3.pdf
- Norwegian Refugee Council: Gaza children's nightmares on the rise. <https://www.nrc.no/news/2018/may/gaza-childrens-nightmares-on-the-rise/>
- Protecting Education in Countries Affected by Conflict, Booklets 3 and 4, Global Education Cluster
- Reference Group for Mental Health and Psychosocial Support in Emergency Settings, A Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support in Emergency Settings, IASC, Geneva, 2017
- Inter-Agency Standing Committees
- Williamson, J. and Robinson, M.: Psychosocial interventions, or integrated programming for well-being? *Intervention Journal*, 2006, Volume 4, Number 1, Page 4-25.

PHOTO CREDITS

- Antti Helin cover & p. 24
- Ville Asikainen p. 2 & 13
- Catianne Tijerina p. 6 & 9
- Tatu Blomqvist p. 10, 14 & 19-20
- Socrates Baltagiannis p. 11
- Jari Kivelä p. 17 & 22
- Hugh Rutherford p. 18 & 21

²²Reference Group for Mental Health and Psychosocial Support in Emergency Settings, A Common Monitoring and Evaluation Framework for Mental Health and Psychosocial Support in Emergency Settings, IASC, Geneva, 2017

Inter-Agency Standing Committees

Kirkon Ulkomaanapu / Finn Church Aid
Eteläranta 8, FI-00131 Helsinki

Tel. +358 020 787 1200
Email: fca@kua.fi
finnchurchaid.fi

FCA Finn Church Aid