Central African Republic

Psychosocial Support in the classroom

Training Report

March 4-22, 2016

Bangui
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CAR Psychosocial Support in the classroom

Acronyms

(CAR) Central African Republic
(CPR) Centre of Pedagogical Regional
(CwD) Children with disability
(DRC) Democratic Republic of Congo
(EAFGA) Les Enfants Associés aux Forces et Groupes Armés
(EiE) Education in Emergencies
(IDP) Internally Displaced Persons
(INEE) International Network for Education in Emergencies
(INGO) International Non Governmental Organization
(MHPSS) Mental Health and Psychosocial support in Emergency Settings
(MTPS) Mental Health and Psychosocial support in Emergency Settings
(MoE) Ministry of Education
(MTs) Master Trainers
(PSS) Psychosocial Support
(TLS) temporary Learning Space
(ToR) Term of reference
(ToT) Training of Trainers
(UNICEF) The United Nations Children’s Fund
(WCARO) West and Central Africa Regional Office
1. Introduction and context

Since December 2012, the Central African Republic (CAR) has been facing a complex humanitarian and protection crisis. The conflict and instability in CAR have had a devastating impact on children. Serious violations of international human rights and humanitarian law were perpetrated by all parties to the conflict, including Séléka, ex-Séléka and its subsequent factions, anti-Balaka and unidentified armed men. Armed groups have committed widespread violations affecting girls and boys under age 18, including killing, maiming, recruitment and abuse of children, and sexual and gender-based violence. More than half the population 2.3 million people require immediate humanitarian assistance and a quarter of the population is displaced (480,000 IDPs and almost 450,000 refugees in neighboring countries).

1.1 Children in the army
During the reporting period, armed groups, including self-defense groups, recruited and used large numbers of children. In 2014, a study sponsored by the United Nations Children’s Fund (UNICEF) estimated that between 6,000 and 10,000 children were associated with armed groups, a surge attributed to the increased activities of anti-Balaka since 2013.

1.2 Witchcraft
In CAR, the number of children who suffer from abuse, exclusion, magical power of twins or people with albinism, is of grave concern. Hundreds, or even thousands, of children and in particular girls have been accused of being witches in CAR. Belief in witchcraft is widespread in the region, but accusing children is a more recent development. Increased hardship resulting from decades of armed conflict and widespread poverty could be a catalyst behind the phenomenon. In CAR, witchcraft is a criminal offense under the penal code, punishable by execution in cases where the ‘witch’ is accused of homicide.

1.3 Current Response
UNICEF has put emphasis on focus on the serious protection needs of children in the Central African Republic, and the provision of safe, Temporary Learning Spaces (TLS) for children who are out of school due to conflict. Using the cluster approach, UNICEF has continued to work closely with line ministries to strengthen government capacity for humanitarian response.

In February 2016, 25 new TLS were established for approximately 7,204 children (49% girls). To date in 2016, a total of 193 TLS/ETAPES for 27,844 children (49% girls) are functioning in 32 sites affected by the ongoing crisis. To ensure quality of teaching and learning, training

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1 Report of the Secretary-General on children and armed conflict in the Central African Republic

2 Global Humanitarian Review 2016


continued for 183 community teachers to strengthen capacities in pedagogical competencies, education in emergencies programming, psychosocial support, positive discipline, hygiene promotion and Ebola awareness. As part of the Global Partnership for Education Program, UNICEF is supporting the Ministry of Education (MoE) in the provision of teacher training in the ten Regional Pedagogic Centers (CPR). Over the next two years, 1,500 teachers will participate in these training activities leading to certification as qualified teachers. Additionally, 70 trainers from the ten CPRs participated in a training focusing on reinforcing peace education and social cohesion. 5

2. Training content and methodology

The PSS training content and methodology was contextualized and modification as a response to CAR context. Its needs were identified in collaboration with UNICEF country office respectively with Education and Child Protection section. Training content referred to the various contexts so that education can effectively contribute to healing a generation of crisis-affected children and teachers in emergency contexts.

The PSS training content consists on a combination of eight practical PSS teaching activities that are developed to emphasize their healing opportunities, their adaptation and feasibility and infusion into the national curriculum, their challenges and recommendations.

This training is coherent with the principles and guidance outlined in Inter-Agency Network for education in Emergencies (INEE) Minimum Standards and the IASC MHPSS guidelines:

http://www.unicef.org/protection/what_humanitarian_health_actors_should_know.pdf

- Stresses engagement throughout the training by means of group work, discussion, presentations and interactive approaches to teaching and learning.

- Provides concrete and practical friendly user guidance for teachers, and provides examples and activities to reinforce knowledge, skills and attitudes.

- Promotes reflection and analysis on content and process that encourages critical thinking and improvisation on culturally and context specific understanding of needs and local capacities.

- Addresses how to support both teachers and children through healing classroom interactions.

- Offers models that encourage creativity and easily can generate more appropriate structured psychosocial activities based on needs and cultural context.

Further, as the methodology outlines, while providing guidance for teachers on how to deliver the curriculum in a participatory way, the PSS training process itself aims for the healing children but also teachers themselves.

Training delivery and training content in CAR was modified based on the country challenges/issues (such as conflict, fear by children, by teachers, insecurity, lack of trust, self exclusion, lack of motivation, physical barriers, many children in the classroom, stigma, communication problem) that MTs expressed during first circle time such as:

i. Witchcraft students
ii. Demobilized children associated with army
iii. CwD
iv. Refugee children from Congo-Brazzaville and DRC and Internal Displaced children

2.1 Training Objectives
In collaboration with WCARO, UNICEF country office and CAR MoE defined PSS main training objective as an important element of EiE; to create a friendly and welcomed environment that ensure PSS and physical cognitive protection of CAR boys and girls through reinforcing PSS in everyday participatory teaching and learning experience.

The PSS activities infused into the curriculum aim:

1. to create a culture of empowerment and positive change on teaching and learning,
2. to heal, recover and build resilience of the school population of high insecurity communities
3. to promote social cohesion and inclusion

PSS activities in the manual are developed, adapted and contextualized based on child friendly approach and they are participatory and child centered. Through participation, playing, experimenting and socialization the objectives of PSS activities aim to raise, build and develop students:

- self-awareness, respecting for identity, self-respect, self-esteem and inner peace
- sense of belonging, of group and comforting communities
- sense of wonder, hope and future thinking
- sense of inclusion, participation and cooperation
- awareness on child protection
- trust, resilience and preparedness
- capacities

PSS is considered not to be as a separate subject but as a dimension to be infused into the curriculum through all subjects.

2.2 PSS impact of PSS on students and teachers
The multilayers of political and military crises that took place in CAR destroyed national economy, school infrastructure and social cohesion. During circle and reflection time teachers revealed and stressed the fact that CAR crisis affected millions of teachers, children as well as their families around the country. The crisis and violence are responsible for weakening social cohesion, national unity, hope for the future generation. According to
UNICEF staff, despite the different forms of the violence of daily living, children also face violent and harsh methods of teaching in the classroom. Children are often abused physically and verbally from their teachers. The lack of training, basic school material and classroom management of large class sizes (70-120 students per class) create a difficult environment that is conducive to proactive and friendly teaching methods. Thus, this affects the relationship between teachers among themselves and teacher-students in a negative, frustrated and often-violent way. It is in this context that teachers, feel incapable to help/support the children adequately because the teachers themselves need healing and PSS training. Teachers report that the conflict and tense situation has drastically affected children’s behaviours. The children play violent games and use violence when in contact with one another. Crisis affected children are experiencing difficulty concentrating and demonstrating often punitive behaviour and attitudes towards leaning.

All participants’ (including MoE representatives, MTs and teachers) questions and comments during circle time expressed that in most cases it is often a misinterpretation or misconception regarding a students’ behaviour who has experienced mental distress. For example students hiding underneath chairs, students being scared and seeking dark small places, students drawing guns and weaponry, students going to the bathroom constantly, children that show aggressive behaviour, students who are unwilling to come to school regularly, unwilling to learn, unable to focus on the lesson are often accused of witchcraft. Very often children that show these behaviours are accused witch from their community members, classmates, parents and teacher. In most cases they are abundant even from their family as a result out of school too.

Teachers and UNICEF staff report a lack of hope and trust has left both teachers and students feeling unmotivated, aggressive, reserved and humiliated, breaking down the entire education system.

From the responses given by teachers, there is no assessment available of the psychological status of children and teachers.

For example, during a school visit, the first question being asked by a female young teacher in Nastradin School in Bangui was “What is PSS?”

From the responses given by child protection section there is a study on psychological status of children affected by crisis conducted by SC.

During training reflection and circle time MTs and teachers shared their strong beliefs that the impact of the PSS on themselves and their learners/school children will be a positive and potentially healing one. They believe that PSS training will increase their professional capacity and confidence in overcoming the challenges dealing with the crisis affected children. Also, through PSS activities their students will increase self-identity and they will be able to rebound and build resilience.

2.3 Pre and Post training test results

Pre- and post-data were collected and analyzed to examine the effect and impact of PSS training. Each participant wrote pre test before the program began and then MTs
coordinators compared it with results using the same test and same group of participants at the end of training.

The same questions were repeated for pre and post-test to measure the level of knowledge received. Compared results show there is strong evidence that the training intervention improves marks.

The measurement of change provided a vehicle for assessing the impact of PSS training, as well as the effects of the specific child centered modeling approach that was used for this training. We can consider the results of pre and post tests as latent data and however, they can be used to establish the base line for future evaluation.

<table>
<thead>
<tr>
<th>No.</th>
<th>%Score</th>
<th>Pre-test of Participants</th>
<th>Post-test of participants</th>
<th>Increase %</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>0-49%</td>
<td>52</td>
<td>23%</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>50-69%</td>
<td>153</td>
<td>68%</td>
<td>92</td>
</tr>
<tr>
<td>3</td>
<td>70-100%</td>
<td>20</td>
<td>9%</td>
<td>109</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>225</td>
<td>100%</td>
<td>214</td>
</tr>
</tbody>
</table>

There was a significant increase in the pre and post-test results with an average of 50% increase, implying that the training had an impact on their knowledge. Observing from the pattern of answering the test items, participants were able to answer correctly more of the true and false-based questions rather than those that required written answers. The questions, which displayed the weakest results, were ones concerning assessment and future dimension of PSS activities. Similarly, the participants scored low initially when asked about of healing opportunities of PSS. These questions increased significantly after the training as results of the post-tests showed. The highest scores discussed the characteristics of PSS, objectives of PSS as well as true or false questions regarding PSS facts. PSS training pre and post-test questions’ content is developed and plan to be educative themselves in ethos and outcomes Pre- and post-data were collected and analyzed to examine the effect and impact of PSS training. Each participant wrote pre test before the program began and then MTs compared it with results. Compared results show there is strong evidence that the training intervention improves marks.

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3. Organization

3.1 Training team structure
PSS training came as a need request from the MoE to UNICEF country office. The MoE made a request to UNICEF to support PSS teacher training technically, financially and logistically. The MoE was in charge with organization of PSS ToT and teachers training and the identification of PSS MTs.

In cooperation with MoE, UNICEF decided upon the selection criteria of MTS based on their training profile. In order to cover eight local inspection academies, one inspector representative from each local inspection academy was selected to be MTs of PSS. The MTs short term objective is to actively participate as a trainer in the teacher training and the long term objective is to cascade PSS training in their prefectures.

The team leader selected was Mr. Kallo Joseph, the head of Local education sector in Lobaye and his assistant was Mrs. Ngoumbre Patricia the head of local education sector in Bangui #1.

Four days of ToT took place in Bangui (March 9-12) for 41 MTs in JM Residence Bangui. Each of them was given a PSS training manual that was drafted and printed from WCARO. The consultant covered all eight PSS activities and presentations as per training agenda. The consultant conducted the PSS activities training between 8:30-4:30. (Appendix #1).

There were 41 selected MTs from the seven prefectures of CAR as selected by the MoE. The 41 master trainers consisted of 33 males and eight females. No participant MTs had had any PSS training previous to this one. The MTs were participants, members and staff from the MoE, CPRs, Inspectors/Pedagogical Advisers, local, national and international NGOs; Nursery school Association, Catholic Teacher Association of CAR, Caritas Yaloke, Danish Rescue Committee. They came from Bossangoa, Bouar, Kaga Bandoro, Bambari, Ndele and Bangassou.

<table>
<thead>
<tr>
<th>Representatives of</th>
<th>MoE</th>
<th>Head of CPRs</th>
<th>Inspectors from the Inspection Academy</th>
<th>UNICEF staff</th>
<th>NGO</th>
<th>Teachers from IDP TLS</th>
<th>Teachers from Bangui hosted school</th>
</tr>
</thead>
<tbody>
<tr>
<td>#MTs</td>
<td>7</td>
<td>8</td>
<td>14</td>
<td>2</td>
<td>10</td>
<td>120</td>
<td>80</td>
</tr>
</tbody>
</table>

33 male and 8 female

*Day 1*- Welcoming ceremony with opening remarks organized by MoE and UNICEF. Four MT groups of ten were formed and the orientation for the master trainers began with an introduction to the first two training activities.

*Day 2*- The consultant delivered four activities as a model and demonstration for the next level of the cascade training. Each MT group task was assigned respectively.
1. How to integrate and include demobilized children associated with army
2. How to integrate and include witchcraft students.
3. How to integrate and include CwD,
4. How to integrate refugee children from Congo Brazzaville and DRC and Internal Displaced children.

Day 3- The consultant covered the rest of the PSS activities rotating the four assigned groups in order to share and express different perspectives within the various groups, including the debriefing in preparation for the training to follow the next day.

Day 4- In order to prepare MTs for cascading PSS to CAR teachers, the fourth day was planned as a practicum day. MTs were given the time and advices how to facilitate and adapt eight PSS activities for different subject of CAR national curricula.

3.2 Cascade plan
The cascade training of teachers in Bangui (March 14-18) took place over a period of five days as outlined in the agenda (appendix #2). Coverage of content for each day took place between 8h30 and 15h00 and was hosted in Azmut Hotel in Bangui. A total of 200 teachers participated in teacher training with a composition of 115 males and 85 females. The 200 teachers were selected to participate in the PSS training; 60% of them were from Bangui’s TLS of IDP sites and 40% from Bangui host school for displaced children. During the teacher training 30 of the MTs participated.

The teachers were divided into groups of 20, with three MTs per group. Within each group of on MT was assigned as the main group coordinator responsible for the logistical planning sessions. Three rooms were assigned to be used as the training venue; the main big room was used for five groups of teachers, four groups in each corner and one group in the middle. The second room included three groups in different corners and small room with two groups of teachers in two sides of the room.

The first day of PSS teacher training included welcoming ceremony organized by MoE and UNICEF. For the following four days, MTs delivered the eight activities as a model and demonstration to be used in the classrooms. The eight PSS activities that were used during teacher training were considered as potential models to be adapted for use in different subjects or topics. Since, they all are based on the interactive participation in the beginning it was not easy for traditional teachers to develop the right adaptation.

A four corners evaluation chart template has been simplified to be use after each activity, in order to develop teachers’ capacity on; 1. Understanding healing opportunity of each particular PSS activity, 2. Practicing the adaptation/feasibility skills, 3. Practising critical thinking of sharing and being proactive for challenges that each activity brings, 4. Developing creativity and giving recommendations for the application and implementation of each activity. Also, MTs collected and summarized the ideas that the teachers developed during PSS training specifically from the refection time, group work and presentations.

In order to prepare teachers on how to use PSS activities with their students, the fifth day was planned as a practicum day. MTs and the consultant acted as mentors for the teachers on how to facilitate and adapt eight PSS activities for different subject of CAR national curricula. In pairs the teachers prepared the lesson plans for the assigned activates and simulated them in their groups.

At the end of each training day, the consultant conducted a debriefing session along with UNICEF WCARO EiE specialist, UNICEF country office and the MTs to evaluate the day, share findings, challenges and give feedback based on consultants observations. In addition the
participants’ training evaluation charts were discussed to understand participants’ feedback and make changes and improvement for the next day.

4. Training results

Since it is impossible – and too early – to assess the impact of this training on teacher’s performance, and on the student/teachers’ wellbeing, we try, in the report, to give the picture of what the value of this training is, through participatory approach.

Using the participatory approach PSS training gave CAR MTs and teachers an opportunity to contribute with their voice, their perspective, ownership and responsibility in order to adapt PSS activities and infuse them into the national curriculum in a context specific way. Also, their constructed feedback and unanimous request fed our recommendations. The training results in this report are developed based on the teachers’ activity reflections, training feedbacks and evaluation as well as suggestions from the MTs to make PSS activity teachable for CAR classroom.

4.1 Teachers’ reflection on PSS activities as training results

Since it is impossible and premature to assess the impact of this training on teacher’s performance, and on the student/teachers’ wellbeing, using participatory approach we collected on the teachers’ reflections of the eight PSS activities. The teachers and MTs strongly expressed and displayed an understanding on the linkage the PSS activities could bring between their healing opportunities and participatory and interactive way of teaching simultaneously.

Below is a demonstration (figure 1) of what we asked the teachers to reflect upon and on what to give feedback. This was performed for each activity in order to make them feasible and applicable and context specific. (Refer to Appendix #3)
In the Appendix #3 reflections on potential healing opportunities, possible applications, challenges, and recommendations, from MTs and teachers are compiled, to inform further research and documentation on how effective this training will have been in the near future, once teachers start applying the new skills in the classroom.

After each activity the group of trainees is requested to ‘asses’ the feasibility of the activity, and the healing opportunities that could emerge and benefit especially children associated with army, accused witchcraft students, students with disability, refugee and internal displaced students and teachers of CAR.

5. Recommendations

Most of the recommendations in this report are made based on the formal and informal meetings during coffee breaks with some state MoE authorities, training observations, training feedbacks and evaluation. They are also developed by the ideas and suggestions made by the participants during trainings, and more importantly as well as suggestions from the MTs to make school and education in emergencies more psychosocial supportive in conflict-affected and humanitarian contexts.

5.1 General recommendations on the school role, culture and ethos:

Considering the protraction of displacement in neighbouring countries, and the persisting insecurity in CAR, UNICEF must continue to support Education in Emergencies (EiE) response with the provision ETAPES (temporary learning spaces) in “hot spots” where the fragile security situation does not permit schools to function. In CAR there is a need to improve the capacity of local teachers in concretely integrating psychosocial support in the regular lessons.

Further, since one of most sensitive challenges of education system in CAR is the culture-constructed belief of witchcraft, a qualitative study should be conducted conducted in partnership with MoE and Child protection sector, in order to have more information on how this phenomena impacts children, teachers and education.

The education system should resonate a synergetic hub that welcomes teachers, parents, community and religious leaders, local and international organizations in order to support restoration and resilience through social cohesion. A proactive culture of PSS needs to be developed in order to be prepared, to respond and to recover from challenging and stressful circumstances.

In order for this to occur the consultant recommends:

- A qualitative study of witchcraft phenomena to be conducted in partnership with MoE and Child protection sector to analyse the psychological status of children living in CAR.

- Raising awareness on typical psychological symptoms of trauma and trauma effect on children living in crisis situation emphasising the rational link between children behaviour and psychological effects caused by conflict and violence involvement.
• Promoting the revision of existing MoE pre and in service teacher education curricula to include a significant PSS dimension. This would involve mainstreaming key concepts of Psychological status of children and trauma symptoms, emotional, psychosocial and physical wellbeing, healing strategies, including through active education.

• In partnership with MoE and other local, national and international organizations develop detailed profiles of children who need PSS the most; children of out of school, dropped out, and at risk of exclusion, vulnerable children and especially girls.

• Ensure a link between the this reintegration project for EAFGA and PSS trained teachers

• Expand PSS multi-sector, multi-level collaboration and cooperation between MoE, national teacher training institute and ten teachers training centers in ten prefectures and NGOs should take further effective PSS school-based initiatives in order to cover all the affected conflict zones.

• Support schools with schools supplies and basic resources for PSS activities

• Invite and cooperate with other health agencies to asses and provide psychological assessment for referred children. The development of specialized PSS services is urgently needed. It is also important to ensure that proactive, early intervention with specialized professional is planned.

5.2 On cascading:

• In order to reach out to more children, support scaling up PSS cascade training using MTs. Lead and support building PSS networks in cooperation with MoE, national teacher training institute and its ten teachers training centers in the ten prefectures, Catholic school association, Muslim school association and local, national and international NGOs to raise local capacity of PSS trainers to cover all schools in the affected zones.

• Invite parents’ teacher association representatives, school principals and administrators to the next PSS training. Increase capacity of education stakeholders and community leaders in providing PSS skills.

• Establish a mentoring or buddy system using trained teachers to peer up with another group of teachers in their schools.

How to increase cascade training:

a) The training of MTs should take place at the centre of teacher training in each prefecture. Then the local MTs will roll out the teacher training and school principal cascade in their prefectures.

b) The MoE representative will then need to draw up a project proposal and its action plan and submit to UNICEF. The plan would envisage training of head teachers of kindergarten and they can be mandated to train their own teachers at school level.
5.3 On the training content
- Promote the infusion of PSS principles (especially self-esteem building) into the curriculum as a priority for all educators, decision makers, in order to ensure bringing all children back to school where they consistently feel welcome and safe.

- Discuss and promote to the MoE the fact that the national curriculum would greatly benefit from the infusion of PSS dimension and its participatory and democratic methodologies on the development of life skills and positive changes attitudes. Also, the participatory monitoring and evaluation process of PSS activities would add quality and value to the curriculum.

5.4 On the selection of MTs:
- Gradually increase the number of MTs by selecting potential outstanding and active teachers/active participants during and after PSS training.
- Take into consideration the significance of gender balance and equal representation, as more female MTs are should be included. Equal representation and contribution is critical for the PSS activities to be effective. In order to effectively reach girls in school, capacity building of female teachers is essential.
- It has been agreed upon that UNICEF will need to consider the resources for supporting the quality assurance activities to be conducted by the MTS in supervising the work that trained teachers are supposed to do in their respective schools after this training. MTs will be tasked to check on the quality of support that teachers trained in PSS carry out in their schools.
- Develop the MTs ToR including their monitoring and evaluation role.

5.5 On selection of participants (i.e. include parents and headmasters in the training) and specifically of teachers:
- Increase capacity of education stakeholders and community leaders providing PSS. Invite school principals and as well as parents on the PSS training to ensure the continuity and the synergy of multilayers of PSS.
- Training parents and camp leaders to promote their active contribution in establishing healing for a in school or communities.
- Ensure religious balance representatives on PSS training
- Invite teachers or instructors from friendly spaces that offer specialized PSS

5.6 On monitoring of teachers:
- Conduct a baseline study triangulation (teachers, parents, students) on the impact of teachers PSS skills and professional development and students behaviours and attitude toward schooling
- Ensure that the monitoring and evaluation process is a participatory and collaborative process with stakeholders and affected populations. Parents and children should be given an opportunity in PSS self-assessment, participatory planning of monitoring and evaluation regarding changes and improvement they want to see in the school. They can provide proper local understanding of wellbeing.
- Together with the trained teachers establish the base line to start the evaluation of the PSS activities
• Plan additional capacity building for MTs on monitoring and evaluation strategies (of PSS) in order to carry out their additional mandate properly. The establishment of a monitoring and evaluation plan/strategy is recommended by the UNICEF Country & Regional Office for this training.

• Monitor and consider how activities influence and impact girls differently than boys. Mainstream gender consideration and equality in the selection of activities.

• Monitor and compare the psychological status of demobilized child soldiers that are welcomed to schools that teachers and headmasters are trained on PSS and the cases when they are not trained.

5.7 Building capacities and professional development

• Developing the best potential different subject mapping of infusion of PSS curriculum to guide teachers daily on how they can implement or adapt PSS activities in their classroom. This was a unanimous request from participants during PSS training. A strong link of PSS that foster life skills and peace building must be the main principle of the new PSS teacher guide.

• In partnership with MoE and teacher colleges support educational reform making recommendation to infuse PSS dimension in national curriculum. Also, support teacher PSS professional development combining both pre and in service.

• Promote engagement of PSS trained teachers to be social mobilizers in the communities.

• Improve and expand the number of social workers and psychologists and special services in the communities and schools to meet the needs of affected students and teachers.

6. Appendixes

Appendix #1 TOT agenda

CAR PSS Training of Trainers Agenda

09-12 March 2016

<table>
<thead>
<tr>
<th>DAY</th>
<th>Module</th>
<th>Activity</th>
<th>Presentation</th>
<th>Activity</th>
<th>Presentation</th>
<th>Evaluation</th>
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Car Psychosocial Support in the classroom
<table>
<thead>
<tr>
<th>Day One 09-4:00</th>
<th>1. Introduction to participatory PSS activities</th>
<th>1.1 “Why writing your name matters?”</th>
<th>1.2 “Assessment of PSS activities”</th>
<th>1.3 “Going dotty”</th>
<th>1.4 “Reviewing PSS”</th>
<th>1.5 Pre test 1.5 Training evaluation</th>
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<tbody>
<tr>
<td>Day Two 09-4:00</td>
<td>2. Building resilience through cooperation</td>
<td>2.1 “Bounce back”</td>
<td>2.2 “Building resilience”</td>
<td>2.3 “Cooperativel squares”</td>
<td>2.4 Healing classroom</td>
<td>2.5 Training evaluation</td>
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<tr>
<td>Day three 09-4:00</td>
<td>3. Future thinking</td>
<td>3.1 “Time chairs”</td>
<td>3.2 “Willow in the wind”</td>
<td>3.3 Balloon Game</td>
<td>3.4 “Elephant ball”</td>
<td>3.5 Training evaluation</td>
</tr>
<tr>
<td>Day four 09-4:00</td>
<td>4. Practicum for teacher training</td>
<td>4.1 Practicum for teacher training</td>
<td>4.2 Practicum for teacher training</td>
<td>4.3 Practicum for teacher training</td>
<td>4.4 Practicum for teacher training</td>
<td>4.5 Training evaluation Post test</td>
</tr>
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</table>

Appendix #2 Teacher training agenda

**PSS TEACHER TRAINING AGENDA**

Bangui, 14-18 Mars 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Activity</th>
<th>Circle time</th>
<th>Activity</th>
<th>Circle time</th>
<th>Training Evaluation</th>
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</thead>
<tbody>
<tr>
<td>PSS training</td>
<td>Morning Time</td>
<td>Afternoon Time</td>
<td>Training Evaluation</td>
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<td>08:30-11:30</td>
<td>11:30 to 15:00</td>
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### CAR Psychosocial Support in the classroom

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Introduction to participatory PSS activities</td>
<td>Building resilience</td>
<td>Future thinking</td>
<td>Healing classroom</td>
<td>Teacher’s Practicum</td>
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<tr>
<td>3. “Going dotty”</td>
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<td>3. Post test. MTs Meeting</td>
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4. Training Evaluation MTs Meeting
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Note: 10H00-10H15: Break- coffee, 12H30-13H30: Break- Lunch

**Appendix #3 Teachers’ reflections on eight PSS activities**

### 1. Why writing your name matters?

**Healing opportunities**
- Re-establishes sense of identity writing and saying your name and listening to others
- Reintegrates with classmates during healing circle time
- Encourages facing simultaneous challenges and perseverance through classroom participation
- Restores self belonging and building self-esteem

**Feasibility/adaptation for different subjects**

**Language:** Practicing writing skills, alphabet, writing and telling stories backwards, starting from the end, predicting ending, and beginning of the story

**Mathematics:** Practicing measurement, counting, addition, subtracting, division, multiplication and calculation, fraction, shapes

**Physical and Health Education:** Practicing
CAR Psychosocial Support in the classroom

- Empowers confidence and self appreciation
- Promotes interaction through self expression

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Recommendations</th>
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</thead>
</table>
| - Difficult for children with disabilities  
- It requires all the children to be seated in the classroom  
- Some pupils are used to write with both hands so they find it easy | - It is very important to give clear instructions as well as provide flexible time  
- Emphasize the ‘no talking’ rule  
- Make sure you give students the option not to participate and give them another role such as an observer or timekeeper |

<table>
<thead>
<tr>
<th>Healing opportunities</th>
<th>Feasibility/adaptation for different subjects</th>
</tr>
</thead>
</table>
| - Develops the feeling of group belonging, acceptance, tolerance, compassion and empathy  
- Fosters relationship by promoting cooperation and inclusion of one another  
- Encourages sense of curiosity and wonder through communication and participation  
- Develops group identity and express feelings or emotions that otherwise would have usually been suppressed  
- Re-establishes sense of identity and group identity receiving help from other group members  
- Reintegrates with classmates during healing circle time | **Citizenship education;** Forming groups based on different colours of CAR national flag forming the flag and singing national anthem, forming groups of different professions, identity, citizenship, family, communities, teaching family value, spiritual value, leadership, trust, unity, cooperation, inclusion, good characters convention on the child rights, persons with disabilities, value diversity and promote equality  
**History;** forming groups based on historical events, national heroes and heroines teaching difference ethnicities in the community  
**Physical and Health Education;** forming groups for all games including everybody, forming groups based on HIV protection rules, rights and responsibilities in the family, gender equality  
**Mathematics;** counting, patterns, addition, subtracting, forming groups based on multiplication chart, birthday years, shapes |
### Challenges
- Difficult for children with disabilities
- It can be problem for choosing/labelling students that will have two dots
- Disobedience to the rules (not talking, closing of eyes)
- It can create fear
- It needs space for the formation of the circle
- It needs two teachers for over crowded classroom

### Recommendations
- It is easy to improvise with the materials, so feel free to use what is available, chalks, leaves
- It is also helpful to find and organize the space prior to the activity
- Make sure you give students the option not to participate and give them another role such as an observer or timekeeper
- Make sure not to put the dots in the middle of forehead, its symbolic on some cultures.
- It is very important to give clear instructions as well as provide flexible time
- Make sure you give students the option not to participate and give them another role such as an observer or timekeeper

### Healing opportunities
- Promotes a sense of safety and patience.
- Build trust and mutual making the participants appreciate dependence and help of others.
- Emphasizes the significance of asking and receiving help
- Foster responsibility of offering and showing care and empathy by realizing the dependence on social interaction
- Feel protected and offer care and protection
- Re-establishes sense of normalcy

### Feasibility/adaptation for different subjects
- **Citizenship Education**: teaching moral values, trust building, empathy, compassion, rights and responsibilities, making class rules, safety rules, child protection
- **Physical and Health Education**: walking with eyes close, relay, balance, hygiene
- **Geography**: memorizing mapping, drawing maps
- **Languages**: practicing communication skills, active listening, taking notes, asking question skills
- **Science**: first aid and sense of sight, sounds
CAR Psychosocial Support in the classroom

| - Reintegrates with classmates during healing circle time | & measurement, identification of different materials, senses, aromas, smells
| Craft; identification of materials and tools, crafting headbands |

| Challenges | Recommendations |
| - Difficult for children with disabilities | - Provide a clear time frame and demonstrate the instructions in front of the whole class with two volunteers. Emphasize the rule of no running. |
| - Teacher must have strong classroom management | - Emphasise the involvement or risk of you don’t follow the rules |
| - Chances of injuries | - Make sure you give students the option not to participate and give them another role such as an observer or timekeeper. |
| - Disobedience to the rules (closing of eyes), | |
| - Materials are costly | |
| - Needs space outside | |

4. Cooperative square

| Healing opportunities | Feasibility/adaptation for different subjects |
| - Build the sense of having equal rights and responsibilities of group achievements | Mathematics; teaching shapes, building shapes, measurements, using rules |
| - Construct the feeling of being equal important on group participation and collaboration | Languages; Using letters to form a worlds, parts of a sentence to form a sentence or part of the story to create the whole story, teaching verbs, nouns on past present and future tense, using pronouns, prepositions and compound words |
| - Develop creativity thinking “outside the box” | Social Studies; Using different part of community or family life, rights and responsibilities, social skills |
| - Cultivate critical thinking skills by being able to identify the benefits of cooperation and sharing in attaining the best results | Geography; mapping |
| - Removes fear and passivity by motivating active participation | Arts; group collage |
| - Builds resilience by facing group’s challenge and success | Music; making cooperative circles and using them to build drums |
| - Reintegrates with classmates during healing circle time | |

| Challenges | Recommendations |
| - Difficult for children with disabilities | - As an improvising strategy, use discretion when making the cuts so the participants can “understand” the shape without stress |
| - It requires all the children to be seated in the class | - Use cardboard materials instead of soft materials |
| - Time consuming preparing materials | - To simplify the activity for younger students make cooperative circles instead |
| - Challenging for younger children, more suitable for upper level | |
| - Struggle for leadership | |
### 5. Balloon game

**Healing opportunities**
- Develop understanding of child protection through game participation and reflection.
- Promotes the learning of self-defence and protection as life skills in a meaningful way.
- Builds a sense of safety through understanding of the difference between protectors/helpers, harmers, observers.
- Encourages decisions making and taking initiative.
- Re-establishes sense of group identity and group protection.
- Reintegrates with classmates during healing circle time.

**Feasibility/adaptation for different subjects**
- Citizenship Education; rights and responsibilities, child protection, safety rules, community participation, CCR, CRPD
- Languages; writing stories based on the activity and personal experiences of helping a friend or community member, communications and social skills.
- Mathematics; counting, grouping, patterning.

**Challenges**
- Difficult for children with disabilities.
- Need space.
- Must have strong classroom management.
- Need materials.
- Room for injuries.
- Struggle and fighting among pupils if they violate the rules.

**Recommendations**
- Advise students about the responsibility of the game and the safety of each other.
- Make sure balloons are only tied to their wrists, emphasizing the rule “do not touch any body parts, only the balloon”.
- Make sure you give students the option not to participate and give them another role such as an observer or timekeeper.
- Make the list of community service to share in the end of the activity.
- It is very important to give clear instructions as well as provide flexible time.
- Make sure you give students the option not to participate and give them another role such as an observer or timekeeper.

### 6. Elephant ball

**Healing opportunities**

**Feasibility/adaptation for different subjects**

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**- Builds flexibility by understanding of the difference between cooperation and competition by playing with classmates**
- Constructs interpersonal relationships and concentration of being able to express emotions
- Enhances resilience and social stability focusing on excitements and fun instead of sorrow and hardships
- Reintegrates with classmates during healing circle time

| **Physical and Health Education**; Cooperative physical education game |
| **Social Studies**; group work, equal opportunity, cooperation |
| **Language**; reflecting and making connection, writing stories based on the activity and personal experiences of helping a friend or community and member, communications and social skills |

**Challenges**
- Difficult for children with disabilities
- Need five balls
- Possibility for injuries
- Need larger space
- Cultural barrier for girls
- Can bring competition among team members

| **Recommendations** |
| - It is recommended to use the outside space |
| - Request from local NGOs and donor agencies to donate balls for the activity |
| - It is very important to give clear instructions as well as provide flexible time |
| - Make sure you give students the option not to participate and give them another role such as an observer or timekeeper |

### 7. Time chairs

| **Healing opportunities** |
| - Promotes setting future goals and giving life a meaning. |
| - Builds self-esteem by improving communication skills allowing the listeners to understand and empathize with the interviewers life story. |
| - Re-establishes sense of normalcy by developing hopes and dreams |
| - Develops active communication and listening skills. |
| - Enhances resilience and social stability focusing on preferable future excitements instead of sorrow and hardships |

| **Feasibility/adaptation for different subjects** |
| **Social Studies**; setting goals for the future, decision making, developing action plan, Rights and responsibility, to teach peace relationship and community |
| **Mathematics**; practicing concept of time, counting, addition, subtraction, |
| **Language**; sharing and communication skills, role play, interviewing skills, taking notes and listening, writing stories based on the activity and personal experiences of helping a friend or community and member |

| **Challenges** |
| - Learners may bring back the challenges experienced |
| - Difficulties in expression |
| - Lack of trust |
| - No chairs |

| **Recommendations** |
| - Inform students that this exercise is for healing and counselling |
| - The students should be allowed to use their mother tongue |
| - Use only two chairs or stools (present and future) to avoid and minimize bringing back |
### 8. Bounce back

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>- Re-establish sense of normalcy by encouraging reflection on positive memories</td>
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<tr>
<td>- Restores of trust and hope through the reconstruction of stories</td>
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<tr>
<td>- Develops relaxation and relief through sharing life stories and resilience to experience</td>
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<tr>
<td>- Builds resilience by reconstructing positivity and lesson learned life stories</td>
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<tr>
<td>- Contributes the development of personality and identity by giving life a new meaning</td>
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<tr>
<td>- Builds self-esteem by improving communication skills allowing the listeners to understand and empathize with the interviewers life story</td>
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<tr>
<td>- Develops active communication skills</td>
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<td>- Enhances resilience and social stability focusing on resilience lesson learned excitement instead of sorrow and hardships</td>
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<tbody>
<tr>
<td>- It can bring back emotional moments</td>
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<td>- Need more time</td>
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<tr>
<td>- Need consideration to peer u students</td>
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<tr>
<td>- The students should be allowed to use their mother tongue</td>
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<tr>
<td>- This activity can be improvised with any rubber materials</td>
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<td>- Give flexible time for emotional expression</td>
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<tr>
<td>- Make sure you give students the option not to participate and give them another role such as an observer or timekeeper</td>
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**LIDRA REMACKA**

*March 28, 2016*

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