



# Annotated Bibliography: Approaches to psycho-social support in protracted crises

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*Pearl Boateng  
Education Development Trust  
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## Question

*Provide an annotated bibliography of up to 15 key resources, on providing psycho-social support for children, teachers and other school staff, that may be useful in helping staff to engage in policy dialogue and programming.<sup>1</sup>*

## Contents

1. Overview
2. Sources relevant to the Syrian context
3. Evidence of best practice psycho-social support in conflict/post-conflict settings
4. Toolkits and guidelines to support decision-making and practitioners

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<sup>1</sup> This annotated bibliography presents key resources drawn from the help desk queries 115-119. This reading list should be used in conjunction with the overviews of those reports by readers interested in deepening their understanding.

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*The K4D helpdesk service provides brief summaries of current research, evidence, and lessons learned. Helpdesk reports are not rigorous or systematic reviews; they are intended to provide an introduction to the most important evidence related to a research question. They draw on a rapid desk-based review of published literature and consultation with subject specialists.*

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## 1. Overview

This annotated bibliography highlights 14 key resources drawn from the studies which underpinned the questions answered in this helpdesk report. Some selection criteria included the source's relevance to the query, recent publication, contextual relevance and methodology. The sources below are grouped into three sets:

- Those selected based on their relevance to the Syrian context
- Those selected based on their focus on evidence of best practice psycho-social support in conflict/post-conflict settings
- Toolkits and guidelines to support decision-making and practitioners

## 2. Sources relevant to the Syrian context

**Burbach, R. (2014). Mapping the Education Response to the Syrian Crisis. INEE.**

[http://reliefweb.int/sites/reliefweb.int/files/resources/Mapping\\_the\\_Education\\_Response\\_to\\_the\\_Syrian\\_Crisis\\_FINAL.pdf](http://reliefweb.int/sites/reliefweb.int/files/resources/Mapping_the_Education_Response_to_the_Syrian_Crisis_FINAL.pdf)

This report maps the education response to the crisis in Syria and is current as of December 2013. Data on the current crises and education provision offered in Syria as well as in Turkey, Jordan, Lebanon, Northern Iraq/Kurdistan and Egypt presented in this report is based on a survey of the International Network for Education in Emergencies (INEE) members and partners, and information shared by members of the INEE Working Group on Minimum Standards for education in emergencies and the INEE Steering Group.

In addition to desk based research, 34 respondents representing 27 different agencies undertook a survey. Respondents reported working or the intention to work in Syria and seven neighbouring countries involved in humanitarian response related to the Syrian conflict. Information was shared on work completed since the beginning of the conflict as well as work planned for 2014. The greatest number of respondents (50.0%) worked or were planning to work in Lebanon, with Jordan as the second most common location for educational interventions (35.3%). 85.3% of respondents indicated that they had been providing educational humanitarian services in 2013, with 35.3% and 82.4% reporting to have worked in 2012 or planning to work in 2014, respectively.

The author acknowledges that the report is only intended to provide a snapshot of the education services being provided in Syria and its neighbouring countries. The report also shares insights on common barriers and gaps in provision, community participation, monitoring and evaluation, teaching and learning as well as providing references to INEE toolkits for issues ranging from gender, teachers, conflict sensitive education and supporting learners with disabilities.

**Hassan, G, Kirmayer, LJ, Mekki-Berrada A., Quosh, C., el Chammay, R., Deville-Stoetzel, J.B., Youssef, A., Jefee-Bahloul, H., Barkeel-Oteo, A., Coutts, A., Song, S. & Ventevogel, P. (2015). Culture, Context and the Mental Health and Psychosocial Wellbeing of Syrians: A Review for Mental Health and Psychosocial Support staff working with Syrians Affected by Armed Conflict. Geneva: UNHCR.**  
<http://www.unhcr.org/55f6b90f9.pdf>

This report aims to provide detailed information on the sociocultural background of the Syrian population as well as cultural aspects of mental health and psychosocial wellbeing relevant to care and support. It is based on an extensive review of the available literature on mental health and psychosocial support (MHPSS), within the context of the current armed conflict in Syria. This report complements more generic guidance, such as the Inter-Agency Standing Committee (IASC) 2007 Guidelines for Mental Health and Psychosocial Support in Emergency Settings and UNHCR's Operational Guidance for Mental Health and Psychosocial Support Programming in Refugee Operations (2013). The literature for this review was sourced through multiple database searches including academic, grey literature and inter-agency sources.

Key findings from the review suggest that experiences related to the conflict are exacerbated by the daily stressors of displacement, including: poverty, lack of resources and services to meet basic needs, risks of violence and exploitation, discrimination and social isolation. Many refugees and internally displaced persons (IDPs) have endured conflict related violence, and women and girls have been particularly exposed to sexual and gender based violence (SGBV) (for example, domestic violence, sexual violence, early marriage, harassment and isolation, exploitation and survival sex) both in Syria and in countries of asylum. Central issues for many Syrians are loss and grief, whether for deceased family members or for emotional, relational or material losses. The review also warns of negative coping strategies in dealing with stress as a result of the loss of family and social circles, the first source of support for many Syrians.

Furthermore, levels of psychological stress are high among all sections of society. People with pre-existing mental disorders are becoming even more vulnerable, and significant numbers of Syrians are experiencing increasing levels of emotional disorders, such as depression, prolonged grief disorder and posttraumatic stress disorder.

**Nicolai, S. & Hine, S. (2015). Investment for education in emergencies: a review of the evidence. London: ODI.**  
<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9450.pdf>

This rigorous literature review presents available evidence regarding investment for education in emergency contexts.

The study employed a systematic literature search from which 4 key themes were identified: community prioritisation of education in emergencies, disruption to education in emergencies, measuring costs and returns, and exploring related sources of finance. 10 research questions emerged from this and throughout the course of the research, 53 studies were reviewed. The criteria for inclusion of studies was provided by DFID's How to Note: Assessing the Strength of Evidence.

Key findings include: communities and children in conflict and post-conflict settings particularly prioritise education over other issues; funding in this area can be erratic even after the conflict has taken place (using Haiti and DRC as case studies); longer term human capital and economic costs of conflict can reach billions of dollars and low levels of humanitarian aid are channelled

into education. The report concludes by offering 10 recommendations for further research to help secure investment for this sector.

The scope of the study includes case studies from Cote d'Ivoire, DRC, Ethiopia, Haiti, Sudan, South Sudan and Syria.

### **No Lost Generation (2016). Syria Crisis Education Strategic Paper London 2016 Conference**

<http://www.alnap.org/resource/22045>

This Strategic Paper is designed to guide discussions on key strategic shifts that need to take place in education in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt in order to address the education challenges resulting from the Syria crisis. The Paper is written within the framework of a renewed No Lost Generation Initiative aiming at bridging humanitarian and development efforts, enhancing national delivery systems, and promoting social cohesion, in line with the long-term planning and financing advocated for in the Education 2030 Agenda.

The analysis and extensive recommendations in the paper are the result of a consultative process that included national education authorities, country and regional level development and education partners, and the donor community. The paper synthesises the results of this process around four main sections: section one provides an insight into the current situation of education in Syria and the five host countries; section two highlights key achievements and best practices in dealing with education needs; section three puts forward recommendations; and section four presents the education headline figures put forth at the London Conference in terms of targets and costs.

Some key achievements include: government leadership and sector coordination particularly in Turkey (Provincial Action Plans), Lebanon (RACE programme), Jordan and the Kurdistan region of Iraq; the development of improved data tracking systems through Education Management Information Systems (EMIS) and the development of conducive policy environments in Turkey, Lebanon and Egypt specifically, focusing on the progress of refugee students into tertiary education and the creation of a new Non Formal Education (NFE) framework to standardise and reintegrate students into formal education.

Some recommendations include: the strengthening of national education systems and capacity development for example through enhancing crisis-sensitive and responsive EMIS to support an evidence-based response accounting for monitoring of equity, quality and inclusiveness; creating linkages between education, child protection and health systems, e.g. through the establishment of effective referral systems; investing in continuous and enhanced professional and capacity-development services for educators and supportive personnel as well as ministries of education staff at both central and decentralised levels; recognising that NFE is a necessary mode of delivery; providing high-level international and national leadership to make breakthroughs on certification of learning and the promotion and mainstreaming of life skills education as an integral part of quality formal and non-formal provision for all age groups and grades.

**Save the Children (2017). Invisible Wounds: The impact of six years of war on the mental health of Syria's children.**

<http://reliefweb.int/report/syrian-arab-republic/invisible-wounds-impact-six-years-war-mental-health-syria-s-children>

This empirical research presents findings on the impact of the ongoing conflict in Syria and represents the largest and most comprehensive study undertaken into children's mental health and wellbeing inside Syria during the conflict.

The research took place between December 2016 and February 2017 and consisted of: 313 individual questionnaires completed by 154 adolescents aged 13–17 (59 girls, 95 boys) and 159 parents and adult caregivers (61 women, 98 men); 17 focus groups with 125 children (56 girls, 69 boys) split into four age groups: 5–7, 8–11, 12–14 and 15–17 years. The older ages were divided into groups of girls and boys; In-depth interviews with 20 psychosocial workers, children, aid workers, teachers, parents and psychologists. The research was carried out with trained practitioners. It took place in multiple locations in Aleppo, Damascus, Dara'a, al-Hasakah, Homs, Idlib, and Rif Damascus, with additional interviews with experts based in countries neighbouring Syria. The selection of locations was based on purposive sampling i.e. based on the organisation's presence and local partners and locations.

Findings suggest that despite the devastating impact of six years of war on children's psychological wellbeing, the resilience of Syrian children is clear through their ability to demonstrate a range of emotions, their level of social interaction and desire to continue schooling. The majority of participants did not demonstrate signs of withdrawal and desensitisation to the violence, which mental health and psychosocial experts involved in this research refer to as a sign that they would respond well to psycho-social support. The study concludes that there is still time to act, drawing on research on post-traumatic stress disorder (PTSD) amongst US veterans and communities in post-conflict communities in Sri Lanka.

**Sirin, S.R. & Rogers-Sirin, L. (2015). The Educational and Mental Health Needs of Syrian Refugee Children. Washington, DC: Migration Policy Institute.**

[http://www.migration4development.org/sites/default/files/fcd-sirin-rogers-final\\_0.pdf](http://www.migration4development.org/sites/default/files/fcd-sirin-rogers-final_0.pdf)

Sirin and Rogers-Sirin conducted an empirical study into the psycho-social impact of the Syrian conflict and the mental health needs of refugee children living in a Turkish refugee camp in collaboration with Bahçeşehir University.

The methodology consisted of mixed methods data collection. Quantitative measures involved the Stressful Life Events Questionnaire and scales measuring PTSD symptoms, depression symptoms and somatic symptoms. In addition to the quantitative measures, the children were assessed through observations of their drawings (untimed). This technique was used with the intention of providing children with a way to express themselves without words drawing from previous research which suggested that drawing may be a better method for understanding the emotional burdens of war on children. Over the course of several months in late 2012 and early 2013, data and drawings were gathered from 311 children (with a mean age of 12) at a refugee camp located inside Turkey, approximately 60 kilometres from the Syria-Turkey border. At the time of the study, the refugee camp hosted 8,360 refugees, with children representing more than 50% of the population.

Key findings from the study indicate that 79% of the children had experienced someone in their family dying, and more than 60% had experienced a stressful life event in which they thought that

someone was in great danger. About 60% reported that they saw someone get kicked, shot at, or physically hurt; approximately 30% reported that they were themselves kicked, shot at, or physically hurt. About 44% of the children had experienced five or more of these stressful events, and 19% had experienced seven or more. Nearly half (45%) of the surveyed Syrian refugee children experienced PTSD symptoms. According to the study, this is more than ten times the rate observed in other children around the world who also took the same survey. The PTSD rate among Syrian refugee children is comparable to that observed among other children who experienced war, such as Palestinian and Bosnian refugees. The report concludes with recommendations with teachers and other relevant adults in formal and non-formal settings dealing with Syrian refugee children and its implications for refugee children who resettle in Europe and the United States.

### 3. Evidence of best practice psycho-social support in conflict/post-conflict settings

**Burde D., Guven O., Kelcey J., Lahmann H. and Al-Abbadi K. (2015). What Works to Promote Children's Educational Access, Quality of Learning, and Wellbeing in Crisis-Affected Contexts. Education Rigorous Literature Review. London: Department for International Development.**

[https://assets.publishing.service.gov.uk/media/57a0897ee5274a31e0000e0/61127-Education-in-Emergencies-Rigorous-Review\\_FINAL\\_2015\\_10\\_26.pdf](https://assets.publishing.service.gov.uk/media/57a0897ee5274a31e0000e0/61127-Education-in-Emergencies-Rigorous-Review_FINAL_2015_10_26.pdf)

This rigorous literature review presents findings from recent research on interventions promoting educational access, quality of learning, and wellbeing among children who live in crisis-affected areas, and those in settings where a crisis has just ended. The scope of this study is global and focuses on emergency contexts, including Afghanistan and El Salvador.

All literature included in the study meets a minimum standard of rigour based on DFID's 2014 guidelines, using a purposive sampling approach and a manual review of references of relevant articles. The study prioritised research that employed experimental or quasi-experimental designs. It also gave greater weight to evidence published in top-tier peer reviewed academic journals than to those published elsewhere, and to papers that offered a detailed and thorough discussion of their research methods (quantitative or qualitative). The study selected grey literature identified through a search of well-known websites, such as the Abdul Latif Jameel-Poverty Action Lab (J-PAL) and the World Bank. It also reviewed articles collected by the International Rescue Committee (IRC) for its database of experimental research (149) and systematic reviews of literature (16) relevant to education in emergencies. Lastly, all members of the Interagency Network for Education in Emergencies (INEE) steering group and listserv were invited to send research to be included in the review. The total number of studies included in this review is 184.

The findings/recommendations of this study conclude that priority needs to be given to investment in rigorous research of educational access, quality of learning and wellbeing of affected children in fragile and conflict affected states (FACS) and post-conflict states, particularly young girls, children with disabilities and other marginalised groups. It also advocates for further research into: reducing disaster risk in low and middle income and conflict affect countries; systematic reviews of existing education interventions, mapping of this data and funding into rigorous evaluations of these interventions; mobile phone and other technology

platforms to reach hard to reach populations and continued investment in early childhood development, community based education and its long-term effects. It also states that community based education is effective in terms of increasing access and learning, the long-term sustainability of this approach has not been studied. Furthermore, the study suggests that evidence of the impact of psychosocial interventions in humanitarian contexts is weak.

**INEE (2016). Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings. New York: INEE.**

[http://toolkit.ineesite.org/resources/ineecms/uploads/1126/20161219\\_PSS\\_SEL\\_Background\\_Note\\_Digital\\_Final.pdf](http://toolkit.ineesite.org/resources/ineecms/uploads/1126/20161219_PSS_SEL_Background_Note_Digital_Final.pdf)

This background paper seeks to clarify relevant terminologies and approaches relating to psychosocial well-being and social and emotional learning (SEL) in education in crisis affected contexts, and to explore how psychosocial support (PSS) and social and emotional learning relate to one another. It addresses the impact of SEL on well-being and its role in emergency settings, discusses where PSS and SEL interventions converge, PSS and SEL programming and interventions and the impact of conflict and natural disasters on children's wellbeing. The scope of the study is also global drawing from examples from a range of contexts including Indonesia, Sri Lanka, Lebanon, Nepal and Sierra Leone.

Whilst there are no key findings as such, it does provide a theoretical basis and conceptual framework for PSS and SEL. Key points raised include that learning spaces are natural channels for delivering SEL programming, especially in crisis contexts. This is already happening around the world, even if the efforts are not called SEL. Using a range of terminologies including peace education, conflict resolution, violence prevention, life skills, and character education, SEL is at the heart of most programs designed to support healing, social cohesion, and resilience.

Due to the nature of the paper, there is no methodology presented.

**UNICEF (2015). Curriculum, Accreditation and Certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt. Amman: UNICEF.**

[http://www.oosci-mena.org/uploads/1/wysiwyg/150527\\_CAC\\_for\\_Syrian\\_children\\_report\\_final.pdf](http://www.oosci-mena.org/uploads/1/wysiwyg/150527_CAC_for_Syrian_children_report_final.pdf)

This empirical study presents selected education programmes available for Syrian children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt, including the curricula used and the certification and accreditation of education programmes in public schools and in non-formal programmes. The report also communicates current views and debates on the learning programmes available for Syrian children. It also describes the multi-layered barriers that Syrian children and families encounter in accessing education in Syria or neighbouring countries. Differences in the medium of instruction, lack of learning space, financial constraints, opportunity costs, the need for psychosocial support and teacher training for responding to the needs of displaced and vulnerable children and discouraging policies and practices at the central and school levels represent only some of the challenges that deter refugee children from accessing school.

In addition to a review of published and unpublished literature in English, Arabic and Turkish, the research teams conducted field investigation in the six countries using semi-structured interviews and focus group discussions with a range of stakeholders, including policy-makers, education practitioners, 18 government officials, senior staff in United Nations agencies and other international organizations, staff of local and international non-government organisations (NGOs), teachers, school principals, children and parents. More than 400 interviews and focus

group discussions were undertaken across the six countries in mid-2013. Once the data analysis was completed, an initial report was prepared, based on the preliminary findings. In March and April 2014, a rapid follow-up field research phase was initiated to update some of the emerging issues. Some limitations highlighted by the study include the persistent presence of violence and the forced displacement of some participants of the study resulting in their absence during the verification stages of the study.

Key points relating to psychosocial support/activities include case study examples from formal and non-formal education provision during the Chechen-Russia conflict which resulted in the certification and pathway for refugee children to re-enter formal education. Furthermore, psychosocial training for teachers working with displaced children though conducted by trained counsellors and specialists were small in scale, did not cover all the teachers working with displaced children and had no standardised training material to draw upon. As a result, UNICEF, IRC and Save the Children created relevant tools and efforts are ongoing to harmonise efforts in psychosocial training. The study also includes detailed analysis of psychosocial activities and its challenges in each of the countries featured in this study.

## 4. Toolkits and guidelines to support decision-making and practitioners

**International Federation of Red Cross and Red Crescent Societies (IFRC) and Save the children (2012). The children's resilience programme Psychosocial support in and out of schools. Facilitator handbook 1 Getting started. Copenhagen: IFRC and Save the Children.**

[http://toolkit.ineesite.org/resources/ineecms/uploads/1127/facilitators\\_handbook\\_1.pdf](http://toolkit.ineesite.org/resources/ineecms/uploads/1127/facilitators_handbook_1.pdf)

This resource developed by the IFRC and Save the Children is a comprehensive guide/resource pack which forms a section of a four-part series. The other sections involve guides on understanding children's wellbeing, a programme manager's handbook and another facilitator handbook which solely consists of workshop plans and activities. The resource is designed to be adapted but draws on best practices from prior work and learning from other organisations and UN agencies. The Children's Resilience programme recognises and focuses heavily on the key role of parents and other caregivers, teachers and community providers and seeks to equip them in the care and protection of the children in their respective communities. Children's resilience programmes are intended to be run both in schools or in other community-based groups and can be integrated into the classroom curriculum or conducted as non-formal activities outside the classroom.

**Regional Psychosocial Support Initiative (REPPSI) (2012) Mainstreaming Psychosocial Care and Support within the Education Sector. REPPSI Psychosocial Wellbeing Series. Johannesburg: REPPSI.**

[http://toolkit.ineesite.org/resources/ineecms/uploads/1126/REPPSI\\_mainstream\\_Schools\\_final.pdf](http://toolkit.ineesite.org/resources/ineecms/uploads/1126/REPPSI_mainstream_Schools_final.pdf)

REPPSI is a regional non-governmental organisation working with partners to promote psychosocial care and support (PSS) for children affected by HIV and AIDS, poverty and conflict in East and Southern Africa. This document acts as a series of comprehensive guidelines for mainstreaming psycho-social approaches in education and is part of REPPSI's Psychosocial Wellbeing Series (which also includes a teacher training guide). The guidelines were created through consultative workshops with various actors in the education sector – educators, education partners, NGOs and local communities - in southern and eastern Africa. The document

also provides a framework for psychosocial support, tools, approaches and programmes and methods to address specific psychosocial needs.

Key messages in the guidance include: the most appropriate and sustainable source of psychosocial support for learners is provided in the context of caring relationships in everyday life: at home, at school and in the community; any externally-provided assistance needs to support, and not undermine, these natural systems of care; learners' psychosocial wellbeing, and those of their primary caregivers, are best met by integrated services that address economic, material, educational, social, emotional and spiritual needs; learners need to be consulted and involved as primary partners during all interventions designed to improve their wellbeing, thus advocating for a participatory framework.

**UNHCR (2013). Operational Guidance Mental Health & Psychosocial Support Programming for Refugee Operations. Geneva: UNHCR.**

<http://www.unhcr.org/525f94479.pdf>

This operational guidance on Mental Health and Psychosocial Support (MHPSS) provides a practical orientation and tools for UNHCR country operations. It covers specific points of good practice to consider when developing MHPSS programming and offers advice on priority issues and practical difficulties, while also providing some background information and definitions.

As MHPSS is a cross cutting concept, this operational guidance is designed to provide relevance for programming in various sectors, including health, community based protection, education, shelter, nutrition, food security and livelihoods. The guidance follows **ten key principles**:

- rights based, community-based and participatory approaches;
- equity of care and access;
- assessment of needs and resources;
- a systems approach;
- integrated service provision;
- adaptation of services to the stages of the refugee displacement cycle;
- building capacity;
- appropriate and systematic monitoring and evaluation;
- compliance with UNHCR policies and strategies as well as national and international standards; and
- do no harm.

The focus of this operational guidance is on refugees and asylum seekers, but it may apply to other persons of concern within UNHCR operations such as stateless persons, internally displaced persons and returnees. The guidance is meant for operations in both camp and non-camp settings, and in both rural and urban settings in low and middle-income countries with a UNHCR presence. The guidance is designed to be adapted according to different contexts as programme implementation depends on existing national capacities and local opportunities. The guidance presented is in line with interagency consensus around MHPSS and related subjects including guidelines by IASC (2007) (listed above), WHO, UN amongst others.

**UNICEF (2009). The Psychosocial Care and Protection of Children in Emergencies Teacher Training Manual.**

<http://www.unicefinemergencies.com/downloads/eresource/docs/MHPSS/Guide%20to%20the%20Evaluation%20of%20Psychosocial%20Programming%20in%20Emergencies.pdf>

Though published prior to the Syria conflict, this manual is frequently cited as a benchmark for psychosocial training for teachers in emergency/conflict contexts. In order to strengthen its efforts to promote psychosocial support within educational programming in emergencies, UNICEF developed these teacher-training materials to promote greater understanding of the impact of and effective responses to the psychosocial impact of emergencies on learners. The manual is grounded in the Inter-Agency Standing Committee Taskforce (IASC) 2007 Guidelines on Mental Health and Psychosocial Support in Emergency Settings (MHPSS), which outline appropriate minimum responses and standards for psychosocial support and mental health in emergencies. In addition, the manual promotes the standards set forth in the INEE Minimum Standards for Education in Emergencies, Chronic Crises and Early Reconstruction.

Initial pilot sessions of the training demonstrated that maximum results are achieved when the approach to psychosocial support by teachers is mainstreamed into the school curriculum and extra-curricular activities. It also highlights that there may be significant relevance to school counsellors as well, though the materials may require some adaptation for their training. The materials (structured in 15 sessions over 5 days) are oriented towards experienced teachers who already possess strong teaching skills. Shortened or modified versions of the training should be developed to meet the differing needs and capabilities of education personnel other than skilled teachers. (See also: **UNICEF (2003) Training Handbook on Psychosocial Counselling for Children in Especially Difficult Circumstances: A trainer's Guide. Third Edition**<sup>2</sup> - which has been adapted and used in Nepal.)

**United Nations Relief and Works Agency for Palestine Refugees (UNRWA) (2013) Psychosocial support for education in emergencies - training and resource package for teachers and counsellors. Amman: UNRWA.**

[http://s3.amazonaws.com/inee-assets/resources/UNRWA\\_PSS\\_for\\_Education\\_in\\_Emergencies\\_Training\\_PackageFINALJUNE.pdf](http://s3.amazonaws.com/inee-assets/resources/UNRWA_PSS_for_Education_in_Emergencies_Training_PackageFINALJUNE.pdf)

This training and resource package is designed to equip teachers and counsellors with the basic skills required to support children affected by conflict with their psychosocial needs. The resource consists of four parts: 1) training session manual 2) training activities 3) teacher handouts 4) classroom activities. The topic areas covered include:

- Key concepts and principles of psychosocial support
- How do children react to a crisis situation?
- The role of teachers in promoting the psychosocial well-being of students
- How to discuss a crisis with children
- Activities for improved learning and recovery
- How to manage challenging behaviour and maintain positive discipline
- Identifying and assisting children who may need more advanced support
- Teachers' well-being

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<sup>2</sup> See: <http://www.healthnettpo.org/files/703/counselling-training-manual.pdf>

## Suggested citation

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## About this report

*This report is based on five days of desk-based research. The K4D research helpdesk provides rapid syntheses of a selection of recent relevant literature and international expert thinking in response to specific questions relating to international development. For any enquiries, contact [helpdesk@k4d.info](mailto:helpdesk@k4d.info).*

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