

EAST AFRICA REGIONAL CHILD PROTECTION NETWORK MHPSS/PFA ToT TRAINING REPORT

Training held at UNHCR offices, in Nairobi, Kenya, 5-7 April 2016 Training led by: Alison Schafer, WVI MHPSS Technical Specialist, World Vision International with support from Frieda Mwebe, World Vision International East Africa Regional office

Introduction

The Regional Child Protection Network for South Sudan Response has long been discussing the need for training staff in Psychological First Aid (PFA). Although small-scale trainings were held in various locations over recent years, it was agreed that a Training of Trainers (ToT) programme was needed so that more individuals from multiple agencies could cascade the PFA approach throughout the region. In a truly inter-agency initiative, World Vision International provided trainers, UNHCR hosted the training and provided the resources for its implementation while individual UN and NGO organisations paid for their nominated staff to attend.

Training took place on 5th, 6th and 7th April 2016. Twenty-seven individuals had registered to attend but the final number receiving certificates of full participation was 22. Trainees comprised 14 women and 8 men. Individuals attended from UNHCR (Uganda, Sudan and Ethiopia), Waldorf Foundation, Lutheran World Federation, DICAC/RRAD, Jesuit Refugee Services, World Vision, Save the Children, Plan International, Heshima, and the Danish Refugee Council. Participants were working in Uganda, Ethiopia, South Sudan, Sudan, Kenya and the East Africa region more broadly. Most trainees were working with refugee/displaced populations that included adults and children.

Prior to training, participants were sent a “Survey Monkey” to try and ascertain what PFA training experience they had. Unfortunately, only 11 trainees completed this pre-assessment, thus experiences of trainees was ascertained qualitatively on the first day of training. The majority of trainees had heard about PFA but not received official training in the approach; although some 6 individuals indicated prior PFA training experiences. Nonetheless, all participants were eager to learn more about PFA, mental health and psychosocial support (MHPSS) in general and to develop skills not just in PFA but in being able to facilitate PFA training to their own project/programme staff.

Although the original training mandate was to provide a PFA training of trainers (ToT) programme, this was expanded to support trainees to also receive ;(1) an orientation to the IASC Guidelines in Mental Health and Psychosocial Support in Emergency Settings (IASC, 2008); (2) actual PFA training; and (3) some tips on personal/self-care. This wider inclusion of topics would better assist ToTs with understanding where and how PFA fits within a wider humanitarian MHPSS response and how they can ensure themselves and their staff are taking positive measures to care for themselves so that they can ultimately care for others. Furthermore, by being actual participants in PFA training, trainees were able to personally experience the various activities and learnings they would one day be offering others.



This report has been developed to summarise the pre-training assessments, reflect upon what went well or not so well, and recommendations for Regional Child Protection Network so they can maximise the knowledge and established capacity of the ToT group.

Details of training Content

Annex A provides a detailed training agenda, including activities used demonstrate key concepts. It is important to note that the Day 2 program planned an additional 1:1 PFA role play; however this was replaced with a 'demonstration' role play. Subsequently, this meant that the final simulations of Day 2 carried over to Day 3. Due to lack of time, participants were not able to engage with the worry and problem-solving activity during the training. Therefore, participants were provided with instructions and the relevant materials to take home and use. The table below provides a summary of the key topics covered each day.

The ToT approach: Training trainers is a challenging task because no two trainings are the same. Training content differs according to the audience, the timing, the trainers and the resources available. The ToT approach used in this particular training was multi-faceted and based on:

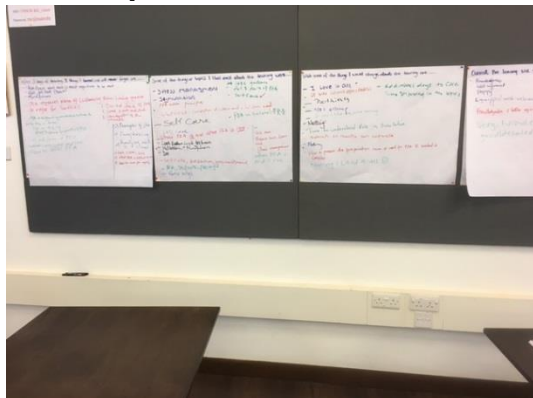
- The trainers demonstrating good training techniques and highlighting these to the trainees throughout;
- Using the PFA Facilitators Manual: A guide to orienting field workers as the basis of the slides and topics covered – so that by the conclusion of the training, all aspects (including activities) of the facilitators manual had been covered, albeit in a different order;
- Encouraging trainees to spend time as the training progressed and as 'homework' to use a simple ToT Diary template – outlining key topic/session, activities used, preparations required and timing. What trainees noted in their ToT diaries was reviewed briefly at the start of each training day and sometimes throughout the training itself.
- Getting trainees, on the final day, to review the PFA Facilitators Manual to consider what was done exactly the same or somewhat differently and how they could use the facilitator's manual and their ToT diaries to formulate their own PFA trainings.

Day 1:	<ul style="list-style-type: none">• Training introduction, trainee introductions, overview of the ToT approach and the individual ToT diary concept• Training pre-assessment• Orientation to MHPSS in general and the IASC Guidelines on MHPSS in Emergency Settings, working from the Field Checklist resource• Introduction to PFA, including what PFA is and is not• Understand peoples' responses to crises – risk and protective factors• Listening and communication skills• Homework task: "fill in the blanks worksheet on the IASC Guidelines", Completion of ToT diary and a listening exercise ("I hear you say")
Day 2:	<ul style="list-style-type: none">• Review of homework tasks (including ToT diaries)• PFA: Preparing to help• PFA Action Principles: Look, Listen, Link (including vulnerable groups, helping individuals to feel calm, recap of good listening, dos and don'ts, ethics, signs of distress, positive and negative coping strategies, ending assistance).• PFA simulations – group and 1:1 role-plays• Demonstration role play by trainers• Homework task "fill in the blanks worksheet on the PFA Guidelines". Completion of ToT diary and a progressive muscle relaxation exercise.
Day 3:	<ul style="list-style-type: none">• Review of homework tasks (including ToT diaries)• PFA simulation – group (refugee scenario) and 1:1• Identifying individuals that may require a mental health care referral/symptoms of mental illness• Conclusions to PFA training• Self-care and stress management, including learning about stress, meditation, mindfulness, unhelpful thinking styles, feelings, good mental health hygiene and an introduction to worry and an individual problem-solving strategy)• Review of the PFA Facilitators Manual and ToT reflections• Recall of key learnings and training evaluations, including a formal closing ceremony and presentation of participation certificates.

Assessments

Pre and post training assessments aimed to measure perceptions of the trainees about their journey of learning on the topics of MHPSS and PFA, including their levels of confidence and beliefs about their knowledge. The evaluation (post-assessments) provides an opportunity for trainees to recall their learnings as well as reflect on their improvements in knowledge, confidence and capacity. All assessments were participatory, qualitative and indicative measures. These notes are intended to demonstrate some of the changes observed from the beginning of the training to its conclusion.

The Story Board:



BEFORE THE TRAINING participants were asked to reflect on their expectations for the training, the strengths they brought to the training and the key issues they wished to learn more about. **AFTER THE TRAINING**, participants were asked to reflect on their new learnings and to reflect on areas they feel they may require further capacity/knowledge in the future.

Notes indicate that participants were well aware of the linkages MHPSS/PFA has with their work and as such, sought more knowledge and experience learning about MHPSS overall, building their own PFA skills and learning about being able to train others in PFA. Although participants were directly asked to

reflect on their existing strengths, the majority reflected more on feelings of inadequacy or lack of knowledge in this area, clearly showing a desire to expand their learning. It was interesting to note that before the training, a number of trainees were concerned that PFA would be complex and they may not be able to follow the content.

AFTER THE TRAINING, the trainees clearly reflected that the action principles of PFA (look, listen, link) were the never-to-be-forgotten take home message, amongst additional learnings in self-care, the IASC guidelines and listening/communication skills. Trainees reporting having enjoyed the opportunities to practice their PFA skills through role-plays and simulations as well as the many activities/actions used to help them learn the training content. Overall satisfaction with the training program was very high and trainees reported feeling more confident, knowledgeable and equipped to implement PFA and train others in the approach. The table below provides the transcripts of reflections participants made to the pre and post training story boards.

BEFORE THE TRAINING...	
<p>Once upon a time I was nominated to attend a training in Nairobi, Kenya. The training was about mental health and psychosocial support (MHPSS), as well as psychological first aid (PFA). I knew it was important for me to attend this training because....</p>	<ul style="list-style-type: none"> • It would give me skills to handle my clients' issues better. It would also help me train my staff members at the field. • It would improve on my response skills to the distressed children and their families. • I didn't know how to train MS staff. • I manage and coordinate Education in Emergencies/Child Protection in Emergencies (CPiE) program and support CPiE staff. • It would enhance my skills and knowledge on how to best provide psychosocial support to the people in need. • I have a natural inclination to offer psychological support to people in distress and these skills could be helpful. I have also done some training on psychological support. • I will be better placed and empowered with skills to respond to people who require psychological support. • Provide insight of responding and support staff with PFA. • It would build my capacity to respond to cases related to MHPSS. • It would improve my response to children at risk including UASC. • Improve on my skills to train others. • It would help me to enhance my response to UASC with psychosocial and mental health problems. • It would help me to train CP staffs in my operation.

	<ul style="list-style-type: none"> • I am working with different groups of refugees like PWDs, CBU, unaccompanied minors and others who really need my support. • Because it would cause me to support my beneficiaries directly as well as to train my work colleagues in the same area. • It would build my capacity and skills to become a ToT in MHPSS and PFA. • It is very much relevant to my day to day work. • I will meet different people who I will learn from and network with. • So that I can help those in need of PFA and refer others up. • I work a lot with internally displaced children.
And I knew I would be needing this training so that I can...	<ul style="list-style-type: none"> • Train other colleagues who work with people with distress (children). • Improve my knowledge in PFA and gain skills in ToT. • Improve my psychological support skill sets and train others. • Build the capacity of the CP Officers. • Best offer best CPiE practices to the programme. • Be able to impart the skills I have learn to other offices in child protection. • In a position to improve on my skills and train others. • Enhance psychosocial skills • Improve on my knowledge of PFA. • Train and facilitate PFA in our programmes. • Improve on response to mental health related cases. • Train others, CP partners and CP staff in my organization. • Enhance my understanding and train others. • I can learn and pass on the knowledge to other colleagues and partners. • I can understand my work better and also be able to empower others through trainings. • Able to build my confidence reading the area (PFA ToT). • To help refugees in a more professional way. • Better serve children and families. • Improve on identification of those in need and support. • Build the capacity of implementing partners/operational partners. • Serve the children better and with more knowledge.
When I entered the training room, I felt the strengths and skills I already had were...	<ul style="list-style-type: none"> • Enough [illegible] to cope with the training. • Case management and best interest determination. • Good enough to make me understand the topics to be covered simply. • Not enough. I need more. • Inadequate, especially on PSS/PFA/MHPSS as part of emergency response. • Not adequate to become a PFA/MHPSS trainer but with these skills I know I will be a better person/trainer. • In line with the training. • Simply good enough. • Going to be improved. • Going to help me understand PFA. • Facilitation skills. • Not enough to respond to every case in my area of operation. • I need more skills to help people with concerns and to adopt a community approach. • Insufficient and I need to learn more about PFA and MHPSS. • Strong but not strong enough to train others. • I didn't know I had any skills suitable for MHPSS/PFA

	<ul style="list-style-type: none"> • Part of MHPSS, relevant for PFA. • Inadequate, I need to learn more.
Even though I was feeling worried about...	<ul style="list-style-type: none"> • But I am encouraged to learn a new idea regarding PFA. • I hope I will understand it. • Not knowing how to deal with mental health cases. • How to deal with children cases. • PFA being complex. • PFA targeting only medical experts, I feel this is a cross-cutting theme. • Not having enough information on PFA to share with my fellow participants. • What to expect clearly and take from the workshop. • MHPSS – I know I will gather enough knowledge and skills. • By the time I learn I know I will be an expert. • The fact that this focuses more on emergency response, which I don't have a lot of exposure in coming from a development background. • PFA being associate with medics – doctors and nurses, etc. • The training content. • Whether I was confident enough to train others. • About the training time and day to complete all the training content. • I am comfortable now to learn more about PFA from a different people with different background. • My current skills, I knew I was in the right place to learn more. • The professional experience I possess. • How complex PFA would be. • What PFA is really about.
In the end, I decided that the two most important things for me to learn were...	<ul style="list-style-type: none"> • The best approaches to meet refugees who are in distress. • How to support people with distress. • Be aware of my own emotions when dealing with people in distress. • Listening and sharing ideas with others. • Concept and best practice of MHPSS ToT to associate capacity building. • Communication to survivors. • How to deal with children with specific needs. • Child survivors. • Gain knowledge in PFA and skills to be able to pass this on to others through training. • Learn more about self-care. • How to support people who have just experienced a crisis and are in distress. • How to best help traumatised children and offer support. How to best support distressed people. • Learn more so that I can apply what I have learnt. • The transferable skill sets and the applicable skill sets for day to day events. • To concentrate and get the best information for colleagues and facilitators. • MHPSS and PFA. • Standardised PFA and MHPSS. • Understanding training of MHPSS approaches. • Content of PFA and required facilitation skills. • The do's and don'ts of PFA. • Understanding PFA/IASC Guidelines and approaches.

	<ul style="list-style-type: none"> • Conducting training on PFA and refreshing my knowledge of PFA from earlier trainings. • Seek guidance for clarity.
AFTER THE TRAINING...	
After 3-days of training, 3 things I learned and will never forget are...	<ul style="list-style-type: none"> • PFA Action Principles (Look, Listen, Link). Training Plan. Information we need to know before responding (4Ws). • Tips on conducting training session. Who, where and when for PFA. • Principles of Look, Listen, Link – x 3 participants. • The core principles and intervention triangle. • Principles of PFA. The core principles of PFA. The intervention pyramid (referrals). • Meditation and mindfulness. Look, Listen, Link. How to care for oneself. • Ask client what need is most important to be met. Well-fed dead [<i>a story shared about refugees receiving food aid in a war zone and slaughtered overnight because they were not safe/protected</i>]. Mindfulness. • PFA requires more listening than being quick to refer for services. • PFA is about providing immediate assistance to someone in distress. Tips on self-care. Difference between MHPSS and PFA. Do's and don'ts of PFA. Look, Listen and Link. How to offer PFA. • Dos and don'ts of PFA. Look, Listen and Link. Consideration of the vulnerable. • Principles of PFA. Paraphrasing. Prioritising needs of a client. • Look, Listen, Link. What PFA is and is not. How to care for myself.
Some of the things or topics I liked most about the training were...	<ul style="list-style-type: none"> • Stress management. • Simulations. • PFA action principles (look, listen, link). • What PFA is. Consideration of culture and children in need. • IASC Guidelines. Dos and don'ts of PFA. Self-care. • PFA in general. • Self-care x 3 • What PFA is and what PFA is not. • Look, Listen, Link technique. • Meditation and mindfulness [<i>taught under self-care</i>] • Self-care, meditation, stress management. • PFA, self-care, feelings. • Stress management. • Self-care. Prepare, Look, Listen, Link. Stress management. • What PFA is and is not.
While some of the things I would change about the training are...	<ul style="list-style-type: none"> • I love it all. • I was beyond expectation. • Additional days to cover time stipulated in the topics. • Nothing. • Not a thing. • It was great interactive training. • Nothing. • Time to understand role in simulation. • Nothing to change; very impressive. • Nothing. • How to present the preparation in case of need for PFA. It looked so complex. • Nothing, I liked it all.

Overall, I am leaving the training feeling...	<ul style="list-style-type: none"> • Very happy that I make it to the training. • Confident to give PFA. • Knowledgeable and informed about the difference between PFA and psychological debriefing. • Trained, but a big task to demonstrate. • Energised and ready. • I have a big responsibility to send the training to others. • Very happy that I can confidently provide PFA to others and that I can help others understand how to do it. • Acquired knowledge of PFA and ready to train others. • Very fresh and energetic. • Confident on what PFA is all about. • Very enlightened about PFA and MHPSS. • Gained skills and knowledge on PFA and MHPSS. • Knowledgeable, well-informed, happy. • Equipped with relevant PFA/MHPSS skills. • Knowledgeable and better equipped to do PFA. • Very knowledgeable and with good/detailed reading material.
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The dartboard:

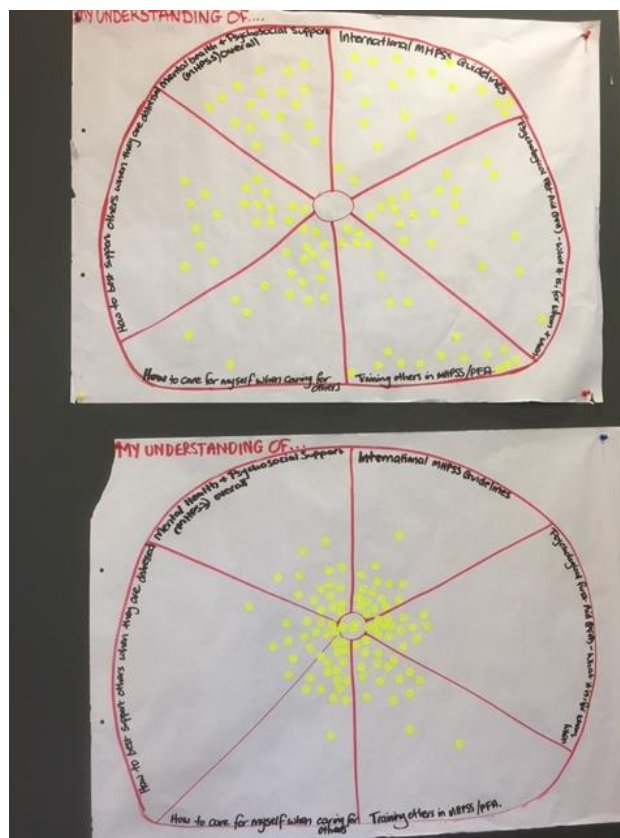
The dartboard is a visual strategy to assess where and how participants feel their capacity is in certain areas of the topic being presented throughout the training. Participants reflected on 6 questions and were asked to 'map' on the dartboard their level of understand about these issues (the closer their dot-sticker is to the centre the greater their understanding). The 6 questions were: My understanding of:

1. How to support others when they are distressed;
2. Mental Health and Psychosocial Support overall;
3. International MHPSS guidelines;
4. PFA – what it is, for whom and when;
5. Training others in MHPSS/PFA; and
6. How to care for myself when caring for others.

Before the training, participants showed a wide range of personal beliefs about their levels of understanding in relation to these topics. Trainees seemed to express a greater understanding about how to support others when they are distressed and self-care in comparison to MHPSS overall and international MHPSS guidelines. After the training, the participants showed substantial changes in their understanding about all topics, particularly in PFA related subjects and self-care. However, some trainees also indicated a need to expand their understanding further, particularly in relation to MHPSS overall, the IASC Guidelines and training others.

Likert scale:

A measure of 0-10 was used as a simple Likert Scale to measure the progress of participant knowledge and levels of confidence in certain areas from pre to post training. The table below provides a percentage score for each of the key statements pre and post training. The percentage is a raw calculation of the total added value of all responses divided by the top range potential (e.g. 15 participants x a top score of 9 each). This is a rough measure and not a rigorous indicator of change. Nonetheless, it demonstrates that trainees felt they had improved on all aspects of their key learnings and overall increases in their confidence, knowledge and understanding of the training material. The most notable improvements were participants' ability to



understand at least 3 things they could be doing differently in their MHPSS programmes and their general understanding about what PFA is and is not.

Where 0=Low and 10=Perfect, I feel...	PRE TRAINING (n=22)	POST TRAINING (n=17)	PERCENTAGE IMPROVEMENT
	Average scores (%)	Average scores (%)	% at end less % at start
Confident to explain MHPSS to others	30.48%	83.33%	52.86%
I understand the idea of psychological first aid (PFA) - what it is and is not	32.73%	96.00%	63.27%
I could provide PFA to another person who is in distress	34.29%	89.33%	55.05%
I could train others in PFA	27.73%	85.00%	57.27%
I know some simple strategies to care for myself and encourage others to care for themselves	43.18%	95.29%	52.11%
I know the extent and limits to my provision of psychosocial support	35.91%	91.56%	55.65%
I could identify a person likely to need a mental health referral	50.00%	88.82%	38.82%
I can identify at least 3 things I could be doing in my MHPSS programs	30.45%	91.88%	61.42%
I could answer questions from others about psychosocial issues, MHPSS, PFA	29.55%	88.13%	58.58%

Training content recall:

At the conclusion of the training, participants were asked to brainstorm their key learnings from each day (which also ensures their assessment is based on the whole-of-training content and not just on remembering material from the final day). Though not comprehensive, participants did show a solid recall of key topics and learnings, as shown in the following table. Of note, trainees also reflected some of their individual ToT learnings.

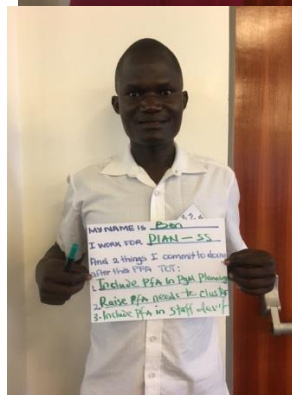
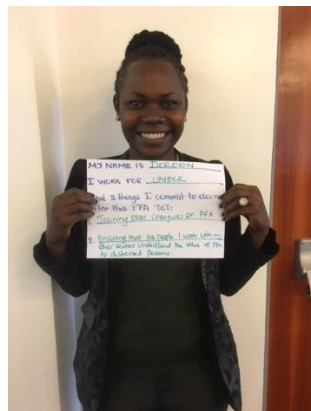
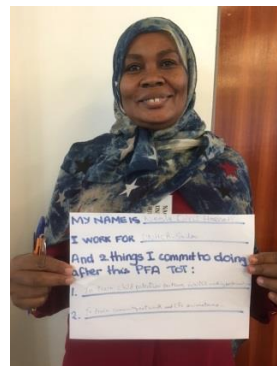
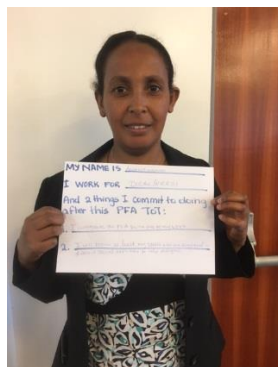


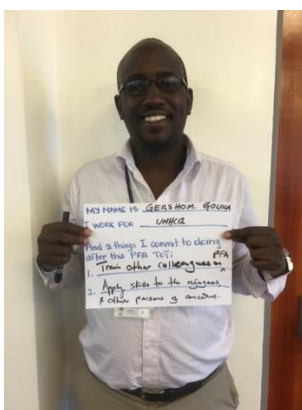
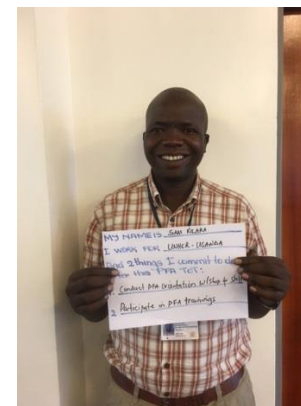
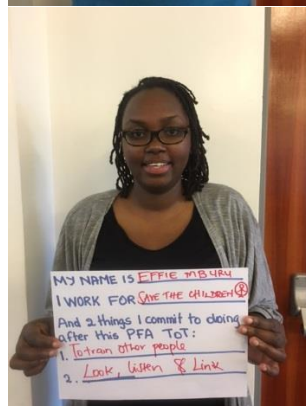
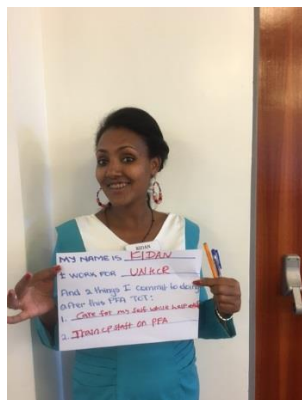
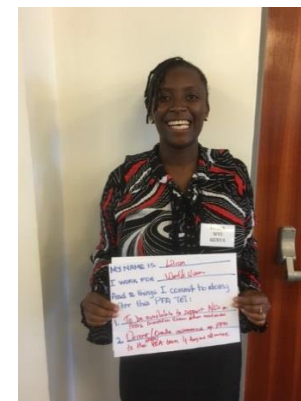
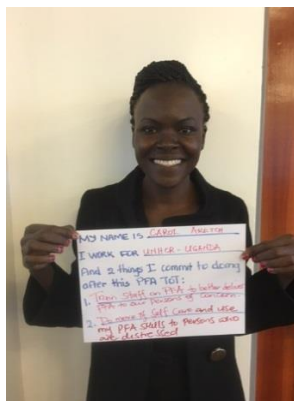
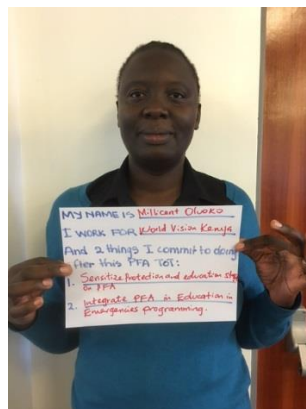
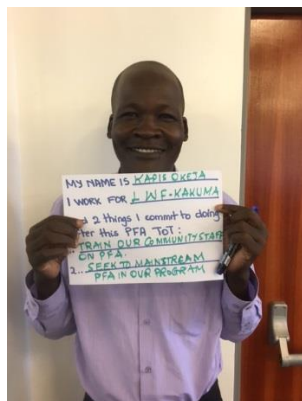
Learnings revisions: Day 1:	Learning revisions: Day 2:	Learning revisions: Day 3:
<ul style="list-style-type: none"> What is PFA and what isn't PFA. The six core principles of the IASC Guidelines. The 11 considerations of MHPSS [referring to the matrix of interventions from the IASC Guidelines] Principles of the IASC Guidelines on MHPSS. Ice breaking techniques. A crisis affects individuals or a group. Each individual reacts to a crisis situation differently Do not use technical language. Coordination. PFA not done by professional counsellors. ToT diary technique. Listening skills Human resources, shelter. They pyramid Dos and Don'ts. Helping – safely, rights, dignity, pre-assessments. 	<ul style="list-style-type: none"> Look, Listen and Link. Role plays – disaster Signs of distress Information Positive coping methods and negative ones. Interdependence Giving accurate information Identifying marginalised or vulnerable persons Principles of PFA Interviewing children when they can see other people [referring to the importance of not interviewing children without other people visibly present] Do's and don'ts of PFA Look, Listen, Link. Relaxation exercises [referring to breathing, tapping, distraction/mindfulness for clients] Actions for Look, Look, Link. Ask the client what is the most important need 	<ul style="list-style-type: none"> Care for helpers Stress management Self-care Thinking about thinking Mental disorders [referring to the signs and symptoms of individuals that may require more specialised assessment and support for mental illness] Symptoms of mental disorders Facilitator's manual for training others Facilitation tips Four hours versus full day PFA orientation. Mental health hygiene Training/facilitation skills Worries Stress management Sings of stress Mindfulness and meditation.

<ul style="list-style-type: none"> Well-fed dead, Pre-test done differently. 	<ul style="list-style-type: none"> Prioritising the immediate needs of the client. 	
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Commitment to action:

The final activity following the 3-day training was to ascertain what the trainees intended to do/action with their new learnings and skills. As such, trainees were asked to complete a simple form stating the 2 things they were committed to doing after the training program. The vast majority included in their commitments were: (1) to practice and implement their PFA skills directly; and (2) to train others on PFA. Some unique commitments included the incorporation of PFA training into project budgets, integrating PFA/MHPSS to their other programmes and include PFA into staff development plans. To further encourage participants to action their commitments, and to allow their supervisors who nominated them for this training to follow up on those commitments, the agreements were transcribed and individual photos were taken with each trainee. These are presented below. (FYI – the order of the table is reflected in the left to right order of the trainee images presented).





Trainee commitments, transcripts (in order of images, left to right)

MY NAME IS:	I WORK FOR:	And 2 things I commit to doing after this PFA ToT:	
Noeline Namuli	UNHCR Uganda	Training others	Applying PFA to those in distress
Abebech Mammu	DICAC/RRAD	I integrate the PFA principles to my work	I will train at least my staff who are engaged in different social activities to help refugees
Sophia	DRC	To train my staff	To practice what I learned
Caren Tumwa	Save the Children	Train my staff members on PFA	Support my clients in a better way
Dennis	Save the Children	Train all [illegible] staff in PFA	Train other implementing partners on PFA through the integration forums
Julius	UNHCR	Implementation plan for PFA	Integrate PFA in regular activities
Nagla Idris Hossah	UNHCR Sudan	To train child protection partners in WNS working in south Sudan	To train community network and CFS animators
Hodan Hassan	Heshima Kenya	Use PFA principles in my work	Train social workers and community volunteer workers
Doreen	UNHCR Uganda	Training other colleagues on PFA	Ensuring that the people I work with in other sectors understand the value of PFA to distressed persons
Lidiya Tariku	Jesuit Refugee Service (JRS)	I will review the guidelines again	I will prepare a plan to give this training to the staffs that works with me
Ben	Plan South Sudan	Include PFA in program planning. Also, include PFA in staff development.	Raise PFA needs to cluster.
Paul Kimeu	Waldorf Kakuma Project	Train staff on PFA/MHPSS	Use PFA skills to offer support to the people of concern
Kapis Okeja	Lutheran World Federation (LWF) Kakuma	Train our community staff on PFA	Seek to mainstream PFA in our program
Millicent Oluoko	World Vision Kenya	Sensitise protection and education staff on PFA	Integrate PFA in Education in Emergencies programming
Carol Aretch	UNHCR Uganda	Train staff and members of the CPWG on PFA to better deliver PFA to our persons of concern	Do more of self-care and use my PFA skills to persons who are distressed
Lilian	World Vision East Africa Region	To be available to support National Offices on PFA orientation and training, and train when need arises	Orient/create awareness of PFA to the East Africa Regional Office, Humanitarian Emergency Affairs team when the needs arise
Kidan	UNHCR	Care for myself while helping others	Train CP staff on PFA
Effie Mburu	Save the Children	To train other people	Look, Listen and Link
Arnold Okello	Plan International Uganda	Budget and Plan for PFA in programs	Train staff and partner staff on PFA
Sam Ilara	UNHCR Uganda	Conduct PFA orientation workshops for staff	Participate in PFA trainings
Gershon Golola	UNHCR	Train other colleagues on PFA	Apply skills to the refugees and other persons of concern
Jollyn Samuel	UNHCR Bo	Train community volunteer workers	Meditation, Look, Listen and Link Practice!

Reflections and learnings from the ToT trainer:

Recommendations

The training was enormously successful but it is normal that there are opportunities for improvement should any future PFA ToTs be implemented. Some of the key reflections and learnings from the ToT trainer include:

- The importance of including a general introduction to MHPSS and the IASC Guidelines on MHPSS in Emergency Settings proved extremely helpful for participants to understand where PFA sits in an overall MHPSS response; and contributed to trainees getting a much clearer picture of what PFA is and is not. Without this, PFA appears to almost be a complete MHPSS response, which it is not – it is one small component of an overall MHPSS response and trainees appear to value this learning.
- Mid-way through training, it was apparent that trainees were struggling to understand how PFA differs to ‘counselling’ – where PFA starts and stops and where those providing PFA may be ‘crossing over’ to the counselling domain. This was a more evident concern in this training than has been experienced by the trainer elsewhere. It therefore suggests that this region may have a unique portrayal of what PFA is (and is not) and what counselling is and is not, at least from a MHPSS treatment perspective. Though this was well worked through in the current ToT, it may be a challenge for future ToT, which trainers would benefit from being aware of.
- There seemed to be some reflections from trainees that PFA for children would be different. Indeed, the training covered how you might approach PFA differently for children, compared with adults, had time allowed, further emphasis on this would have been helpful.
- Participants were eager – more than eager! – to learn about self-care/staff-care. It begs to question whether some staff feel adequately supervised or supported in their MHPSS roles and work. It was disappointing that time did not allow greater work on this topic.
- The 3-day training was originally planned to be solely a PFA ToT. However, when invitations and need saw the mandate for the training change slightly, to additionally include a brief overview of the IASC Guidelines and self-care. It was very challenging addressing all these aspects in the 3-day program and despite an overview of the guidelines and a few hours on self-care were incorporated to the training, it would have been helpful to dedicate at least another full day to allow these topics to be covered in more detail. Indeed, a desire to learn more about these topics were reflected in the participant feedback when they mapped their understanding of the International MHPSS guidelines on the dartboard evaluation and the fact that self-care strategies were some of the more prominent aspects participants reported as enjoying most/learning most in the story-board assessment.
- Timing was also made difficult by the late start time nearly every day (most notably day 1 and then day 2).
- Overall, it is recommended that if this same training and content were held in the future, 4 full days would be best allocated. This would allow for further flexibility for the trainer and enable the trainings to [perhaps] begin another half hour later so that participants are not as rushed to reach the training venue.
- Trainees expressed a desire to receive all the soft-copy resources. It was intended that this be provided to each trainee on a USB, but budget did not allow for this. Future trainings should allow for such resources.
- Trainees also expressed a desire to remain connected to each other to work/act as a ‘training group’ support. This is a great opportunity to truly foster the PFA skills and PFA pool of trainers in the region. It is recommended that the East Africa Child Protection Regional Network allocate someone to follow-up on this request and support its implementation.

Actions for follow-up

- Establish a “dropbox” file so that all soft copies of resources can be shared with trainees electronically. This should be done within the first week of training having concluded so as to not lose momentum of the energy taken away by trainees.
- Support the establishment of an “East Africa PFA Trainers” Group for electronic sharing of experiences, resources and networks. This could be done via Facebook, WhatsApp, or within the existing mhps.net web site that allows for ‘private groups’ to be established online. This latter option would have the additional benefit of trainees gaining access to further MHPSS materials

online (via this website) and allow the mhpss.net East Africa moderator to support the group moving forward. It is important to note that someone should be nominated to 'moderate' this group, at least in the initial few months. This will ensure that accurate information is being shared, discussions remain on track and individuals are supported to use the group platform. It is worthwhile for the East Africa Child Protection Regional Network to explore whether or not the mhpss.net East Africa moderator (mhpss.net has a moderator for every significant global region) has a mandate to support such a group. Alternatively, if a group is formed via a different electronic means (e.g. Facebook), a moderator of the group will still need to be allocated.

- One participant from World Vision missed a substantial component of the training (due to other working commitments). Therefore, she did not take home a certificate of participation. However, World Vision will work with that individual to review the material missed during the training and pass on the certificate once done.
- All trainees made personal commitments to take action as a result of their participation in this programme. It will be up to the East Africa Child Protection Network, and the agencies that contribute to that network, follow up with individual trainees at their in-country levels. This will help ensure PFA is cascaded throughout the region and maximise the investment made in this training and the trainees.

The PFA Action Principles... In Action!

LOOK



LISTEN



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Annex A – Detailed training agenda/plan

DAY 1 – Tuesday, 5th April 2016		
Time	Topic	Notes
0830-0850	<ul style="list-style-type: none"> • Coffee and registration • Training expectations 	<ul style="list-style-type: none"> • Expectations flip chart at front of room
0850-0945	<ul style="list-style-type: none"> • Introduction of trainers • Housekeeping • Introduction of trainees (Introduction: Getting to know you Bingo) • Activity: Assessments • Review & discussion of training expectations • Introduction to ToT diary 	<ul style="list-style-type: none"> • Slides • Assessment flip charts pre-set in room • Assessments: (1) Dartboard; (2) Story board; (3) Likert scale • Bingo sheets • Sample diary template on flip chart
0945-1015	<ul style="list-style-type: none"> • Crisis events you have encountered? • Taking care of yourself for PFA training • What do people affected by crisis need? • ToT Diary 	<ul style="list-style-type: none"> • Slides • Q&A for crisis events encountered • Activity for self-care • Group discussion for what people need (IASC Guidelines for overall MHPSS response, PFA for individual response)
1015-1045	Morning Tea	
1045-1200	<ul style="list-style-type: none"> • What is MHPSS • Introduction to the IASC Guidelines for MHPSS in Emergency Settings • Introduction to homework “fill in the blanks” task 	<ul style="list-style-type: none"> • Slides • Activity: Matrix of Interventions • Activity: Mapping the pyramid • Homework sheets for IASC MHPSS Field Checklist
1200-1300	<ul style="list-style-type: none"> • Introduction to PFA • PFA Simulation • Name 3 ways you are different from your character • What is PFA? • What PFA is and is not • Ethics for providing PFA 	<ul style="list-style-type: none"> • Handout: scenario 1 • Simulation group discussion • Slides
1300-1400	Lunch	
1400-1500	<ul style="list-style-type: none"> • Responses to crisis events • Protective factors to crises • PFA for who, when, where? 	<ul style="list-style-type: none"> • Slides • Flip charts for group work • Large group discussion on who, when, where
1500-1600	<ul style="list-style-type: none"> • The Basis of good PFA: Learning to Listen 	<ul style="list-style-type: none"> • Bad communication activity

		<ul style="list-style-type: none"> • Large group discussion on good communication • “I hear you say” activity
1600-1630	<ul style="list-style-type: none"> • Daily review circle: (1) I hear you say homework; (2) IASC Guidelines homework sheet; (3) ToT Diary; (4) Two things learned today 	<ul style="list-style-type: none"> • OK to finish 10-15 mins early to allow for homework time
DAY 2 – Wednesday, 6th April 2016		
Time	Topic	Notes
0830-0930	<ul style="list-style-type: none"> • Coffee and registration • Review of Day 1 learnings • Review of Day 1 homework 	<ul style="list-style-type: none"> • Moving statues • Homework tasks – large group discussion on “I hear you say” and small groups for homework sheets and ToT diaries
0930-1015	<ul style="list-style-type: none"> • Preparing to help • Introduction to the Action Principles of PFA: Look, Listen & Link • Summary of LLL slides 	<ul style="list-style-type: none"> • Slides • In pairs: What do we need to learn about the crisis to be able to help? Large Group report back and discussion • Activity: Actions for LLL
1015-1045	Morning Tea	
1045-1300	<ul style="list-style-type: none"> • Look (urgent basic needs, signs of distress, people who may need special attention – protection walk) • Listen (review of listening skills from Day 1, things to say and not to say, helping people feel calm) • Link (help people cope with problems [positive/negative coping actions], access to basic needs and giving information [blindfold walk], link with social supports and ending assistance) 	<ul style="list-style-type: none"> • Slides & Activities: • Look activities: Group discussion for signs of distress; protection walk (45 mins) • Listen activities: Heads & Tails of things to say and not to say; deep breathing, tapping, mindfulness (45 mins) • Link activities: Heads & Tails of positive & negative coping; giving information using blindfold walk; social supports (fast Q&A/Notes on who to turn to for help); (60 mins). • Conclude with LLL actions (5 mins)
1300-1400	Lunch	
1400-1445	<ul style="list-style-type: none"> • Group simulation (refugee scenario) – large group discussion (30 mins) • In pairs describe 3 ways you are different to your character • In pairs discuss how PFA (LLL) might need to be adapted for local culture and what you, as a helper may need to do to adapt your helping style (15 mins) 	<ul style="list-style-type: none"> • Scenario handouts for large group simulation •
1445-1500	<ul style="list-style-type: none"> • PFA with children and adolescents and what they may need from others 	<ul style="list-style-type: none"> • Slides

1500-1600	<ul style="list-style-type: none"> Individual support (case scenarios) – 20 mins each – large group discussions (60 mins) In pairs describe 3 ways you are different to your character 	<ul style="list-style-type: none"> 2 x Scenario handouts for individual support cases
1600-1630	<ul style="list-style-type: none"> Daily review circle: (1) Breathing homework; (2) PFA Guidelines homework sheet; (3) ToT Diary; (4) Two things learned today 	<ul style="list-style-type: none"> OK to finish 10-15 mins early to allow for homework time
DAY 3 – Thursday, 7th April 2016		
Time	Topic	Notes
0830-0930	<ul style="list-style-type: none"> Coffee and registration Review of Day 1 & 2 learnings Review of Day 2 homework 	<ul style="list-style-type: none"> Moving statues Homework tasks – large group discussion on “breathing exercise” and small groups for homework sheets and ToT diaries
0930-1015	<ul style="list-style-type: none"> Team care – before, during and after a response. Personal self-care: <ul style="list-style-type: none"> Understanding stress; Slowing thinking down (mindfulness exercise) Thinking about thinking (unhelpful thinking styles) Thinking, feeling and behaving Naming feelings Activating good mental health hygiene 	<ul style="list-style-type: none"> Slides Activity: Mindfulness exercise, with drawing and large group discussion Activity: Trivia on Unhelpful thinking styles Activity: Naming feeling contest If needed, sleep line by hours
1015-1045	Morning Tea	
1045-1300	<ul style="list-style-type: none"> Agreeing to problem solve Individual stress management activities 	<ul style="list-style-type: none"> Slides Problem solving worksheets in pairs Individual stress management activities you enjoy
1300-1400	Lunch	
1400-1545	<ul style="list-style-type: none"> Reflections on being a trainer Reviewing the PFA facilitators manual – what’s similar/what’s different 	<ul style="list-style-type: none"> Group work
1545-1610	<ul style="list-style-type: none"> Training Day 1, 2, & 3 recall Post assessments – chair circles ToT Diary cover page drawings and large group sharing 	<ul style="list-style-type: none"> Recall posters Post assessment flip charts set up Colour pencils
1610-1630	<ul style="list-style-type: none"> Closing circle and commitment to action 	<ul style="list-style-type: none"> Candles ceremony