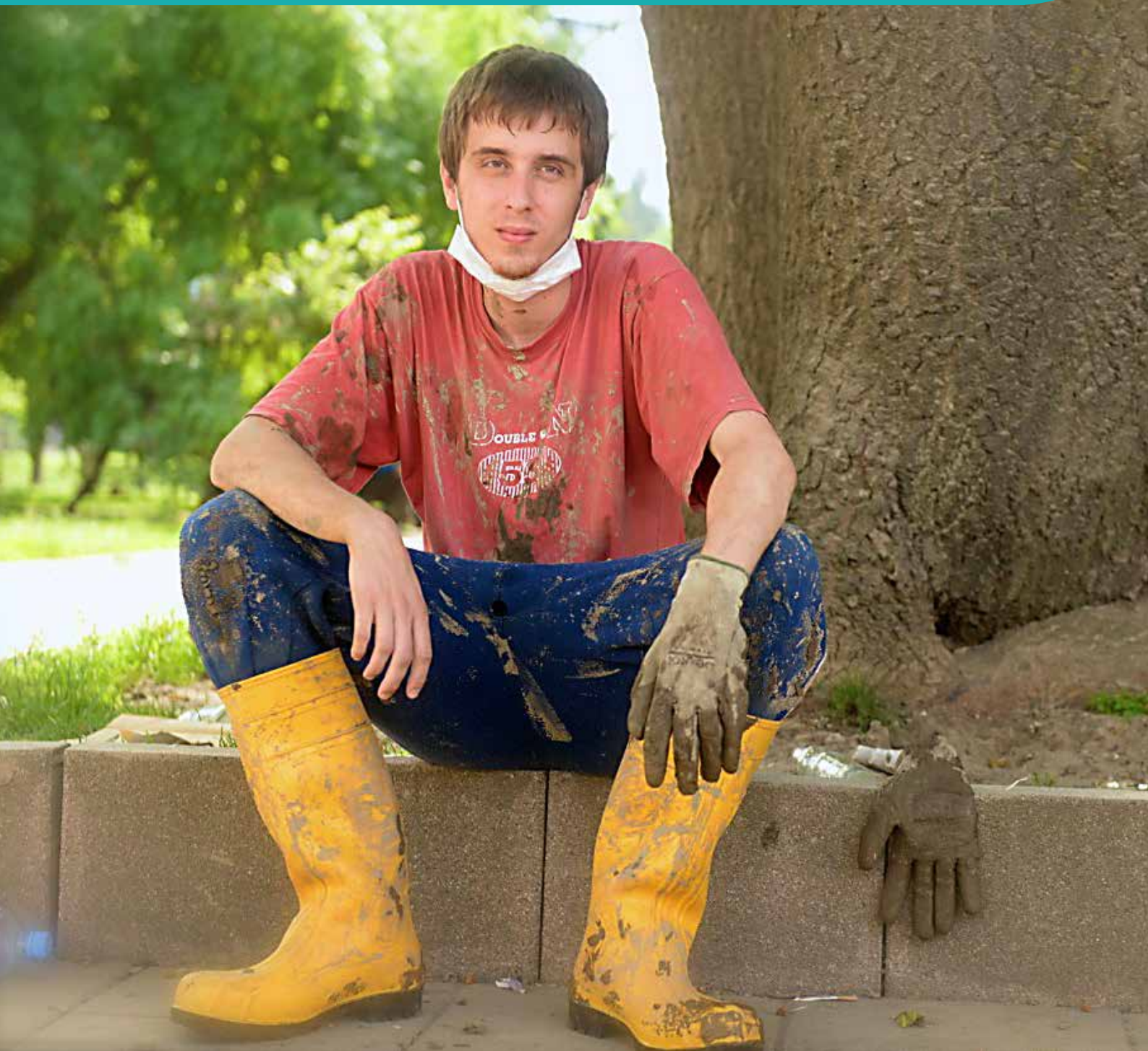


Psychosocial Support in Flooding

Toolbox



Psychosocial Support in Flooding: Toolbox

This booklet has been developed with funding from the European Commission's Humanitarian Aid and Civil Protection department (ECHO) through a collaborative effort between:

International Federation of Red Cross and Red Crescent Societies
Reference Centre for Psychosocial Support (PS Centre) C/O Danish Red Cross
Blegdamsvej 27
DK-2100 Copenhagen Denmark
The PS Centre is hosted by Danish Red Cross.

Hungarian Red Cross
Arany János utca 31
1051 Budapest V.
Hungary
www.redcross.hu

British Red Cross, Northern Ireland
12 Heron Road
Sydenham Business Park
Belfast
BT3 9LE
United Kingdom
www.redcross.org.uk

Danish Red Cross
Blegdamsvej 27
DK-2100 Copenhagen, Denmark
www.rodekors.dk

Cover photo: Red Cross of Serbia
Design and production: Paramedia 1913, whitenoisestudios.com and Louise Juul Hansen

ISBN: 978-87-92490-44-5 (electronic version)

This book is published by the International Federation of Red Cross and Red Crescent Societies Reference Centre for Psychosocial Support (PS Centre).

Authors: Ea Suzanne Akasha and Cecilie Dinesen

Contributors and reviewers: Martha Bird, Louise Juul Hansen, Camila Perera

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Purpose of the toolbox



The purpose of the toolbox is to provide an overview of available tools that are relevant for psychosocial support in flooding situations. The toolbox consists of an overview of the tools, followed by a detailed description of each of the tools. The description of each tool covers the following points (if applicable):

- Introduction to tool
- Introduction to target group's needs in flooding
- Languages
- Training needs
- Adaptation to context
- Tool location

Overview of tools

Table 1: Tools and guidelines for managers and team leaders

Tool	Page	Used by	Guideline	Training	IEC* material
General guidelines					
IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings	8	Senior staff and managers	✓		
Assessment tools					
Vulnerability and Capacity Assessment (VCA)	10	Programme managers and assessment team	✓		
Rapid Assessment Guide for psychosocial support and violence prevention in emergency and recovery	9	Managers and assessment team	✓		
Communication and IEC materials					
Crisis and emergency risk communication (CERC)	11	Managers and team leaders	✓	✓	
Emergency hand-outs (IEC) for psychosocial support in emergencies	12	Team leaders and volunteers			✓
Talking and writing about psychosocial support in emergencies	13	Communicators	✓		✓
Training tools for volunteers					
Caring for one another. Psychosocial support to vulnerable groups	14	Volunteer managers and trainers		✓	
Community-Based Psychosocial Support – A training kit	15	Volunteer managers and trainers		✓	
Lay counselling: a trainer's manual	16	Volunteer managers and trainers		✓	
Psychological First Aid: Guide for Field Workers	17	Volunteer managers and trainers		✓	

* IEC = Information, Education and Communications

Table 2: Tools for psychosocial support to specific target groups

Tool	Page	Target group of intervention	Guide-line	Training	Pro-gramme	Activities	IEC * material
Tools for psychosocial support to specific target groups							
Caring for Volunteers. A Psychosocial Support Toolkit	18	Volunteers team leaders and volunteer managers	✓	✓		✓	
Different. Just like you.	19	Persons with disabilities		✓		✓	
Guidelines for Child friendly spaces in emergencies	20	Children	✓				
Moving together: Promoting psychosocial well-being through sport and physical activity	21	Recreational activities for all age-groups	✓	✓		✓	
Sexual and gender-based violence. A two day psychosocial training. Training guide	22	People at risk for or affected by sexual and gender-based violence		✓			
The Children's resilience programme – Psychosocial support in and out of schools (CRP)	23	Children, adolescents	✓	✓	✓	✓	✓
The Resilience programme for young men – a psychosocial handbook	24	Adolescents and young people		✓	✓	✓	

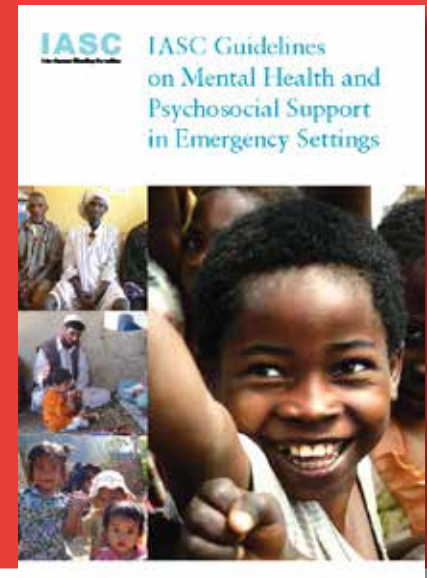
* IEC = Information, Education and Communications

Description of tools



IASC Guidelines for Mental Health and Psychosocial Support in Emergency Settings

IASC, 2007



Introduction to tool

The Inter-Agency Standing Committee Guidelines for Mental Health and Psychosocial Support in Emergency Settings provides detailed guidance for humanitarian actors to plan, establish and coordinate a set of minimum multi-sectoral responses to protect and improve people's mental health and psychosocial wellbeing in the midst of an emergency. To complement the focus on minimum response, the guidelines also list concrete strategies for mental health and psychosocial support to be considered mainly before and after the acute emergency phase. The guidelines have been developed by the Inter-Agency Standing Committee Reference Group on Mental Health and Psychosocial Support in Emergency Settings, which is a group that consists of more than 30 members, and fosters a unique collaboration between NGOs, UN and International Agencies and academics, promoting best practices in Mental Health and Psychosocial Support. It is important to note that implementation of the guidelines require collaboration among different actors as no single agency is expected to have the capacity to implement all the minimum standards during an emergency.

The guidelines provide an understanding of the mental health and psychosocial needs that arise during emergencies and provide a matrix of interventions including emergency preparedness actions, minimum and comprehensive responses to 11 domains of each emergency. The guidelines then provide action sheets for a minimum response that offer a background to the problem, a number of key actions that

should be taken and key resources to assist in this. The matrix and action sheets cover the following areas or sectors: coordination; assessment, monitoring and evaluation; protection and human rights standards; human resources; community mobilisation and support; health services; education; dissemination of information; food security and nutrition; shelter and site planning; and water and sanitation.

Languages

The IASC Guidelines of Mental Health and Psychosocial Support in Emergency Settings is available in the following languages: Arabic, Chinese, English, French, Japanese, Korean, Nepalese, Portuguese, Spanish and Tajik.

Adaptation to context

The psychosocial needs may differ according to the particular context, which means that the psychosocial interventions will have to be adapted according to the needs (see also Vulnerability and Capacity Assessment and Rapid Assessment Guide).

Tool location

Available here: http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007.pdf

Rapid Assessment Tool for Psychosocial Support and Violence Prevention in Emergencies and Recovery

Canadian Red Cross and IFRC Reference Centre for Psychosocial Support, 2015



Introduction to tool

The Rapid Assessment Tool for Psychosocial Support and Violence Prevention provides directions on how to carry out rapid needs assessment for psychosocial support (PSS) and violence prevention (VP) including child protection and sexual and gender-based violence. It examines vulnerabilities and uses a participatory approach. The tool helps gather data in an efficient and effective way to help inform the integration of PSS and VP issues into broader disaster management action plans in response to an emergency. The tool supplements and reinforces existing IFRC disaster assessment tools including the Operational Guidance: Multi-sectoral Initial Rapid Assessment; Vulnerability and Capacity Assessment (VCA); and Integrating Climate Change and Urban Risks into the VCA.

The tool includes detailed information on setting up an assessment, on techniques that can be used as focus groups discussions, situation/context questionnaire and environmental walk-around, as well as guidance on internal assessments of the involved organizations.

The Rapid Assessment Tool for Psychosocial Support and Violence Prevention promotes the development of improved information and information flows regarding PS needs and violence in contexts of emergency via an evidence base that is people-centred and details how such assessments can be conducted in protection and conflict sensitive ways, all with the aim of strengthening service provision around PSS and VP in emergency settings.

Introduction to target group's needs in flooding

In flooding the affected have witnessed crisis events and have suffered multiple losses. As a consequence they have suffered

critical stress that has an emotional impact. With the possible losses of home and community structures such as schools and community centres, there is a need of protection measurements to be put in place. Furthermore all forms of violence rise dramatically after crisis events and many may be affected by different kinds of violence. Thus, assessments on PSS and VP may touch upon sensitive issues and it is important that assessments are done ethically and that they do not pose any risk to those being questioned. Assessors must also be able to evaluate if a respondent needs some follow up or has needs to be referred for other supports and assessors should also be aware of and updated on referral pathways.

Languages

English and Arabic.

Training needs

A one day training in assessments using a questionnaire adapted to the flooding and its context will cover ethical conduct – ensuring informed consent is obtained etc. – assessment techniques as neutral questioning techniques as well as how to handle disclosures and make safe referrals. The training must cover the above mentioned topics and include role plays, so managers can rest assured assessment teams are well prepared for conducting the assessment.

Adaptation to context

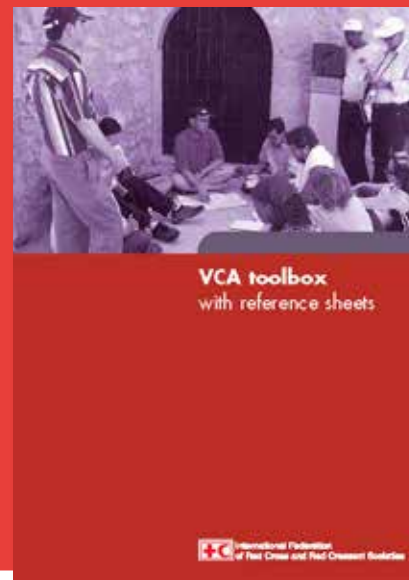
The tool is designed such that it can be used in whole or in part, dependent on contextual needs.

Tool location

Available here: www.pscentre.org

Vulnerability and Capacity Assessment (VCA)

International Federation of Red Cross Red Crescent Societies, 2006



Introduction to tool

Vulnerability and Capacity Assessment (VCA) is a toolkit of manuals and on-line resources that use various participatory tools to gauge people's exposure to and capacity to resist natural hazards. It is an integral part of disaster preparedness and contributes to the creation of community-based disaster preparedness programmes at the rural and urban grass-roots level. VCA enables local priorities to be identified and appropriate action taken to reduce disaster risk and assists in the design and development of programmes that are mutually supportive and responsive to the needs of the people most closely concerned.

The aims of VCA are to:

- assess risks and hazards facing communities and the capacities they have for dealing with them;
- involve communities, local authorities and humanitarian and development organizations in the assessment from the outset;
- draw up action plans to prepare for and respond to the identified risks;
- identify risk-reduction activities to prevent or lessen the effects of expected hazards, risks and vulnerabilities.

VCA is complementary to national and sub-national risk, hazard, vulnerability and capacity mapping exercises that identify communities most at risk. A VCA is then undertaken in these communities to diagnose the specific areas of risk and vulnerability and determine what action can be taken to address them. To complete the circle, what a VCA determines at the local level can provide a valuable indication of national and sub-national vulnerabilities and capacities.

Some of the principal methods in VCA are: Analysis of secondary/external sources, sampling, questionnaires, interviews, focus groups, historical timeline, mapping – risk, community, spatial, capacity, etc., seasonal calendar or chart, institutional social network analysis, direct observation, transect walk and problem tree.

Languages

English, French, Spanish and Arabic.

Training needs

When initiating a VCA it is recommended to plan training of those who will conduct the VCA in the communities. Depending upon the methods used as explained above, the VCA team will need to be trained in the overall methodology and the chosen methods.

Adaptation to context

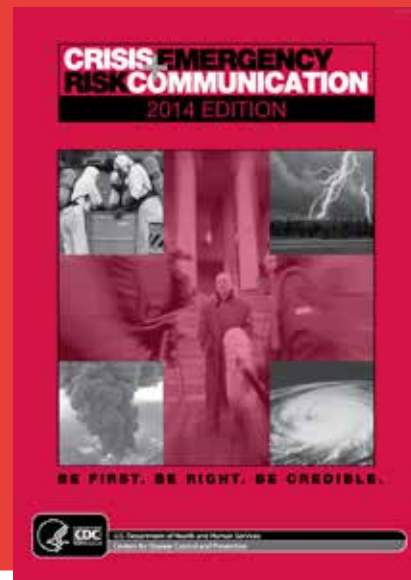
The VCA is to be adapted to the context and there is guidance on how to adapt in the VCA materials.

Tool location

Available here: <http://www.ifrc.org/vca>

Crisis and Emergency Risk Communication (CERC)

Centers for Disease Control and Prevention, 2014 edition.



Introduction to tool

The manual introduces the reader to main principles and practical tools of crisis and emergency risk communication (CERC). The manual is developed by public health professionals to enable communicators to provide information that allows individuals, communities and other stakeholders to make the best possible decisions for their well-being during a crisis situation. The manual also contains a number of tools and checklists.

Introduction to target group's needs in flooding

Crisis communication is closely connected to psychosocial needs. People who are affected by a crisis event such as flooding need accurate and trustworthy information that reduces stress and enables people to reconnect with their loved ones and to access humanitarian services. Psychosocial managers and volunteers will often not have the primary responsibility of crisis communication in a flooding situation, but it is important to advocate for accurate and trustworthy communication and for the importance of giving clear messages when engaging with the communities.

Regular information can be provided at designated information points at evacuation centres, during information meetings with the general public and through media. In urban areas, it may be more difficult to bring people together, which is why the media may be even more important than in the rural areas.

Languages

English.

Training needs

CERC can be used as a stand-alone guideline. Online training resources are also available on the CDC website.

Tool location

Available here: <http://emergency.cdc.gov/cerc/>

Emergency hand-outs (IEC) for psychosocial support in emergencies

IFRC Reference Centre for Psychosocial Support, 2008 and
All children deserve to be safe! IFRC Reference Centre for
Psychosocial Support and Canadian Red Cross, 2008



Introduction to tool

The IEC folder collection consists of three folders and a small poster to be used in crisis events as flooding by the affected population. Each folder explains its topic in easy language, is illustrated and has one or two short case stories to exemplify the theme. The hand-outs can be used in community meetings, individual conversations or when offering psychological first aid. They are meant to give the affected an understanding of the psychosocial effects of the event and to offer support in positive coping.

There are three folders covering the following topics:

- Psychological First Aid
- Children's stress – their reactions and how to support them, for parents and caregivers
- Coping with stress and crisis

All children deserve to be safe is a small poster with key messages on child protection in emergencies. It explains what child abuse is and how to support children who has been exposed to abusive behaviour.

Introduction to target group's needs in flooding

When affected by a crisis event many will experience strong emotions as well as reactions they were not prepared for. The IEC hand-outs answer many of the questions most people will struggle with after the crisis and this in itself is reassuring and can promote coping. The folders will also give an understanding of personal feelings and reactions to the crisis and the feelings and reactions of others. Normalizing feelings and reactions is very important after a crisis and this understanding will support.

Languages

English, French, Portuguese, Spanish, Arabic, Sindhi and Urdu.

Adaptation to context

The folders should be adapted to the local context changing the case stories to be relevant for the affected communities.

Training needs

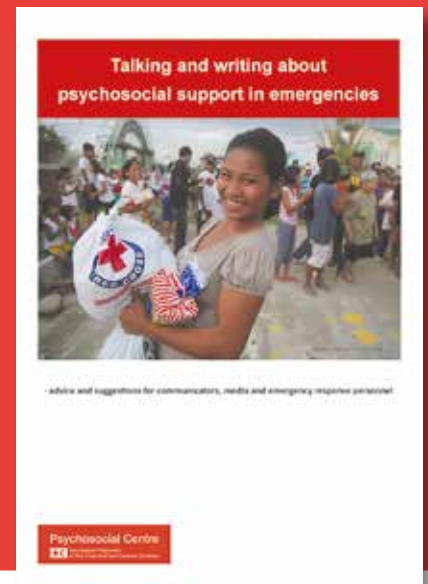
After adaptation it is generally helpful to present the folders to and go over their uses with staff and community volunteers. This can be done in a meeting of 90 minutes allowing time for questions and discussion.

Tool location

Available here: www.pscentre.org

Talking and writing about psychosocial support in emergencies

IFRC Reference Centre for Psychosocial Support, 2013



Introduction to tool

The words we use when we talk about psychosocial support matter. It makes a difference when a person is portrayed as a passive victim suffering from post-traumatic stress disorders, when really she is a survivor who is experiencing common emotional reactions to a highly stressful and dangerous situation.

With this guidance note, the IFRC Reference Centre for Psychosocial Support hopes to equip emergency responders, communications and reporting delegates and journalists with some background knowledge for writing and talking about psychosocial support – both in the media and in internal documents.

Languages

English.

Tool location

Available here: www.pscentre.org

Caring for one another. Psychosocial support to vulnerable groups

Danish Red Cross, 2016



Introduction to tool

Caring for one another. Psychosocial support to vulnerable groups is the Danish Red Cross' national training tool for psychosocial support. It is a step-by-step training supplemented by PowerPoint presentations. The manual provides the foundation for volunteers to carry out psychosocial support activities that address social isolation, provide people in difficult life situation with a much needed break, support people to build social and emotional life skills with the overall aim of supporting beneficiaries to create positive life changes.

The manual consist of three core modules: how to carry out psychosocial activities, crises, stress and psychological first aid, volunteer self- and group care.

Through the training volunteers will achieve:

- A basic understanding knowledge and understanding of the psychosocial approach and support
- Active listening and psychological first aid skills
- Greater insight and understanding of the beneficiaries' perspective in the activities
- Improved knowledge on how to organize participatory psychosocial support activities
- Insight into the role of a psychosocial volunteer and skills for reflection on this role
- Increase attention to own reactions and positive self-care
- Skills in structured peer support for psychosocial support volunteers.

Introduction to target group's needs in flooding

Flooding often uproots individuals, families, social networks and even communities. Those who never needed support before might needed it due to the flooding. Those who were already in a vulnerable life situation are like to be even more vulnerable. Taking part in structured psychosocial support activities is important for people to reconnect and deal with the temporary but often very stressful recovery and rebuilding process as it can support them to adapt more positively. This is turn will support increased wellbeing in the long term.

Languages

English and Danish.

Training needs

The training is structured in three sessions lasting approximately two to three hours each. They can be implemented over three evenings or back-to-back in a one-day training. The training will provide volunteers with a solid foundation for carrying out psychosocial support activities and for self and group care for the volunteers themselves.

Adaptation to context

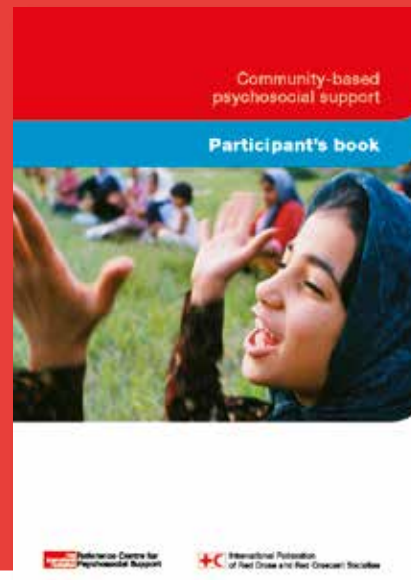
The materials and PowerPoints can be adapted to fit different contexts. Based on the nature of the flooding and the training needs of staff and volunteers, the material and workshops can be adapted to context.

Tool location

Humanity in Practice can be retrieved by contacting the Danish Red Cross psychosocial focal point, www.rodekors.dk

Community-Based Psychosocial Support – A Training Kit

IFRC Reference Centre for Psychosocial Support, 2009



Introduction to tool

Community-based psychosocial support – A training kit consists of two manuals: Participant's book and Trainer's book and is supplemented by PowerPoint presentations. The manuals provide the foundation for psychosocial support training that will enable staff and volunteers to implement interventions and programmes.

The kit contains seven chapters that cover key aspects of psychosocial support:

- Crisis events and psychosocial support
- Stress and coping
- Loss and grief
- Community-based psychosocial support
- Psychological first aid and supportive communication
- Children
- Supporting volunteers and staff

The kit ensures that all community-based interventions follow the international guidelines on Mental Health and Psychosocial Support (MHPSS) and protection, builds on best practices and approaches and is founded on the same understanding. Needless to say, any psychosocial approach will always be adapted to the local context.

The Participant's book is the textbook, where the reader can learn about the subject. The Trainer's book, on the other hand is designed to help the trainer plan and facilitate the training.

Introduction to target group's needs in flooding

Often staff and volunteers themselves are affected by the flooding while on duty. They need to acquire an understanding of their own reactions as well as of the reactions of others affected by the flooding as well as to learn about psychosocial support and protection. This knowledge is helpful on an

individual level and will promote positive coping, and on a social level, it will build an understanding of how psychosocial support helps communities mobilize its own resources and become more resilient. It also gives guidance on how to strengthen social life in families and communities and how to support children.

Languages

English, French, Spanish, Urdu, Mongolian, Armenian, Arabic and Korean.

Training needs

The training kit provides an understanding of the impact of crisis events, stress and loss and it enables staff and volunteers to initiate and run psychosocial activities in and after crisis events.

The training provides a solid foundation for community volunteering by giving a basic understanding of the social and psychological impact of disasters on individuals and communities, of normal reactions to crisis events and the needs that arise after crisis events as a flooding. Four to five days is needed for the full foundation training but the training can be done in a series of workshops. The kit can also be used to give shorter workshops on different topics in psychosocial support.

Adaptation to context

The materials and PowerPoints can be adapted to fit different contexts. Based on the nature of the flooding and the training needs of staff and volunteers, the material and workshops can be adapted to context. The materials can also be used to give lectures, presentations or shorter workshops on different relevant topics for the general public.

Tool location

Available here: www.pscentre.org

Lay Counselling: A Trainer's Manual

Danish Cancer Society, IFRC Reference Centre for Psychosocial Support, University of Innsbruck and War Trauma Foundation, 2013



Introduction to tool

Lay Counselling: A Trainer's Manual is a manual with detailed instructions and scenarios to train volunteers to carry out basic counselling with adults affected by crisis situations such as a flooding. Even though lay counselling should not and is not meant to replace professional help, lay counsellors can provide important services to vulnerable people in situations where counselling is not readily available.

The manual covers a number of specific themes:

- Life events
- Stress and coping
- Psychological first aid
- Structure of a counselling conversation
- Supportive communication
- Assisting decision-making
- Referrals and reporting
- Self-care

Lay counsellors must respond not only to complex crisis as a flooding, but they will also be dealing with people who suffered losses, illnesses, living in isolation or stigmatization. *Lay Counselling: A Trainer's Manual* is suited to situations where staff and volunteers support beneficiaries over time as the skills learnt enable them to go beyond the level of psychological first aid. The knowledge and skills in dealings with stress and how to assist decision making will be key in psychosocial support after flooding. The manual is supplemented by PowerPoint presentations, handouts and additional activities and the total material developed provides the necessary tools for conducting trainings in lay counselling.

Introduction to target group's needs in flooding

After flooding adults will struggle with many conflicting feelings and have many different needs, they need to balance. The level of stress will often be high over long periods of time, and this in itself can hinder positive coping and will have a negative impact on the decision making abilities. In addition it is well-known that lack of and difficulties in obtaining the needed and correct information to rebuild property and livelihood will exacerbate the level of stress and often lead to feelings of despair or anger as well as to negative coping mechanisms. The need for an impartial peer supporter is imperative in such situations, and experiences from other disasters point to the benefits of peer support.

Languages

English, French, German and Danish.

Training needs

A three day training or a four day training for a training of trainers are optional for participants who are familiar with psychosocial support and are used to offering psychological first aid. After the training, trainees will be able to integrate basic counselling skills in psychosocial support, can offer telephone support and they will also learn the basic skill set to assess whether follow up is needed or there is a need for referrals to more specialized support.

Adaptation to context

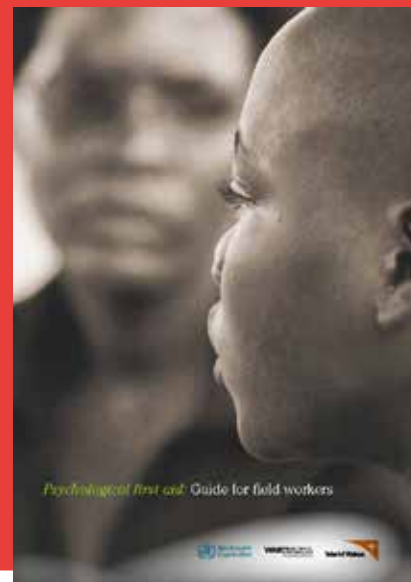
Trainers are encouraged to adapt and add modules as needed. There are many training activities available online at www.pscentre.org

Tool location

Available here: www.pscentre.org

Psychological First Aid: Guide for Field Workers

WHO, World Vision and War Trauma Foundation, 2011



Introduction to tool

Psychological First Aid: Guide for Field Workers is a guide that ensures that standards and best practices on mental health and psychosocial support are consistently applied in humanitarian settings. It reflects the emerging science and international consensus on how to provide basic support to people in the immediate aftermath of extremely stressful events.

The guide offers simple, practical guidance – which can be taught within one day for immediate use. It is applicable in emergency settings as flooding and in all settings, though it was originally developed in order to have widely agreed upon psychological first aid materials for use in low and middle income countries. The guiding principles are useful in any emergency as the guide covers both social and psychological support and involves the provision of humane, supportive and practical help to people suffering from serious crisis events. The guide gives simple, practical guidance for supporting people in ways that respect their dignity, culture and abilities. This guide will enable humanitarian and emergency workers from all over the world to provide basic but vital psychosocial support to people in acute distress, as well as helping distressed relief workers help themselves.

Introduction to target group's needs in flooding

Flooding not only affect people's physical health but also their psychological and social health and well-being. There may be vulnerable groups who have special needs and therefore should have more intense support and who may also have protection needs as separated children and adolescents, people with disabilities, and people at risk of discrimination or violence.

After a flooding those affected need to be supported and protected. Psychological first aid is internationally recommended for immediate and basic human support and comfort. Providing psychological support will help people have the experience of being supported, so they experience being listened to, comforted and helped to regain control of their situation in practical ways. It is important that the support is offered in ways that are respectful of culture, dignity, abilities and rights.

Languages

Arabic, Chinese, Dutch, English, Farsi, French, German, Greek, Japanese, Kiswahili, Korean, Portuguese, Romanian, Russian, Sinhala, Slovenian, Spanish, Tamil, Turkish, and Urdu.

Training needs

A one day training will enable staff and volunteers to be oriented on how to give basic psychological support, i.e. to listen without pressing the person to talk; to assess a person's needs and concerns; to help ensure that basic physical needs are met; and to provide or mobilize social support, and to protect people from further harm. For the one day training curriculum see the Psychological First Aid: Facilitator's manual for orienting field workers.

Adaptation to context

The training should be adapted to fit the nature of the flooding as well as the context of the event. Thus facilitators must adapt the cases that are used to more accurately reflect the context. This can be done through using local pictures and case stories as this will enable better transfer of learning into the field work.

Tool location

Available here: http://www.who.int/mental_health/publications/guide_field_workers/en

Caring for Volunteers. A psychosocial support toolkit

IFRC Reference Centre for
Psychosocial Support, 2011



Introduction to tool

Caring for Volunteers is a toolkit that both advocates for volunteer care, psychosocial well-being and self-care and provides guidance on how to implement volunteer care systems. The toolkit is very helpful for managers, staff and volunteer team leaders involved in volunteer well-being as well as for volunteers who are engaged in peer support. It helps taking the necessary steps to look after and improve the psychosocial well-being of volunteers. *Caring for Volunteers. A psychosocial support toolkit* consists of a manual for managers, staff and volunteers and a two day training curriculum with PowerPoint presentations.

The kit assists managers, staff and volunteer team leaders to prepare and support volunteers during and after disasters. It contains practical tools and information needed when sending volunteers out as front line workers in crisis situation. The manual also covers the needed communication skills, introduces psychological first aid and gives guidance on how to implement peer support. Another aspect covered is the need for monitoring and evaluation.

The toolkit consists of five modules:

1. Resilience, Risk and Responsibility
2. Communicating the Message
3. Response Cycle and Volunteer Psychosocial Support: Before, During and After
4. Psychological First Aid for Volunteers
5. Monitoring and Evaluation of Volunteer Support.

Introduction to target group's needs in flooding

In flooding community volunteers will often be as affected by the disaster as the beneficiaries they are there to support. The volunteers may have suffered few or multiple losses may have been in or witnessed critical or life threatening situations and can also fear their own future prospects. Volunteering in itself helps positive coping. However, the psychosocial needs of volunteers should be taken into consideration and support system established for volunteers to be able to work efficiently and to minimize strain and prevent burn-out.

Languages

The manual is in English, French, Russian, Spanish and Arabic and the training curriculum is available on-line in English and Arabic.

Training needs

The training curriculum is designed for at two day training for managers, staff, volunteer team leaders and volunteers who will assist in setting up peer support systems.

Adaptation to context

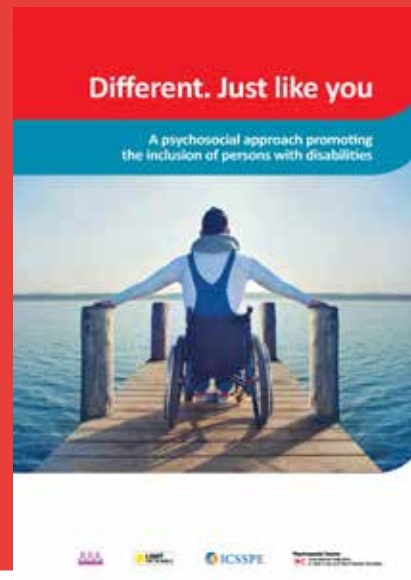
The kit is easy to use for inspiration on how to establish and maintain support systems for volunteers. It is equally easy to adapt to the needs of different volunteer groups in any organization and setting.

Tool location

Available here: www.pscentre.org

Different. Just like you

IFRC Reference Centre for Psychosocial Support,
International Council of Sport Science and Physical
Education and Licht
für die Welt/Light for the world. 2015



Introduction to tool

Different. Just Like you is a handbook for staff and volunteers on promoting psychosocial well-being and inclusion of persons with disabilities and it describes best practice in psychosocial support and inclusion. It features a wide range of activities – mainly adapted sports and other physical activities – that give persons with disabilities the opportunity to release their full potential and engage actively in society.

The handbook advocates for the well-being of persons with disabilities and provides guidance about psychosocial support and inclusion, along with practical resources for inclusive psychosocial activities for all kinds of settings. The concept of empowerment is central to the approach. Not only have inclusive physical activities a strong, positive and empowering impact on individual cognitive and psychosocial well-being; they also build individual competencies and create networks.

Participating in sport and other activities appears is a strategy that brings many benefits. They include positive experiences of having fun; of having a chance to be part of local society; and of demonstrating the capabilities of persons with disabilities, regardless of perceived limitations.

Introduction to target group's needs in flooding

In normal times different types of barriers exist to the inclusion of people with disabilities, one of these being accessibility. After flooding it is therefore important to consider this and other barriers to inclusion, and from the onset of activities plan how to overcome these barriers. It is well known that mental health, cognitive function, physical and psychosocial well-being are closely linked. Therefore these functions need to be supported to ensure well-

being and full participation in social life for all. Inactivity will often lead to loss of engagement in the community restoration and thus needs for inclusion may well be overlooked.

Languages

English, French, German and Spanish.

Training needs

With the manual in hand staff and volunteers as sports instructors and activity volunteers can plan and conduct inclusive activities. There is a one day training curriculum for a workshop for professionals and volunteers who are interested in including persons with disabilities in psychosocial activities. The training workshop aims to:

- create awareness of the importance of psychosocial support and inclusion in promoting
- the well-being of persons with disabilities
- enable participants to identify barriers to participation in psychosocial activities
- enable participants to set up psychosocial activities that promote the psychosocial well
- being and inclusion of persons with disabilities.

Adaptation to context

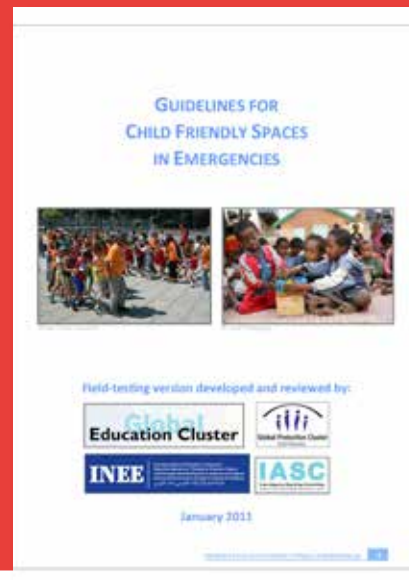
Activities from *Different. Just Like you* can be used in sport, physical activities and psychosocial interventions either as stand-alone or integrated activities. The training manual's activity cards with instructions for activities and PowerPoint presentations make it quite easy to apply inclusion in practice.

Tool location

Available here: www.pscentre.org

Guidelines for Child Friendly Spaces in Emergencies

Unicef, 2011



Introduction to tool

Guidelines for Child Friendly Spaces in Emergencies helps establish Child Friendly Spaces (CFS) that are the first response to children's needs in emergencies and an entry point to the affected communities. CFSs can be established quickly and respond to children's rights to protection, psychosocial well-being, and non-formal education. The purpose of CFSs is to support the resilience and well-being of children and young people through organized, structured activities conducted in a safe, child friendly, and stimulating environment. The primary participants in and beneficiaries of CFSs are people under 18 years of age. CFSs are typically used as temporary supports but can also be a transitional structure that serves as a bridge to early recovery and long-term supports for vulnerable children.

The specific objectives are to:

- mobilize communities around the protection and well-being of all children, including highly vulnerable children
- provide opportunities for children to play, acquire contextually relevant skills, and receive social support; and
- offer inter-sectoral support for all children in the realization of their rights.

Depending on the context, CFSs can also be used for a variety of other purposes such as laying a foundation for restarting formal education, enabling wider work on issues such as child protection and early child development, stimulating efforts on disaster preparedness and disaster risk reduction.

Introduction to target group's needs in flooding

Children are among the most vulnerable group in flooding. If schooling is disrupted, children not only lose their daily learning and opportunity to socialize and play with peers, but they also lose the daily structure. They often need to participate in structured

activities preferably at a fixed time schedule to regain a sense of normality.

Furthermore when families are distressed the needs of children can be overlooked and many find it difficult to handle children's reactions and to give information about the event and its consequences at a suitable level. Participation in the activities in a CFS helps children resume daily routines, interact with peers and assist them getting back to a new normal. Through the playful activities led by e.g. pedagogues, teachers or trained volunteers, children will process what has happened to them and others in the flooding. Another aspect of CFSs is that caregivers also begin to relax when they experience their children being active and engaged in life after a critical event.

Languages

English.

Training needs

Pedagogues, social workers, teachers and the like can begin activities from the emergency phase. Community volunteers can be trained – preferably in a two to four day training – on how to run activities, communicate with children, PFA with children and, if more training are offered, on how to facilitate workshops and support groups for children. Workshops from Children's Resilience Programme can be integrated in CFSs.

Adaptation to context

CFSs will always be adapted to the local context and activities such as sport, games, arts or cultural activities suited to the needs of children. The guidelines instruct on how to set up and run a CFS to make it safe and inclusive and underline the need for liaising with the affected community.

Tool location

Available here: www.unicef.org/protection/Child_Friendly_Spaces_Guidelines_for_Field_Testing.pdf

Moving Together: Promoting psychosocial well-being through sport and physical activity – handbook and training manual

IFRC Reference Centre for Psychosocial Support,
International Council of Sport Science and Physical
Education, Swiss Academy for Development and
Technische Universität München, 2014



Introduction to tool

Moving Together: Promoting psychosocial well-being through sport and physical activity is an instruction manual with activity cards that helps deliver sport-based psychosocial support interventions in crisis situations. Sport and physical activities offer a safe and friendly domain for being active and engaged with others. It also offers an opportunity for expressing oneself and can be used to address problems and fears and thereby help participants gain confidence, resilience, coping skills and hope. The handbook explains the theoretical framework for sport and physical activities in psychosocial support interventions, and how to implement them from assessment to exit strategy. It includes activity cards that can be adapted to suit different situations.

Introduction to target group's needs in flooding

Flooding often makes outdoor and indoor gathering points and places as sports facilities unusable or may even destroy these. Mental health, cognitive function, physical and psychosocial well-being are closely linked and after crisis events it is important to boost all of these functions to support the bouncing back to normality. When the options for the usual and known sports and physical activities are lost, it requires an extra effort to establish new ways for engaging in sports-related activities and inactivity will often lead to loss of engagement in the community restoration. With support, the crisis event may be seen as a chance to break habits of inactivity and it will encourage people become engaged in new ways across gender and within a setting of diversity.

Languages

English, French, German and Danish.

Training needs

The training manual complements the handbook and offers a one-day training. The target groups are people working with sport and physical activities, who want to learn how to incorporate psychosocial support in the activities, and people working with psychosocial support who want to learn how to incorporate sport and physical activities.

Adaptation to context

Activities from Moving together can be used as stand-alone activities, complement psychosocial interventions or be an integral part of a psychosocial programme.

Tool location

Available here: www.pscentre.org

Sexual and Gender-Based Violence. A two-day psychosocial training. Training guide

IFRC Reference Centre for Psychosocial Support, 2015



Introduction to tool

Psychosocial Support for People affected by *Sexual and Gender-Based Violence (SGBV)* is a training manual for staff and volunteers who are active in communities where SGBV is an issue or who are in direct contact with people affected by SGBV. The training manual enables agencies to conduct basic trainings on SGBV, and will train volunteers on how to address disclosures in a safe way and how to make safe referrals. The training builds on IFRC strategic frameworks, strategies and on global minimum standards for humanitarian agencies for gender, violence prevention, child protection and psychosocial issues. Staff and volunteers often feel anxious about the appropriate way to handle the topic of SGBV and possible disclosures.

Community volunteers with some psychosocial understanding will be able to use the information and approaches in their daily interactions with beneficiaries in communities, centres and shelters.

The training provides information and guidelines on:

- Different types of SGBV
- Psychosocial consequences of SGBV
- Needs of survivors
- Psychosocial support related to SGBV.

Introduction to target group's needs in flooding

In disasters all kinds of violence including sexual and gender based violence will be on the rise. Vulnerable groups as children, women and people with disabilities will be most at risk, and need protective measurements put in place. Sexual and

gender-based violence has deep emotional impact on a person, it can be painful as well as shameful and if a transgression has taken place it is challenging for the abused or survivor to disclose what has happened. In order to prevent, prepare and care for those at risk for being affected by sexual and gender-based violence, managers, staff and volunteers need to be ready to tackle this difficult topic in a sensitive and safe manner. The aim is for the involved to have an understanding of SGBV, to be able to deal with disclosures and to be able to offer basic support to survivors.

Languages

English.

Training needs

A two day training workshop can be conducted following the curriculum if participants are familiar and experienced with psychosocial support.

Adaptation to context

When using the training manual the cases should be adapted to fit the local context and culture. Even if the principles taught are universal and will apply no matter the setting, the trainer needs to be familiar with laws and policies in the area of child protection and SGBV.

Tool location

Available here: www.pscentre.org

The Children's Resilience Programme – Psychosocial support in and out of schools (CRP)

IFRC Reference Centre for Psychosocial Support and
Save the Children, 2012



Introduction to tool

The Children's Resilience Programme – Psychosocial support in and out of schools enables volunteers or teachers to deliver series of psychosocial workshops for children and caregivers. CRP is a kit that consists of two handbooks: Facilitator's handbook 1, Getting started & Facilitator's handbook 2, Workshop tracks with workshops for children and workshops for caregivers. The facilitator's handbooks contain detailed instructions for series of guided workshops for children and workshops caregivers affected by disaster or conflict. There are four different workshop tracks (Children affected by disasters, Protection against abuse and exploitation, Children affected by armed conflict and Children affected by HIV and AIDS) so an adaptation to different kinds of disasters is possible.

The kit also consists of two booklets: Understanding children's well-being with guidelines on psychosocial work with children and a Programme manager's handbook that guides managers on setting up a workshops or a full programme for children and caregivers in emergencies and recovery.

Introduction to target group's needs in flooding

Children are the most vulnerable group in flooding. When families are distressed the needs of children can be overlooked and many find it difficult to handle children's reactions and to give information about the event and its consequences at a suitable level.

Participation in the workshops helps children understand what has happened to them and others in the flooding and fosters their overall resilience. Children learn about normal reactions to a crisis event and their own reactions to the events. They are taught

useful coping skills, how to support one another, to reflect and listen.

Participation in the four workshops for caregivers not only provides an understanding of what their children experience in the workshops, but also enhances their understanding of children's needs and provides an opportunity to discuss children's reactions to the event and how best to support them. Furthermore the workshops have a child protection aspect.

Languages

English, French, Russian, Armenian and Arabic.

Training needs

Volunteers or teachers will be trained in a three to four day course where they learn the facilitation approach and participate in the series of workshops they are to facilitate later. This will familiarize participants with the methods, content of workshops and allow time to contextualize the workshops to the needs and context.

Adaptation to context

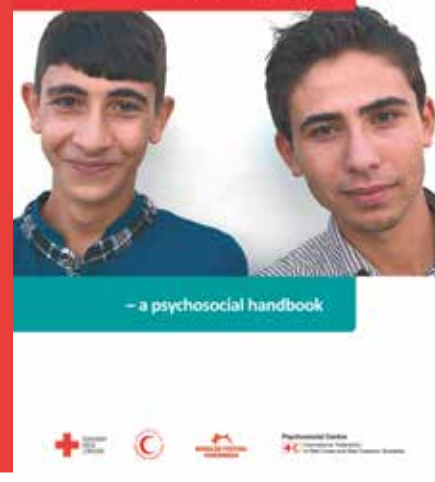
During and after flooding, one possible psychosocial intervention for children could be to conduct 10 to 12 workshops from the CRP track Children affected by disasters in e.g. schools, shelters, community centres. The workshops can be further tailored to the actual flooding and the local situation in the area or community. There are instructions on how to do this in the Facilitator's Handbook 2. Experienced facilitators or teachers, who are familiar with participatory or cooperative learning approaches, can lead this training, provided they have time allocated to the preparation.

Tool location

Available here: www.pscentre.org

The Resilience Programme for Young Men – a psychosocial handbook

Danish Red Cross, Palestine Red Crescent Society, Roskilde Festival Foreningen & IFRC Reference Centre for Psychosocial Support, 2015



Introduction to tool

The Resilience Programme for Young Men is a resource in providing psychosocial support for young men living in vulnerable or unstable situations. It does this through increasing self-esteem, self-confidence, and self-perception, all vital to psychosocial well-being. It aims to strengthen social interaction, creativity and peer-support by encouraging good communication, group collaboration, mutual trust, respect, understanding and valuing of differences.

The programme comprises of a psychosocial handbook with guidance in managing psychosocial support programmes and an on-line activities catalogue with a wide variety of activities grouped into three main categories: 'Art' with arts-based activities; 'Body' with physical activities; and 'Life Skills' with life skills activities. The catalogue is complementary to the handbook but can also be used separately by those who have some experience with psychosocial support. The programme and activities can be adapted to fit the needs of young women or mixed gender groups.

Introduction to target group's needs in flooding

Being in a transitional period between childhood and adulthood, young men have special needs in flooding and these needs are often overlooked. Struggling with how to cope with the losses, changes and adaptation to the new reality, may lead to isolation, increase in violence or to risk taking behaviours. The programme specifically addresses the vulnerabilities due to societal expectations, and seeks to mitigate the risk of negative behaviour and perceptions, depression and even addiction or trauma. It also increases the protection of young men and reduces violence and strengthens social cohesion.

Languages

Handbook is available in English. The on-line activity catalogue is available in English and Arabic.

Training needs

The handbook contains a two-day facilitator training workshop including exercises and PowerPoint presentations for those engaging in the implementation of activities for young men. Volunteers, teachers and key persons in the community will identify the needs of the target groups, learn about the facilitation approach and how to arrange workshops. Experienced facilitators or teachers, who are familiar with participatory or cooperative learning approaches, can lead this training, provided they have time allocated to the preparation.

Tool location

Available here: www.rodekors.dk/resilience