



**TRAINING OF TRAINERS  
ON  
DISTANCE COUNSELLING FOR STUDENTS AND PARENT  
ON COVID**

*Garowe Teachers Education College(GTEC)  
Ministry of Education and Higher Education  
Puntland, Somalia*

August, 2020

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**GAROWE TEACHERS EDUCATION COLLEGE GTEC  
MINISTRY OF EDUCATION AND HIGHER EDUCATION  
PUNTLAND SOMALIA**

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## **ACKNOWLEDGMENTS**

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## ABOUT TRAINING MODULE

This module is about TOT on Distance Counselling for Students and Parents for target schools of ECW project in Puntland. It was noted that for psychosocial support and counselling for children and parents are essential for children, family and community well-being. It is therefore intended to enhance ensuring understanding importance of counselling and psychosocial support during emergency situation such as coronavirus outbreak.

The module can be used by all trainers to improve and delivery training on counseling and psychosocial support. Various topics on training, counselling, psychosocial and COVID 19 have been involved in the module. It provides with exercise and case studies, that are appropriate the context of Puntland or Somalia.

### **Purpose**

The main objective of this course to familiarize trainers the concept of counselling and psychosocial support in order to promote well-being and contain spread of coronavirus. Consequently, schools are devolved more responsibilities and provided with the necessary concept on psychosocial support so that teachers and head teachers can ensure proactively rights of children and promotion of well-being.

## INTRODUCTION TO TRAINING OF TRAINERS

Training of Trainers(TOT) is a form of training that prepares a trainee for his/her future role as a future trainer. It also aims to assist schools to build their own pool of trainers who are expected to serve as trainers in counselling and psychosocial supports.

Training is a process of acquiring knowledge, skills, and attitude(KSA) that are needed to fill the gap between what people want to do, and what they are able to do now. In order to teach a trainer how to train well, a learning by doing approach is best.

### ELEMENTS OF TOT

There are five basic elements of ToT, which play a key role in shaping the structure and strategy of the training process. These five basic ToT elements are as follows:

- ✎ Training Goal
- ✎ Trainer
- ✎ Target Group
- ✎ Training Course
- ✎ Training Approach



**Training Goal:** The focus should be on developing training objectives that will lead trainees to learn the KSA's they need to achieve the school vision.



**The Trainer:** A trainer has special significance in all types of training. Some of the important roles that a trainer is expected to play are:

- 🎯 Understanding the training needs of the future
- 🎯 Developing the course contents
- 🎯 Understanding the principles and practices of training methods
- 🎯 Arranging training infrastructure
- 🎯 Conducting the training
- 🎯 Assessing the impact of the training
- 🎯 Taking necessary follow-up action



**The Future Trainers:** In ToT course, trainers should therefore promote a practical, interactive, problem solving and participant centered approach to the training.



**The Training Course:** A training course is a series of lessons or lectures teaching the skills that you need for a particular job or activity.



When developing training content, you need to think about the learners' requirements and what type of content would best suit the information.

**The Training Approach:** Participatory approach is widely adopted in the training. A variety of approaches are used in the training. For example, experience sharing, discussions, case studies, group work, question and answers, brainstorming, pair work, presentations by the facilitators and participants.



Brainstorming



Pair Work



Group Work



Role Play



Presentation



Question and Answering



Case Study



## Training Design

A training design is a detailed plan for what you will do, why you will be doing it, and the best ways to reach your objective. The

Eight Steps to an effective training program are:

Step 1: Define purpose of training and target audience



Step 2: Determine Participants' needs



Step 3: Define training goals and objectives



Step 4: Outline training content



Step 5: Develop instructional activities



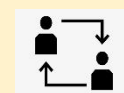
Step 6: Prepare the written training design



Step 7: Prepare participant evaluation form

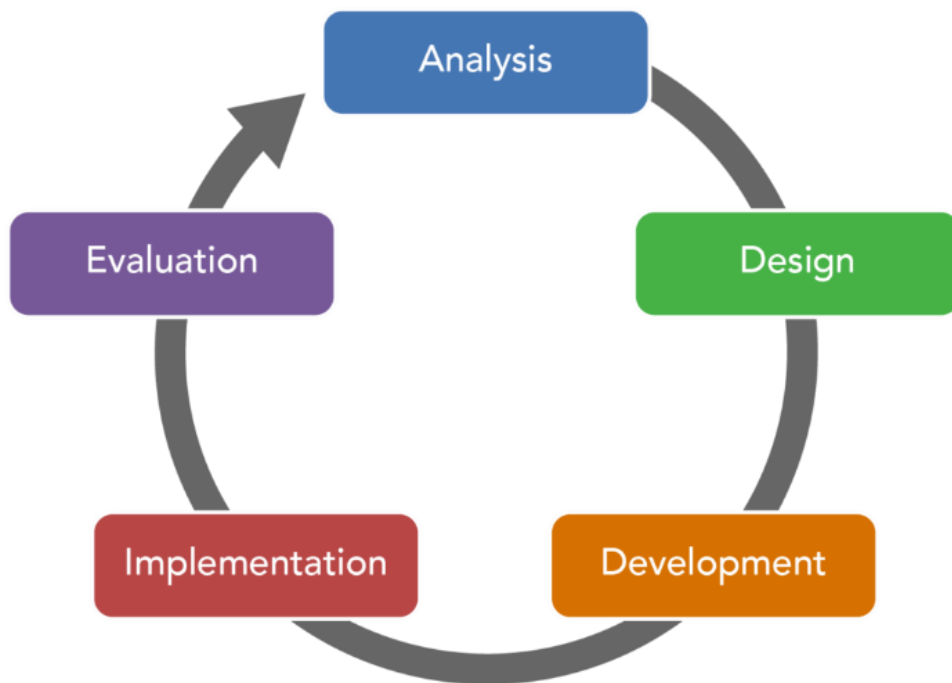


Step 8: Determine follow-up activities for the event



## TRAINING CYCLE

The training cycle is a systematic approach to the development, delivery and continuous improvement of a training program. It consists of a series of stages to ensure that the training meets its intended results. Training can be viewed as a process comprised of five related stages or activities: analysis, design, development, implementation, and evaluation.



## TRAINING NEEDS ASSESSMENT

A training needs assessment can be defined as determining the gap between what an employee must be able to do and what he or she can or is currently doing.

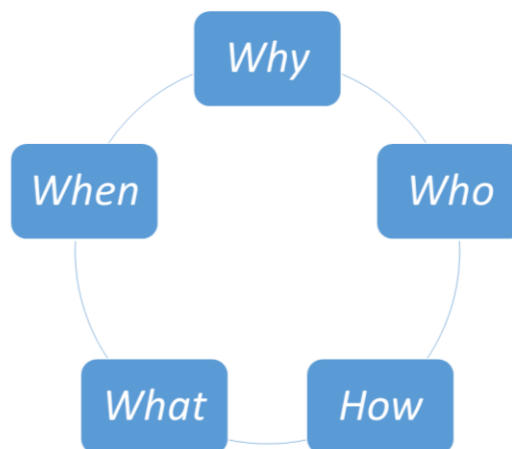
A training needs analysis discovers whether there is a discrepancy between what an employee ought to be doing and that which he or she can do.

Before training design issues are considered, a careful needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who will be trained.

TNA aims at the following situations.

- ✎ Solving a current problem
- ✎ Avoiding a past or current problem
- ✎ Creating or taking advantage of a future opportunity
- ✎ Providing learning, development or growth

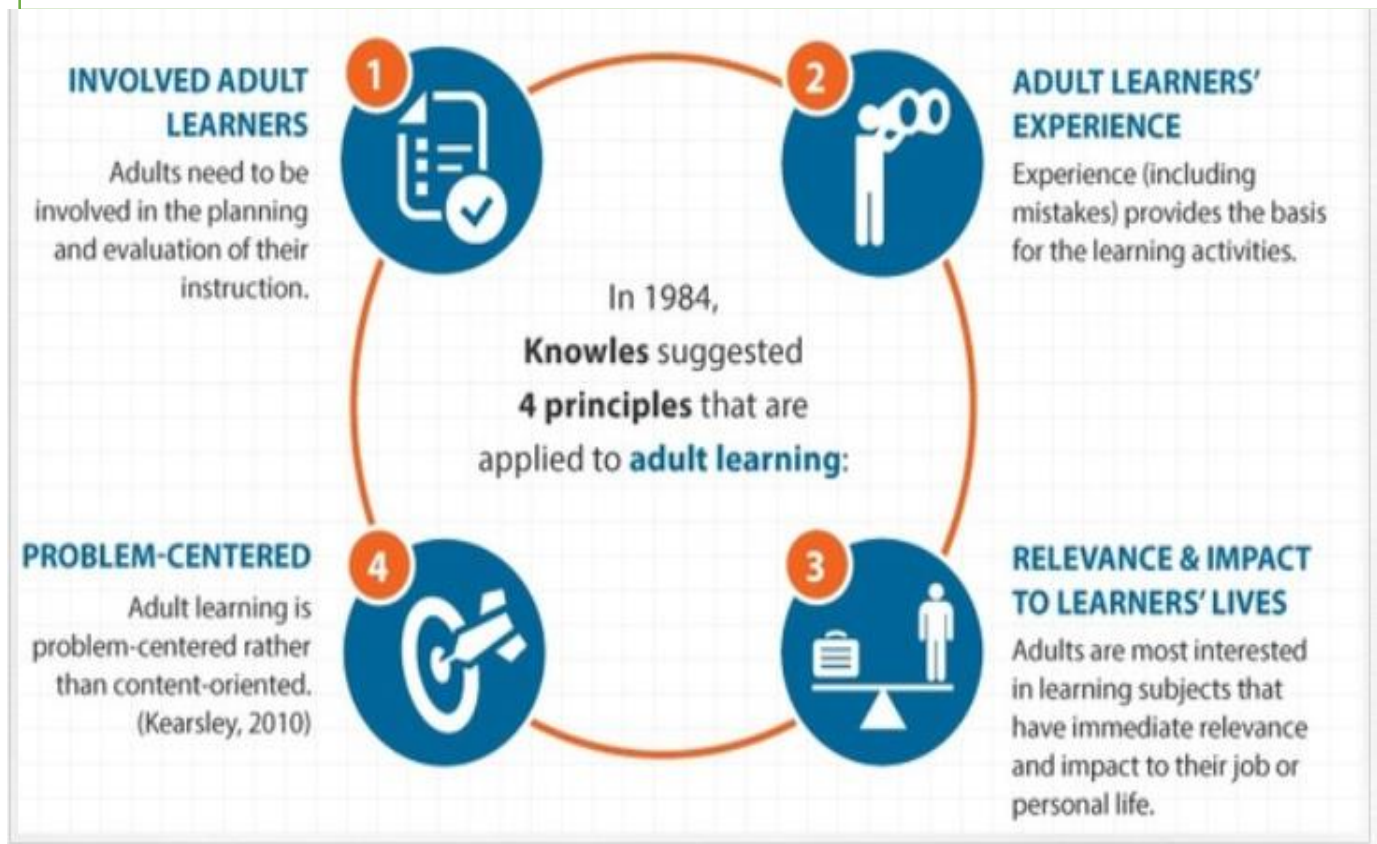
TNA is the method of determining if a training need exists and, if it does, what training is required to fill the gap. The purpose of TNA is to answer some familiar questions: *why, who, how, what, and when*.



## ADULT LEARNING PRINCIPLES

As a trainer, you should have a basic understanding of how adults learn. Adult learners bring experiences and self-awareness to learning that younger learners do not. To understand adult learning principles:

1. **Adults want to know why they should learn:** Adults are motivated to put time and energy into learning if they know the benefits of learning.
2. **Adults need to take responsibility:** Adult learners have a self-concept of being in charge of their own lives and being responsible for their own decisions.
3. **Adults bring experience to learning:** That experience is a resource for themselves and for other learners, and gives richer meaning to new ideas and skills.
4. **Adults are ready to learn when the need arises:** Adults learn when they choose to learn and commit to learn.
5. **Adults are task-oriented:** Education is subject-centered, but adult training should be task-centered.



## PRESENTATION SKILLS

Presentation is a structured, prepared and speech based means of communicating information, or ideas to a group of interested people, in order to inform or persuade them.”

### *Why Presentation Skills in Training?*

- To properly structure your presentation.
- To overcome nervousness.
- To develop powerful Body Language.
- To deliver effective presentation.
- To learn what not to do during presentation
- To design and use visual aids effectively

### PURPOSE

Three Main Purposes of presentation are to

1. Inform

2. Persuade

3. Educate

### Effective Speaker

- Control of information
- The voice used
- The right words
- Use of body language
- Prompts, scripts and notes
- The right location
- Useful and meaningful visual aids

## Step of Presentation Skills

For delivering an effective presentation we need to take the following steps:

- Planning
- Preparation
- Delivering

☑ PLAN  
☑ PREPARE  
☑ PERFORM

### Planning



- What is the purpose of your presentation?
- Who will be your audience?
- What are you trying to achieve through this presentation?
- Design your message
- Organize your material
- Design the look of your presentation
- Create the slides

*List your objectives*  
*Focus on the audience*  
*Determine the message*

### Preparation



#### 1. Subject of presentation:

- a) Decide your message in advance
- b) Have a strong conviction on what you want to talk.

#### 2. Organize your points logically:

- a) What to say at the beginning?
- b) What you deal in the middle?
- c) How to close?

#### 3. Rehearse in private:

- a) You need to practice delivery of presentation. Because, 'Practice makes a person perfect'.

## Delivery

Delivery is the presentation of discussions, demonstrations, and exercises or activities that will help the learners gain the required knowledge and skills for performing a task or learning a subject.



## Opening

- Start with a report to get attention.
- Start with an ice-breaker such as a story, joke or a quotation.
- Be warm and friendly
- Provide facts & figures
- Throw out a question

### Strategies

**Promise the participants what you want to tell them.**

**Tell them what you have promised**

**Tell them what you have told them**

## Body of Presentation

- Cover the subject in logical order
- Repeat important points
- Use visuals wherever possible
- The voice should not be too fast, too high or too slow.



## Body Language

- Smile
- Make Eye-Contact
- Do not lock your arms
- Connect with the audience
- Be aware your body movement



## Closing

**Reiterate the theme, Summarize message**  
**Repeat key points, Ask for action,**  
**Questions and say appreciation of the participants**

**- Sample Session Plan:****Learning Style**

<b>Learner Objectives</b>	By the end of this session, participants will be able to <ol style="list-style-type: none"><li>1. Describe the different ways people learn</li><li>2. Describe the phases of the Experiential Learning Cycle and the relationships among the phases</li><li>3. Describe the trainer's role in each phase of the learning cycle</li></ol>
<b>Time</b>	1 hour, 40 minutes
<b>Session Overview</b>	A. Styles of Learning . . . . . 20 minutes B. Experiential Learning Cycle . . . . . 1 hour, 20 minutes
<b>Materials</b>	Flipchart Markers Handout
<b>Step 1</b>	Greet participants and read aloud the posted Learner Objectives for the session.
<b>Step 2</b>	Ask if anyone can give examples of something they have learned just by trying to do it, without reading or receiving instructions about it.  <i>Possible answers: As a child, beating on things to make noise; drawing; composing poems or songs, etc.</i>
<b>Step 3</b>	Ask participants to imagine that a radio has been brought to a remote village. The villagers gather around it and begin to learn about it.
<b>Step 4</b>	Elicit and write a list of four different ways the villagers might learn to use the radio:
<b>Step 5</b>	Tell participants that these are four different styles of learning and that most people have a definite preference for one of these styles.
<b>Step 6</b>	Ask how the learning styles differ from each other.  <i>Answer: They emphasize different activities: seeing/doing/thinking/feeling.</i>
<b>Step 7</b>	Ask if any style is better than the others.  <i>Answer: No, but one kind may be more appropriate in a given situation. Example: You wouldn't want a pilot or surgeon to learn by feeling!</i>
<b>Step 8</b>	Ask how they might combine learning styles as learning progresses. Have them start with the example of the radio.



## Training Evaluation

## Introduction to Counselling

Counseling is a series of direct contacts with the individual which aims to offer him assistance in changing his/her attitude & behaviors.



### Focus areas

- Counselling operates at an emotional level
- Counselling is mostly offered for personal & social issues.

### Purposes

- Providing the needed information & assistance
- Balanced physical, psychological, emotional, social & spiritual growth
- Helping in individual to make wise choices
- Improve the understanding of self
- Facilitate the adjustment
- Helps in adapting to the changes or new environment
- Making self-sufficient & independent

## How do counselors support clients during the coronavirus pandemic?



## Characteristics of Counselling

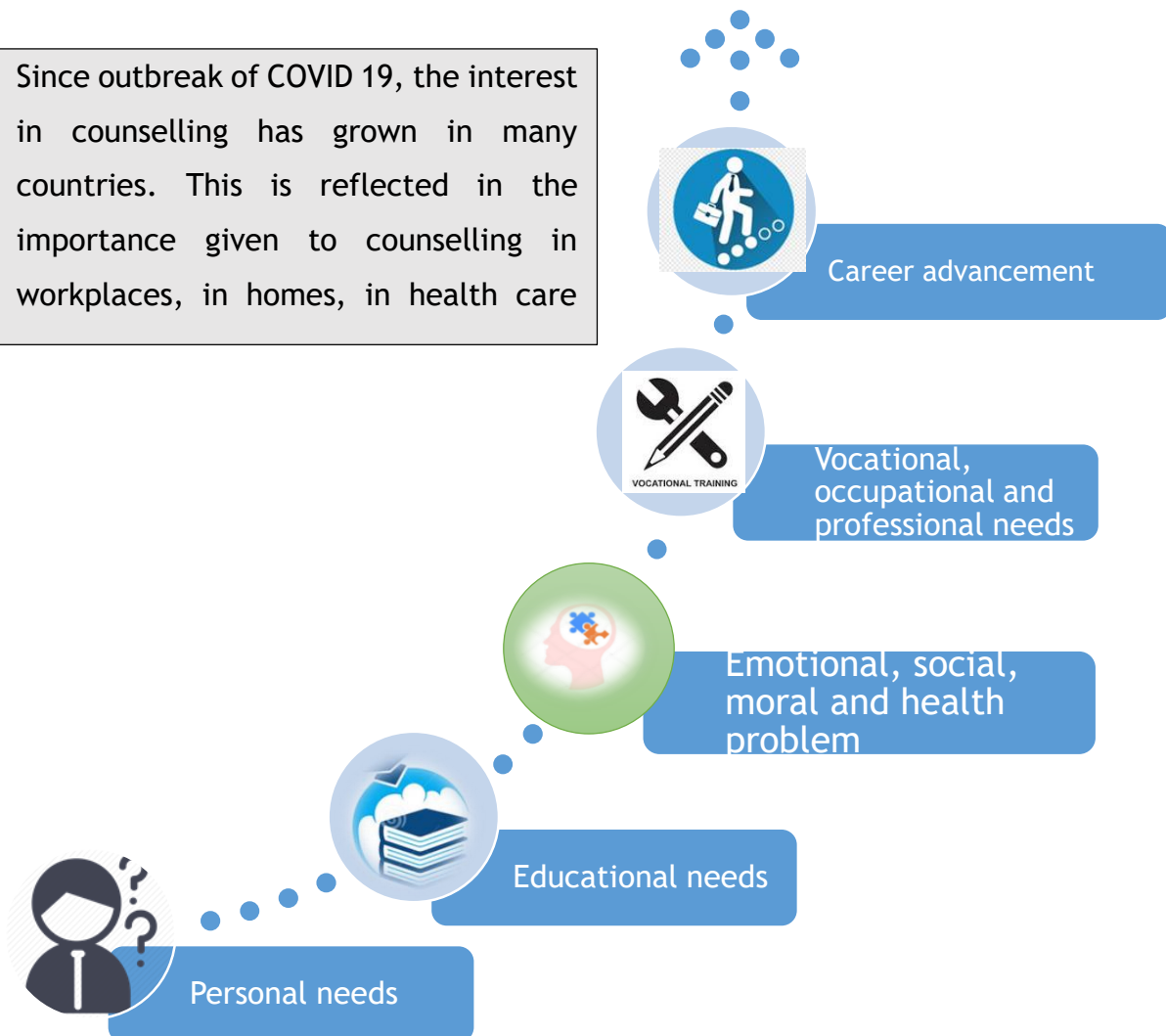
- To provide optimum development & well-being for individual.
- To help individuals adjust to themselves & the society.
- To help people understand themselves in relation to the world.
- To aid individuals in efficient decision making.
- To help individuals plan for a productive life in their social context by focusing on their assets, skills, strengths & possibilities for further development.
- To bring about changes in the attitude & behavior of individuals.
- If counselee is a student, counselling helps him to take a decision, make a choice or find a direction in matters related to an educational program or career.

## Functions of Counselling

- ▶ To provide optimum development & well-being for individual.
- ▶ To help individuals adjust to themselves & the society.
- ▶ To help people understand themselves in relation to the world.
- ▶ To aid individuals in efficient decision making.
- ▶ To help individuals plan for a productive life in their social context by focusing on their assets, skills, strengths & possibilities for further development.
- ▶ To bring about changes in the attitude & behavior of individuals.

## Scope of Counselling

Since outbreak of COVID 19, the interest in counselling has grown in many countries. This is reflected in the importance given to counselling in workplaces, in homes, in health care

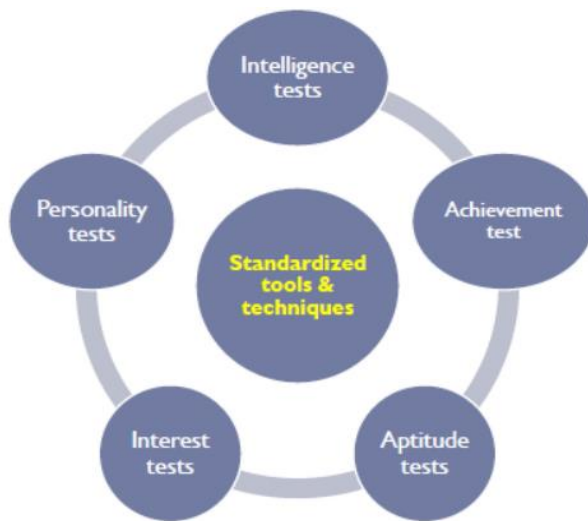
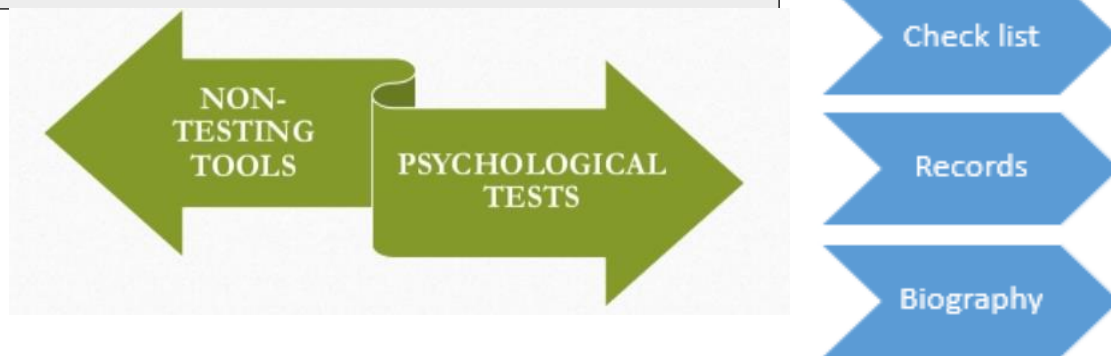


Scope of counselling is very vast. It is concerned with various problems and progress of an individual for example the planning relating to education and health problems, problems related to family, society and emotional adjustments.

## Tools for Counselling

Various types of tools and techniques are used for measuring the potentialities of the individual the counselling purpose. There are two main types of tools and techniques. There are non-testing tools and testing or psychological tools.

Non-testing tools are illustrated on the right side.

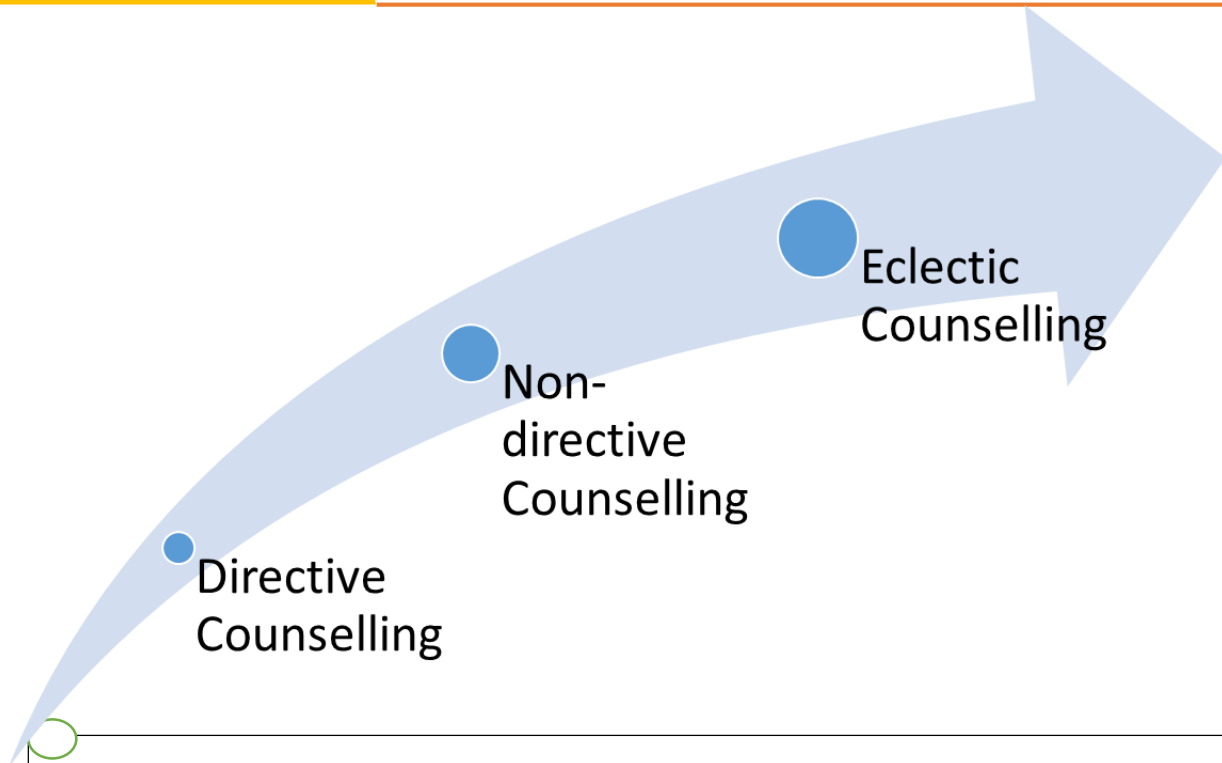


## Psychological Test

They provide information about the individual's psychological characteristic such as intelligence, aptitude, interest, abilities, and personality.

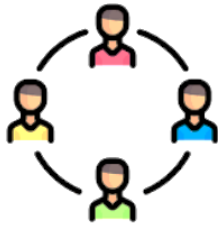
## Importance of Tools

- To serve as the basis of counselling.
- To serve as a basis of vocational guidance
- To identify the areas of weakness
- To select the individual for a job from a group of applicants
- To predict the potentials of an individual.



1. In directive counselling, the counsellor plays a leading role & uses a variety of techniques to suggest appropriate solutions to the counselee's problem. The counsellor is active & help individuals in making decisions & finding solution to their problems. The counsellor tries to direct the counselee's thinking by informing, explaining, interpreting & advising
2. Non-directive is also known as the *permissive counselling approach* where the counselor's role is passive & the counselee's role is active. It is a counselee-centered approach. The counselee makes the final decisions as individuals are thoughts to have full right to make final decisions for the self & solve their problems. The counsellor has to accept the counselee's capacity to make adjustment & adapt.
3. Eclectic is based on the fact that all individuals are different from one another. The techniques are elective in nature because they have been derived from all sources of counselling.

## The Role of the Counsellor



There is a big difference between a professional counsellor and a person who uses some counselling skills as part of their role, for example as a friend or colleague. A professional counsellor is a highly-trained individual who is able to use a different range of counselling approaches with their clients. Thus, the following are main roles of counsellors:

- Arrange orientation programs for the other support staff to enlist their cooperation.
- Prepare an up-to-date list of resources, information, referral & energy available to him.
- Organize the counselling committee.
- Set information Centre about COVID 19.
- Disseminate information through available means in the school
- Arrange talks by expert from different fields.
- Educate students regarding proper study habits, hygiene & assist them in their development.
- Arrange individual discussion with students & their parents for giving them psychosocial support.
- Maintain an active relationship with schools, and community.
- Refer serious mental cases to clinical psychologist or psychiatrists.
- Provide counselling services to students, teachers and parents.



"So, how'd you know I was a stay-at-home dad?"



## Online Counsellor

Technology has become vital in everyone's lives and people are turning to it for reasons such as:

- Meeting new people and developing relationships
- Learning new skills
- Pursuing education
- Accessing support



### Online Counselling



It is technology assisted distance counseling for individuals, couples, and groups involves the use of the telephone or the computer to enable counselors and clients to communicate at a distance when circumstances make this approach necessary or convenient". **Online counselling can be used the following means:**



Email  
Chat room  
Social media  
Videoconference  
Internet forums  
Traditional phone calls



Counselors must ensure that clients are intellectually, emotionally, and physically capable of using on-line counseling services, and of understanding the potential risks and/or limitations of such services



## Introduction to Psychosocial



Psychosocial relates to the combination of psychological and social behavior. It involves both psychological and social aspects in human development.

An example of psychosocial is the nature of a study that examines the relationship between a person's fears and how he relates to others in a social setting.

## Emergency

Emergency as a situation that threatens the lives and well-being of large numbers of a population and in which extraordinary action is required to ensure their survival, care and protection. It may include armed conflict, terrorism, communal violence, torture, and situations of political instability. For children and young people, emergencies present particular threats to their protection, mental and physical health, and overall development.

## Psychosocial Support

Psychosocial support refers to the actions that address both - the social and the psychological needs of individuals, families and communities.

The psychological domain includes feeling, emotions, thoughts, beliefs, perceptions and behavior. The social domain includes traditions, values, upbringing, relationships and family and community networks. The psychological and the social domains intersect and interact - our emotional well-being affects our social life

## Purpose

Psychosocial support aims at enabling people to draw on their own resources, it enhances to restore normality after adverse experiences.

## Areas of Psychosocial Support

There are five essential elements of psychosocial support such as: ensuring safety, self and community efficacy, connectedness, calming and maintaining hope.

1. **Safety** - Create a safe place and establish a trustful relationship.
2. **Connectedness** - Connect to each other, reunite families as soon as possible, strengthen social networks, and try to connect with relatives and friend who can support.
3. **Self and collective efficacy** - help them to regain control, let them be active, wherever possible, give them tasks they are able to fulfill
4. **Calm** - help them to get distance to the event for some moments, reestablish routines and normality.
5. **Hope** - help them to take small steps into the future

Think about your understanding of stress.

Tip:

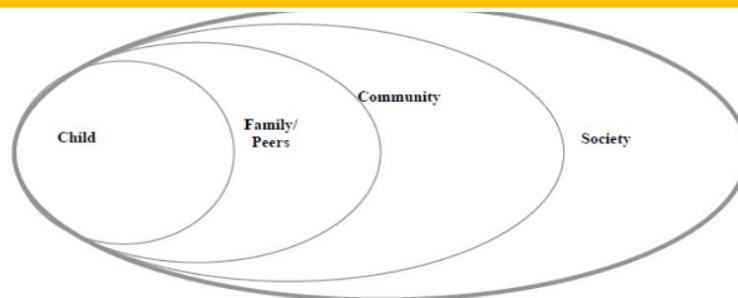
Stress is a normal reaction to a physical or emotional challenge and occurs when demands are out of balance with resources for coping.

List signs of stress.

Tip:

1. Physical signs, e.g. stomach ache, tiredness, headache
2. Mental signs, e.g. difficulty in concentrating, losing track of time, confusion
3. Emotional signs, e.g. anxiety, being sad, feeling useless
4. Spiritual signs, e.g. life seems point-less
5. Behavioral signs, e.g. alcohol abuse, trouble sleeping, appetite changes
6. Interpersonal signs, e.g. withdrawn, in conflict with others

Create a poster that shows when children, parents or families might need psychosocial support.



Write coping strategies of their stress.

### Examples of coping

Setting goals and make a plan to accomplish them  
Do du'a and read quran  
Try to keep on regular routines  
Talk about experiences  
Get enough rest and sleep  
Avoid coffee before going to sleep  
Eat healthy food and try to keep regular meal times  
Keep in touch with loved ones  
Play games or sports and take time for fun  
Consciously try to relax by doing things you enjoy  
Seeking help from others  
Trying to make sense of what

### Exercise

*Think of a person who they loved, were very close to or thought very highly of, who has died. What in particular did you love, value and/or esteem about that person? Why was this person so important to you? what feelings did you have immediately after you heard that the person had died? Give names to those feelings.*

## Child Developments and Child Needs

Child development refers to the sequence of physical, language, thought and emotional changes that occur in a child from birth to the beginning of adulthood. During this process a child progresses from dependency on their parents/guardians to increasing independence.

### Stage of Child Development

Stage	Characteristics
0 - 2 years	Very young children are dependent on adults for all their needs and need close physical contact and emotional attachment to a caring person to learn how to trust and form relationships.
2 - 5 years	Still dependent on adults for their needs. Children of this age develop a memory and the ability to speak and express their needs. They will be increasingly able to express their feeling in words, drawings and through play.
5 - 12 years	Children in this stage develop the ability to think logically, which is why they are considered old enough to go to school. They are curious and want to discover, influence and control their environment. They feel (often inaccurately) that they can effectively influence events. They also acquire the ability to recall events in a logical way and understand the reasons and consequences of what has happened to them.
12- 16 years	Children at this age become conscious of their peers and become influenced by them. They develop a sense of their role in society and how these relate to their gender. They are independent in terms of most needs and can begin to question authority. They do still need to feel loved and need emotional and social guidance.

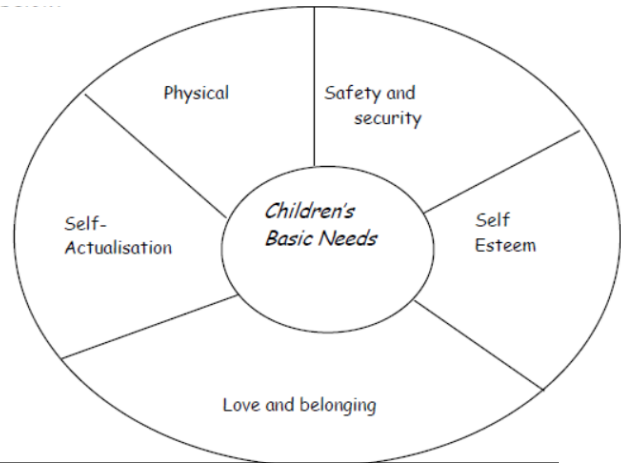
Tip: there are four main ways in which child he/she change and develop:

1. Physical: The ability to move and coordinate
2. Emotional: The feeling and sentiments
3. Mental: The ability to think, reason and rationalize
4. Social: The way s/he relates with other people.

1. What are examples of factors that increase a child's vulnerability in your context?
2. Outlines the different types of risk to children that exist and the impact these can have on children.

## Child Needs

It is necessary to identify child's basic needs. It is easy to identify physical needs of child such: nutritious food, warm clothes when it's cold, bedtime at a reasonable hour. However, a child's mental and emotional needs may not be as obvious. Child needs are illustrated below chart.



### What are Developmental Domains?

- Physical development - includes mastering movement, balance and developing the unfolding ability to use the body's big muscles.
- Social and emotional development - is the child's ability to form and maintain relationships.
- Cognitive development - refers to the increasing ability to learn and think in more and more complex ways.
- Communicative development - includes the ability to understand language and to express needs, thoughts and emotions verbally.
- Adaptive skills - refer to the child's developing abilities to adapt to the surrounding environment and adjust to routines.

### Activities



1. Who is a child according to state and country constitution?
2. What is the critical ages of child development?
3. Describe the importance of understanding childhood.
4. In which age a child can develop pre-literacy and numeracy?
5. How parent can help child's brain to make neural connection?

## Case Study



My name is Asha and I am a 15-year-old girl. **[Read out slowly with expression]**

*Since returning to school I've found it hard to focus on my studies. Did you know that my father died from COVID 19? My mum survived, but she's not the same person she used to be. She always seems busy. Busy at work, busy in the house, busy with my younger brothers. There's nobody at home I can talk to. And when I'm not at school, she keeps asking me to do chores. So many chores! I get tired and I cry at night before I go to sleep. I wish my father was still here. At school, I don't think my friends care about the fact that my father died. They just say lots of people died from coronavirus and I'm lucky I still have my mother. I don't know what to do.*

### Concentrate the following statements:

1. My mother has no time to talk to me anymore and I miss her being interested in my life.
2. It seems like my friends don't care that my father died and they don't understand how much I miss him.
3. There is nobody at home I can talk to
4. I wish my father was still here.



Analysis this case and come with psychosocial support to address Asha's problem.

## Introduction to COVID 19

What do you think COVID-19 is?

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Answer:

COVID-19 is a newly discovered type of coronavirus that you might have heard adults talk about. Some people say it feels kind of like having the flu.

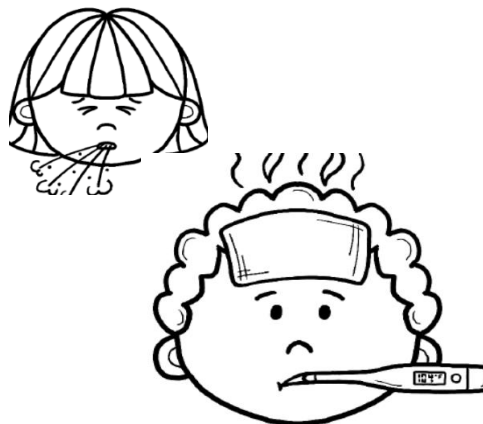


## COVID 19 Symptoms

What does COVID-19 feel like? Have you had or heard of the flu before?

When a virus makes someone feel sick, these feelings are called symptoms. COVID-19 and the flu have some of the same symptoms. What symptoms do you think people have when they have the COVID-19?

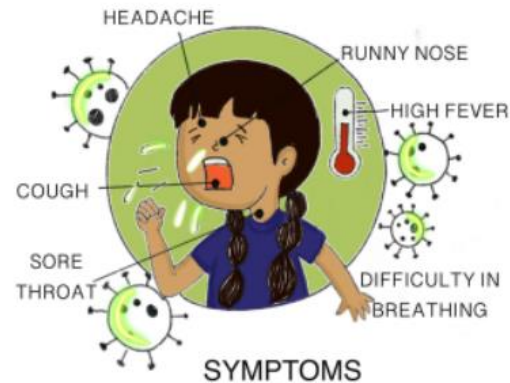
- ☐ Cough
- ☐ Hard to breathe
- ☐ Sore throat
- ☐ Fever
- ☐ Throwing up
- ☐ Diarrhea





## Did You Know?

Sometimes a person with COVID-19 feels all of these symptoms, and sometimes they just feel a few of them.



COVID-19 can easily spread from one person to another, especially when someone who is sick coughs or sneezes. It is very important to cough or sneeze into your elbow or a tissue. Be sure to wash your hands right away for 20 seconds. A cough or sneeze sends tiny germs into the air which then land on things people touch.

## Spread of Coronavirus



Who is doing a good job not spreading their germs?

When you cough or sneeze, where should your germs go?

These friends did a great job covering their mouth and nose. They are helping to stop the spread of COVID-19 germs!

- ☐ Into your elbow
- ☐ On your hand
- ☐ On your friend
- ☐ Into a tissue
- ☐ Into the air
- ☐ Into a hospital face mask



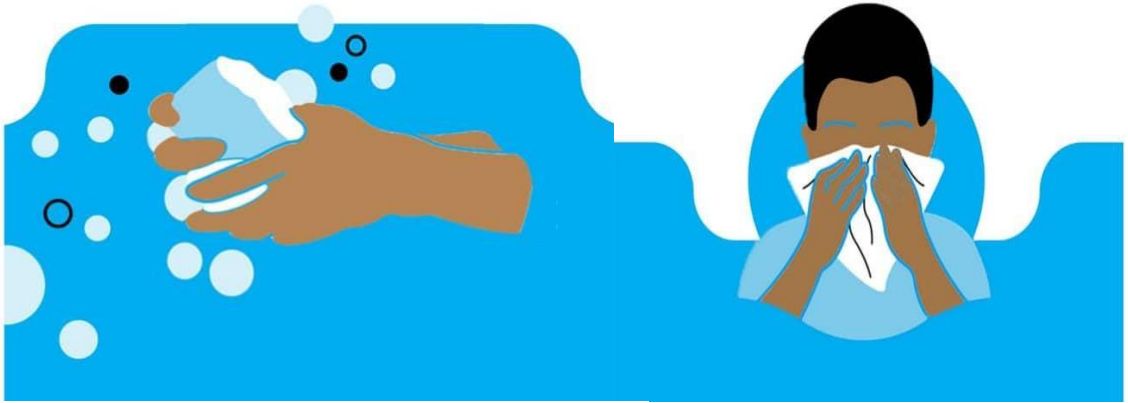
What are some other things you can do to help?



**Gacmahaaga si joogta ah ugu dhaq  
saabuun iyo biyo.**

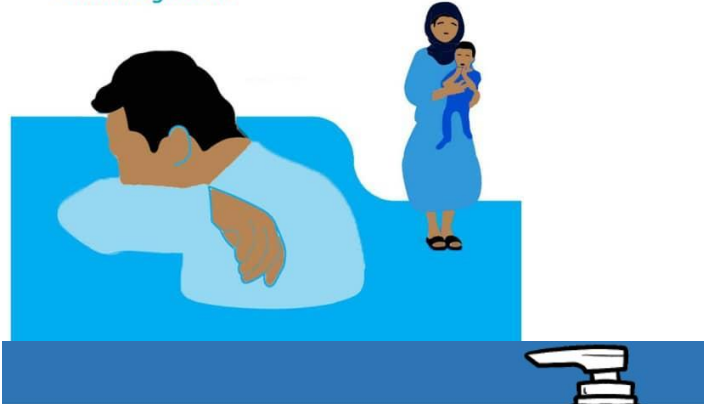
**Dabool afkaaga iyo sankaa marka aad  
Hindhisooneyso ama qufacayso.**

unicef  
for every child



**Iska ilaali in aad ku dhawaato qof  
ay ka muuqdaan calaamadaha durayga  
ama hargabka.**

unicef  
for every child



- Wash your hands with soap for 20 seconds.
- Use hand sanitizer.
- Cough and sneeze into a tissue or your elbow.
- Don't touch your eyes, nose, or mouth.
- Stay at home when you feel sick.



### Recommendations for healthy schools are:

- Sick students, teachers and other staff should not come to school
- Schools should enforce regular hand washing with safe water and soap, hand sanitizer and cleaning of school surfaces
- Schools should provide water, sanitation and waste management facilities and follow environmental cleaning.
- Schools should promote social distancing

#### Check List for school administration, teachers and other staff

- Promote and demonstrate regular hand washing and positive hygiene behaviors.
- Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people.
- Increase air flow and ventilation where climate allows
- Post signs encouraging good hand and respiratory hygiene practices
- Ensure trash is removed daily and disposed of safely

#### CHECKLIST FOR PARENTS/CAREGIVERS & COMMUNITY MEMBERS

- Monitor your child's health and keep them home from school if they are ill
- Teach and model good hygiene practices for your children
- Encourage your children to ask questions and express their feelings with you and their teachers.
- Prevent stigma by using facts and reminding students to be considerate of one another
- Coordinate with the school to receive information and ask how you can support school safety efforts.

#### Check list for Children/Students

- In a situation, you are not feeling well, talk to someone you trust, like your parent or teacher.
- Protect yourself and others
- Be a leader in keeping yourself, your school, family and community healthy.
- Don't stigmatize your peers
- Tell your parents, another family member, or a caregiver if you feel sick, and ask to stay home.

