

National Training of Trainers Psychosocial Support in Emergencies

Training Report



12-14 July 2023
NIDM Campus, New Delhi

Psychosocial Support in Emergencies

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Introduction

Background

Addressing the psychosocial impact of a disaster is an integral part of the relief and rehabilitation process for survivors. It enables emotional healing through the provision of social support, assisting individuals on their challenging journey toward regaining a sense of normalcy. Holistic care approaches that strengthen the community through psychosocial support are crucial in ensuring the normalization and speedy recovery of survivors after a disaster. Creating community resources through training and supportive activities becomes essential for the long-term rehabilitation of affected populations. It is necessary to cultivate a pool of capable individuals who can respond to the psychosocial needs of survivors. This responsibility falls not only on the community but also on civil society and governments, who must support affected communities in rebuilding shattered lives. Enhancing training on psychosocial care and conducting capacity-building exercises are vital in expediting the normalization process of individual and group reactions to the traumatic experiences associated with disasters.

The aim of the Training of Trainers is to cultivate a skilled workforce capable of fostering caring and supportive communities, thereby ensuring the comprehensive well-being and enduring recovery of disaster survivors. This approach aims to address the emotional, social, and psychological needs of disaster-affected individuals and promote their long-term rehabilitation. By equipping individuals with the necessary knowledge and skills, the training program seeks to empower communities to provide effective psychosocial care, facilitating emotional healing, and supporting the journey toward lasting recovery. Through training and capacity building, the program aims to create a network of compassionate individuals who can contribute to the normalization and reconstruction of communities affected by disasters.

Participants were selected from a pool of over 60 applicants by a selection committee comprising of representatives from the organising committee of NIDM, Americares India Foundation, Sphere India and nominated members from Sphere India's Multistakeholder Health Sector Committee. The applications were screened and scored for their educational and professional experience, motivation to attend the training, relevance of the training for their current work and willingness to be mobilised to provide trainings on psychosocial support at the regional level.



Training of Trainers Program Objectives

1. Participants will learn to identify and utilize relevant tools and best practices to support individuals and communities in managing risks and challenges during high impact disasters and ensure effective psychosocial support in emergency settings.
2. Equip humanitarian practitioners across India with the knowledge and skills needed to effectively manage and respond rapidly to psychosocial needs during and after emergencies, ensuring the well-being of affected populations.
3. Apply understanding of priority needs and utilize learned techniques to provide timely and appropriate psychosocial responses in emergency situations.
4. Participants will be empowered to advocate for the importance of psychosocial support and contribute to policy development in the field of psychosocial support in emergency settings.
5. Participants will join a roster of trained individuals who can be mobilised to provide psychosocial support in emergencies as well as conduct regional trainings on psychosocial support.



Day 1: Understanding the Psychosocial Impact of Disasters

Session 1: Disaster Management: Concepts and Linkages with Development & Evolution & Principles of Psychosocial Care in DM

Trainer: Prof. Anil Gupta

Co-trainer: Ms. Atisha Sood

Objectives

- Understand core concepts of disaster management.
- Explore linkages between disaster management and development.
- Identify key stakeholders and their roles in disaster management.
- Understand principles of psychosocial care in disaster management.



Learning Outcomes

Participants gained valuable insights into:

- Defining Disaster Management and understanding its phases.
- Recognizing the crucial linkages between Disaster Management and Development, encompassing economic, environmental, social, physical, and mental aspects.
- Identifying key initiatives for Disaster Risk Reduction (DRR) in India and acknowledging challenges like lack of awareness, education, and infrastructure development.
- Exploring the significance of Psychosocial Care in Disaster Management and comprehending its key components.
- Understanding the inclusion of Psychosocial Care in Disaster Management Frameworks in India, along with the principles governing it.
- Addressing challenges in implementing Psychosocial Care in India and exploring avenues for research, innovation, and international cooperation to enhance Disaster Risk Reduction efforts in the country.



Session 2: "Exploring the Social Impact of Disasters in India: Differential Impacts on Population Groups, Survivor Needs, and Psychological Reactions."

Trainer: Dr. Rajamanikandan, NIMHANS

Co-trainer: Mr. Allen Christopher, NIMHANS

Objectives

- Explore the impact of disasters on individuals and communities.
- Learn components of psychosocial care in disaster settings.
- Analyse case studies and best practices in psychosocial care.
- Identify survivors and assess their needs in disaster situations.
- Develop effective communication and support skills in high-stress environments.
- Coordinate resources to meet diverse survivor needs in disasters.
- Differentiate between normal and concerning reactions after disasters, and recognize common psychological responses.

Activities

- For this session, participants were divided into pairs, where one person was blindfolded and the other was the guide. The blindfolded participant (the "bike" for your reference) must rely on the verbal instructions of their guide (the "driver") to navigate through an obstacle course or a crowd without colliding with anything.
- The goal of such icebreaker activities was to encourage communication, trust, and cooperation between team members. They are often used in team-building workshops, corporate training sessions, and youth camps to foster better understanding and collaboration among participants.

Activity: Car and Bike Game - Importance of Psychosocial Care

Objective: The game aims to highlight the significance of psychosocial care in supporting victims of disasters.



Process:

1. Pairing Up: Participants are paired randomly or strategically to form teams of two, with one person designated as the "driver" and the other as the "bike."
2. Blindfolding: The "bike" is blindfolded, while the "driver" can see and guide their partner.
3. Obstacle Course: As all the participants are moving around swiftly creating obstacles.
4. Communication and Trust: The driver must effectively communicate with their blindfolded partner, providing clear instructions, reassurance, and support to guide them through the course without collisions.
5. Role Reversal: After completing the course, the roles are reversed, and the driver becomes the bike, and vice versa.
6. Reflection and Debrief: After both rounds, the pairs gather for a debriefing session. They discuss the challenges faced, the importance of trust, and the impact of effective communication in successfully navigating the course.
7. Here the bikes represent disaster victims who were blindfolded to symbolize their vulnerability and disorientation following a disaster similarly the drivers represent psychosocial support staff who are supposed to effectively communicate and provide guidance to the blindfolded bikes. They provide emotional support, reassurance, and practical guidance to help the victims navigate the challenges they face.



Benefits:

- Teamwork: Collaboration between PSS staff and victims highlights the importance of teamwork and effective communication in providing psychosocial support.
- Trust and Collaboration: The game emphasizes trust-building and collaboration between the drivers and bikes. The drivers' ability to provide clear directions, empathy, and emotional support is crucial for the bikes to navigate the course successfully.
- Knowledge Sharing: Discussions during the debriefing enhance knowledge sharing among participants, enabling them to learn from each other's experiences.



Conclusion

The Car and Bike Game, focusing on psychosocial care, demonstrates the essential role of PSS staff in supporting disaster victims. By experiencing the challenges faced by blindfolded bikes, participants gain insight into the importance of effective communication, empathy, and emotional support for promoting the well-being and recovery of individuals affected by disasters.

Activity: Vulnerability mapping of Indian States

Objective: The participants are grouped into teams to conduct a vulnerability assessment of various states in India based on different types of disasters: geological, hydrological, meteorological, and biological.

Process:

1. Team Formation
2. Disaster Categories: The teams are assigned one of the four disaster categories: geological (earthquakes, landslides), hydrological (floods, tsunamis), meteorological (cyclones, storms), and biological (pandemics, epidemics).
3. Discussion and Vulnerability Assessment: Each team discusses the historical occurrences of the assigned disasters in different Indian states.
4. Mapping: Using geographical maps, the teams mark the vulnerability levels of each state based on the disaster type they assessed using sticky notes

Benefits:

- Increased Awareness: Participants gain a deeper understanding of the vulnerabilities associated with different types of disasters in Indian states.
- Collaboration: The activity promotes teamwork and encourages participants to work together to achieve a common goal.
- Knowledge Sharing: The presentations facilitate knowledge exchange among participants from different backgrounds and diverse regions.

Activity: Understanding the Multi-dimensional Impacts of Disasters

Objective: The activity aims to deepen participants' understanding of the diverse impacts of disasters by assigning different groups to explore and present the physical, social, psychological, and financial effects observed during and after such events.



Process:

1. **Group Formation:** Participants are divided into groups, each focusing on one impact category: physical, social, psychological, or financial.
2. **Discussion and Reflection:** Each group discusses real-life examples of the impact category assigned to them. They consider different types of disasters and how each impact unfolds during the crisis and in the recovery phase.
3. **Documentation:** Groups document their findings and observations, of the impact category they studied. They note the short-term and long-term consequences on individuals, communities, and societies.
4. **Presentation Session:** Each group presents their findings to the entire group. They share insights into the physical, social, psychological, and financial consequences of disasters, drawing connections between different aspects and illustrating the complexities involved.
5. **Discussion and Reflection:** After each presentation, there is an open discussion where participants can ask questions, seek clarification, and reflect on the multi-dimensional nature of disaster impacts.

Benefits:

1. **Comprehensive Understanding:** Participants gain insights into the various facets of disaster impacts, helping them appreciate the interconnectedness of physical, social, psychological, and financial consequences.
2. **Real-life Relevance:** The use of real-life examples makes the impacts more relatable and allows participants to see how different dimensions intertwine in actual disaster scenarios.
3. **Empathy and Sensitivity:** Learning about the wide-ranging effects of disasters cultivates empathy and sensitivity towards disaster-affected individuals and communities.

The activity "Understanding the Multi-dimensional Impacts of Disasters" enriches participants' knowledge about the diverse consequences of disasters. By focusing on physical, social, psychological, and financial impacts and illustrating them with real-life examples, the activity enhances participants' ability to comprehend the complex challenges that arise during and after disasters. This understanding is essential for developing effective disaster response strategies and building resilient communities.

Learning Outcomes:

Participants gained valuable insights into:

1. The methodology and rules for conducting effective Psychosocial Support (PSS) sessions in disaster scenarios.



2. The significance of conducting vulnerability mapping to identify and address the needs of vulnerable populations during disasters.
3. Strengthening their abilities to provide psychosocial support to survivors, meeting their specific needs in disaster settings.
4. Different types of disasters and their wide-ranging impacts on physical, social, psychological, and financial aspects.

Session 3: Understanding and Managing Reactions during Disasters: A Comprehensive Approach

Trainer: Dr. Rajamanikandan, NIMHANS

Co-trainer: Mr. Allen Christopher, NIMHANS

Objectives:

- To familiarize participants with different types of reactions (cognitive, emotional, behavioural, relational, and physical) that individuals may experience during a disaster.
- To learn how to recognize and identify various emotional responses exhibited by survivors and affected individuals.
- To understand the significance of categorizing reactions as normal and abnormal, and how to effectively classify them.
- To equip participants with essential skills and strategies for providing appropriate psychosocial support to individuals experiencing diverse emotional reactions.
- To explore the importance of proper intervention and follow-up steps in managing and addressing abnormal reactions.

Activity: Disaster Reaction Matching

Objective: The game aims to facilitate deeper conversations about the types of reactions people may have after a disaster. Participants are encouraged to explore different categories of reactions (cognitive, emotional, behavioural, relational, and physical) by matching emotion cue cards with corresponding reaction cue cards.

Process:

1. Cue Card Setup: The trainer places five reaction cue cards (cognitive, emotional, behavioural, relational, and physical) on the floor



in a visible and accessible manner. Emotion cue cards are also scattered across the floor, representing a wide range of emotions.

2. **Participant Instructions:** Participants are informed that the emotion cue cards represent various emotions people may experience after a disaster. Their task is to pick an emotion cue card and match it with the appropriate reaction category cue card.
3. **Matching Activity:** Participants take turns coming up to the cue card area, selecting an emotion cue card, and placing it next to the corresponding reaction cue card. They are encouraged to think critically about which category best fits the chosen emotion.
4. **Group Discussion:** After everyone has matched their emotion cue cards, the trainer leads a group discussion. Participants share their choices and reasoning behind their matches, creating an opportunity for deeper conversations about different types of reactions and their significance in post-disaster scenarios.

Benefits:

- **Enhanced Understanding:** The game promotes a comprehensive understanding of the various types of reactions individuals may have after a disaster.
- **Emotional Awareness:** Participants become more aware of the range of emotions people may experience in such situations.
- **Communication:** Group discussions foster open communication and empathy as participants share their perspectives and experiences.
- **Encourages Reflection:** Participants reflect on the complexity of human reactions and gain insights into the importance of emotional support after disasters.

The Disaster Reaction Matching game offers an interactive and engaging way to explore the diverse range of reactions people may have following a disaster. By discussing and matching emotion cue cards with reaction categories, participants gain a deeper understanding of the emotional, cognitive, behavioural, relational, and physical responses individuals may exhibit. The game facilitates meaningful conversations about the importance of providing appropriate support and care to those affected by disasters.

Learning Outcomes:

Participants gained valuable insights to:

1. Identify and comprehend different types of emotional reactions experienced by individuals during disasters.
2. Demonstrate an understanding of how to recognize and appropriately respond to cognitive, emotional, behavioural, relational, and physical reactions.



3. Classify emotional responses as normal or abnormal, and understand the implications of each category.
4. Apply effective strategies and techniques to manage and provide psychosocial support to individuals exhibiting diverse emotional reactions.
5. Demonstrate knowledge of follow-up procedures and the importance of continued care for those displaying abnormal emotional responses in disaster settings.



Day 2: Techniques of PSS and Assessment Methods for Intervention

Session 1: Impact of Disasters on PwD and Elderly

- Psychosocial Support and individualized support for People with Disabilities and Addressing communication barriers and ensuring accessible information for individuals with disabilities during disasters.
- Impact of Disasters on the Elderly and Age-sensitive Disaster Management and Psychosocial support

Objectives

- Understand psychosocial support for individuals with disabilities.
- Identify unique psychosocial challenges faced by individuals with disabilities during disasters.
- Develop skills to conduct comprehensive needs assessments for personalized support.
- Learn effective communication techniques and strategies for promoting inclusion and well-being.
- Promote social inclusion and participation of individuals with disabilities in disaster response and recovery efforts.

Activity: Role Play - Psychosocial Support for Differently Abled Individuals

Objective: The activity aimed to develop participants' understanding and skills in providing age-sensitive psychosocial support to individuals with disabilities during disaster scenarios. Role-playing allowed volunteers to experience being the Psychosocial Support Provider (PSS) and individuals with different disabilities, enabling them to observe and discuss appropriate reactions and responses.

Process:

1. Role Play Setup: From all the participants, the trainer selected 8 volunteers. Among these volunteers, one person took on the role of the Psychosocial Support Provider, while the others portrayed individuals with various disabilities. The trainer explained the context of a major disaster, with people in the area facing significant damages and loss of homes.
2. Psychosocial Support Scenarios: The PSS provider was asked to sit in the centre, symbolizing their central role in assisting disaster-affected individuals. Each volunteer with a disability walked in one by one, portraying people in distress seeking help from the PSS provider.



3. **Observations and Discussion:** The rest of the participants observed the interactions between the PSS provider and individuals with disabilities, taking note of their reactions, support approach, communication, and empathy in each scenario.
4. **Feedback and Reflection:** After all role plays were completed, a group discussion took place. Participants shared their observations, discussing what went well in each interaction and identifying areas for improvement in providing effective and sensitive psychosocial support to differently abled individuals during disasters.
5. **The Role Play activity on psychosocial support for differently abled individuals** provided a practical learning experience for participants. By assuming the roles of both the PSS provider and individuals with disabilities, participants gained valuable insights into the challenges of offering support in disaster situations. The activity highlighted the significance of empathy, understanding, and effective communication in providing psychosocial care for vulnerable populations. Through reflection and discussion, participants enhanced their knowledge and skills, preparing them to offer compassionate and tailored support to individuals with disabilities in times of crisis.

Activity: Awareness Circle - Identifying Issues Faced by Persons with Disabilities (PwDs)

Objective: The activity aimed to raise awareness about the diverse challenges encountered by Persons with Disabilities (PwDs) by encouraging participants to collaboratively identify and share unique issues in a non-repetitive manner.

Process:

1. **Circle Formation:** Participants gathered in a circle, and the facilitator explained the purpose of the activity.
2. **One-Issue Round:** The facilitator initiated the activity by asking each participant to name one specific issue faced by PwDs. The rule was that participants should not repeat an issue that had already been mentioned by someone else.
3. **Continue and Reflect:** The facilitator continued the process, allowing each participant to share one unique issue in each round. As the rounds progressed, participants needed to think critically and identify less commonly known issues, promoting deeper understanding and awareness.
4. **Discussion:** After completing several rounds, the facilitator opened a group discussion. Participants shared their insights and thoughts on the issues raised during the activity. They could also ask questions and seek clarification on any unfamiliar challenges mentioned.



Benefits:

- **Awareness:** The activity increased participants' awareness of a broader range of issues faced by PwDs, beyond common ones.
- **Critical Thinking:** By avoiding repetition, participants engaged in critical thinking to identify less commonly discussed issues.
- **Empathy:** The activity fostered empathy as participants gained insight into the diverse challenges PwDs encounter in their daily lives.
- **Knowledge Sharing:** The group discussion allowed participants to learn from each other's perspectives and experiences.

The Awareness Circle activity successfully achieved its objective of creating awareness and understanding about the various challenges faced by Persons with Disabilities. Through the collaborative effort to identify unique issues, participants were encouraged to think critically and approach the subject with empathy. By actively participating and discussing the identified issues, participants gained valuable insights and developed a greater appreciation for the importance of promoting inclusivity and support for PwDs in society.

Activity: Family Life Cycles and Disaster Impact: Understanding Psychosocial Challenges

Objective: The activity aimed to explore the various family life cycles and how they are affected during a disaster. Participants were divided into groups, each representing a specific family life cycle, to reflect on the emotional thoughts, issues, and struggles they face in their current life stages. Through this process, participants gained insight into the importance of family stability and the psychosocial impact of forced disruptions caused by disasters.

Process:

1. **Group Formation:** Participants were divided into groups, with each group representing a different family life cycle stage (e.g., newlyweds, young parents, empty nesters, retirees, etc.).
2. **Reflection on Life Stage:** Within their respective groups, participants were asked to reflect on the emotional thoughts, issues, and struggles they commonly experience in their current family life cycle stage.
3. **Impact of Jumping Life Cycles:** After understanding the emotional and practical challenges faced during their current life stage, participants were asked to consider the psychosocial impact of being forced to jump to another life cycle due to a disaster's consequences.



4. **Group Presentations:** Each group presented their reflections and discussions to the entire gathering, sharing insights into the significance of family life cycles and the potential effects of disaster-induced transitions.

Benefits

- **Family Life Cycle Understanding:** Participants gained a deeper understanding of the different family life cycles and the unique challenges each stage presents.
- **Disaster Impact Awareness:** Through discussion, participants recognized the potential disruptions caused by disasters and how they can force individuals and families into different life stages.
- **Empathy and Sensitivity:** Understanding the emotional struggles in various life stages fostered empathy and sensitivity towards others' experiences.
- **Importance of Family Stability:** Participants recognized the importance of family stability during and after a disaster, and the significance of psychosocial support in helping individuals and families cope with transitions.

The Family Life Cycles and Disaster Impact activity provided participants with a comprehensive understanding of family life stages and how they are affected by disasters. By reflecting on their own life stages and considering the impact of jumping life cycles, participants gained insight into the emotional challenges faced by families during such transitions. The activity underscored the importance of psychosocial support in helping individuals and families navigate the complexities of disaster-induced changes and highlighted the need for compassionate and tailored assistance during such challenging times.

Learning Outcomes

Participants gained valuable insights on:

- Hazard, vulnerability, and risk factors concerning people with disabilities (PWD) during disasters.
- Unique challenges faced by PwD during disaster situations and learned effective ways to address their specific needs in disaster response and recovery.
- Identifying different family cycles and how to categorize disaster victims based on their lifecycle stages, enabling them to provide tailored psychosocial support accordingly.
- Significance of considering disrupted family cycles in disaster scenarios and learned how to integrate this understanding into the delivery of psychosocial support (PSS) to enhance overall disaster recovery outcomes.



- Strategies to address communication barriers and ensure accessible information for individuals with disabilities during disasters, promoting inclusivity and comprehensive support.

Session 2: Impact of Disasters on women and Gender Sensitive Disaster Management

Trainer: Dr Eilia Jafar, Tanyak

Objectives:

- Understand social discrimination against women.
- Explore the impact of disasters on women and their unique needs.
- Learn about gender-sensitive disaster management.
- Develop strategies for integrating gender sensitivity into disaster management.



Activity: Role Play - Gender Sensitivity in Disaster Camps: Understanding Psycho-Social Challenges

Objective: The role-playing activity aimed to sensitize participants to the realities of a disaster camp and the potential psycho-social challenges that arise during such situations, with a particular focus on how women are impacted. Through the simulation, participants experienced the difficulties of confined living spaces and the unique challenges faced by different family members, including women, during disaster-induced displacement.



Process:

1. **Group Formation:** Participants were divided into one group of 10 and four groups of 5 members each. The group of 10 formed the "Control Group" and enacted an actual household scenario in a patriarchal system, where the female mother was primarily responsible for household work, emphasizing gender-specific roles and responsibilities within the family.
2. **Disaster Simulation:** The facilitator introduced a disaster scenario, and rest of the participants were asked to form groups of 5 members and assign the roles of different family members. Each group acted as a separate family unit.
3. **Moving to the Camp:** As the disaster worsened, families were instructed to move into a makeshift camp. The Control Group formed the walls of the camp, representing the confined living space.
4. **Adjusting to Camp Life:** Families had to adapt to the cramped conditions, facing new psycho-social challenges in their living arrangements. Among the family members were disabled individuals, older adults, and children, who encountered significant difficulties in the confined space.
5. **Role Play Observations:** While in the camp, the facilitator observed the interactions and experiences of the participants, paying special attention to how women were impacted by the constricted living conditions and the additional responsibilities they might assume.
6. **Group Discussion:** After the role play, a group discussion took place to share observations and reflections. Participants discussed the unique challenges faced by women in disaster camps, including increased caregiving roles, privacy concerns, and potential risks to their safety and well-being.



Benefits:

- **Gender Sensitivity:** The role play sensitized participants to the gender-specific challenges that arise in disaster camps, particularly for women.
- **Empathy and Understanding:** Participants gained empathy and understanding for the psycho-social struggles faced by different family members in confined living spaces.
- **Awareness of Vulnerabilities:** The activity highlighted the vulnerabilities of disabled individuals, older adults, and children in disaster settings.

- Promoting Gender-Sensitive Disaster Management: The activity emphasized the importance of considering gender-specific needs in disaster management planning and response.

The Role Play on Gender Sensitivity in Disaster Camps effectively shed light on the realities and challenges of disaster-induced displacement, particularly for women and vulnerable family members. By experiencing the difficulties of confined living spaces and the unique responsibilities that women may bear during such situations, participants gained a deeper appreciation for the importance of gender-sensitive disaster management. The activity underscored the significance of providing psychosocial support tailored to the specific needs of individuals and families in disaster camps to promote resilience and well-being.

Learning Outcomes

Participants gained valuable insights on:

- Understanding the differential impacts of disasters on women and men, gender equity, and traditional division of labour during disaster situations.
- Recognizing the specific challenges faced by women post-disaster, including access to education, WASH facilities, and evolving gender roles in disaster settings.
- Appreciating the importance of focusing on women and girls in disaster management due to their increased vulnerability and specific needs during crisis situations.
- Addressing safety and security concerns for women in disaster camps, including an increased risk of sexual violence.
- Integrating gender perspectives in disaster management programs through guiding principles: rights-based approach, needs responsiveness, participation, and resilience building.

Session 3: Recalling Childhood events and Impact of Disasters on Children

Trainers:

Mr. Anirban Dutta, Metamorphosis Films
Ms. Kamiya Dargan, Metamorphosis Films
Ms. Rashmi Singh, Metamorphosis Films

Objectives:

- Examine the impact of disasters on children.



- Learn strategies for providing psychosocial support to children in disasters.
- Develop skills in creating a safe and supportive environment for children.

Activity: Body Drawing - Exploring Emotions and Self-Awareness

Objective: The activity aimed to provide art therapy for participants to explore and express their emotions and self-awareness in the context of the impact of disasters. Through body drawing, the participants engaged in a mindful reflection, fostering emotional understanding and grounding techniques.

Process:

- **Body Outline:** Each adult participant received a large sheet of paper with a printed outline of a human body.
- **Meditation and Reflection:** The facilitator guided the participants through a meditation session, encouraging them to close their eyes and reflect on their emotions. They were asked to focus on their body and the sensations they experienced during the reflection.
- **Drawing Emotions:** After the meditation, the participants were provided with various colors and art materials. They used these to draw on different body parts, representing the emotions and feelings they explored during the reflection.
- **Sharing and Discussion:** If the participants felt comfortable, they had the option to share their artwork with the group. This allowed them to express their emotions and feelings in a supportive and non-judgmental environment.

Benefits:

- **Emotional Expression:** The activity provided a creative outlet for adult participants to express and process their emotions related to the impact of disasters.
- **Self-Awareness:** Engaging in mindful reflection and translating emotions into drawings promoted self-awareness and emotional understanding.
- **Mindfulness:** The meditation component encouraged participants to be present in the moment, focusing on their bodily sensations and emotional experiences.
- **Grounding Technique:** Drawing on the body outline offered a grounding technique for participants to connect with their emotions and experiences.

Activity: Art-Based Assessment – Drawing a Bridge

Objective: The activity aimed to utilize art as a means of assessment and self-expression. Participants were asked to draw a bridge and two places on either side of it, symbolizing their current state or emotions at the starting point and their desired state or goals at the destination.



Process:

1. Explanation and Materials: The facilitator explained the purpose of the activity and provided drawing materials such as paper, pencils, markers, or crayons.
2. Drawing a Bridge: Participants were asked to draw a bridge on their paper, representing the journey from their current state to their desired state.
3. Identifying Starting Point: On one side of the bridge, participants drew a place or symbol that represented their current situation, emotions, or challenges they are facing.
4. Identifying Destination: On the other side of the bridge, participants drew a place or symbol that represented their desired state, goals, or aspirations.
5. Reflection: Participants were encouraged to take a moment to reflect on their drawing and the symbolism behind their choices.
6. Optional Sharing: If participants felt comfortable, they had the option to share their drawings and the thoughts and feelings behind their choices with the group.

Benefits:

- Self-Expression: Drawing provided participants with a creative way to express their emotions, thoughts, and aspirations.
- Personal Assessment: The drawings acted as a self-assessment tool, allowing participants to visually reflect on their current state and desired goals.
- Symbolic Representation: The bridge and places symbolized the participants' journey of growth and transformation.
- Insight and Awareness: The activity fostered insight into participants' emotions and desires, promoting self-awareness and reflection.

The activity offered a unique way for participants to express themselves and reflect on their current emotions and aspirations. By visually representing their journey from one state to another, participants gained insight into their personal growth and transformation. The activity encouraged self-expression and self-awareness, providing a creative and meaningful method of assessment that facilitated open discussions and insights during the session.

Learning Outcomes:

Participants gained valuable insights into:

- The impact of disasters on children, understanding the unique challenges they face and the potential effects on their physical, emotional, and social well-being.



- Strategies for providing psychosocial support to children in the aftermath of disasters, promoting their resilience and coping abilities.
- Skills in creating a safe and supportive environment for children, fostering a sense of security and stability during difficult times.
- The importance of effective communication techniques in helping children express their emotions and feelings in disaster situations.
- Understanding survivor's guilt in children and learning how to address and support them through this emotional experience.
- The therapeutic role of art in helping children process their emotions and express themselves creatively to cope with the impact of disasters on their mental well-being.



Day 3: Techniques of PSS and Assessment methods for intervention

Session 1: Techniques of PSS and Assessment methods for intervention

Trainer: Dr. Rajamanikandan

Co-trainer: Mr. Allen Christopher

Objectives

- To equip participants with practical techniques for conducting psychosocial field assessments of disaster victims.
- To familiarize participants with various assessment tools and methods for gathering essential information during disaster response.
- To explore effective intervention strategies based on assessment findings, tailored to the specific needs of individuals and communities.
- To understand the importance of culturally-sensitive interventions in disaster camp settings, taking into account the cultural and social structures of the society.
- To implement effective strategies for managing stress and preventing burnout.

Activities: Role Play – Challenging PSS intervention in a Disaster Setting

Objective: The activity aimed to simulate a challenging disaster scenario where psycho-social support (PSS) providers interacted with distressed camp inmates. Through the role play, participants analysed the difficulties faced by PSS workers and discussed effective ways to handle such situations.

Process:

1. Volunteer Selection: The trainer selected 5 volunteers to play the role of PSS support providers.
2. Camp Scenario: The remaining participants were instructed to act as camp inmates who had lost everything and were angry, making a lot of noise to simulate a chaotic disaster setting.
3. PSS Intervention: The PSS providers entered the camp and attempted to engage with the distressed camp inmates despite the noisy and angry environment.
4. Analysis and Discussion: Following the role play, the group discussed the challenges encountered by the PSS providers in trying to conduct interventions in such a disruptive and chaotic setting.
5. Effective Strategies: Participants brainstormed and shared effective strategies and approaches to handle similar situations in disaster settings, considering the unique challenges faced by both PSS providers and camp inmates.



Benefits:

- **Realistic Simulation:** The role play provided a realistic simulation of a challenging disaster scenario, allowing participants to understand the complexities of PSS interventions.
- **Analysis and Learning:** Participants analysed the difficulties faced by PSS workers and identified areas for improvement in disaster response strategies.
- **Problem-Solving Skills:** Brainstorming effective strategies encouraged participants to develop problem-solving skills in handling difficult situations during disasters.

The Role Play - Challenging PSS Intervention in a Disaster Setting effectively engaged participants in understanding the complexities and challenges faced by PSS providers in disaster scenarios. Through the simulation, participants gained insights into the difficulties of intervening in a noisy and chaotic environment. The activity encouraged the development of effective strategies and approaches to handle similar situations, enhancing disaster response capabilities and promoting better outcomes for individuals in distress.

Activity: Balloon Emotion Venting - Importance of Expressing Emotions

Objective: The activity aimed to demonstrate the importance of venting out emotions, especially during challenging situations like a disaster. By using balloons as a metaphor, participants experienced the effects of expressing and releasing emotions versus bottling them up.

Process:

1. **Group Formation:** Participants were divided into two groups of three members each and given a balloon each.
2. **Control Group:** The first group (control group) was instructed to blow a little air into their balloons and then let the air out, and repeat the process.
3. **Expression Group:** The second group (expression group) was instructed to blow their balloons without letting the air out, attempting to fill them as much as possible.
4. **Observations:** The facilitator observed how the balloons of the two groups differed in terms of size and pressure.
5. **Balloon Breakage:** The expression group continued blowing their balloons until they eventually burst due to excessive pressure, simulating emotional breakdown from bottling up emotions.
6. **Group Discussion:** After the activity, a group discussion took place to reflect on the differences between the two groups and the importance of venting out emotions.



Benefits:

- **Experiencing Emotional Pressure:** The activity allowed participants to experience the effects of suppressing emotions and building up pressure, leading to eventual breakdown.
- **Understanding the Importance of Expression:** Participants learned the significance of venting out emotions slowly and safely to avoid overwhelming emotional outbursts.
- **Promoting Emotional Resilience:** The activity emphasized the value of expressing emotions to maintain emotional balance and resilience, especially during challenging times like disasters.

The Balloon Emotion Venting activity effectively demonstrated the importance of expressing emotions in a healthy and controlled manner. The control group, which released air from their balloons regularly, did not experience any breakdown, highlighting the benefits of venting out emotions gradually. Conversely, the expression group, which bottled up their emotions, faced eventual balloon bursting, symbolizing the risks of emotional suppression. The activity served as a powerful reminder to encourage individuals to express and vent out their emotions steadily and responsibly to maintain emotional well-being and resilience during difficult situations like disasters.

Activity: Tiger and Goat - Demonstrating Social Support Levels

Objective: The activity aimed to portray the concept of social support by playing a game where one participant acted as a tiger trying to catch the goat inside a circle, while the other participants formed a protective barrier around the goat. The game illustrated different levels of social support, ranging from micro-family level to meso and macro levels.

Process:

1. **Role Assignment:** Two volunteers were chosen—one as the tiger and the other as the goat. The rest of the participants formed a circle and joined hands.
2. **Game Objective:** The tiger's goal was to catch the goat inside the circle.
3. **Social Support Display:** As the game began, it was observed that the participants displayed a strong sense of social support for the goat, actively protecting it and preventing the tiger from catching it.
4. **Reflecting on Social Support:** After the game, a discussion took place about the various ways participants supported the goat, highlighting the different levels of social support involved.
5. **Micro, Meso, and Macro Levels:** Participants explored how the support shown could be reflective of micro-level support (individual and family support), meso-level support



(community or group support), or even macro-level support (societal or institutional support).

Benefits:

- **Illustrating Social Support:** The game provided a tangible way to observe and understand how social support manifests in real-life scenarios.
- **Awareness of Support Networks:** Participants gained awareness of the different levels of social support they can rely on in times of need.
- **Collaboration and Teamwork:** The activity fostered collaboration and teamwork among participants to protect the goat and showcase their support.

The Tiger and Goat activity effectively demonstrated the concept of social support by involving participants in a game where they showed strong protective instincts towards the goat. The game highlighted the various levels of social support, ranging from micro-family level to meso and macro levels, and emphasized the importance of support networks in different contexts. By reflecting on their actions during the game, participants gained insights into the power of social support and how it plays a crucial role in strengthening individuals and communities during challenging times.

Activity: Empathy Task - Creating Challenging Activities for Others

Objective: The activity aimed to promote empathy and personal growth among participants by having them design gentle, challenging activities for someone else in the camp. Then, participants were encouraged to reflect on their own feelings and experiences as they took on the tasks they had written for others.

Process:

1. **Task Prompt:** The trainer asked participants to think of someone in the training they may not know well or feel disconnected from. Each participant was then prompted to write down a challenging activity they would like this person to try.
2. **Reading Aloud:** The trainer randomly selected some participants to read out the challenging activities they wrote for each other without revealing the assigned person.



3. Self-Assignment: After the readings, the trainer instructed each participant to take on the task themselves.
4. Personal Reflection: As participants carried out the challenging activities assigned to them, they gained a deeper understanding of the difficulties and hardships the other person might face.
5. Group Discussion: Once everyone completed their tasks, the trainer facilitated a group discussion to share personal reflections and insights gained through the experience.

Benefits:

- Empathy Development: The activity promoted empathy by encouraging participants to consider others' feelings and experiences while designing the challenging tasks.
- Self-Reflection: Taking on the assigned tasks allowed participants to reflect on their own emotions and experiences, fostering personal growth and understanding.
- Strengthening Connections: The activity created opportunities for participants to engage with one another in a supportive and empathetic manner.

"Empathy Challenge - Personal Reflection and Growth" activity successfully encouraged participants to walk in the shoes of others, promoting empathy, kindness, and a deeper appreciation for the experiences of their fellow camp members. This heightened sense of empathy cultivated a more harmonious and understanding camp environment, laying the foundation for stronger connections and a sense of unity among all participants.

Learning Outcomes

Participants gained valuable insights into:

- Conducting psychosocial field assessments to understand the needs and vulnerabilities of disaster victims.
- Utilizing various assessment tools and techniques for comprehensive data collection.
- Implementing appropriate interventions in community disaster camps, such as games and activities, to promote psychosocial well-being.
- Considering cultural context and social structures to ensure culturally sensitive disaster response efforts.



Session 2: adult learning and Pedagogical skills

Trainer: Mr. Vikrant Mahajan

Objectives:

- **To enable participants** to understand the role of a trainer in connecting learners to the learning objectives within the training environment.
- To equip participants with a range of techniques to effectively engage and communicate with adult learners, considering their resistance, judgmental attitudes, and existing knowledge.
- To familiarize participants with different adult learning styles (visual, auditory, experiential, etc.) and how to adapt training methods accordingly.
- To guide participants in setting clear and measurable learning objectives prior to training, utilizing the SMART approach.



Activity: Regional Smart Goal Setting and Public Learning

Objective: The activity aimed to encourage regional collaboration and effective goal setting by dividing participants into groups based on their states of origin (south, north, northeast, and west). Each group prepared a Smart Goal and its specific objectives for a training session to be conducted in their respective areas. The objectives were then presented in a public forum, facilitating knowledge sharing and learning from each other's smart goals.

Process:

1. **Group Division:** Participants were divided into four groups based on their states of origin (south, north, northeast, and west).
2. **Smart Goal Preparation:** Each group was asked to collaboratively prepare a Smart Goal and its specific objectives for a training session to be conducted in their region. (Specific, Measurable, Achievable, Relevant, Time-Bound)



3. **Public Forum:** After the preparation, all groups came together in a public forum to present their Smart Goals and objectives to the rest of the participants.
4. **Discussion and Learning:** The trainer facilitated a discussion on each group's Smart Goal and objectives, encouraging feedback and suggestions from other participants.
5. **Knowledge Sharing:** Participants learned from one another's Smart Goals and identified effective strategies, best practices, and potential improvements.

Benefits:

- **Effective Goal Setting:** Participants learned the principles of Smart Goal setting and its practical application in creating specific and achievable objectives.
- **Enhanced Training Outcomes:** By discussing and refining objectives collectively, participants gained a deeper understanding of how to design effective training sessions.
- **Regional Collaboration:** The activity fostered collaboration among participants from different regions, promoting regional cooperation and exchange of ideas.
- **Public Learning:** The public forum provided a platform for knowledge sharing and learning from each other's experiences and insights.

The "Regional Smart Goal Setting and Public Learning" activity successfully promoted regional collaboration and effective goal setting among participants. By dividing participants into state-based groups and preparing Smart Goals and objectives for training sessions in their respective areas, participants learned how to create specific and achievable goals. The public forum facilitated knowledge sharing, enabling participants to benefit from each other's experiences and insights. Through this activity, participants acquired valuable skills and strategies to enhance the outcomes of their training sessions and foster regional cooperation and growth.

Learning Outcomes:

Participants gained valuable insights into:

- The essential role of a trainer in facilitating effective learning experiences and connecting learners to the training objectives.
- Various techniques for engaging and validating adult learners, fostering a conducive learning environment.
- Recognizing and catering to diverse adult learning styles to enhance training effectiveness.
- Formulating SMART learning objectives to ensure focused and impactful training outcomes.



Session 3: Panel Discussion – Multistakeholder Engagement for Psychosocial Support (PSS) in Emergencies

Panellists:

- Prof. Anil Gupta, NIDM
- Ms. Meenakshi, Americares India
- Dr. Tracy Kuo, Tanyak
- Ms. Rajshree Das, PCI India
- Dr. Rajamanikandan, NIMHANS
- Mr. Vikrant Mahajan CEO, Sphere India

Objectives:

- Panellists share their organization's experiences in conducting and receiving training on psychosocial support in emergencies.
- Highlight key challenges faced and successful initiatives undertaken.
- Experience from non-experts on PSS
- PSS for rare incidents/disasters

Key Discussion Points:

- **Incorporating Psychosocial Challenges in Vulnerability Mapping:** integration of psychosocial challenges into vulnerability mapping is crucial for identifying scenarios that may exacerbate psychosocial issues during disasters. By understanding these challenges, we can better prepare and respond to the psychosocial needs of affected populations.
- **Recognizing Psychosocial Dimensions in Vulnerability Assessments:** Acknowledging psychosocial dimensions as an integral part of vulnerability assessments goes beyond the response phase of disaster management. Including psychosocial considerations throughout all stages ensures a more comprehensive approach to disaster preparedness and recovery.
- **Addressing the Deficit of Trained Psychosocial Providers:** The severe shortage of trained psychosocial providers presents a significant obstacle to effective psychosocial support. Urgent attention is needed to bridge this gap through extensive training and capacity-building initiatives.
- **Organizational Efforts for Country-Specific Psychosocial Care:** Organizations like NIMHANS have undertaken active efforts to develop country-specific tools and guidelines for providing psychosocial care. These initiatives aim to enhance the quality and relevance of psychosocial support services in disaster-affected regions.
- **Integration of Psychosocial First Aid in Emergency Response:** Recognizing the importance of psychosocial first aid and care within emergency response strategies is vital.



Integrating these elements into disaster response protocols ensures a more holistic approach to meeting the immediate needs of survivors.

- **Tailored Psychosocial Support for Gender-Specific Vulnerabilities:** Addressing gender-specific vulnerabilities that women may face in post-disaster situations requires tailored psychosocial support programs. These initiatives should be sensitive to the unique challenges and experiences of women in such contexts.
- **Sleep as a Fundamental Post-Disaster Need:** Considering sleep as a basic need alongside necessities like food, water, and shelter is crucial for promoting psychosocial well-being after a disaster. Exploring techniques such as eye masks, earplugs, and sleep aids can significantly enhance psychosocial support and aid in the recovery process.

Key Actions and Recommendations

- Develop and implement comprehensive training/ capacity building programs specifically designed for grassroots-level counsellors and psychosocial support providers. Invest in capacity-building programs, training workshops, and certification opportunities to bridge the existing gap.
- Integrate psychosocial challenges explicitly into vulnerability mapping frameworks. Include scenarios that may aggravate psychosocial issues during disasters to improve preparedness and response strategies.
- Incorporate psychosocial dimensions as a fundamental component of vulnerability assessments across all stages of disaster management, encompassing preparedness, response, and recovery phases.
- Collaborate and extend support to efforts in developing country-specific tools and guidelines for effective psychosocial care and evaluation. Foster partnerships to ensure a standardized and culturally relevant approach.
- Develop tailored psychosocial support programs designed specifically for women to address their unique vulnerabilities in the aftermath of disasters. Implement gender-sensitive approaches that promote inclusivity and empowerment.
- Recognize the crucial role of sleep in promoting psychosocial well-being after disasters. Provide essential resources and techniques such as eye masks, earplugs, and relaxation aids to facilitate better sleep among affected populations.
- Allocate resources for research and investment in behavioural science and communication. This will lead to an improved understanding of risk perception and facilitate the development of more effective psychosocial support strategies.



Key Learnings from Training of Trainers

- The selection process that aimed to bring together diverse stakeholders passionate about psychosocial support resulted in a diverse pool of participants of hailing from various states, age groups, educational, professional and life experiences. This enriched the training by expert inputs on content, methodology and future plan of action.
- The content developed for the training was rich in theory and methodology. The participants were curious and interested to learn more in-depth information on psychosocial interventions for specific population groups. For ex. methods to provide PSS to People with Disabilities, Elderly, etc., would require additional sessions and a lengthened training duration to cover beyond sensitisation on the topics. The reference materials provided to the participants was also appreciated and can help the participants glean additional insights and reflect on the training content in future.
- 23% of the participants reflected that the training duration should have been longer up to 5 to 7 days to cover all the topics listed. This would provide adequate time to cover specific topics in detail and give the participants more information on psychological requirements and methods of intervention to provide PSS.
- Participants appreciated the different methods used by the facilitators to deliver content on various topics. However, participants also indicated that in-depth case studies, real life examples and field visits might have enriched the trainings further.
- The group activities, discussions and feedback sessions provided the participants a platform to raise their queries, engage with peers and provide insights based on their personal and professional experience. Additionally, the pointed queries of participants enabled the facilitators to provide in-depth information on topics of interest and direct them to additional resources where necessary.
- The training ensured that all participants irrespective of their individual backgrounds understood the importance of psychosocial support in emergencies. The participants left with an enhanced capacity to gauge the psychosocial needs of affected populations and methods of intervention to provide PSS.

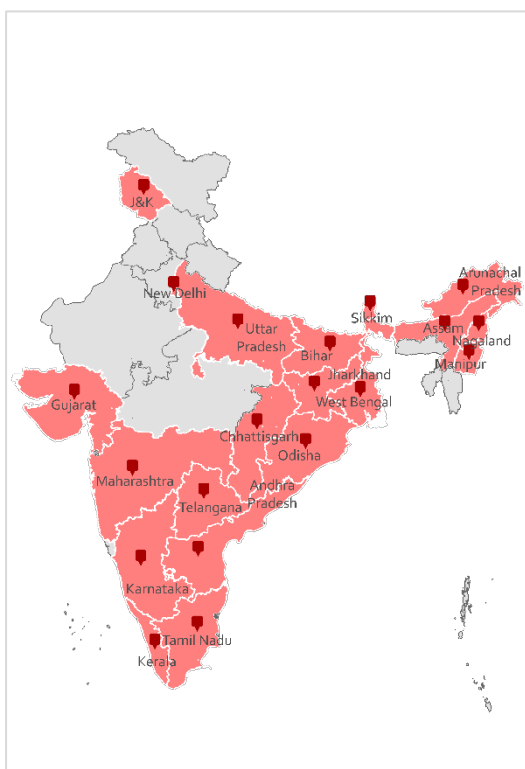
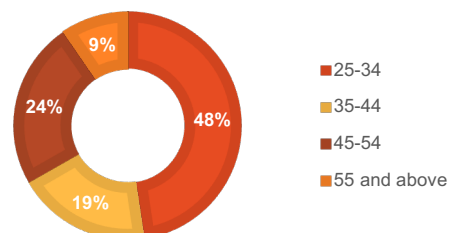


Training Impact and Success

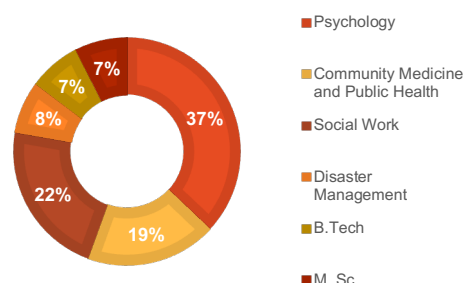
Details of Participants trained

- **Age:** Participants belonged to diverse age groups with most of the participants between 25 to 34 years old. About 24% of the participants were between 45 to 54 years of age and 19% of the participants were between 35 to 44 years of age. Approximately nine percent of the participants were 55 years and above.
- **Gender:** The training program had an almost equal distribution of male and female participants with 52% women and 48% men.
- **States:** Participants from 20 states and Union Territories participated in the Tot.
- **Educational and Professional Background:** Almost 40% of the participants had an advanced degree and professional background in counselling and clinical psychology and psychosocial support. This was followed by participants with a background on public health and community medicine. Many participants also had a background in social work and disaster management.
- **Experience:** The participants had a diverse profile ranging from very experienced professionals with over 10 years of professional experience as well as those with 1 to 3 years of experience. Most of the participants had 1 to 5 years of experience, followed by 6 to 10 years. Many participants also had experience ranging from 11 to 35 years.

AGE OF PARTICIPANTS



EDUCATIONAL BACKGROUND



Positive Feedback and Testimonials

- The sessions were strategic, helpful & thought-provoking.
- These trainings and interactive exercises have helped in providing exposure of practical/ground level situations to the trainers.
- The topics covered were comprehensive and inclusive, as well the Structure of Training have been very strategic to the needs of the trainers.
- The trainings were provided by well-trained and experienced trainers
- The training has been beneficial in knowing some of the Best Practices adopted in India during emergencies.
- The sessions helped in building perspectives on women, children, elderly and differently abled populations of community.
- The Participatory sessions in our program prioritized Cultural Diversity.
- The sessions incorporate interactive group work and discussions to facilitate the Identification of issues.
- Through collaborative activities, participants actively engage in analyzing and addressing challenges related to the topic at hand.

Participants' improved Knowledge and Skills

- Participants learned about the impact of disasters on vulnerable groups and how to provide PSS through various methodologies and how to become a facilitator.
- More than half of participants (56%) had not attended a training on psychosocial support prior to the ToT and 96% of the participants expected to gain understanding the basics of psychosocial support including tools and techniques from the ToT. Post-training 92% of the participants reflected that they learnt the basics of psychosocial support and how to provide psychosocial support and care to affected communities.
- Post training, 76% of the participants reported that the training was relevant to their work and would be able to apply their learnings within their departments/organisations.
- Participants learned the linkages between disaster and development and the role of the community in the process of rehabilitation & rebuilding. The knowledge, tools, and methodology shared were reported relevant to their fieldwork.
- Participants learned about the principles and role of a trainer in psychosocial care in DM and how to implement psychosocial care in emergencies.
- Trained participants in the field of psychosocial support mentioned the training as an opportunity to self-reflect on strengths and identify future learning paths.



Continued Learning and Support Initiatives

The participants were provided with additional reference documents in digital format through a pen drive to enhance their knowledge after the training. The facilitators guided the participants to access resources on the internet and other organisations working in the arena of psychosocial support in emergencies. Furthermore, a plan of action was created for continuing the training in hybrid mode to provide in-depth knowledge on session topics. Peer groups were also created during the training to encourage group learning to continue psychosocial support initiatives in their respective communities and professional departments. Moreover, regional groups of participants were organised to ensure they were equipped to adapt the learnings from the ToT and conduct similar trainings at the regional level.

Boarding, Lodging & Venue of the Programme

The boarding and lodging for the participants were arranged by NIDM team. Travel expenses of the participants were borne by the organising committee for outstation participants and for nominated participants from state departments, the costs were borne by the respective nominating organizations/departments/institutes. The programme was held at NIDM Campus, Rohini, New Delhi. It commenced at 09:00 AM Wednesday, July 12, 2023 and concluded on Friday July 14, 2023.

Certificate

Certificates were awarded to the participants on successful completion of the course.

NOTE: *Only those who had registered, enrolled, had more than 80% attendance and submitted feedback received a certificate of training program.*

Programme Details

This training programme was scheduled for 3 days, based on classroom learning module covering 7 hours each day during the programme from 10 AM to 5 PM. 35 Participants attended the Programme.

Language of Instruction

The medium of instruction was English. However, the resource persons were free to choose either English/Hindi during the presentation and discussion as per the demand of the participants.



Way Forward

- **Continued Learning in Hybrid Mode:** To ensure continuous learning and knowledge dissemination, we will embrace hybrid learning methods. Online platforms and virtual sessions will complement face-to-face interactions, enabling participants to access additional resources, engage in discussions, and participate in webinars and workshops. This approach will allow us to adapt to diverse learning needs and reach a wider audience across different regions.
- **Regional Groups:** We will establish regional groups comprising trained facilitators, participants, and stakeholders. These groups will serve as platforms for knowledge exchange, peer support, and collaborative efforts in providing psychosocial support at the community level. Regional groups will encourage networking and mutual learning, fostering a strong sense of community and shared responsibility.
- **Regional Trainings:** Building on the success of the National Training of Trainers program, we will conduct regional trainings on psychosocial support in emergencies. These trainings will cater to specific regional needs and challenges, offering more in-depth insights into interventions for diverse population groups. By engaging local communities and organizations, we can tailor the training content to address region-specific issues effectively.
- **Reference Materials:** Participants found the provided reference materials valuable. As we move forward, we will continue to curate and update these resources, making them accessible to all participants and stakeholders. These materials will serve as a repository of best practices, case studies, and innovative approaches in psychosocial support, supporting ongoing learning and professional development.

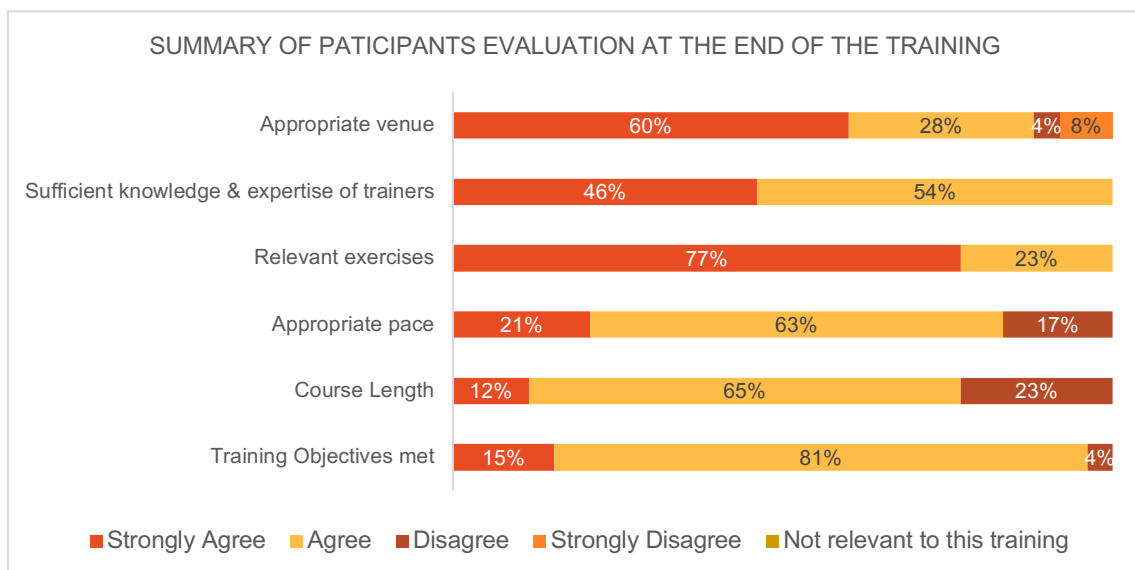
Together, this way forward initiatives will bolster our collective efforts in ensuring the well-being and resilience of communities affected by disasters. By fostering a culture of continuous learning, collaboration, and regional engagement, we can amplify the impact of psychosocial support interventions and contribute to the long-term recovery of survivors. Let us unite in this journey, leveraging our collective expertise and passion to build caring and supportive communities.



Conclusion

The Training of Trainers on Psychosocial Support in Emergencies has been a remarkable journey towards equipping a skilled workforce capable of fostering caring and supportive communities. Addressing the psychosocial impact of disasters is crucial in ensuring the comprehensive well-being and enduring recovery of disaster survivors. Through this training, participants gained valuable insights into the importance of a community-centric approach, holistic care, and building resilience. Their improved knowledge and skills will enable them to provide effective psychosocial care and support survivors on their challenging journey towards recovery.

The selection process brought together a diverse group of passionate stakeholders, enriching the training with expert inputs and diverse perspectives. Participants appreciated the in-depth content and various training methodologies used during the program. Feedback sessions and group activities facilitated engaging discussions and meaningful interactions among peers. However, some participants expressed the desire for longer training duration and more practical case studies.



The chart presents the results of a training program evaluation. Participants rated their agreement on various aspects of the training using a Likert scale. The majority agreed that the training objectives were met, the course length and pace were appropriate, and the exercises were relevant. They also found the trainers knowledgeable and the training venue suitable. However, a small percentage disagreed about the course length and pace, and a notable portion strongly disagreed about the venue choice. Overall, the training was

considered successful in meeting its objectives, but there were mixed opinions about the venue.

The positive impact of the training is evident from the enthusiastic feedback and testimonials received. Participants left with enhanced capacities to gauge psychosocial needs and intervene effectively. To continue this momentum, peer groups and regional networks have been established to ensure ongoing learning and support initiatives.

We are grateful to all the participants, trainers, and supporting organizations for their dedication and commitment. As we move forward, let us continue to advocate for the importance of psychosocial support in emergencies and work collaboratively to build resilient and caring communities. Together, we can make a lasting impact on the well-being and recovery of disaster survivors.



Annexes

1. Session Plan

THREE DAY TRAINING PROGRAMME ON PSYCHOSOCIAL SUPPORT IN EMERGENCIES

SCHEDULE

(12th to 14th July 2023)

TIME	TITLE	OBJECTIVES	RESOURCE PERSONS
Day - 1			
09:00 – 10:00 (60 minutes)	<ul style="list-style-type: none"> Registration Pre-Evaluation 	<ul style="list-style-type: none"> Overview of the training program Introduce trainers and participants 	<ul style="list-style-type: none"> Facilitated by Sphere India and NIMHANS
10:00 – 11:00 (60 minutes)	<ul style="list-style-type: none"> Inaugural Session Introduction 	<ul style="list-style-type: none"> Establish training goals and expectations Sharing by High-Level Panel 	<ul style="list-style-type: none"> Mr. Rajendra Singh, Member, NDMA Mr. Rajendra Ratnoo, IAS, ED-NIDM Prof. Anil Gupta, Head ECDRM, NIDM Mr. Shripad Desai, Deputy Senior Vice President, Country Team Liaison, Americares Ms. Meenakshi, Country Director, Americares India Ms. Shruti Samant, Manager, MHPSS, Americares India Mr. Vikrant Mahajan CEO, Sphere India Dr. Rajamanikandan, Research Fellow, NIMHANS
11:30 – 13:00 (90 minutes)	<ul style="list-style-type: none"> Disaster Management: Concepts and Linkages with Development Evolution & Principles of 	<ul style="list-style-type: none"> Understand core concepts of disaster management. Explore linkages between disaster management and development. Identify key stakeholders and their roles in disaster management. 	<ul style="list-style-type: none"> Prof. Anil Gupta, NIDM Ms. Atisha Sood, Centre for Disaster & Health, NIDM

TIME	TITLE	OBJECTIVES	RESOURCE PERSONS
	Psychosocial Care in DM	<ul style="list-style-type: none"> Understand principles of psychosocial care in disaster management. 	
14.00 – 15.30 (90 minutes)	<ul style="list-style-type: none"> Impact of Disasters Differential Impacts of Disasters on Population Groups in Social Context of India Identifying survivors and their needs in disaster situations Normal & Concerning reactions in Disasters 	<ul style="list-style-type: none"> Explore the impact of disasters on individuals and communities. Learn components of psychosocial care in disaster settings. Analyse case studies and best practices in psychosocial care. Identify survivors and assess their needs in disaster situations. Develop effective communication and support skills in high-stress environments. Coordinate resources to meet diverse survivor needs in disasters. Differentiate between normal and concerning reactions after disasters and recognize common psychological responses. 	<ul style="list-style-type: none"> Dr. Rajamanikandan, NIMHANS Mr. Allen Christopher, NIMHANS
16.00 – 17.00 (60 minutes)	<ul style="list-style-type: none"> Role of community in Psychosocial Care Techniques of Psychosocial Care 	<ul style="list-style-type: none"> Understand the roles of a psychosocial caregiver in disasters. Understand the community's role in psychosocial care during disasters. Explore psychosocial care techniques: first aid, resilience-building, trauma-informed approaches. Explore the Circle of Support and its importance in caring for survivors in disasters 	<ul style="list-style-type: none"> Dr. Rajamanikandan, NIMHANS Mr. Allen Christopher, NIMHANS
17:00 – 17:30 (30 minutes)	Q and A Session and Feedback	<ul style="list-style-type: none"> Reflect on the sessions completed and raise any queries to be addressed 	<ul style="list-style-type: none"> Facilitated by NIMHANS
Day – 2			
09.45 – 10.00	Review of Day 1	<ul style="list-style-type: none"> Review disaster management concepts from previous session. 	<ul style="list-style-type: none"> Facilitated by NIMHANS



TIME	TITLE	OBJECTIVES	RESOURCE PERSONS
(15 minutes)		<ul style="list-style-type: none"> Recap linkages between disaster management and development. 	
10.00 – 11.00 (60 minutes)	PEOPLE WITH DISABILITIES (PWD) <ul style="list-style-type: none"> Psychosocial Support and individualized support for People with Disabilities Addressing communication barriers and ensuring accessible information for individuals with disabilities during disasters. 	<ul style="list-style-type: none"> Understand psychosocial support for individuals with disabilities. Identify unique psychosocial challenges faced by individuals with disabilities during disasters. Develop skills to conduct comprehensive needs assessments for personalized support. Learn effective communication techniques and strategies for promoting inclusion and well-being. Promote social inclusion and participation of individuals with disabilities in disaster response and recovery efforts. 	<ul style="list-style-type: none"> Dr. Rajamanikandan, NIMHANS Mr. Allen Christopher, NIMHANS
11.30 – 13.00 (90 minutes)	WOMEN <ul style="list-style-type: none"> Impact of Disasters on women Gender Sensitive Disaster Management 	<ul style="list-style-type: none"> Understand social discrimination against women. Explore the impact of disasters on women and their unique needs. Learn about gender-sensitive disaster management. Develop strategies for integrating gender sensitivity into disaster management. 	<ul style="list-style-type: none"> Dr. Eilia Jafar, Tanyak
14.00 – 15.30 (90 minutes)	CHILDREN <ul style="list-style-type: none"> Recalling Childhood Events Impact of Disasters on Children 	<ul style="list-style-type: none"> Examine the impact of disasters on children. Learn strategies for providing psychosocial support to children in disasters. Develop skills in creating a safe and supportive environment for children. 	<ul style="list-style-type: none"> Mr. Anirban Dutta, Metamorphosis Ms. Kamiya Dargan, Metamorphosis Ms. Rashmi Singh, Metamorphosis
16.00 – 17.00 (60 minutes)	ELDERLY <ul style="list-style-type: none"> Impact of Disasters on the Elderly Age-sensitive Disaster 	<ul style="list-style-type: none"> Understand the vulnerabilities and challenges faced by the elderly during disasters. Explore the impact of disasters on the physical, 	<ul style="list-style-type: none"> Dr. Rajamanikandan, NIMHANS Mr. Allen Christopher, NIMHANS



TIME	TITLE	OBJECTIVES	RESOURCE PERSONS
	Management and Psychosocial support	emotional, and social well-being of the elderly. <ul style="list-style-type: none"> Develop skills in age-sensitive disaster management and providing tailored psychosocial support to the elderly. 	
17.00 – 17.30 (30 minutes)	Q and A Session and Feedback	<ul style="list-style-type: none"> Reflect on the sessions completed and raise any queries to be addressed 	<ul style="list-style-type: none"> Facilitated by NIMHANS
Day – 3			
09.45 – 10.00 (15 minutes)	Review of Day 2	<ul style="list-style-type: none"> Review impact of disasters on different stakeholder groups. 	<ul style="list-style-type: none"> Facilitated by NIMHANS
10.00 – 11.00 (60 minutes)	<ul style="list-style-type: none"> Handling Stress and Burnout amongst Psychosocial care givers & Self-care Techniques to release stress in disasters Role of Multi-stakeholder Psychosocial Coordination 	<ul style="list-style-type: none"> Implement effective strategies for managing stress and preventing burnout. Promote self-care practices among psychosocial caregivers. Learn and apply stress management techniques specific to disaster scenarios. Identify key stakeholders and their roles in psychosocial coordination during emergencies. Improve communication and collaboration among stakeholders in psychosocial care. Explore successful practices and solutions in multi-stakeholder psychosocial coordination. 	<ul style="list-style-type: none"> Dr. Rajamanikandan, NIMHANS Mr. Allen Christopher, NIMHANS Dr. Eilia Jafar, Tanyak (Field experience)
11.30 – 13:00 (90 minutes)	<ul style="list-style-type: none"> Activities during Train-the-Trainer (ToT) Sessions 	<ul style="list-style-type: none"> Understand the Training of Trainers (ToT) approach. Explain the key concepts, principles, and methodologies of the ToT approach. Understand the role of trainers in transferring 	<ul style="list-style-type: none"> Dr. Rajamanikandan, NIMHANS Mr. Allen Christopher, NIMHANS



TIME	TITLE	OBJECTIVES	RESOURCE PERSONS
		<p>knowledge and skills to volunteers.</p> <ul style="list-style-type: none"> Enhance facilitation and communication skills: Role-playing, Nonverbal Communication Exercises, Simulation Exercises, Technology Integration Build mentorship and coaching abilities: Case Study Analysis, Peer Feedback and Coaching, Reflective Journaling Observation and Performance evaluation. 	
14:00 – 15:30 (90 minutes)	<ul style="list-style-type: none"> Panel Discussion 	<ul style="list-style-type: none"> Panellists share their organization's experiences in conducting and receiving training on psychosocial support in emergencies. Highlight key challenges faced and successful initiatives undertaken. Experience from non-experts on PSS. PSS for rare incidents/disasters. 	<ul style="list-style-type: none"> Prof. Anil Gupta, NIDM Ms. Meenakshi, Americares India Dr. Tracy Kuo, Tanyak Ms. Rajshree Das, PCI India Dr. Rajamanikandan, NIMHANS Mr. Vikrant Mahajan CEO, Sphere India
16:00 – 17:00 (60 minutes)	<ul style="list-style-type: none"> Feedback session & Post assessment Plan of Action 	<ul style="list-style-type: none"> Review the training and discuss Plan of Action for further training to be provided by trainees. 	<ul style="list-style-type: none"> Facilitated by NIMHANS
17.00 – 17.30 (30 minutes)	<ul style="list-style-type: none"> Evaluation of Programme Valediction Distribution of Certificates 	<ul style="list-style-type: none"> Training Closure Vote of Thanks 	<ul style="list-style-type: none"> Facilitated by Sphere India Ms. Shruti Samant, Americares India

Note: Tea Break: 11 AM & 3:30 PM (Half an hour daily)

Lunch Break: 1 PM (One hour daily)



2. List of Resource Persons and Participants

S.N	Name	Organisation	Designation
1	Mr. Rajendra Singh	NDMA	Member
2	Mr. Rajendra Ratnoo	NIDM	Executive Director
3	Prof. Anil Gupta	NIDM	Head ECDRM
4	Mr. Vikrant Mahajan	Sphere India	CEO
5	Ms. Meenakshi Batra	Americares India	Country Director
6	Mr. Shripad Desai	Americares India	Deputy Senior Vice President, Country Team Liaison
7	Ms. Shruti Samant	Americares India	Manager, Mental Health and Psychosocial Support
8	Mr. Ashok Rana	Americares India	Manager, Emergency Response & Special Projects
9	Dr. Eilia Jafar	Tanyak	Co- Founder and Hony. Secretary
10	Dr. Tracy Kuo	Tanyak	Senior Fellow
11	Ms. Rajshree Das	PCI India	Team Leader
12	Dr. Rajamanikandan	NIMHANS	Research Fellow
13	Mr. Allen Christoper	NIMHANS	Research Fellow
14	Ms. Atisha Sood	NIDM	Research Associate
15	Ms. Nupur Tyagi	Sphere India	Program Manager
16	Ms. Mishel Mohan	Sphere India	Deputy Manager
17	Mr. Anirban Dutta	Metamorphosis Films	Director
18	Ms. Kamiya Dargan	Metamorphosis Films	Art Therapist
19	Ms. Rashmi Singh	Metamorphosis Films	Clinical Psychologist

List of Participants

S.N	Name	Gender	Organisation	State
1	A. Limayangla	Female	Sisterhood Network	Nagaland
2	Anirban Dutta	Male	Metamorphosis Films	Uttar Pradesh
3	Ankita Shree	Female	Swargiya Kanhai Shukla Samajik Sewa Sansthan (SKSSSS)	Bihar
4	Arvind Kumar	Male	Disaster Management, Jharkhand	Jharkhand
5	Ashok Rana	Male	Americares India Foundation	Maharashtra
6	Atisha Sood	Female	NIDM	Delhi-NCR
7	Chinmay Sunani	Male	Ajsa India	Odisha
8	Dr. Anil Koparkar	Male	AIIMS Gorakhpur	Uttar Pradesh
9	Dr. Eilia Jafar	Female	Tanyak	Uttar Pradesh
10	Dr. Ida Sylvia Menezes	Female	Dishaa Hope Foundation	Karnataka
11	Dr. Itinder Pal Singh Bali	Male	Redr India	Jammu & Kashmir
12	Dr. Jichu Pulu	Male	Dept. Of Community Medicine, TRIHMS	Arunachal Pradesh
13	Dr. Nikita Bhagat	Female	Independent Psychologist	Delhi-NCR
14	Dr. Tracy Kuo	Female	Tanyak	Uttar Pradesh

15	Dwarika Prasad Nauni	Male	Mountain Children's Foundation	Uttarakhand
16	Faiyaz Salim Barejiya	Male	Aga Khan Agency For Habitat India	Gujarat
17	Hannah Kezia Jose	Female	Sphere India	Kerala
18	Ibhimni Singh	Female	North-East Affected Area Development Society	Assam
19	Joachim Ashim Campoo	Male	Spade	West Bengal
20	Kamiya Dargan	Female	Metamorphosis Films	Delhi-NCR
21	Krishna Chakorbarty	Male	Dmhp Coochbehar	West Bengal
22	Mansi Joshi	Female	Save The Children	Delhi-NCR
23	Maria Khan	Female	Social Welfare Department	Assam
24	P. S. Chandrasekhara Rao	Male	Development Focus	Andhra Pradesh
25	Priyanka Parhad	Female	State Health Resource Centre,C.G	Chhattisgarh
26	Pukhrambam Lokendro Singh	Male	Indian Red Cross Society	Manipur
27	Rashmi Singh	Female	Metamorphosis Films	Uttar Pradesh
28	Shruti Samant	Female	Americares India Foundation	Maharashtra
29	Sonam Palduen Tongden	Female	Department Of Health And Family Welfare	Sikkim
30	Sophia	Female	Hank Nunn Institute	Delhi-NCR
31	Stelvy Peter	Female	Mindverse Mental Health Services	Kerala
32	Subbulakshmi Subbiah	Female	Integrated Development Initiatives And Alternatives (INDIA) NGO	Tamil Nadu
33	Suman Rai	Male	Ddma, Gyalshing	Sikkim
34	Surabhi Gajbhiye	Female	Social Awareness And Action For Development (SAAD)	Maharashtra
35	Y. Gowtham	Male	District Fire Officer	Telangana



3. Participant's Attendance Record

ATTENDANCE

#	Full Name	State	Day 1	Day 2	Day 3
1	A. Limayangla	Nagaland	<i>Limayangla</i>	<i>Limayangla</i>	<i>Limayangla</i>
2	Anirban Dutta	Uttar Pradesh	<i>Anirban Dutta</i>	<i>Anirban Dutta</i>	<i>Anirban Dutta</i>
3	Ankita Shree	Bihar	<i>Ankita Shree</i>	<i>Ankita Shree</i>	<i>Ankita Shree</i>
4	Bhagwat Jaiswal	Chhattisgarh	<i>Bhagwat Jaiswal</i>	<i>Bhagwat Jaiswal</i>	<i>Bhagwat Jaiswal</i>
5	Chinmaya Sunani	Odisha	<i>Chinmaya Sunani</i>	<i>Chinmaya Sunani</i>	<i>Chinmaya Sunani</i>
6	Dr. Anil Koparkar	Uttar Pradesh	<i>Dr. Anil Koparkar</i>	<i>Dr. Anil Koparkar</i>	<i>Dr. Anil Koparkar</i>
7	Dr. Eilia Jafar	Uttar Pradesh	<i>Dr. Eilia Jafar</i>	<i>Dr. Eilia Jafar</i>	<i>Dr. Eilia Jafar</i>
8	Dr. Itinder pal singh bali	Jammu & Kashmir	<i>Dr. Itinder pal singh bali</i>	<i>Dr. Itinder pal singh bali</i>	<i>Dr. Itinder pal singh bali</i>
9	Dr. Jichu Pulu	Arunachal Pradesh	<i>Dr. Jichu Pulu</i>	<i>Dr. Jichu Pulu</i>	<i>Dr. Jichu Pulu</i>
10	Dr. Nikita Bhagat	Delhi-NCR	<i>Dr. Nikita Bhagat</i>	<i>Dr. Nikita Bhagat</i>	<i>Dr. Nikita Bhagat</i>
11	Dr. Priyanka Parhad	Chhattisgarh	<i>Dr. Priyanka Parhad</i>	<i>Dr. Priyanka Parhad</i>	<i>Dr. Priyanka Parhad</i>
12	Dwarika Prasad Nauni	Uttarakhand	<i>Dwarika Prasad Nauni</i>	<i>Dwarika Prasad Nauni</i>	<i>Dwarika Prasad Nauni</i>
13	Faiyaz Salim Barejiya	Gujarat	<i>Faiyaz Salim Barejiya</i>	<i>Faiyaz Salim Barejiya</i>	<i>Faiyaz Salim Barejiya</i>
14	Ibhimni Singh	Assam	<i>Ibhimni Singh</i>	<i>Ibhimni Singh</i>	<i>Ibhimni Singh</i>
15	IDA SYLVIA MENEZES	Karnataka	<i>IDA SYLVIA MENEZES</i>	<i>IDA SYLVIA MENEZES</i>	<i>IDA SYLVIA MENEZES</i>
16	Joachim Ashim Campoo	West Bengal	<i>Joachim Ashim Campoo</i>	<i>Joachim Ashim Campoo</i>	<i>Joachim Ashim Campoo</i>
17	Kamiya Dargan	Delhi-NCR	<i>Kamiya Dargan</i>	<i>Kamiya Dargan</i>	<i>Kamiya Dargan</i>
18	Krishna Chakraborty Chakraborty	West Bengal	<i>K. Chakraborty</i>	<i>K. Chakraborty</i>	<i>K. Chakraborty</i>
19	Mansi Joshi	Delhi-NCR	<i>Mansi Joshi</i>	<i>Mansi Joshi</i>	<i>Mansi Joshi</i>
20	Maria Khan	Assam	<i>Maria Khan</i>	<i>Maria Khan</i>	<i>Maria Khan</i>
21	P S CHANDRASEKHARA RAO	Andhra Pradesh	<i>P S CHANDRASEKHARA RAO</i>	<i>P S CHANDRASEKHARA RAO</i>	<i>P S CHANDRASEKHARA RAO</i>
22	Pukhrambam Lokendro Singh	Manipur	<i>Pukhrambam Lokendro Singh</i>	<i>Pukhrambam Lokendro Singh</i>	<i>Pukhrambam Lokendro Singh</i>
23	Rashmi Singh	Uttar Pradesh	<i>Rashmi Singh</i>	<i>Rashmi Singh</i>	<i>Rashmi Singh</i>
24	Ruchi Sharma	Chhattisgarh	<i>Ruchi Sharma</i>	<i>Ruchi Sharma</i>	<i>Ruchi Sharma</i>
25	Shri. Arvind Kumar	Jharkhand	<i>Shri. Arvind Kumar</i>	<i>Shri. Arvind Kumar</i>	<i>Shri. Arvind Kumar</i>
26	Sneha Mathew	Delhi-NCR	<i>Sneha Mathew</i>	<i>Sneha Mathew</i>	<i>Sneha Mathew</i>
27	Sonam Palduen Tongden	Sikkim	<i>Sonam Palduen Tongden</i>	<i>Sonam Palduen Tongden</i>	<i>Sonam Palduen Tongden</i>
28	Sophia	Delhi-NCR	<i>Sophia</i>	<i>Sophia</i>	<i>Sophia</i>
29	Stelvy Peter	Kerala	<i>Stelvy Peter</i>	<i>Stelvy Peter</i>	<i>Stelvy Peter</i>
30	Subbulakshmi Subbiah	Tamil Nadu	<i>Subbulakshmi Subbiah</i>	<i>Subbulakshmi Subbiah</i>	<i>Subbulakshmi Subbiah</i>
31	Suman Rai	Sikkim	<i>Suman Rai</i>	<i>Suman Rai</i>	<i>Suman Rai</i>
32	Surabhi Gajbhiye	Maharashtra	<i>Surabhi Gajbhiye</i>	<i>Surabhi Gajbhiye</i>	<i>Surabhi Gajbhiye</i>
33	Suraj Parkash Rulwal	Jammu	<i>Suraj Parkash Rulwal</i>	<i>Suraj Parkash Rulwal</i>	<i>Suraj Parkash Rulwal</i>
34	Y. Gowtham	Telangana	<i>Y. Gowtham</i>	<i>Y. Gowtham</i>	<i>Y. Gowtham</i>
35	TRACY KUO	California, USA	<i>TRACY KUO</i>	<i>TRACY KUO</i>	<i>TRACY KUO</i>
36	Dr. Rajamurugan S.	NIMHANS	<i>Dr. Rajamurugan S.</i>	<i>Dr. Rajamurugan S.</i>	<i>Dr. Rajamurugan S.</i>
37	Mr. ALLEN CHRISTOPHER	NIMHANS	<i>Mr. ALLEN CHRISTOPHER</i>	<i>Mr. ALLEN CHRISTOPHER</i>	<i>Mr. ALLEN CHRISTOPHER</i>
38	Shrut Sarant	Americans India	<i>Shrut Sarant</i>	<i>Shrut Sarant</i>	<i>Shrut Sarant</i>
39	Ashok Ram	Americans India	<i>Ashok Ram</i>	<i>Ashok Ram</i>	<i>Ashok Ram</i>
40	MISRELMONAN	SI, NOIDA	<i>MISRELMONAN</i>	<i>MISRELMONAN</i>	<i>MISRELMONAN</i>
41	HANNAH KEZIA JOSE	SI, NOIDA	<i>HANNAH KEZIA JOSE</i>	<i>HANNAH KEZIA JOSE</i>	<i>HANNAH KEZIA JOSE</i>
42	NUPUR THAGI	SI, NOIDA	<i>NUPUR THAGI</i>	<i>NUPUR THAGI</i>	<i>NUPUR THAGI</i>

4. Pre-Evaluation Form

1. During a disaster, what are some potential challenges or issues that may arise related to communication?

- a) Limited access to technology and infrastructure ()
- b) Language barriers ()
- c) Lack of trained personnel for communication ()
- d) All of the above ()

2. What have you learnt about the potential challenges or issues related to communication during a disasters?

3. How do you think psychosocial support can contribute to the overall well-being and recovery of disaster-affected individuals and communities?

4. Name two specific roles or responsibilities that a psychosocial care provider may have during a disaster response?

- a) Providing first aid and medical treatment ()
- b) Conducting needs assessments and identifying vulnerable groups ()
- c) Coordinating logistics and relief supplies ()
- d) None of the above ()

5. What are some healthy coping behaviours and how do they contribute to psychosocial care and support in a disaster affected community?

6. What are some of the challenges faced by people with disabilities

7. What are some of the challenges potential psychosocial impacts of a disaster on children?



8. In your opinion, what are some key factors to consider when identifying the needs of survivors in a disaster situation?

- a) Age, gender, and cultural background ()
- b) Educational qualifications and employment status ()
- c) Socioeconomic status and political affiliation ()
- d) None of the above ()

9. What are some common health-related problems that can occur in a community during a disaster? Please select all that apply.

- a) Severe injuries ()
- b) Disease outbreaks ()
- c) Damage to health clinics ()
- d) Water shortages/contamination ()
- e) Food shortage ()

10. What are the potential psychosocial impacts of a disaster on children?

- a) Increased socialization and resilience ()
- b) Improved academic performance ()
- c) Emotional distress, anxiety, and behavioural changes ()
- d) None of the above ()

11. How can community support and involvement contribute to effective psychosocial care in disaster management?

- a) Providing financial assistance to survivors ()
- b) Offering emotional support and a sense of belonging ()
- c) Conducting awareness campaigns on disaster preparedness ()
- d) None of the above ()



12. In your experience or understanding, what are some important considerations for ensuring gender sensitivity in disaster management?

- a) Addressing the specific needs of women and girls ()
- b) Promoting equal participation and decision-making power ()
- c) Challenging gender stereotypes and roles ()
- d) All of the above ()

13. In your observation, do certain groups in the community tend to be more affected than others during a disaster? If yes, please indicate the groups below.

- a) Older persons ()
- b) Disabled persons ()
- c) Children ()
- d) Women ()
- e) All of the above ()



1. Training Feedback Form



Training Evaluation Form

Title of event: National ToT on Psychosocial Support in Emergencies

Date of Training: 12th to 14th July 2023

Location of Training: NIDM Campus, New Delhi

Instructions: Please tick your level of agreement with the statements listed below	Strongly Agree	Agree	Disagree	Strongly Disagree	Not relevant to this training
1. The objectives of the training were met					
2. The course length was appropriate					
3. The pace of the course was appropriate to the content and attendees					
4. The exercises were helpful and relevant					
5. The Trainers/ facilitators demonstrated sufficient knowledge and expertise					
6. The venue was appropriate for the event					

7. What did you learn from this training?



8. Was this training relevant to your work. If yes, how will you use it? If no, please explain what could have been better?

9. What can be improved in future trainings? Or Any other comments or suggestions for future trainings?

10. Any other comments?

THANK YOU FOR COMPLETING THIS EVALUATION FORM. FEEDBACK RECEIVED WILL BE USED TO PROVIDE IMPROVEMENTS TO FUTURE EVENTS.

5. Training Photos







6. Training Feedback Form



Training Evaluation Form

Title of event: National ToT on Psychosocial Support in Emergencies

Date of Training: 12th to 14th July 2023

Location of Training: NIDM Campus, New Delhi

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Notes

Notes

NIDM

National Institute of Disaster Management (NIDM), Ministry of Home Affairs, Government of India is a premier institute and a Statutory Body (under Disaster Management Act 2005) for training, research, documentation, awareness and human resources and capacity development in the field of disaster mitigation and management.

AMERICARES INDIA FOUNDATION

Americares India Foundation is a health-focused relief and development organization that responds to people affected by urban poverty or disaster with life-changing health programs, medicine and medical supplies. Americares delivers innovative health programs and quality medical aid across India, making it India's leading Non-Profit provider of donated medicine and medical supplies. Americares India's work has been characterized by compassion, expertise, quick response, and effective aid for the people who need it. Over the past 17 years, Americares India has impactfully delivered programs across 21 states serving annually nearly 180K people directly and 3.3 million people indirectly, through quality healthcare support to people living in poverty.

SPHERE INDIA

Sphere India is a National Coalition of Humanitarian Agencies in India. The members include key nodal agencies from Govt. of India, UN Agencies, INGOs, NGO Networks and National NGOs. Sphere India facilitates Inter Agency Coordination, Collaborative Advocacy and Capacity and Knowledge Sharing through a collaborative process for Accountability to affected and at risk population.