

IICBA Executive Education and Policy Academy

Mental Health and Psychosocial Support Training in Uganda

In partnership with



UNESCO Regional Office for Southern Africa



THE REPUBLIC OF UGANDA

MINISTRY OF EDUCATION AND SPORTS



About IICBA

The International Institute for Capacity Building in Africa (IICBA), a category 1 UNESCO institute, is based in Addis Ababa. Founded in 1999, it aims to inform education policies, strengthen teacher professional development, and build capacity in education institutions, including Ministries of Education. To provide innovative solutions and scale-up efforts to improve educational outcomes in Africa, IICBA works with a range of partners, including the African Union, UN agencies, other international organizations, development banks, bilateral donors, foundations, teacher organizations, school networks, and non-profits. IICBA's strategic plan for 2023-25 is built around three main lines of action: (i) Research and knowledge; (ii) Policy dialogue and advocacy; and (iii) Capacity enhancement.

About the Executive Education and Policy Academy

Education systems in Africa are in crisis. Learning poverty, defined as the inability for 10-year-old children to read and understand an age-appropriate text, affects nine out of ten children in sub-Saharan Africa. Teachers are key to improve educational outcomes, but many lack the training they need to ensure that children learn. Beyond the current learning crisis, education systems face a range of medium- and long-term challenges, including changing labor markets that require individuals to acquire new skills, climate change, and conflicts. Education systems have a fundamental role to play for sustainable development, but often fall short. IICBA's aim is to empower teachers for all learners to thrive. Through a range of courses of various lengths, the Executive Education and Policy Academy targets officials in Ministries of Education and other education and civil society leaders to equip them with the knowledge they need to improve teacher policies and education systems in Africa.

About this Course

Since 2020, IICBA has been partnering with the Regional Office for Southern Africa to build resilience and strengthen psychosocial support for Teachers and Teacher Educators in selected Sub-Saharan Africa countries. The project is anchored within the framing of UNESCO's Africa program which focuses on "Our Rights, Our Lives, Our Future" (O3). It has supported (i) an assessment of the psychosocial impacts on teachers of the COVID-19 pandemic; (ii) the development of a contextualized sub-regional strategy on strengthening mental health and psychosocial support (MHPSS) for teachers in Africa; (iii) the development of an evidence based psychosocial support manual, school-based training manual and tools for teachers and Teacher educators; and pilot training for teachers, educators and education experts in four countries i.e. Ethiopia, Eswatini, Kenya and Malawi (iv) A Master training conducted for Ethiopia, Eswatini, Kenya, Malawi and Uganda. (V) a self-paced e-learning course for teachers will be developed. The national training workshop is intended to enhance the capacity of national trainers with advanced facilitation skills, behaviours and techniques needed for the rolling out of the MHPSS guide amongst education officers, educator, and teachers. The national Master trainers' workshop will bring together representatives from the training colleges in all provinces. UNESCO IICBA organized the training in collaboration with the Ministry of Education, and Sports in the Republic of Uganda, Uganda National Teachers Union, UNESCO National Office of Uganda, and UNESCO Multisectoral Regional Office for Eastern Africa.

Learning Journey

This is a five-day face-to-face workshop from June 26 to 30, 2023 aims at strengthening mental health and psychosocial support for experts and teacher educators in Uganda for resilience building, risk mitigation and institutionalization of preventative and support systems on MH-PSS in education sector. The training is facilitated by expert trainers and master trainers who took the training in May 2023.

Day one: Setting the pace with Theoretical Basis, Models, and Principles of MHPSS: The first day of the training focuses on, Context analysis on mental health and Psychosocial Wellbeing issues for pre- and in-service teachers and rationale for MH-PPS training in Uganda; Adult learning principles, Effective ToTs and communication skills during trainings and on the theoretical background, principles, and models of MHPSS. Each session uses different approaches including presentation, role play, group work, mind mapping and case studies.

Day One:
Setting the pace with Theoretical Basis, Models, and Principles of MHPSS

Day Two: Advance training skills and contextualisation of the MPHSS Guide: The second day session focuses on coping mechanisms, management, psychological first aids and advanced psychosocial support, and counselling skills for teachers. The sessions use participatory approaches mainly brainstorming, demonstration, self-reflection, case studies and role plays on counselling techniques such as abdominal breathing, progressive muscle relaxation, grounding, as well as creating safe place, active listening, questioning, and probing skills. Content sequencing and effective facilitation methods given emphasis.

Day Two:
Advance training skills and contextualisation of the MPHSS Guide

Day Three: Training session preparation and demonstration: the day three focuses on Facilitation skills in the MHPSS Training guide; Institutionalisation and contextualisation of the MPPSS guide at national level; Demonstrating the role-based skills to their peers as facilitator and participants and an introduction for micro teaching and skills demonstration incorporated. The day also covers topics such as tapping resources in helping teachers; Working with parents and communities; engaging the education workforce.

Day Three:
Training session preparation and demonstration #1

Day Four: Training session preparation and demonstration #2: day four will be a continuation of Micro teaching and skills demonstration; Creating networks and referral system on MH-PSS and Identification of entry points for scaling up and the use of the guide at national level. The day also covers topics such as tapping resources in helping teachers; Working with parents and communities; engaging the education workforce.

Day Four:
Training session preparation and demonstration #2

Day 5: Teach back session: dedicated for participants demonstrate their training skills and identification of entry points and action planning for scaling up the use of the guide at national level.

Day Five:
Teach back session

Course Coordinators

Dr. Patricia Machawira



Patricia Machawira is Eastern and Southern Africa Regional Advisor on Education for Health and Wellbeing. Patricia has extensive experience working and providing technical expertise for policy and programme development for the health and education sectors, including on school health, HIV and AIDS, sexual and reproductive health, gender-based violence and comprehensive sexuality education. In recent years, her work has focused on supporting the scale up of comprehensive sexuality education in the Eastern and Southern Africa (ESA) region. She currently works as UNESCO's Regional Advisor on Education for Health and Wellbeing for ESA and where she has been the lead person on the ESA Ministerial Commitment Process, which secured political commitment to scaling up sexual and reproductive health education and services for young people in ESA. She holds a doctorate in Education Policy from the University of Pretoria, South Africa and an MSc degree in Education and Training Systems Design from the University of Twente in the Netherlands. To date, she has published, co-authored or led the coordination of over 20 publications on various subject areas including education policy, curriculum design, HIV and AIDS, CSE and SRH.

Dr. Victoria Kisaakye Kanobe



Victoria is a Senior Program Specialist in Education at UNESCO IICBA. She has 26 years of experience supporting Member States and Regional Economic Bodies (such as AUC, EAC, IGAD & SADC) in Africa. Her technical areas include curricula/instruction design for formal and non-formal education; pre-service & in-service teacher education, use of ICTs in education, designing of quality assurance programs, education for health and wellbeing, education in emergencies, and inclusive education. Victoria holds a PhD in Education, a Med, and a BS in chemistry from Makerere University, Uganda, and a MSc. in Public Health from Jomo Kenyatta University, Kenya. She is a member of several education associations, the UNAIDS interagency task team on education, and the Global technical team for balanced and inclusive education at the Education Relief Foundation in Geneva.

Dr. Eyerusalem Azmeraw



Eyerusalem is a Program Officer with UNESCO IICBA where she recently coordinated a peace education project on preventing violent extremism implemented in 24 African countries. She also supports work on girls' education and teacher professional development, among others. Before joining IICBA, she worked in several non-governmental organizations including Save the Children International as Education Cluster Coordinator. She holds a PhD in International and Comparative Education from Addis Ababa University. Her main research interests are in peace education and multicultural education.