



# Training Manual on SOPs for Safe Re-opening of Schools in Response to Covid-19

## SCHOOL SAFETY CELL

*Directorate of Elementary & Secondary Education  
Khyber Pakhtunkhwa*

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## Approved by:

Directorate of Curriculum and Teacher Education (DCTE) Khyber Pakhtunkhwa, Abbottabad, vide letter No. **3284-88/F/C & TR/SS-MD** dated. **03-08-2020**.

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## List of Acronyms

ToT	Training of Trainers
SSHE	School Sanitation and Hygiene Education
MPHSS	Mental Health and Psychosocial Support
UNICEF	United Nation International Children Emergency Fund
DoE &SE	Directorate of Elementary and Secondary Education
SSC	School Safety Cell
COVID	Corona Virus Disease
UNHCR	United Nations High Commissioner for Refugees
UNDP	United Nations Development Programme
DCTE	Directorate of Curriculum and Teacher Education
MTs	Master Trainers
USB	Universal Serial Bus
WASH	Water Sanitation and Hygiene
PTC	Parents Teachers Council
WHO	World Health Organization
MERS	Middle East Respiratory Syndrome
SARS	Severe Acute Respiratory Syndrome
AIDS	Acquired Immune Deficiency Syndrome
HIV	Human Immune Deficiency virus



## DIRECTOR MESSAGE



Coronavirus disease 2019 (COVID-19) is an infectious disease, first recognized in December, 2019 in Wuhan the capital of China's Hubei province and has since spread worldwide. On 30th January the WHO declared the COVID-19 outbreak a Public Health Emergency of International Concern (PHEIC) and a pandemic on 12<sup>th</sup> February, 2020. Mr. Zafar Mirza, the Prime Minister's Special Assistant on Health, confirmed two cases in Pakistan on 26th February. On March 13, 2020 the national security committee of Pakistan presided over by the Prime Minister Imran Khan, decided to close all educational institutions including schools in the country. Precautions are necessary to prevent the potential spread of COVID-19 in school settings; however, care must also be taken to avoid stigmatizing students and staff who may have been exposed to the virus. It is important to remember that COVID-19 does not differentiate between borders, ethnicities, disability status, age or gender. Education settings should continue to be welcoming, respectful, inclusive and supportive environments to all. Measures taken by schools can prevent the entry and spread of COVID-19 by students and staff who may have been exposed to the virus.

Providing a safe, thriving environment in response to COVID-19 for students to learn and staff to work is the foremost goal of Elementary and Secondary Education Department (DoE&SE) Khyber Pakhtunkhwa. Creating a safe environment that facilitates learning can be a challenging task. Directorate, District Education administration, must work together with urban and rural Schools to develop their School Reopening Plans in the context of safety measures, space and enrollment.

A Technical Working Group (TWG) for COVID-19 Response in Education Sector has been notified by Elementary and Secondary Education Department (E&SED) Khyber Pakhtunkhwa. The TWG is Co-Chaired by and developmental partners including UNICEF, UNHCR, UNDP and E&SED KP are members of TWG. and UNICEF has members of development sector including UNICEF, UNHCR, UNDP, Secretariat E&SE. The TWG have constituted subcommittee to develop "SOPs' for safe reopening of schools" where Hafiz Mohammad Ibrahim, Director DoE&SE KP Muhammad Uzair Ali, Additional Director (P&D), Muhammad Ayaz, Assistant Director (P&D) are members of this committee. The SOPs, are developed by the mutual consultation and technical support of UNICEF and Directorate and other developmental partners. The UNICEF presented these approved SOPs' on Safe Reopening of schools to the Minister and Secretary E&SE Department, Khyber Pakhtunkhwa. The ToT is planned by Directorate E&SE Department. The SOPs has been endorsed by the Ministry and the Secretary of E& SED.

School Safety Cell (SSC) based in Directorate of Elementary and Secondary Education (DoE&SE KP) has developed a Training manual on Safe Reopening of schools with technical and financial support of UNICEF. The manual is reviewed and approved by Directorate of Curriculum & Teachers Education (DCTE) to support the Directorate of Elementary and Secondary Education Khyber Pakhtunkhwa (DoE&SE KP) in Safe Reopening and Operation of Schools.

  
**Dr. Hafiz Mohammad Ibrahim**  
Director  
Elementary and Secondary Education  
Khyber Pakhtunkhwa





unicef



## Foreword

Globally UNICEF and its allies are working towards an objective of “education for all” children. In situations of emergency like COVID-19, ensuring access to quality education is particularly important; given the crucial role in promoting children’s development. Education, School Sanitation and Hygiene Education & Mental Health Psychosocial support have a vibrant and mutually supporting relationship.

In order to strengthen and promote School Sanitation and Hygiene Education & Mental Health Psychosocial support within Schools in response to COVID-19, School Safety Cell (SSC) has developed this manual to promote greater understanding of the impact and effective responses. Since the outbreak of COVID-19, UNICEF has provided Technical and Financial Support to Directorate of Elementary and Secondary Education Khyber Pakhtunkhwa (DoE &SEKP) to sensitize the school teachers and students on COVID-19. This document is the final result of a collaborative process, consultation meetings and presentations of UNICEF at different forums. “The Current ToT is organized on the direction and recommendation of worthy Secretary Elementary and Secondary Education Department Khyber Pakhtunkhwa during a presentation of Syed Fawad Ali Shah, Education Specialist UNICEF Peshawar to the worthy Secretary E&SE Department on 8<sup>th</sup> June, 2020 on “Standard Operating Procedures for safe reopening and operating of Schools.”

I am pleased to present this Manual with the hope that the Education Managers and School Head Teachers would augment their technical capacities to minimize risks of COVID-19 in their schools and to help create a safer Pakistan.

Thanks to UNICEF Peshawar Education section, who always provided valuable background materials for this document: Syed Fawad Ali Shah and Momina Ahmad. I would like to thank School Safety Cell (SSC) team Particularly Mr. Idrees Jehan who worked hard to develop this manual.

Finally, to all those whose contributions have made this a better Manual, School Safety Cell extends its grateful thanks.

I am optimistic that under the School Safety Cell, the ToT for Education Managers & training for School Head teachers would bring about a significant change in the schools and community of Khyber Pakhtunkhwa.

Manager School Safety Cell (SSC)  
Directorate of Elementary and Secondary  
Education Khyber Pakhtunkhwa (DoE &SE KP)  
2020





## Introduction

Coronavirus disease 2019 (COVID-19) is a contagious disease, first identified in December 2019 in Wuhan the capital of China's Hubei province and has since spread globally. On February 26<sup>th</sup>, Mr Zafar Mirza, the Prime Minister's Special Assistant on Health, confirmed two cases in Pakistan. As of 21<sup>st</sup> June, 2020, globally 215 countries are affected with 8,994,429 cases recorded, 468, 514 deaths, 4,784, 248 recovered where Pakistan stands on 13<sup>th</sup> number with 176,617 cases are recorded with 3,501 deaths and 67, 892 recovered. In order to ensure timely, efficient and effective response, different steps have been taken by the government of Pakistan against COVID-19 outbreak like "National Action Plan for Preparedness & Response to Corona Virus Disease (COVID-19) Pakistan", designated hospitals, quarantine centers, testing facilities, treatments, public awareness and the response of local community against COVID-19 outbreak. The protection of children and educational facilities is particularly important. On March 13, 2020 the national security committee of Pakistan presided over by Prime Minister Imran Khan, decided to close all educational institutions including schools in the country. Precautions are necessary to prevent the potential spread of COVID-19 in school settings; however, care must also be taken to avoid stigmatizing students and staff who may have been exposed to the virus. It is important to remember that COVID-19 does not differentiate between borders, ethnicities, disability status, age or gender. Education settings should continue to be welcoming, respectful, inclusive and supportive environments to all. Measures taken by schools can prevent the entry and spread of COVID-19 by students and staff who may have been exposed to the virus.

As UNICEF lead Technical Working Group (TWG) for COVID-19 response, has members of development sector including UNICEF, UNHCR, UNDP, Secretariat E&SE Department and Directorate of E&SE Khyber Pakhtunkhwa. The TWG have constituted subcommittee to develop "SOPs' for Safe Reopening of Schools" where Hafiz Mohammad Ibrahim, Director DoE&SE KP Muhammad Uzair Ali, Additional Director (P&D), Muhammad Ayaz, Assistant Director (P&D) are members of this committee.

The SOPs, are developed by the mutual consultation of UNICEF and Directorate. The UNICEF presented these approved SOPs' for safe reopening of schools to the Minister and Secretary E&SE Department. Khyber Pakhtunkhwa. The ToT is planned by Directorate E&SED with the collaboration of UNICEF executed by School Safety Cell COVID-19 response Unit.

School Safety Cell (SSC) based in Directorate of Elementary and Secondary Education (DoE&SE KP) has developed Training manual to support the Directorate of Elementary and Secondary Education Khyber Pakhtunkhwa (DoE&SE KP) in **Safe Reopening and Operation of Schools** with technical and financial support of UNICEF. The manual is based on School Sanitation and Hygiene Education (SSHE) developed by UNICEF, endorsed and approved by Directorate of Curriculum & Teachers Education (DCTE) Khyber Pakhtunkhwa.

This manual is for Master Trainers (MTs) and School Head Teachers of Directorate of Elementary and Secondary Education Khyber Pakhtunkhwa (DoE&SE) in the context of Schools in Khyber Pakhtunkhwa. This manual contains 3-days sessions and handouts. This manual covers two components:

1. School Sanitation and Hygiene Education (SSHE)
2. Mental Health Psychosocial support (MHPSS)

The day-1 of the manual is about School Sanitation and Hygiene Education (SSHE) which provides basic concepts and ideas. The day-2 of the manual is about Mental Health and Psychosocial Support (MHPSS) supported by mitigation of psychosocial implications of COVID-19. The day-3 is about Clean and Disinfection of School Environment and basic principles of School opening. This manual is designed in such a way that can be use both from the hard copy as well as online for the participants.

## ToT Overview

The School Safety Cell (SSC), Directorate of Elementary and Secondary Education Khyber Pakhtunkhwa (DoE&SE) will organize 3 days ToT for 70 MTs nominated from all districts of Khyber Pakhtunkhwa. Overall 5 trainings will be organized for 70 Master Trainers. The MTs will be engaged for 3 days in each training and the sessions will continue for 3 hours' duration every day. The ToT manual can be used both from hard copies as well as online for the participants. In case of online, The School Safety Cell team will share the invitation link of Zoom with all MTs individually prior a week of the training. The SSC team will guide the MTs individually how to join the link of Zoom and will do rehearsal with each group in advance. The MTs will be responsible to arrange system/Android mobile and net with full charge for 3 days to participate effectively in a 3 hours' session. Each of the Master Trainer will ensure the availability and will strictly follow the timings on the scheduled days. The SSC team will ensure the attendance of the participants before starting a training every day. The School Safety Cell (SSC) will ensure dissemination of the Training Stuff in hard and soft (USB) to each master trainer before the training.

## Learning outcomes

The ToT aims to strengthen the participant's knowledge, skills and attitude in SSHE & MHPSS. At the end of the 3 days ToT, the participants will be able to:

1. Describe the basic concept of School Sanitation and Hygiene Education (SSHE);
2. Explain Hardware and software components of SSHE;
3. Explain why School Sanitation and Hygiene Education is important and relate global situation with Pakistan;
4. Describe Social Distancing and its implementation at school level;
5. Suggest Preventive measures at School Level (Before, During and after opening of schools);
6. Explain how to conduct monitoring inside and outside school environment;
7. Define the basic ideas of Mental Health and Psychosocial Support;



8. Pinpoint the coping strategies of psychological implications of COVID-19;
9. Define the guiding principles of clean and Disinfection of School environment;
10. Discuss basic principles of re-opening of Schools in the wake of COVID-19.

## Participant

The ToT is developed for the following target audience:

- Education Managers
- School Head Teachers

In case of online trainings maximum 10 participants are recommended so that everyone can effectively participate in the training. However, if the situation is normal then all participants will be trained physically.

## Participatory Learning

The trainer should focus on active involvement and engagement using different techniques i.e group work, group discussion, group presentation, role play, experienced based approach, active learning activities, debate and brainstorming, etc.

## ToT Preparations

There are number of things that one needs to prepare before ToT.

### A- Logistics Management

The School Safety Cell team (the trainers and the facilitator) will need to ensure logistics like:

#### Pre-workshop

- Who will invite the participants and communicate with them?
- Who will organize the training venue and online set up?
- Who is responsible for training sessions?
- Who is responsible for printing the training stuff?
- Who will develop training report template?

#### During the workshop

- Who will prepare the room for training?
- Who will be responsible for ensuring the attendance of the participants?
- Who will facilitate the participants facing trouble to come?
- Who will conduct and collect pre-test?

#### Post-workshop

- Who is responsible to conduct and collect post-test?
- Who is responsible to conduct and maintain communication with MTs?
- Who will collect MTs training report?
- Who is responsible for reporting?

### **Trainer Role and Responsibilities**

It is necessary that the facilitation team work together so that the trainers discuss the agenda and assign role and responsibilities. For effective training the trainers should adopt the following guidelines:

- Address the participants by their full name.
- Encourage all the participants to participate.
- Focus on all participants instead of one individual.
- Keep pleasant and friendly learning environment.
- Follow the planned schedule.

### **Equipment and Materials**

The participants need to bring the following equipment and materials.

- Charge System/Android in case of online
- Pens
- Notebooks
- Agenda
- Training stuff

### **Workshop Agenda**

The attached 3 days' agenda in the **Annexure-A** is recommended to deliver the sessions. The trainer can customize the agenda based on the needs and time availability.

# DAY-1

# Session Plans







## Opening Session & Overview

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### Learning Outcomes

At the end of this session participants will be able to:



1. List the ground rules that will be followed during the workshop.
2. Discuss what they expect to learn from the workshop.

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### Materials



- Pens
- Notebook
- System/Android in case online
- Internet
- Training agenda
- Training stuff

---

### Preparation



- Read agenda
- Study the sessions of the day
- Charge your system/Android battery in case online
- Ensure Net availability
- Fill attendance form

---

### Recitation of the Holy Quran



- Any Volunteer

---

### Introduction

05 minutes



- Welcome
- Introduction of ToT
- Introduction of Trainers

---

### Icebreaker – Getting to Know Each Other

05 minutes

The introduction of the participants should include the information:

1. Name
2. District
3. Designation
4. Important in life for him/her

---

### Group Agreement – Making Ground Rules

05 minutes



1. Explain that ground rules are agreements developed by the group that will allow everyone to learn together.
2. Ask participants what we need to do to create a positive learning environment for everyone.
3. Write the ideas on the flip chart paper titled 'Group Agreement'. e.g. respect, ask questions, silent cell phones, availability in all sessions and come on time, etc.
4. Share the group agreement with participants.

---

### Participant Expectations

05 minutes



- Ask participants to list what they expect to learn during the training.
- Connect relevant expectations to the workshop agenda.
- Share knowledge or experience with the group.
- Some of the material that will be new for some and repetition for others.
- Introduce the next lesson and the facilitator(s).

---

### Pre- Test

In case of online ToT, the trainer will share the Pre-test with the participants which is attached in the **Annexure-B** of the handouts through email/WhatsApp one day before training and will send back its scan copy on the same day.

---



Session 2



Time: 60Mins.

# 1. School Sanitation and Hygiene Education

## 2. Why School Sanitation and Hygiene Education

### Learning Outcomes

At the end of this session participants will be able to:



1. Define the SSHE acronym.
2. Describe the basic concept of School Sanitation and Hygiene Education (SSHE).
3. Differentiate Hardware and software components of SSHE.
4. Explain why School Sanitation and Hygiene Education is important.

### Materials



- Pens
- Notebook
- System/Android in case online
- Internet
- Training agenda
- Training stuff
- Handouts of session to be shared in hard and soft

### Preparation



- Write learning outcomes in notebook
- Charge your system/Android battery in case of online
- Ensure internet availability
- Read agenda
- Read Handouts

### Introduction

05 minutes



- Introduction to Sanitation
- Introduction to Hygiene Education
- Why School Sanitation and Hygiene Education is important?

## 1. Introduction to School Sanitation and Hygiene Education (SSHE)

### Trainers Guide:

- Describe to participants that they will hear the word “SSHE” during this ToT many times. Ask the participants: “What they think SSHE stands for?”
  - Take from 2-3 volunteer responses, and then Define “SSHE” acronym as school Sanitation and Hygiene Education separately.
  - Study handout 2 for more information.
1. **School Sanitation and Hygiene Education (SSHE)**, refers to the combination of hardware and software components that are necessary to produce a healthy school environment and develop or support safe hygiene behavior (UNICEF and IRC, 1998).
  2. **Hardware Components:** Hand pump, Tap connection, Rain water tank, Construction of Latrine and Water container for hand washing (IRC International Water and Sanitation Centre, 2003).
  3. **Soft Components:** Hygiene education for behavioral change, and Teachers’ training (UNICEF and IRC, 1998).
  4. **Sanitation:** The process whereby people demand, effect, and sustain a hygienic and healthy environment for themselves by erecting barriers to prevent the transmission of water and sanitation related diseases (UNICEF, 2006).
  5. **Hygiene Education:** All activities aimed at encouraging behavior and conditions, which help to prevent water and sanitation-related diseases (UNICEF, 2006).

## Part-2 Why School Sanitation and Hygiene Education?

### Trainers Guide:

- Ask two of the participants one male and one female voluntarily to share two essential motives of SSHE interventions in Khyber Pakhtunkhwa Schools.
- The facilitator should note down the responses and share with all participants
- Read Handout 1 part 2
- Study the statistics of mortality rate and compare Pakistan with other countries



## Importance of SSHE in Schools

1.1 billion people without access to improved water and 2.4 billion don't have improved sanitation

In Pakistan 1 in 3 schools lack sanitation facilities as a result large number of school going girls are drop out

Pakistan is among world's 36 most water-stressed countries

Pakistan ranks 9th in the top ten countries with most people defecating in the open

In Pakistan every year 39,000 children under the age of five die due to diarrhea

16 million people live without safe water

110 deaths of children under-5 every day

1% of the urban & 21% of the rural population defecates in the open

26% urban and 56% of the rural population does not have a hand washing facility at home with soap and water

57% of urban and 6% households in rural areas have a garbage collection system

(Water Aid Pakistan, 2018)

## Review



- Ask the trainees how they experienced the effects of poor sanitation in schools
- Ask the trainees the impacts if we change those practices from bad to good.

## Reflections on Lesson



### Session 3



Time: 40Mins.

## 1. Social Distancing relating with COVID-19 2. Preventive measures at School level

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### Learning Outcomes

At the end of this session participants will be able to:



1. Describe Social Distancing relating with COVID-19.
2. Ensure Social Distancing for COVID-19.
3. Suggest preventive measures (before, during and after opening Schools).

---

### Materials



- Pens
- Notebook
- System/Android in case online
- Internet
- Training agenda
- Training stuff
- Handouts of session to be shared in hard and soft

---

### Preparation



- Write learning outcomes in notebook
- Charge your system/Android battery in case online
- Ensure Internet availability
- Read agenda
- Read Handouts

---

### Introduction

05 minutes



1. What is Social Distancing relating with COVID-19?
2. How to ensure Social Distancing for COVID-19?
3. What are Preventive measures (before, during and after opening Schools)?



---

## Part 1. Social Distancing

### Trainers Guide:

- Ask the participants to think for a minute about "Social Distancing". When did they first time listen this word? What it means to them? How much it is effective against COVID-19?
- After 2-3 minutes' discussion of the trainees, then define the "Social Distancing."
- For more in depth information see handout 3.

### Part 1. Social Distancing:

Social distancing is a method to minimize crowd interactions and prevent the spread of disease within groups of people (Aslam, 2020; Schwebel and Cherlin, 1972).

### Social Distancing and COVID-19:

- Most effective intervention to slow the spread of disease in the absence of a vaccine or effective medication (Lewnard and Guest, 2020).
- Social distancing interventions (combinations of quarantine, school closure, and distance working), the number of infections may be reduced by 78.2%-99.3% (Koo et al., 2020, National University of Singapore).
- Social distancing policies were effective in containing the spread of COVID-19 from Wuhan City to other areas of China (Luo et al., cardiovascular Research Institute Maastricht University, Netherland).
- Social distancing measures in the United States would save 1.7 million lives by October 2020, and the monetary mortality benefit involved is around US \$8 trillion (Greenstone and Nigam, 2020 University of Chicago).

## How to ensure Social Distancing for COVID-19



Ministry of National Health Services,  
Regulations and Coordination  
Government of Pakistan

# نوبل کو رونا وائرس

## COVID - 19

### کورونا وائرس سے بچنے کے لئے لوگوں سے فاصلہ کیسے رکھیں؟

زیادہ لوگوں کے اکٹھے ہونے اور بڑے اجتماعات میں شامل ہونے سے گریز کریں، دوسرے لوگوں سے کم از کم 3 فٹ یعنی 1 میٹر کا فاصلہ قائم رکھیں تاکہ کورونا وائرس کا پھیلنا روکا جاسکے۔



Grocery Store



بڑے اجتماعات سے گریز کریں۔



بات چلانا یا گلے لگانے سے پرہیز کریں۔ ایک دوسرے کو قافلوں سے سلام کریں۔



کسی بھی ایسے شخص سے میل جول سے پرہیز کریں جس میں سانس کی بیماری کی علامات نظر آ رہی ہوں جیسے کھانسی، ناک بہنا، بخار، سانس لینے میں دشواری اور جہم میں درد۔



جہاں جگہ تنگ ہو عوامی ٹرانسپورٹ کا استعمال نہ کریں۔



مزید معلومات کے لئے فائلنگ پلز ہیلپ لائن 1166 سے رابطہ کریں۔



دیگر خاندان اور دوستوں کے ساتھ بیچ ہونے سے گریز کریں۔ طاقتوں کی بجائے دور سے رابطہ کرنا بنانے کے لیے سوشل فون اور سوشل میڈیا کا استعمال کریں۔



اگر آپ نے کسی سٹور، مارکیٹ یا ایک جانا ہو تو دوسرے لوگوں سے کم از کم 3 فٹ یعنی 1 میٹر کا فاصلہ رکھیں۔



اپنے گھر یا اپنے خاندان کی حفاظت کے لئے کارکنوں کو دفتر کی کام گھر سے ہی کریں۔





**1166** HELPLINE  
[corona.info@nharc.gov.pk](mailto:corona.info@nharc.gov.pk) EMAIL  
[www.nharc.gov.pk](http://www.nharc.gov.pk) WEBSITE  
[http://covid.gov.pk](http://http://covid.gov.pk) DASHBOARD

صحت مند پاکستان



## 2. Preventive measures at School level

### Trainers Guide:

Divide the participants in two groups and tell them they will have a competition to see which group can come up with the biggest list of preventive measures of COVID-19 at school level in 3 minutes. Then list down all these and share with participants. After trainee's response orient them on Preventive measures at school level.

### Preventive Measures (before, during and after opening Schools)

Directorate of Elementary and Secondary Education KP will inform all primary school Head Teachers' to proactively engage with communities for reenrollment of children in early learning programs; scaling up psychosocial services for young children to address transitions back to care and preschool; strengthening water, sanitation, and hygiene (WASH) services at the school level; and ensuring improved hand washing behavior, food hygiene, and safe drinking water.

### Preventive Measures before opening schools:

#### Community Engagement:

- Every school will arrange PTC meeting prior to the school reopening and weekly after schools reopen.
- Duties will be assigned to PTC members to monitor disinfection and decontamination of school and increase in enrolment and decrease in dropout rate.
- Additionally, involvement of community will also be necessary to sensitize parents, elders, political figures, especially Masjid Imam.

#### Preventive Measures during opening schools:

##### Regulation and awareness about teachers' entrance to Schools:

- Key messages included in the Circular issued by the head teacher/principal are:
- Be vigilant about your health and the health of your co-workers and do not go to work if you are sick
- Check your temperature if you feel ill. If you have a temperature above 37.3°C/99.14F° do not go to work and do not interact with students. Immediately isolate yourself and call your district health management team for assistance
- Teachers should also be checked for temperature before entering school premises on a daily basis.

##### Implement social distancing practices:

Head Teachers and all staff will ensure limited contact among children by adopting following measures:

- Staggering the beginning and end of the school day
- The schools with less space or /and high enrolment should ensure social distancing by working out second shifts in schools to overcome space problems or arranging classes/shifts on alternate days.
- Cancelling assemblies, sports games and other events that create crowded conditions
- When possible, create space for children's desks to be at least one meter apart
- Teach and model creating space and avoiding unnecessary touching

- Teachers should inform and remind children of hygiene and safety precautions – Avoid body contact sports, “No touch policy”, Avoid “hand games” (which involve children touching each other’s hands or face), Do not put pencils / pens in one’s mouth, do not share food, do not drink from the same cup.
- Children need to be provided with guidance on the things they can do, e.g. any local games that do not involve contact. Schools should replace sports with other recreational activities such as storytelling. Also bear in mind that while we are working to ensure schools are safe spaces, we don’t want to instil fear–talk with children about the risks and help them to feel they are part of the solution.
- Students will also need to be sensitized to observe Sops (UNICEF, WHO & IFRC, 2020).

### **Preventive Measures after opening schools:**

#### **Decontamination of schools:**

- To clean and disinfect school buildings, classrooms and especially toilets and hand-washing stations at least once a day.
- Clean and disinfect surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)
- Head Teachers will organize specific training to cleaners and other support staff and provide supplies to them for cleaning schools.
- Head teacher will also assign duty to teacher to establish and monitor cleaning schedules and have weekly meetings with cleaner and other support.

#### **Regulations and awareness about Students’ entrance at school:**

Schools must inform parents that:

- If a child or student has been in contact with a COVID-19 patient, within past 30 days, they should not send the child to school and contact the health authorities immediately, and the child should be monitored closely for 14 days afterwards.
- A child who shows symptoms of COVID-19 - fever, cough, sneezing headache, diarrhea, vomiting, etc. must be referred to medical treatment.
- Infrared thermometer will be available at school gate.
- School Hygiene Committee (mentioned above as well) will be responsible to check temperature of every student and/or visitor at entrance point and take care of social distancing while checking temperature, and observe discipline and social distancing in morning arrivals and school leaving time

#### **Enforcing Good Hygiene Practices**

- Hand washing is one of the most important ways of controlling the spread of COVID-19.
- The recommended method is the use of water and soap or chlorinated water.
- School teachers will guide students how and when to wash hands - Upon arrival at school, before entering the classroom, after using the toilet, after play breaks-after handling body secretions or blowing their nose (tears, nose secretions, saliva, etc.).
- Take healthy diet for strong immune system.
- Health, hygiene, prevention and precaution messages will be displayed in the schools (UNICEF, WHO, IFRC, 2020).



Session 4



Time: 40 Mins.

## Monitoring of Hygiene Behavior at School level

### Learning Outcomes

At the end of this session participants will be able to:



1. Define Monitoring?
2. Recognize Monitoring Purpose.
3. Monitor inside school environment
4. Monitor outside school environment.

### Materials



- Pens
- Notebook
- Internet
- Training agenda
- Training stuff
- Handouts of session to be shared in hard and soft

### Preparation



- Write learning outcomes in notebook
- Charge your system/Android battery in case online
- Ensure internet availability
- Read agenda
- Read Handouts

### Introduction

05 minutes



- What is monitoring?
- Why monitoring?
- How to monitor inside school environment?
- How to Monitor outside school environment?

## Monitoring of Hygiene Behavior at School level

### Trainers Guide:

- Divide the participants in two groups. Then give them 5 minutes to share their ideas about monitoring.

## Monitoring of Hygiene Behavior at School level

### Trainers Guide:

- Divide the participants in two groups. Then give them 5 minutes to share their ideas about monitoring.
- Ask the participants to tell voluntarily how they monitor things in schools on daily basis. Note down the response of the trainees and share with them.
- Ask the trainees how to monitor hygiene behavior at classroom level.
- After groups and individual responses guide the participants on monitoring of hygiene behavior at school level.
- Read handout 4 for detail information.

### What is Monitoring?

- Monitoring can be defined as to determine whether the implementation of a programme is assisting achievement of its goals (UNICEF, 2012).
- Monitoring means the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives (UNDP, 2009).

### Monitoring in Classroom:

<b>Personal hygiene</b>	
Washing hands	Cutting nails
Washing face	Body washing/bathing
Hygiene after defaecation	Clean hair and clothes
<b>Cleanliness of classroom</b>	
Floor	Windows
Walls	Cupboards
Chair	Desks
<b>Diseases</b>	
Diarrhea	Worms
Typhoid	Hepatitis A&E
Dysentery	Malaria
<b>Monitoring inside school environment</b>	
Water storage	Cleanliness of inside schools
Drinking water practices	Latrine facility at school level
Latrine cleanliness and usage	Maintenance of latrine
Hand washing after latrine usage	Hand washing before eating lunch
<b>Monitoring outside school environment</b>	
Note: Conduct monitoring of the mentioned practices within 500m in the surrounding of school	
Water handling practices	Water transport
Water use of the source	Wastewater disposal
Solid waste (garbage & rubbish) disposal	Insect control
Wastewater drainage	Disposal of faeces



Day 1

## Closing

Time: 15 Mins.



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### Daily Closing Outcomes

At the end of this session participants will be able to:



1. Review the first day's agenda
2. Review each topic of Day 1 and note session feedback

---

### Materials



- Pens
- Notebook
- Training agenda
- Handouts of session

---

### Preparation



- Write learning outcomes in notebook
- Read agenda
- Read Handouts

---

### Daily Sessions Revisited

**05 minutes**



1. Explain that you are going to review the day's agenda.
2. Tell the participants that you would like to have their feedback about how each session went
3. Ask participants to share the name of each topic that was covered on the agenda

---

### Closing Reflection

**05 minutes**

Thank each participant for their contribution and indicate the agenda for the following day.



# DAY-2

## Session Plans

 **PREVENT NOVEL CORONAVIRUS (COVID-19). REMEMBER TO:**

- W** WASH HANDS WITH SOAP AND WATER FOR AT LEAST 20 SECONDS
- A** AVOID CONTACT WITH SICK PEOPLE
- S** SANITIZE FREQUENTLY TOUCHED SURFACES
- H** HOME- STAY THERE IF YOU ARE SICK!
- U** USE TISSUE OR ELBOW TO COVER COUGHS AND SNEEZES
- P** PUT YOUR HANDS DOWN AND AWAY FROM EYES, NOSE & MOUTH









**Session 1**

**Day- 2.**

**Opening**



**Time: 15 Mins.**

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**Daily Closing Outcomes**

At the end of this session participants will be able to:



1. Tell the topics of the day's training.
2. Discuss learning from previous days' topics.

---

**Materials**



- Pens
- Notebook
- Training agenda
- Handouts of session
- System/Android in case online
- Internet
- Handouts of session to be shared in hard and soft

---

**Preparation**



- Ask questions from the lessons covered in previous training days.
- Read agenda
- Read Handouts

---

**Introduction**

**05 minutes**



1. Describe the agenda for the day 2.

---

**Review/ Recap of day-1**

**05 minutes**

1. Explain that before starting a new day of training it is important to review the information from the day before.
2. Ask at least one question from each participant.

**Session 5.**



**Time: 60 Mins.**

## Mental Health and Psychosocial Support (MHPSS)

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### Learning Outcomes

At the end of this session participants will be able to:



1. Discuss to Mental Health and Psychosocial Support (MHPSS)
2. Identify psychological implications of Pandemic
3. Recognize factors affect our response to Pandemic
4. Pinpoint factors affecting Psychological adjustment

---

### Materials



- Pens
- Notebook
- System/Android
- Internet
- Training agenda
- Training stuff
- Handouts of session to be shared in hard and soft

---

### Preparation



- Write learning outcomes in notebook
- Charge your system/Android battery
- Ensure internet availability
- Read agenda
- Read Handouts

---

### Introduction

**05 minutes**



1. Mental Health and Psychosocial Support
2. Psychological implications of Pandemic
3. Factors affect our response to Pandemic
4. Factors affecting psychological adjustment

---

## Mental Health and Psychosocial Support (MHPSS)

### Trainers Guide:

- Introduce the topic by asking the participants what they know about the concept of "Mental Health and Psychosocial Support (MHPSS)". Summarize their responses.
- Based on their understanding, conduct a lecture and discussion on "MHPSS", implication of pandemic, factors affect our response to pandemic and Psychological adjustment.
- See handout 5 for more detail.

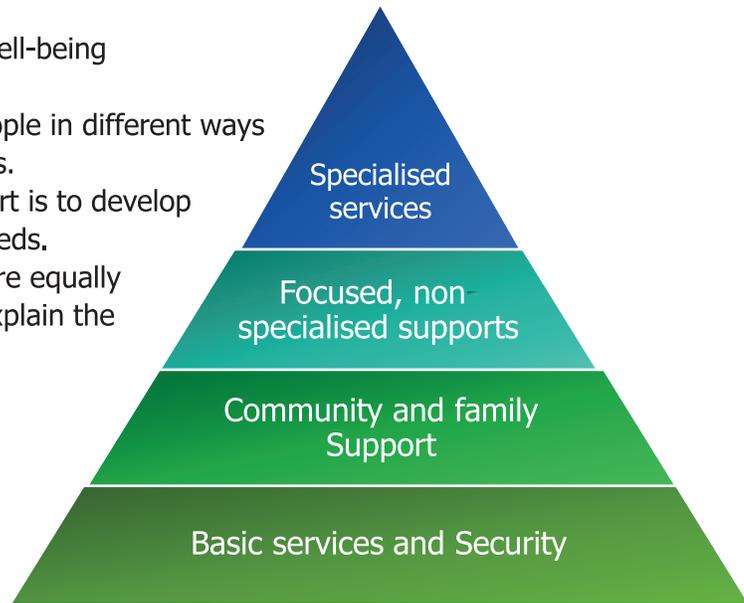


## Mental Health and Psychosocial Support (MHPSS):

Mental health and psychosocial support (MHPSS), is any type of local or outside support needed by those who are suffering. MHPSS provides immediate emotional relief, facilitates adaptation to life stressors, and prevents the development of mental health issues (IASC, 2007).

### Aim of MHPSS:

- It aims to help people.
- To protect or promote psychosocial well-being
- Prevent or treat mental disorder.
- Emergencies like COVID-19 affect people in different ways and require different kinds of supports.
- Mental health and psychosocial support is to develop 4- Layered system that meets the needs.
- A pyramid shows all layers of which are equally important (IASC, 2007) handouts 4 explain the approach in more depth.



**Pyramid for MHPSS in emergencies.**

### MHPSS for Children:

The following guidelines may be useful with children:

- Be calm, talk softly and be kind.
- Listen to children's views on coronavirus.
- Try to talk with them at their eye level (e.g. sit or kneel on the floor), and use words and explanations they can understand.
- Introduce yourself by name, let them know you are healthy and that you are there to help.
- If talking with a child who has COVID-19, explain that although you can't touch them, you can listen and care about how they are feeling.
- If passing time with children, try to involve them in play activities or simple conversation about their interests, according to their age and the safety regulations for COVID-19.
- Schedule activities for children to keep them occupied during the quarantine.
- Help them if they are experiencing COVID-19 symptoms.
- Avoid physical contact but help refer them for immediate medical care.
- Refer them to a mental health professional if they are distressed.
- Educate their caregivers on the risks and protection matters for them (UNICEF, Health Department KP PFA guidebook for frontline workers, 2020).

## Psychological implications of Pandemic:

- Emotional & financial strain associated with economic downturns
- Increased mental health problems & substance abuse
- Increased strain for family caregiving
- Increased family violence and other antisocial behaviors
- Occupational issues and increase work-related stressors
- Social challenges
- Social distancing
- Stigma and social exclusion
- Emotional/behavioural issues associated with disruption of routine activities
- Distress resulting from real or perceived differences in access to psychosocial support and other health resources (UNS, 2020).

## Factors affect our response to Pandemic

### 1. Fear:

- Fear is an expected response to a perceived threat to safety.
- Some biological/physical aspects of fear are universal across cultures.



### 2. Anxiety/Worry

Can be related to **specific** concerns

- Economic security
  - Health and safety
- Can also be related to **nonspecific** concerns
- Uncertainty/fear of the unknown
  - **Lack of control** is typically the most difficult type of anxiety to tolerate



### 3. Anger:

- Some individuals/groups will express their *fear* through anger
- Anger is a common response to helplessness and feeling out of control



### 4. Loss/Separation:

A pandemic crisis may result in multiple losses including,

- Economic/financial
- General loss of feeling in control
- Separation from friends/family
- During later/more severe stages: Death of loved ones (UNS,2020)





### Factors affecting Psychological adjustment:

Psychosocial adjustment can be **impeded** by:

- Lack of information
- Rumors or misconceptions
- Increased stress, particularly sleep deprivation
- Infection control procedures that severely limit personal contact or hinder communication (UNS, 2020).

Session 6



Time: 60 Mins.

## Mitigate Psychological Implications of COVID- 19

### Learning Outcomes

At the end of this session participants will be able to:



1. Define COVID-19.
2. Identify Coping Strategies
3. Recognize specific coping strategies
4. Suggest tips to reduce the Negative Consequences of Quarantine/Isolation

### Materials



- Pens
- Notebook
- System/Android in case online
- Internet
- Training agenda
- Training stuff
- Handouts of session to be shared in hard and soft

### Preparation



- Write learning outcomes in notebook
- Charge your system/Android battery in case online
- Ensure internet availability
- Read agenda
- Read Handouts

### Introduction

05 minutes



1. What is COVID-19?
2. Coping Strategies
3. Specific Coping strategies
4. Tips to reduce the Negative Consequences of Quarantine/Isolation

## Mitigate Psychological Implications of COVID- 19

### Trainers Guide:

- Ask the following questions.
- What the acronym COVID-19 stand for?
- What are the symptoms of COVID-19?
- How to protect from COVID-19?
- The participants write the responses.
- Summarize the responses and initiate a shot discussion based on the answers.
- See the handout 5 for more in depth details.



## COVID-19

- COVID-19 is an acronym that stands for coronavirus disease of 2019 (WHO, 2020).

### Definition:

- Coronaviruses are a large family of viruses that are known to cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS).
- A novel, or new, coronavirus is called COVID-19 (SARS: WHO, 2020).



### What does COVID-19 mean?

- COVID-19 is the name of the disease caused by the SARS-CoV-2 virus.
- Viruses and the diseases they cause have different names. For example, AIDS is the disease caused by the human immunodeficiency virus, HIV.
- As mentioned above, COVID-19 is an acronym that stands for coronavirus disease of 2019 (SARS; WHO, 2020).

### Who named COVID 19?

- The coronavirus disease of 2019 was named COVID-19 by the WHO in a press release on February 11, 2020.

### Origin of COVID 19

- It started in Wuhan, the capital of Hubei province of China since December, 2019 and has spread worldwide.

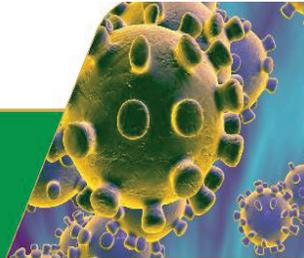
## What are symptoms of COVID-19?

## How to protect from COVID-19?



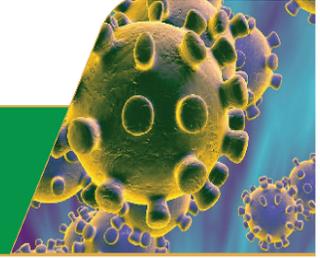
Ministry of National Health Services,  
Regulations and Coordination  
Government of Pakistan

### CORONA VIRUS (COVID - 19)




Ministry of National Health Services,  
Regulations and Coordination  
Government of Pakistan

### CORONA VIRUS (COVID - 19)



## SYMPTOMS

	Fever		Cough
	Difficulty in Breathing		Body Ache

If you have travelled abroad in last 14 days or have stayed in contact with someone who has travelled abroad and you are suspected of having symptoms, stay at home, contact your physician by phone  
OR

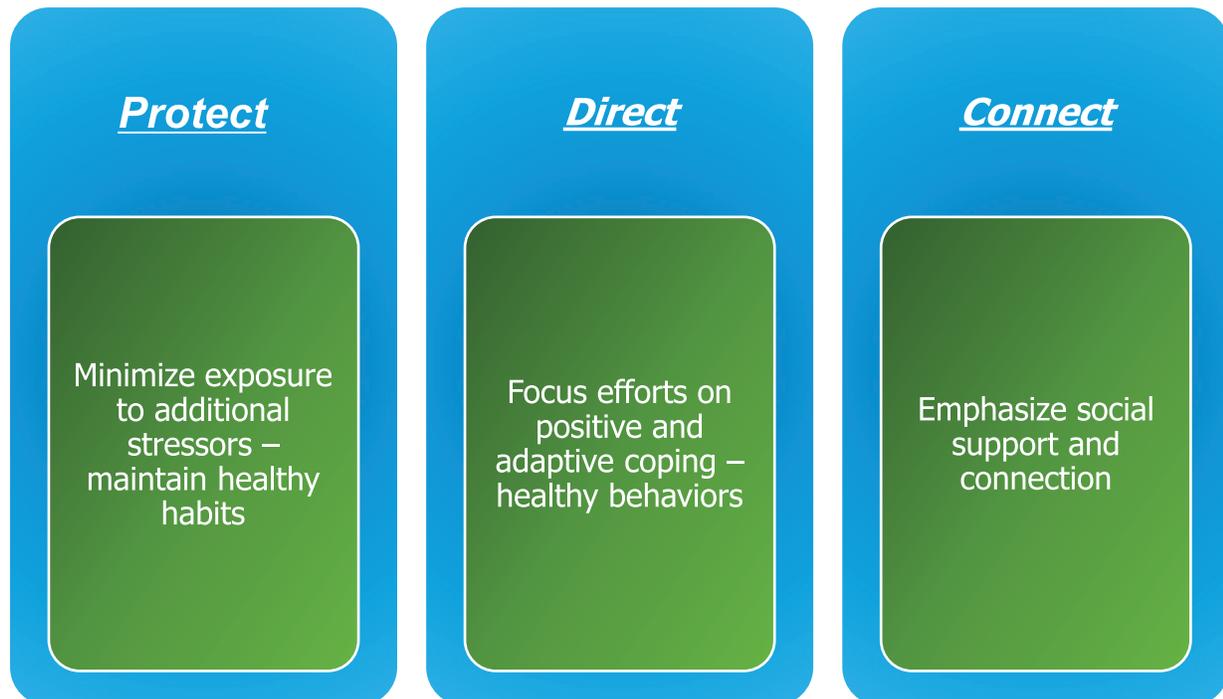
**CALL HELPLINE 1166**

## Protect yourself and your families from Corona Virus Infection:

	Avoid contact with people with flu like symptoms		Cover your nose and mouth with a tissue when sneezing and coughing or use flexed elbow
	Dispose the used tissue immediately in a covered bin		Avoid touching eyes, nose and mouth with unwashed hands
	Wash your hands with soap and water or alcohol based hand rub regularly.		Avoid crowded areas if you have to go outside. Refrain from shaking hands.



## Coping Strategies



### **Specific Coping strategies:**

- Maintain your regular routine as much as possible (sleep, exercise, diet, etc.)
- Balance physical and mental activities
- Alleviate anxiety by focusing on constructive activities that you can accomplish
- Limit media exposure to accurate, reliable sources
- Rely on your spiritual beliefs that can nurture you through the challenges

### **Tips to reduce the Negative Consequences of Quarantine/Isolation**

- Keep quarantine as short as possible while respecting public health needs;
- Ensure that individuals have adequate provisions and that their personal needs are covered;
- Give people as much information as possible;
- Look for accurate and fair information.

### **Tips to reduce the Negative Consequences of Quarantine/Isolation**

- Reduce boredom (including encouragement to telecommute, group support, etc.);
- Maintain your usual routine as much as possible;
- Improve communications (related to work and social contacts);
- Emphasize Altruism (e.g. encourage managers to thank teams for staying at home if they have symptoms);
- And not to react negatively – e.g. “please don't expose us to illness.



**Session 7.**



**Time: 30 Mins.**

## Psychological and Social relationship

### Learning Outcomes

At the end of this session participants will be able to:



1. Explain psychological Effects related with COVID-19
2. Identify Social effects relate with COVID-19.
3. Find out relationship between Psychological and Social effects

### Materials



- Pens
- Notebook
- System/Android in case online
- internet
- Training agenda
- Training stuff
- Handouts of session to be shared in hard and soft

### Preparation



- Write learning outcomes in notebook
- Charge your system/Android battery
- Ensure net availability
- Read agenda
- Read Handouts

### Introduction

**05 minutes**



1. Psychological Effects relate with COVID-19.
2. Social effects relate with COVID-19.
3. Relationship between Psychological and Social effects.

### Social and Psychological relationship

#### Trainers Guide:

- Introduce the topic by asking the participants to discuss what they know about the Psychological and social effects of COVID-19.
- Note down the responses and initiate a discussion based on the answers.
- See the handout 6 for more in depth details.

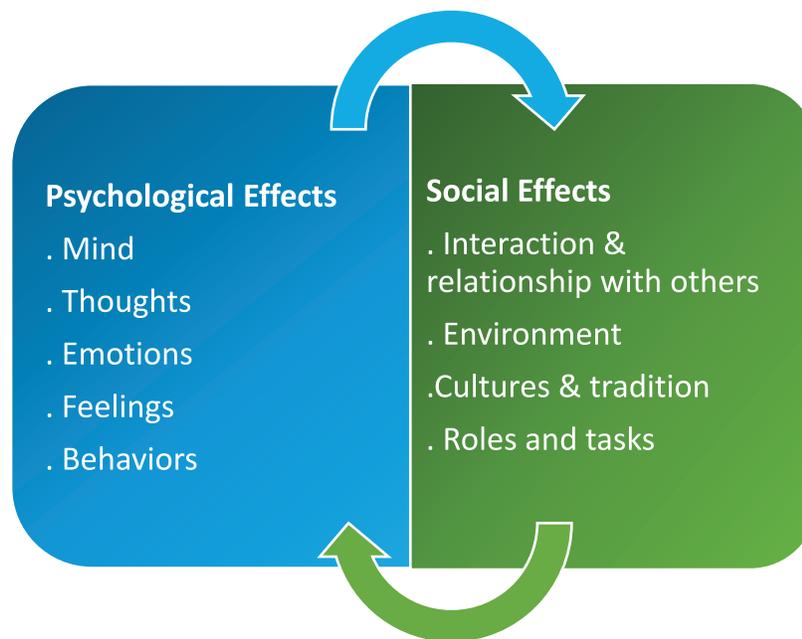
### Psychological Effects related with COVID-19:

- Mind
- Thoughts
- Emotions
- Feelings
- Behaviors (WHO, 2018).

### Social effects related with COVID-19:

- Relationships
- Family and community networks
- Cultural traditions
- Economic status including life tasks such as school or work (WHO, 2018).

### Relationship between Psychological and Social effects.



Source: (WHO, 2018)



Day- 2.



Time: 15 Mins

## Closing

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### Daily Closing Outcomes

At the end of this session participants will be able to:



1. Review the Second day's agenda
2. Review each topic of Day 2 and note session feedback

---

### Materials



- Pens
- Notebook
- Training agenda
- Handouts of session

---

### Preparation



- Write learning outcomes in notebook
- Read agenda
- Read Handouts

---

### Daily Sessions Revisited

05 minutes



1. Ask the participants about their feedback.
2. Ask the trainees which session they enjoyed the most and why?
3. Ask participants to share the topic that was covered on the agenda

---

### Closing Reflection

05 minutes

Thank each participant for their contribution and indicate the agenda for the next day.



# **DAY-3**

# **Session Plans**





## Opening

### Daily Closing Outcomes

At the end of this session participants will be able to:



1. Tell the topics of the day's training.
2. Discuss learning from previous days' topics.

### Materials



- Pens
- Notebook
- Training agenda
- Handouts of session
- System/Android in case online
- Internet
- Handouts of session to be shared in hard and soft

### Preparation



- Ask questions from the lessons covered in previous training days.
- Read agenda
- Read Handouts

### Introduction

05 minutes



- Describe the agenda for the day 3.

### Review/ Recap of day-2

05 minutes

1. Explain that before starting a new day of training it is important to review the information from the day before.
2. Ask at least one question from each participant.

**Session 8.**



**Time:** 40 Mins

## Cleaning and Disinfection of school Environment

### Learning Outcomes

At the end of this session participants will be able to:



1. Clean and disinfect School Environment.
2. Adopt guidelines for sick students and staff.
3. Follow guidelines after suspicious or Corona positive student or staff.

### Materials



- Pens
- Notebook
- System/Android in case online
- Internet
- Training agenda
- Training stuff
- Handouts of session to be shared in hard and soft

### Preparation



- Write learning outcomes in notebook
- Charge your system/Android battery
- Ensure internet availability
- Read agenda
- Read Handouts

### Introduction

**05 minutes**



1. Cleaning and disinfection of School Environment.
2. Sick students or staff.
3. Suspicious or COVID-19 positive student or staff.
4. Precautions for cleaning staff responsible for cleaning and disinfecting

## Cleaning and Disinfection of school Environment

### Trainers Guide:

- Start with energizer, tell the participants to stand and try to reach towards the ceiling of his/her room with their arms and then relax again.
- Rotate their heads, gently with to the left, the right, upwards and downwards.
- Ask 2-3 participant voluntarily what they mean by cleaning and disinfection of School Environment.
- Note down the responses of the participants and share with them.
- See the handout 7 for more in depth details.



## How COVID-19 spreads?

- Cough
- Sneezes
- Hand shaking
- Hug

(Schools and Child Care, USA, 2020).

## Cleaning and Disinfection of School Environment.

Routine cleaning and disinfecting is key to maintaining a safe school environment for faculty, students, and staff.

- Cleaning removes dirt and most germs and is usually done with soap and water.
- Disinfecting kills most germs, depending on the type of chemical, and only when the chemical product is used as directed on the label.

## Routine cleaning and disinfecting:

Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects such as:

- Door knobs and handles
- Stair rails
- Classroom desks and chairs
- Lunchroom tables and chairs
- Countertops
- Handrails
- Light switches
- Handles of equipment (e.g., Sports and Laboratory equipment)
- Push-buttons on vending machines and elevators
- Shared toys
- Shared remote controls
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice

Bus seats and handrails (Schools and Child Care, USA, 2020).

## When a student or staff member becomes sick

Adopt the following guidelines,

- Isolate the person in a separate room while they wait to be picked up or until they are able to leave the facility on their own.
- Ensure that they have hygiene supplies available, including a cloth mask, facial tissues, and alcohol-based hand rub.
- Remind staff who are monitoring the student or staff member with symptoms to practice social distancing when possible.
- Close off the space used for isolation after the sick person leaves. Open it after proper cleaning and disinfecting.

- Clean and disinfect high-touch surfaces, focusing on areas where the person is known to have been and items they have touched (e.g., individual desk, cot, recently used toys, shared equipment) (Schools and Child Care, USA, 2020).
- Wear gloves when cleaning, and wash hands after removing gloves (More detail in Handouts).

### **Suspicious or COVID-19 positive student or staff.**

As long as routine cleaning and disinfection has been done regularly, additional cleaning and disinfection may not be necessary. Depending on when a person with COVID-19 was last in the facility, it may be difficult to know what areas they were in and what objects or surfaces they may have touched after they become sick (Schools and Child Care, USA, 2020).

### **Precautions for cleaning staff responsible for cleaning and disinfecting:**

Adopt the following guidelines:

- Staff should not touch their face while cleaning and only after they can wash hands after cleaning.
- Cleaning staff should wear uniforms (or designated work clothes) and disposable gloves when cleaning and handling trash. Cleaning staff should change clothes at the end of a shift. It may be helpful for them to keep a change of clothes at work.
- Clothing worn while cleaning should be placed in a plastic bag until it can be laundered. Laundering should be done as soon as possible and done safely at home.
- Cleaning staff should thoroughly wash hands with soap and water for at least 20 seconds after gloves are removed.
- Staff who are responsible for cleaning and disinfecting should be trained to use disinfectants safely and effectively and to safely clean up potentially infectious materials and body fluids – blood, vomit, faeces, and urine.
- All cleaning staff should be trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA Hazard Communication Standard (Occupational Safety and Health Administration USA, 2012).



**Session 9.**



**Time: 30 Mins.**

## Basic Principles of School Opening

### Learning Outcomes

At the end of this session participants will be able to:



1. List basic principles of School Opening.
2. Recognize principles to stop the Spread of COVID-19.

### Materials



- Pens
- Notebook
- System/Android in case online
- Internet
- Training agenda
- Training stuff
- Handouts of session to be shared in hard and soft

### Preparation



- Write learning outcomes in notebook
- Charge your system/Android battery in case online
- Ensure internet availability
- Read agenda
- Read Handouts

## Basic Principles of School opening

### Introduction

**05 minutes**



1. Basic Principles of School Opening
2. How to stop Spread of COVID-19?

### Trainers Guide:

- Ask the participants to think about safe time "when schools were open". They can close their eyes and go back in time. Give them a minute.
- Ask the participants what measures are needed to re- open schools?
- Compile the participant's discussion and share with them.
- After Participants discussion described the basic principles needed for school re-opening to stop the COVID-19.
- See the handout 8 for more in depth details.

### **Basic principles:**

These measures will keep students, teachers, and staff safe at school and help to stop the spread of COVID-19.

Recommendations for healthy schools are:

- Sick students, teachers and other staff should not come to school
- Schools should enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution and, at a minimum, daily disinfection and cleaning of school surfaces
- Schools should provide water, sanitation and waste management facilities and follow environmental cleaning and decontamination procedures
- Display of informative material and key messages regarding safe physical distancing/social distancing, hand washing practices, health and hygiene management
- Schools should promote social distancing through various strategies such as double shift classes
- Age base consideration is important for example students from age 4 to 7 would need help in hand washing, health & hygiene practices and understanding physical/social distancing.
- Orientation of students will be arranged on new school protocols including school opening and closing protocols (UNICEF, WHO & IFRC, 2020).



Session

## ToT Closing



Time: 15 Mins.

### Learning Outcomes

At the end of this session participants will be able to:



1. Review and assess the workshop's lesson plans
2. Review their original learning expectations
3. Complete the participant final evaluation

### Materials



- Pens
- Notebook
- System/Android in case online
- Internet
- Training agenda
- Handouts of session 2 to be shared in hard and soft

### Preparation



- Write learning outcomes in notebook
- Fill post Test form
- Availability of internet
- Read agenda
- Read Handouts

### Introduction

05 minutes



1. Divide the participants in two groups to note down what they have learned in 3 days of ToT.
2. Ask team leader to share their views with other participants.

### Learning Expectations Revisited



1. Review the Group Learning Expectations from the first session and see if all of them were addressed.
2. If something was not addressed, answer any questions the participants might have or give recommendations for participants to find the information they were looking for.

### Workshop Evaluation



1. Explain that we are going to evaluate this ToT and a final evaluation form has been prepared. Explain that their feedback will help direct updates to the sessions and so the more specific information they can provide the better it will be for the training.

2. Share post-test to analyze how much the participants have learned the sessions.
3. Send back the final evaluation form and post-test from the trainer before they leave the ToT.

**Note:**

1. Report Template for School Head Teachers by MTs will be shared through email.
2. Structure and Methodology, Role and Responsibilities of School Head Teachers will be shared through email.

---

**Closing**

**5 minutes**

Thank all the participants and the entire facilitating team for their time, effort, and valuable feedback during this ToT.



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# Handouts





## Handout 1.

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# Part 1. Why School Sanitation and Hygiene Education (SSHE) Part 2. Introduction to School Sanitation and Hygiene Education

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## Part-1. Why School Sanitation and Hygiene Education

- 1.1 billion People are currently without access to improved water supply and about 2.4 billion don't benefit from any form of improved sanitation services (IRC, 2003).
- In Pakistan, 1 in 3 schools lack sanitation facilities as a result large number of school going girls are drop out (Water Aid Pakistan, 2018).
- Pakistan is among world's 36 most water-stressed countries (Water Aid Pakistan,2017).
- Pakistan ranks 9th in the top ten countries with most people defecating in the open per square km.2 (Water Aid Pakistan, 2015).
- In Pakistan, every year 39,000 children under the age of five die due to diarrhea (UNICEF and WHO, 2015).
- 16 million people live without safe water (Water Aid Pakistan, 2017).
- 25 million have nowhere to go to the toilet, and the resulting diseases account for 110 deaths of children under-5 every day (Water Aid Pakistan, 2017).
- 1% of the urban population defecates in the open (UNICEF and WHO, 2015).
- 26% of the urban population does not have a hand washing facility at home with soap and water (UNICEF and WHO, 2018).
- 57% of households in urban areas have a garbage collection system (South Asian Conference on Sanitation, 2016).
- 21% of the rural population defecates in the open (UNICEF and WHO, 2015).
- 56% of the rural population does not have a hand washing facility at home with soap and water (UNICEF and WHO, 2015).
- 6% of households in rural areas have a garbage collection system (South Asian Conference on Sanitation, 2016).

## Part-2. Introduction to School sanitation and hygiene education (SSHE)

SSHE refers to the combination of hardware and software components that are necessary to produce a healthy school environment and develop or support safe hygiene behavior (UNICEF and IRC, 1998).

### Hardware components:

The hardware components include supply of drinking water and facilities for hand washing and safe disposal of excreta and solid waste in and around the school compound. e.g. Hand pump, Tap connection, Rain water tank, Construction of Latrine and Water container for hand washing (IRC International Water and Sanitation Centre, 2003).

### **Soft Components:**

The software components are the activities that promote conditions at school and practices of school staff and children that help to prevent water and sanitation-related diseases and parasites e.g. Hygiene education for behavioral change, and Teachers' training (UNICEF and IRC, 1998).

**Sanitation:** The process whereby people demand, effect, and sustain a hygienic and healthy environment for themselves by erecting barriers to prevent the transmission of water and sanitation related diseases (UNICEF SSHE Manual, 2006).

**Hygiene Education:** All activities aimed at encouraging behavior and conditions, which help to prevent water and sanitation-related diseases (UNICEF SSHE Manual, 2006).



**Handout 2.**

**Part-1. Social Distancing**

**Part-2. Preventive measures at School level**

---

**Part-1. Social Distancing:**

Social distancing is a method to minimize crowd interactions and prevent the spread of disease within groups of people (Aslam, 2020; Schwebel and Cherlin, 1972).

**Social Distancing and COVID-19:**

- Most effective intervention to slow the spread of disease in the absence of a vaccine or effective medication (Lewnard and Guest, 2020).
- Social distancing interventions (combinations of quarantine, school closure, and distance working), the number of infections may be reduced by 78.2%-99.3% (Koo et al., 2020, National University of Singapore).
- Social distancing policies were effective in containing the spread of COVID-19 from Wuhan City to other areas of China (Luo et al., cardiovascular Research Institute Maastricht University, Netherland).
- Social distancing measures in the United States would save 1.7 million lives by October 2020, and the monetary mortality benefit involved is around US \$8 trillion (Greenstone and Nigam, 2020 University of Chicago).

## How to ensure Social Distancing for COVID-19

Avoid large gatherings and maintain distance of 3 feet / 1 meter from others.



Ministry of National Health Services,  
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# نوول کورونا وائرس

## COVID - 19

### کورونا وائرس سے بچنے کے لئے لوگوں سے فاصلہ کیسے رکھیں؟

زیادہ لوگوں کے اکٹھے ہونے اور بڑے اجتماعات میں شامل ہونے سے گریز کریں، دوسرے لوگوں سے کم از کم 3 فٹ یعنی 1 میٹر کا فاصلہ قائم رکھیں تاکہ کورونا وائرس کا پھیلاؤ روکا جاسکے۔



 <p>بڑے اجتماعات سے گریز کریں۔</p>	 <p>باہر ملانے یا گلے لگانے سے پرہیز کریں۔ لپک، دوسرے کو قباصلے سے سلام کریں۔</p>
 <p>کسی بھی ایسے شخص سے میل جول سے پرہیز کریں جس میں سانس کی چواری کی علامات نظر آ رہی ہوں جیسے کھانسی، ناک بہنا، بخار، سانس لینے میں دشواری اور جسم میں درد۔</p>	 <p>جہاں تک ممکن ہو عوامی ٹرانسپورٹ کا استعمال نہ کریں۔</p>
 <p>مزید معلومات کے لئے فائلنگ یا کلر پیس ایچ لائن 1166 سے رابطہ کریں۔</p>	 <p>دیگر خاندان اور دوستوں کے ساتھ میٹج ہونے سے گریز کریں۔ طاقتوں کی بجائے دور سے رابطہ ممکن بنانے کے لیے موبائل فون اور سوشل میڈیا کا استعمال کریں۔</p>
 <p>گر آپ نے کسی سٹور، مارکیٹ یا چیک ہاؤس جانا ہو تو دوسرے لوگوں سے کم از کم 3 فٹ یعنی 1 میٹر کا فاصلہ رکھیں۔</p>	 <p>اپنے گھر اپنے خاندان کی حفاظت کے لئے اگر ممکن ہو تو دفتری کام گھر سے ہی کریں۔</p>





**1166** HELPLINE

corona.info@nhsrc.gov.pk EMAIL

www.nhsrc.gov.pk WEBSITE

http://covid.gov.pk DASHBOARD

صحبت سطر پاکستان



## Part-2. Preventive measures at School level (Before, during and after opening Schools)

Directorate of Elementary and Secondary Education Department KP will inform all primary school Head Teachers to proactively engaging with communities for reenrollment of children in early learning programs; scaling up psychosocial services for young children to address transitions back to care and preschool; strengthening water, sanitation, and hygiene (WASH) services at the school level; and ensuring improved hand washing behavior, food hygiene, and safe drinking water.

### Preventive Measures before opening schools:

#### ***Community Engagement:***

The Head teachers of all schools have to conduct meetings with Parents Teachers Council (PTCs') members.

- Every school will arrange PTCs' meeting prior to the school reopening and weekly after schools reopen.
- Duties will be assigned to PTC members to monitor decontamination of school and to increase in enrolment and decrease in dropout rate.
- Additionally, involvement of community will also be necessary to sensitize parents, elders, political figures, especially Masjid Imam (UNICEF, WHO & IFRC, 2020).

#### **Preventive Measures During opening schools:**

##### ***Regulation and awareness about teachers' entrance to Schools:***

Teachers and education personnel can be a source of infection to children and other teachers. Directorate of Elementary and Secondary Education Khyber Pakhtunkhwa (DoE&SE KP) will circulate the protocols of entrance in the schools, which are included in general teacher orientations before they are deployed in schools.

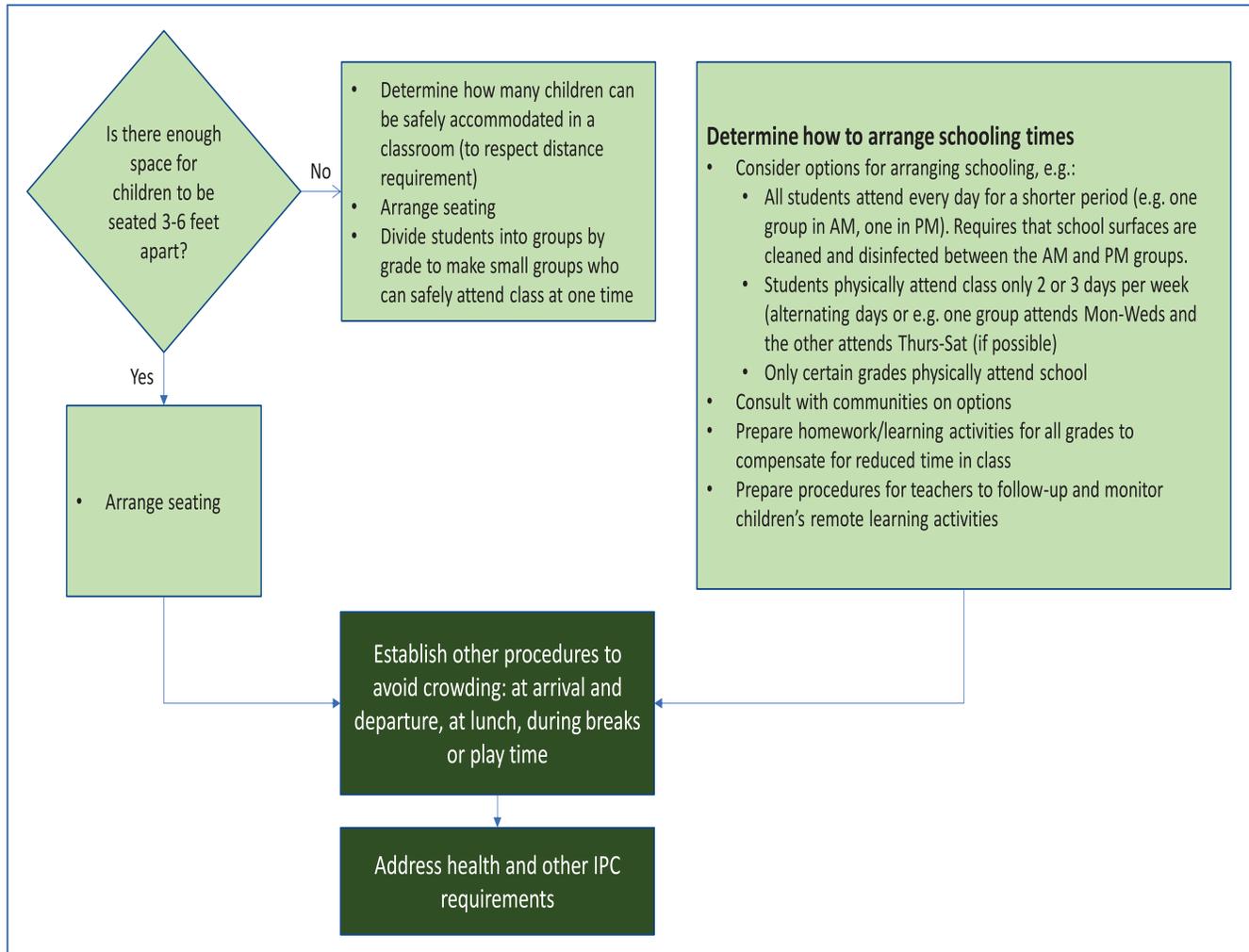
- Key messages included in the Circular are:
- Be vigilant about your health and the health of your co-workers and do not go to work if you are sick.
- Check your temperature if you feel ill. If you have a temperature above 37.3°C/99.14F° do not go to work and do not interact with students. Immediately isolate yourself and call your district health management team for assistance.
- Teachers should also be checked for temperature before entering school premises on a daily basis.

##### ***Implement social distancing practices:***

Head Teachers and all teaching staff will ensure limited contact among children by adopting following measure:

- Staggering the beginning and end of the school day.
- The schools with less space or /and high enrolment should ensure social distancing by working out second shifts in schools to overcome space problems or arranging classes/shifts on alternate days.
- Cancelling assemblies, sports games and other events that create crowded conditions
- When possible, create space for children's desks to be at least one meter apart

- Teach and model creating space and avoiding unnecessary touching.
- Teachers should inform and remind children of hygiene and safety precautions – Avoid body contact sports, “No touch policy”, Avoid “hand games” (which involve children touching each other’s hands or face), Do not put pencils / pens in one’s mouth, do not share food, do not drink from the same cup or wash after.
- Children need to be provided with guidance on the things they can do, e.g. any local games that do not involve contact. Schools should replace sports with other recreational activities such as singing songs and storytelling. Also bear in mind that while we are working to ensure schools are safe spaces, we don’t want to instil fear–talk with children about the risks and help them to feel they are part of the solution.
- Students will also need to be sensitized to observe SoPs’ (UNICEF, WHO & IFRC, 2020).



**Figure 1: Flowchart of decisions and actions to meet classroom social distance requirements**



## **Preventive Measures after opening schools:**

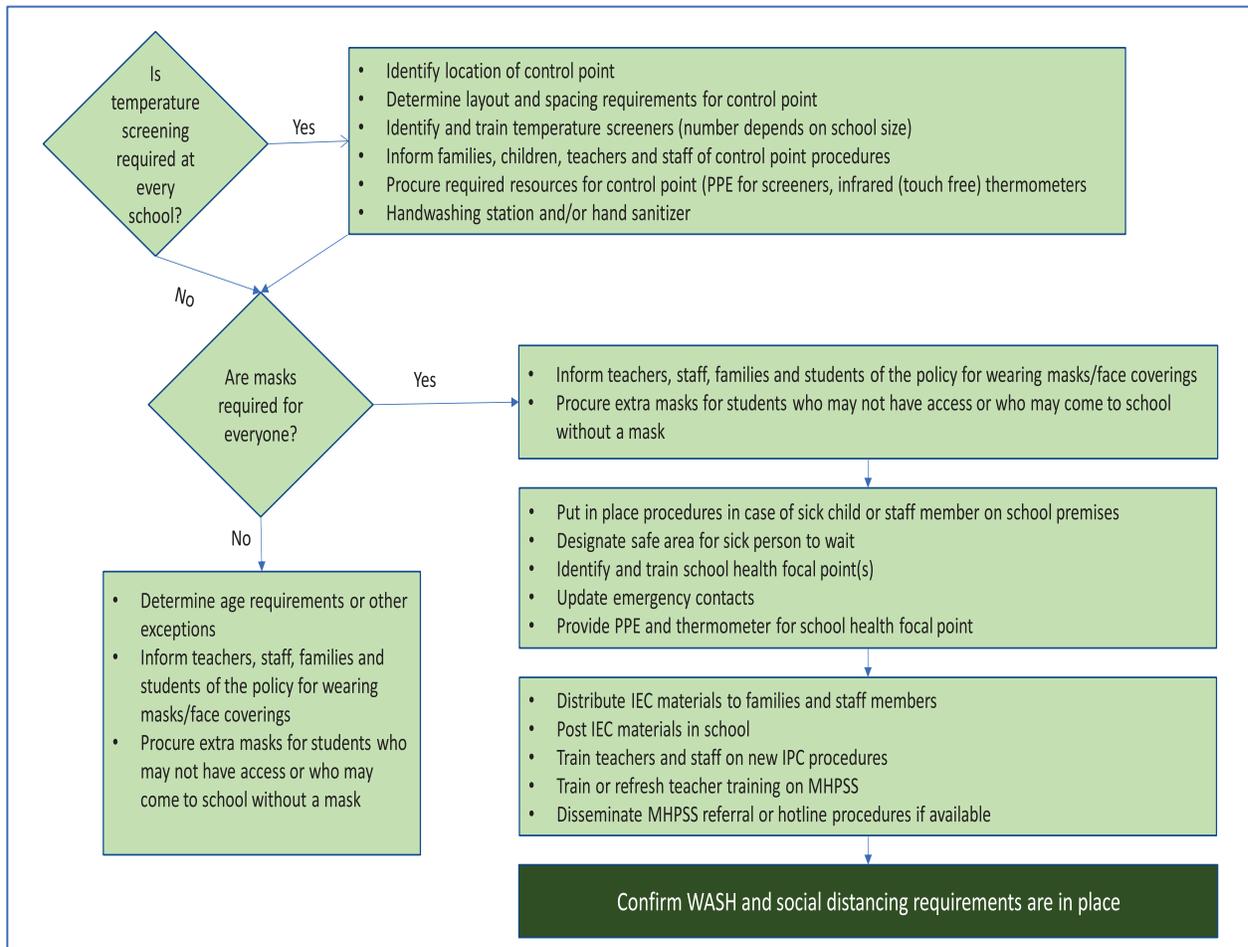
### ***Decontamination of schools:***

- To clean and disinfect school buildings, classrooms and especially toilets and hand-washing stations at least once a day.
- Clean and disinfect surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.).
- Head Teachers will organize specific training to cleaners and other support staff and provide supplies to them for cleaning schools.
- Head teacher will also assign duty to teacher to establish and monitor cleaning schedules and have weekly meetings with cleaner and other support staff.

### ***Regulations and awareness about Students' entrance at school:***

The rules will be communicated to parents formally through a variety of channels and at different levels. For example, at the national level, a formal statement by the Secretary and Minister of Education on TV and the radio—relayed by community radios as well as at the local level, through information-sharing by school administrators and community communication networks (traditional leaders, religious leaders, etc.) as well as parent-teacher associations etc. The use of SMS could also be helpful.

- Schools must inform parents that:
- If a child or student has been in contact with an COVID-19 patient, within past 30 days. They should not send the child to school and contact the health authorities immediately and the child should be monitored closely for 14 days afterwards.
- A child who shows symptoms of COVID-19 fever, cough, sneezing, headache, diarrhea, vomiting, etc. must be referred to medical staff.
- Infrared thermometer will be available at school gate.
- School Hygiene Committee (mentioned above as well) will be responsible to check temperature of every student and/or visitor at entrance point and take care of social distancing while checking temperature, and observe discipline and social distancing in morning arrivals and school leaving time.



**Figure 2: Flowchart of decisions and actions to meet health and other IPC requirements in schools**

### Enforcing Good Hygiene Practices

- Hand washing is one of the most important ways of controlling the spread of COVID-19.
- The recommended method is the use of water and soap or chlorinated water.
- School teachers will guide students how and when to wash hands - Upon arrival at school, before entering the classroom, after using the toilet, after play breaks-After handling body secretions or blowing their nose (tears, nose secretions, saliva, etc.).
- Take healthy diet for strong immune system.
- Health, hygiene, prevention and precaution messages will be displayed in the schools (UNICEF, WHO & IFRC, 2020).

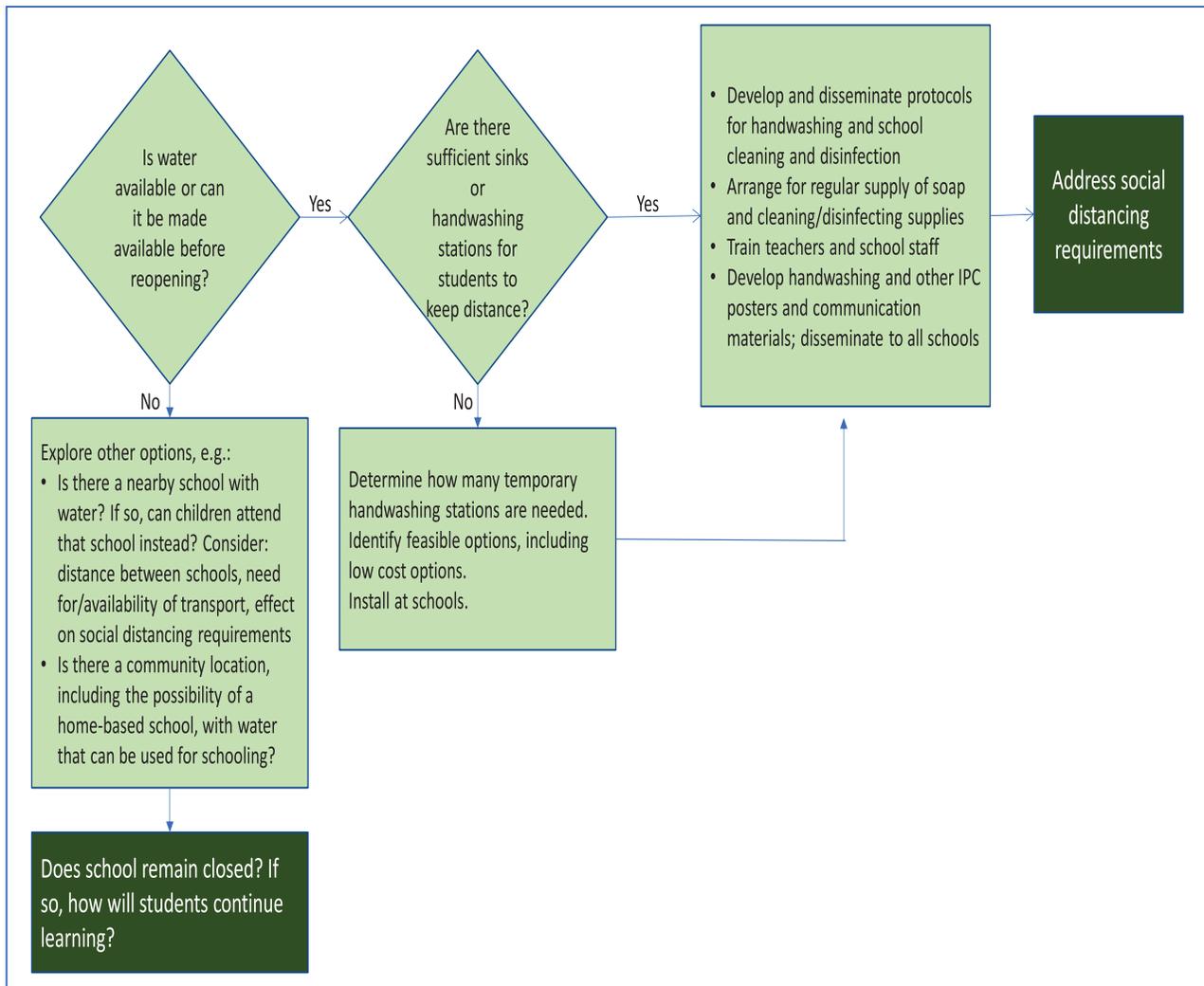


Figure 3: Flowchart of decisions and actions to meet WASH requirements

**Handout 3.**

**Monitoring of Hygiene Behavior at School level**

**What is Monitoring?**

- Monitoring can be defined as to determine whether the implementation of a programme is assisting achievement of its goals (UNICEF, 2012).
- Monitoring means the ongoing process by which stakeholders obtain regular feedback on the progress being made towards achieving their goals and objectives.
- (UNDP, 2009).



**What we do in monitoring?**

**Monitoring of Classroom**

<b>Personal hygiene:</b>	
Washing hands	Cutting nails
Washing face	Body washing/bathing
Hygiene after defecation	Clean hair and cloths
<b>Cleanliness of class room</b>	
Floors	Windows
Walls	Cupboards
Chair	Desks
<b>Diseases</b>	
Diarrhea	Worms
Typhoid,	Hepatitis A&E
Dysentery	Malaria
<b>Monitoring inside school environment</b>	
Water storage	cleanliness of inside
drinking water practices	Latrine facility at school level
latrine cleanliness and usage	Maintenance of latrine
hand washing after latrine usage	Hand washing before eating lunch
<b>Monitoring outside school environment</b>	
water Handling practices	Water transport
Water use of the source	Wastewater disposal
Solid waste (garbage & rubbish) disposal	Insect control
Wastewater drainage	Disposal of faeces



## Monitoring Implementation and Impacts at School Level

### Monitoring Implementation:

Criteria for Monitoring of SSHE activities.

- Not merely focus on prevention of diseases, but also promote well-being.
- Health and Hygiene activities should be long-term.
- Health concepts should be a part of student curriculum.
- Opportunities for students to apply their hygiene-related knowledge, attitudes and practices in real-life situations.

### Monitoring impacts:

- SSH activities requires indicators of hygiene behavior.
- Participatory monitoring is a self-monitoring increases, the effectiveness than check list by an outsider.
- Students could for instance make their own monitoring chart, posted visibly in the classroom.
- Collect health data e.g. who suffers from a disease?
- In this monitoring teachers have little role whereas, students collect the information
- Self-monitoring enhance hygiene behavior and increase motivation.
- Self-monitoring method may be used within families and neighborhoods and parents.
- Feedback on the monitoring information is also an important mechanism for helping children to remember what they have learned and to positively reinforce changed behavior.
- Positive reinforcement can come initially from teachers; at a later stage reinforcement can come from peers, friends and classmates.

### Behavioral Change:

- Whereas behavioral changes are usually monitored through observation.
- Several ways of monitoring can be used, and some form of competition, such as an essay competition, a quiz contest, plays, etc.
- In addition, help in reinforcing behavior changes contests among schools are organized.
- To help assessing the impact of SSH activities, health institutions could also take up monitoring of disease prevalence in schools.

Handout 4.

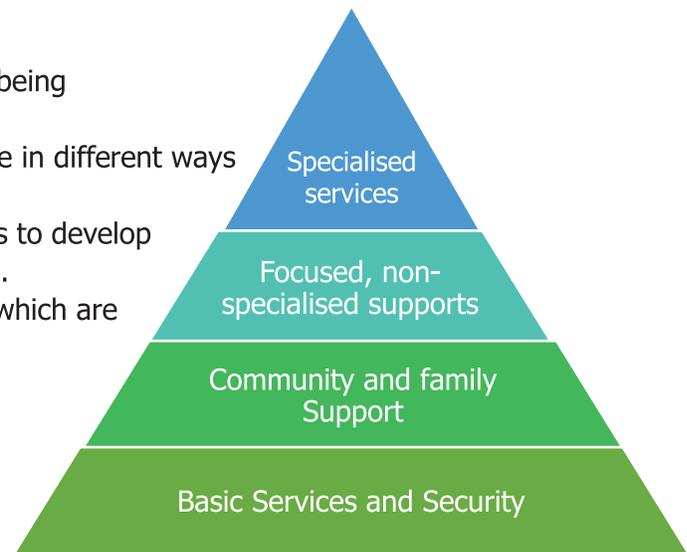
## Mental Health and Psychosocial Support (MHPSS)

### Mental Health and Psychosocial Support (MHPSS):

Mental health and psychosocial support (MHPSS), is any type of local or outside support needed by those who are suffering. MHPSS provides immediate emotional relief, facilitates adaptation to life stressors, and prevents the development of mental health issues (IASC, 2007).

**Aim of MHPSS:** it aims to help people:

- To protect or promote psychosocial well-being
- Prevent or treat mental disorder.
- Emergencies (i-e COVID-19) affect people in different ways And require different kinds of supports.
- Mental health and psychosocial support is to develop 4- Layered system that meets the needs. A pyramid (Figure 5) shows all layers of which are equally important (IASC, 2007).



**Figure. pyramid for MHPSS in emergencies**

#### I. Basic services and security:

- Re-establishment of security.
- Adequate governance and services.
- Address basic physical needs (food, shelter, water, basic health care).
- Control of communicable diseases.

#### II. Community and family supports:

- Family tracing.
- Reunification.
- Supportive parenting programmes.
- Formal and non-formal educational activities.
- Livelihood activities and the activation of social networks.

#### III. Focused, non-specialized supports

- Psychological first aid (PFA).
- Basic mental health care.

#### IV. Specialized services.

- Psychological or psychiatric support.
- Long term supervision



## MHPSS for Children:

The following guidelines may be useful with children:

- Be calm, talk softly and be kind
- Listen to children's views on coronavirus
- Try to talk with them at their eye level (e.g. sit or kneel on the floor), and use words and explanations they can understand
- Introduce yourself by name, let them know you are healthy and that you are there to help
- If talking with a child who has COVID-19, explain that although you can't touch them, you can listen and care about how they are feeling
- If passing time with children, try to involve them in play activities or simple conversation about their interests, according to their age and the safety regulations for COVID-19
- Schedule activities for children to keep them occupied during the quarantine
- Help them if they are experiencing COVID-19 symptoms
- Avoid physical contact but help refer them for immediate medical care
- Refer them to a mental health professional if they are distressed
- Educate their caregivers on the risks and protection matters for them (UNICEF, Health Department KP PFA guidebook for frontline workers, 2020).

## Factors affect our response to Pandemic

### 5. Fear:

- Fear is an expected response to a perceived threat to safety.
- Some biological/physical aspects of fear are universal across cultures.

### Helpful Responses:

- Acknowledge fear as a normal reaction to threats to safety in yourself, staff and coworkers
- Seek out timely and accurate information

### 6. Anxiety/Worry

Can be related to **specific** concerns

- Economic security
- Health and safety, can also be related to **nonspecific** concerns
- Uncertainty/fear of the unknown
- **Lack of control** is typically the most difficult type of anxiety to tolerate

### Helpful Responses:

- Encourage active participation
- Do something constructive alleviates anxiety



- Encourage healthy habits and coping resources
- A regular routine can ease excessive worrying

### 7. Anger:

- Some individuals/groups will express their fear through anger
- Anger is a common response to helplessness and feeling out of control



### Helpful Responses:

- Diffuse the anger through *listening* "Understand first, seek to be understood later"
- Redirect/channel strong emotions into productive activity that promotes group cohesion
- "What can we do together to help one another?"

### 8. Loss/Separation

A pandemic crisis may result in multiple losses including:

- Economic/financial
- General loss of feeling in control
- Separation from friends/family
- During later/more severe stages, Death of loved ones



### Helpful Responses:

- Empathize and validate the experience
- Support spiritual/religious beliefs and rituals
- Recognize the unique nature of loss in a pandemic crisis (e.g., issues of contagion, sustained periods of uncertainty, alterations in burial rituals)

### Factors affecting Psychological adjustment:

Psychosocial adjustment can be **impeded** by:

- Lack of information
- Rumors or misconceptions
- Increased stress, particularly sleep deprivation
- Infection control procedures that severely limit personal contact or hinder communication

### Psychosocial adjustment can be facilitated by:

- Clear and honest communication
- Guidance on how to adaptively respond
- Establishing and maintaining strong social support networks ("collective efficacy")
- Active involvement in planning and preparedness



Handout 5.

## Mitigate Psychological Implications of COVID- 19

### COVID-19

- COVID-19 is an acronym that stands for coronavirus disease of 2019 (WHO, 2020).

#### Definition:

- Coronaviruses are a large family of viruses that are known to cause illness ranging from the common cold to more severe diseases such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS; WHO, 2020).
- A novel, or new, coronavirus is called COVID-19.

#### What does COVID-19 mean?

- COVID-19 is the name of the disease caused by the SARS-CoV-2 virus.
- Viruses and the diseases they cause have different names. For example, AIDS is the disease caused by the human immunodeficiency virus, HIV.
- As mentioned above, COVID-19 is an acronym that stands for coronavirus disease of 2019 (SARS; WHO, 2020).

#### Who named COVID-19?

- The coronavirus disease of 2019 was named COVID-19 by the WHO in a press release on February 11, 2020.

#### Origin of COVID-19

- It started in Wuhan, China since December, 2019 and has spread worldwide (WHO, 2020).

#### Pandemic Diseases

- Monkey pox
- Nipah virus infection
- Novel coronavirus (2019-nCoV)
- Plague Rift Valley fever
- SARS
- Smallpox
- Tularaemia
- Yellow fever
- Zika virus disease

Source: WHO, 2/2020

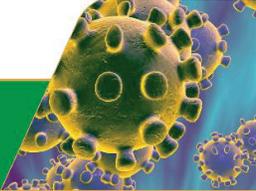
#### Epidemic Diseases

- Chikungunya
- Cholera
- Crimean-Congo haemorrhagic fever
- Ebola virus disease
- Hendra virus infection
- Influenza (pandemic, seasonal, zoonotic)
- Lassa fever
- Marburg virus disease
- Meningitis
- MERS-CoV

Source: WHO, 2/2020

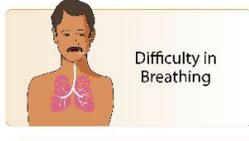
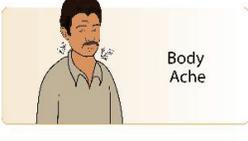


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## CORONA VIRUS (COVID - 19)

### SYMPTOMS

 Fever	 Cough
 Difficulty in Breathing	 Body Ache

If you have travelled abroad in last 14 days or have stayed in contact with someone who has travelled abroad and you are suspected of having symptoms, stay at home, contact your physician by phone OR

**CALL HELPLINE 1166**



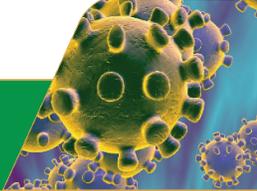
1166 HELPLINE  
corona.info@nhsrc.gov.pk EMAIL  
www.nhsrc.gov.pk WEBSITE

سرگت منځر پاكستان

Fig.6 symptoms of COVID-19

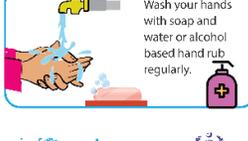


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Government of Pakistan



## CORONA VIRUS (COVID - 19)

### Protect yourself and your families from Corona Virus Infection:

 Avoid contact with people with flu like symptoms	 Cover your nose and mouth with a tissue when sneezing and coughing or use flexed elbow
 Dispose the used tissue immediately in a covered bin	 Avoid touching eyes, nose and mouth with unwashed hands
 Wash your hands with soap and water or alcohol based hand rub regularly.	 Avoid crowded areas if you have to go outside. Refrain from shaking hands.

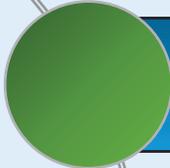
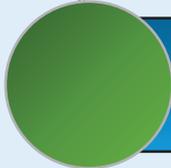
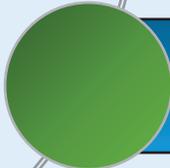


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Fig.7 Protection form COVID-19

## Coping Strategies

	<h3>Safety</h3> <ul style="list-style-type: none"> <li>• Provide for physical and psychological safety</li> </ul>
	<h3>Support</h3> <ul style="list-style-type: none"> <li>• Encourage individual and collective efficacy</li> </ul>
	<h3>Structure</h3> <ul style="list-style-type: none"> <li>• Emphasize active participation in decision making</li> </ul>



### Protect

Minimize exposure to additional stressors – maintain healthy habits

### Direct

Focus efforts on positive and adaptive coping – healthy behaviors

### Connect

Emphasize social support and connection

#### **Specific Coping strategies:**

- Maintain your regular routine as much as possible (sleep, exercise, diet, etc.)
- Balance physical and mental activities.
- Alleviate anxiety by focusing on constructive activities that you can accomplish
- Limit media exposure to accurate, reliable sources.
- Rely on your spiritual beliefs that can nurture you through the challenges.

#### **Tips to reduce the Negative Consequences of Quarantine/Isolation**

- Keep quarantine as short as possible while respecting public health needs
- Ensure that individuals have adequate provisions and that their personal needs are covered
- Give people as much information as possible
- Look for accurate and fair information
- Reduce boredom (including encouragement to telecommute, group support, etc.)
- Maintain your usual routine as much as possible
- Improve communications (related to work and social contacts)
- Emphasize Altruism (e.g. encourage managers to thank teams for staying at home if they have symptoms)
- and not to react negatively – e.g. "please don't expose us to illness.

Handout 6.

## Psychological and Social relationship

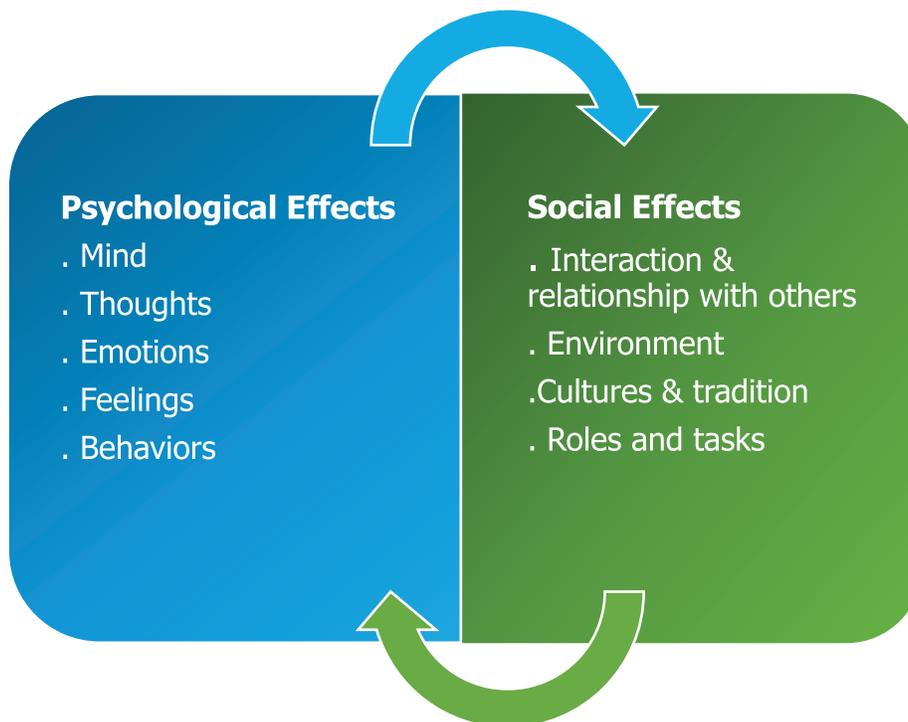
### Psychological Effects relate with COVID-19:

- Mind
- Thoughts
- Emotions
- Feelings
- Behaviors (WHO, 2018).

### Social effects relate with COVID-19:

- Relationships
- Family and community networks
- Cultural traditions
- Economic status including life tasks such as school or work (WHO, 2018)

### Relationship between Psychological and Social effects.



Source: (WHO, 018)



## **At schools Psychological and Social Support:**

### **A. Psychological Support**

- Reduce and prevent harm to school children
- Strengthen resilience of children to recover from adversity
- Improve the care conditions that enable children and families to survive and thrive

### **B. Social Support**

- Child-friendly and protective environments
- Supportive classroom interaction
- Opportunities for play, creative, recreational and life-skills activities
- Individual assistance like counselling for students who needs more advanced help

### **Principles of Psychosocial support:**

- Child—friendly
- Child—centered
- Rights—based (IPEC and Save the Children, 2004)

## Handout 7.

# Clean and Disinfection of school Environment

## How COVID-19 spreads

- The virus that causes COVID-19 is mainly spread by respiratory droplets.
- When someone infected with COVID-19 coughs or sneezes, respiratory droplets that contain the virus are expelled and can be breathed in by someone nearby.
- Although the virus cannot enter the body through the skin, the respiratory droplets carrying the virus can get into your airways or mucous membranes of your eyes, nose, or mouth to infect you.

The virus can also be spread if you touch a surface contaminated with virus and then touch your eyes, nose or mouth, although this is not the primary way the virus spreads (Schools and Child Care, USA, 2020).

## Clean and Disinfection of School Environment:

Routine cleaning and disinfecting is key to maintaining a safe school environment for faculty, students, and staff.

- Cleaning removes dirt and most germs and is usually done with soap and water.
- Disinfecting kills most germs, depending on the type of chemical, and only when the chemical product is used as directed on the label.

## Routine cleaning and disinfecting:

Clean and disinfect at least daily (or more, depending on use patterns) frequently touched surfaces and objects such as:

- Door knobs and handles
- Stair rails
- Classroom desks and chairs
- Lunchroom tables and chairs
- Countertops
- Handrails
- Light switches
- Handles on equipment (e.g., Sports and Laboratory equipment)
- Push-buttons on vending machines and elevators
- Shared toys
- Shared remote controls
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Bus seats and handrails (Schools and Child Care, USA, 2020).

## When a student or staff member becomes ill:

When a student or staff member develops any symptoms of illness consistent with COVID-19 (e.g., new onset or worsening cough OR shortness of breath OR at least two of the following



symptoms: fever of 100.4°F, chills, muscle ache, headache, sore throat, loss of taste or smell) in a school or child care setting.

Adopt the following guidelines:

- Isolate the person in a separate room while they wait to be picked up or until they are able to leave the facility on their own
- Ensure that they have hygiene supplies available, including a cloth mask, facial tissues, and alcohol-based hand rub
- Remind staff who are monitoring the student or staff member with symptoms to practice social distancing when possible
- Close off the space used for isolation after the ill person leaves. Open it after proper cleaning and disinfecting
- Clean and disinfect high-touch surfaces, focusing on areas where the person is known to have been and items they have touched (e.g., individual desk, cot, recently used toys, shared equipment) ([Schools and Child Care, USA, 2020](#)).
- Wear gloves when cleaning, and wash hands after removing gloves.

### **Suspicious or Corona positive student or staff**

As long as routine cleaning and disinfection has been done regularly, additional cleaning and disinfection may not be necessary. Depending on when a person with COVID-19 was last in the facility, it may be difficult to know what areas they were in and what objects or surfaces they may have touched after they become sick.

### **Precautions for cleaning staff responsible for cleaning and disinfecting:**

The risk of getting COVID-19 from cleaning is low. The following are general precautions for cleaning staff, given that community transmission of COVID-19 is occurring:

- Staff should not touch their face while cleaning and only after they can wash hands after cleaning
- Cleaning staff should wear uniforms (or designated work clothes) and disposable gloves when cleaning and handling trash. Cleaning staff should change clothes at the end of a shift. It may be helpful for them to keep a change of clothes at work
- Clothing worn while cleaning should be placed in a plastic bag until it can be laundered. Laundering should be done as soon as possible and done safely at home
- Cleaning staff should thoroughly wash hands with soap and water for at least 20 seconds after gloves are removed
- Staff who are responsible for cleaning and disinfecting should be trained to use disinfectants safely and effectively and to safely clean up potentially infectious materials and body fluids – blood, vomit, feces, and urine
- All cleaning staff should be trained on the hazards of the cleaning chemicals used in the workplace in accordance with OSHA Hazard Communication Standard ([Occupational Safety and Health Administration USA, 2012](#)).

**Handout 8.**

## **Basic Principles of School opening**

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### **Basic principles:**

These measures will keep students, teachers, and staff safe at school and help to stop the spread of COVID-19.

Recommendations for healthy schools are:

- Sick students, teachers and other staff should not come to school
- Schools should enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution and, at a minimum, daily disinfection and cleaning of school surfaces
- Schools should provide water, sanitation and waste management facilities and follow environmental cleaning and decontamination procedures
- Display of informative material and key messages regarding safe physical distancing/social distancing, hand washing practices, health and hygiene management,
- Schools should promote social distancing through various strategies such as double shift classes
- Age base consideration is important for example students from age 4 to 7 would need help in hand washing, health & hygiene practices and understanding physical/social distancing
- Orientation of students will be arranged on new school protocols including school opening and closing protocols (UNICEF, WHO, IFRC, 2020).



Annexure-A

### 3-Days Training of Trainers (TOT) on SOPs for Safe Reopening of School in Response to COVID-19

#### Training Agenda

#### Day 1

##### Learning Objectives

By the end of Day 1, the participants will :

- ✓ Become familiar with basic ideas and different aspects of School Sanitation and Hygiene Education
- ✓ Orient the Participants on social distancing and Prevention measures at School level
- ✓ Understand the importance of School Sanitation and Hygiene Education at School level
- ✓ Familiar with monitoring of Hygiene behavior at School level

##### Day One At a Glance

(Duration)	Session	Facilitator
10:00am-10.20am (20 minutes)	Session 1 Recitation of Holy Quran, Welcome, Introduction, Pre- test	
10:20am-11:20pm (60 minutes)	Session 2 1. Introduction to School Sanitation and Hygiene Education. 2. why School Sanitation and Hygiene Education	
11:20pm-12:00 pm (40 minutes)	Session 3 Social Distancing and Preventive measures at School Level (Before, During and after opening of schools)	
12:00pm – 12:20 Pm	Break	
12:20pm-01:00pm (40 minutes)	Session 4 Monitoring of Hygiene behavior at School level	

## Day 2

### Learning Objectives

By the end of Day 2, the participants will be able to:

- ✓ Have a working understanding on basic concepts and ideas of Mental Health and Psycho-social support and coping mechanism
- ✓ Understand the Psychological Dimensions & Implications of the COVID-19
- ✓ Understand the relationship between social and Psychology

### Day Two At a Glance

(Duration)	Session	Facilitator
10:00am-10: 15am (15 minutes)	Session 1 Recap	
10:15 am – 11:15pm (60minutes)	Session 2 Introduction to mental Health and Psycho-social Support (MHPSS),	
11:15pm-11:30 pm (15 minutes)	<i>Break</i>	
11:30 pm-12:30pm (60minutes)	Session 3 Mitigate Psychological Implications of COVID-19	
12:30 pm-:01:00 pm (30 minutes)	Session 4 Psychological and Social relationship	

## Day 3

### Learning Objectives

By the end of Day 3, the participants will be able to:

- ✓ Orient on protocols and guideline on Clean and Disinfection of School Environment
- ✓ Sensitization on Basic Principles of School Opening
- ✓ Guide on reporting and process of School Head Teachers Training



### Day three At a Glance

<b>(Duration)</b>	<b>Session</b>	<b>Facilitator</b>
10:00am-10.30am (20 minutes)	Session 1 Recap	
10:30am-11:00pm (40 minutes)	Session 2 Clean and Disinfection of school Environment	
11:00pm-11:30 pm (30 minutes)	Session 3 Basic Principles of School opening	
11:30pm – 11:45 Pm	Break	
11:45pm-12:25 pm (40 minutes)	Session 4 Report outline for MTs, sharing and guidance on training stuff	
12:25pm-01:00 pm (35 minutes)	Session 5 Orientation on School Head Teachers Training and Closing Remarks	



**Annexure-B**

**3-Days Training of Trainers (TOT) on SOPs for Safe Reopening of Schools in Response to COVID-19**

**Khyber Pakhtunkhwa  
Pre Test**

**Q1: What is Sanitation?**

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**Q2: What is a Hygiene?**

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**Q3: What is Social Distancing?**

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**Q4: What is Psycho-social Support?**

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**Q5: How we can mitigate COVID-19?**

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**Q6: what are the social effects of COVID-19?**

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**Q 7: what are the psychological effects of COVID-19?**

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**Annexure-C**

**3-Days Training of Trainers (TOT) on SOPs for Safe Reopening of  
Schools in Response to COVID-19**

**Khyber Pakhtunkhwa  
Post-Test**

**Q1: What is Sanitation?**

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**Q2: What is a Hygiene?**

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**Q3: What is Social Distancing?**

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**Q4: What is Psycho-social Support?**

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**Q5: How we can mitigate COVID-19?**

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**Q6: what are the social effects of COVID-19?**

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**Q 7: what are the psychological effects of COVID-19?**

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