



Teachwell MHPSS Manual Pilot Testing Report

Kakuma and Dadaab Refugee Camps

June 2025

Contents

Executive Summary	3
Key Findings	3
Background and Introduction	3
Objectives	4
Hypotheses.....	4
Methodology.....	4
Sample Size	4
Data Collection Methods	5
Data Analyses Methods	5
Results and Discussions	5
Manual Modular Analysis.....	5
Module 1: Understanding MHPSS	5
Module 2: Importance of MHPSS in Education.....	6
Module 3: IASC MHPSS Pyramid in School Setting.....	6
Module 4: Common Mental Health Conditions	7
Module 5: Teacher Wellbeing and Self-care Strategies	7
Module 6: Action Planning.....	7
Overall Manual Satisfaction and Suggested Refinement	8
Manual Content Clarity, Relevance, and Cultural Appropriateness	8
Manual clear and Easy to Understand	9
Training Manual Examples Used Relatable and Culturally Appropriate.....	10
Manual Modules’ Relevance to Work as a Teacher in Refugee Context.....	11
Language Used in the Manual is Appropriate and Respectful	12
Methodology and Content Delivery Approaches.....	13

Parts of the Training Most Useful.....	13
Challenges in Understanding or Applying Content	13
Areas of the Manual Requiring Improvement	14
Suggestions for Improving Training Delivery	14
Conclusions	14
Recommendations	14



Executive Summary

One of the most widely adopted methods of introducing a new product for implementation is through pilot testing to a smaller group of subjects. Mental Health and Psychosocial Support (MHPSS) manual for the Teachwell education project-aims at ensuring teachers' mental well-being in two project implementation counties; Garissa and Turkana. The International Rescue Committee, together with education stakeholders; Ministry of Education, Lutheran World Federation, piloted the manual with 52(34M,18F) teachers and 8(3F,5M) Curriculum Support Officers (CSOs) in both Kakuma and Dadaab refugee camps of Turkana and Garissa counties. The report presents findings from the pilot evaluation of the Mental Health and Psychosocial Support (MHPSS) manual training conducted for the teachers. The assessment focused on the manual's clarity, relevance, cultural appropriateness, and training methodology. Overall, participants reported high satisfaction with both the content and delivery of the training, indicating that the MHPSS manual training effectively strengthened participants' knowledge and competencies in mental health and psychosocial support. The report outlines key strengths and offers recommendations for refinement and scale-up.

Key Findings

- i. 97.96% of participants found the manual clear and easy to understand.
- ii. 91.84% agreed the manual examples were culturally appropriate; Garissa had higher agreement (95.7%) than Turkana (88.5%).
- iii. 97.96% found the language respectful and appropriate; Garissa reported 100% agreement, Turkana 96.2%.
- iv. All participants (100%) confirmed the lessons were applicable in real classroom settings.
- v. 100% agreed that the facilitators delivered the content effectively.
- vi. 97.95% appreciated the participatory and interactive approach.
- vii. 93.87% rated the training environment as supportive and conducive to learning.
- viii. 81.63% felt that the time allocated for sessions was sufficient. However, there is a need for slightly longer sessions since the score is relatively low.

Background and Introduction

The MHPSS manual was designed to strengthen the capacity of teachers to support their well-being and those of their learners, particularly in crisis-affected areas of Garissa and Turkana Counties. To evaluate its effectiveness, pilot test training was organized both in Kakuma and



Dadaab refugee camps of Turkana and Garissa Counties. A total of 52 teachers, and 8 curriculum support officers (CSOs) participated as subjects in the pilot testing training. The core objectives were to assess the clarity, relevance, cultural appropriateness of the manual, and gather structured feedback to guide manual refinement.

Objectives

- i. Pilot test modules of the MHPSS Manual with target teacher groups.
- ii. Assess clarity, relevance, and cultural appropriateness of manual content.
- iii. Gather structured feedback from participants and facilitators.
- iv. Identify necessary revisions to improve usability and effectiveness.

Hypotheses

H_0 : Content of the manual is not clear and easy to understand

H_1 :Content of the manual is clear and easy to understand.

H_0 : Content of the manual is not relevant for teachers in their work.

H_1 : Content of the manual is relevant for teachers in their work.

H_0 : Content of the manual is not culturally appropriate.

H_1 : Content of the manual is culturally appropriate.

Methodology

Sample Size

The MHPSS manual was pilot tested with a total of 60 participants, comprising 52 (34 male, 18 female) teachers and 8 (5 male, 3 female) Curriculum Support Officers. The participants were drawn from Kakuma and Dadaab refugee camps of Turkana and Garissa counties. Specifically, the training engaged 30(27 teachers,3 CSOs) in Kakuma and 30(25 teachers, 5 CSOs) in Dadaab. A mixed-methods approach was employed, and quantitative data were collected through Likert

scale-based evaluations. Qualitative data was gathered from participants' feedback on training delivery and content.

Data Collection Methods

Data was collected using computer tablets with CommCare computer application programming interface with CommCare HQ as the server. The pilot teachers self-responded to questionnaires consisting of a set of daily reflection questions, and a module evaluation questionnaire at the end of the module training day. The MHPSS module training was conducted for 3 days with a daily modular presentation approach. The module evaluation, and daily reflection questions covered key concepts, principles, and practices presented in the MHPSS manual.

Data Analyses Methods

Frequency analyses were conducted on the Likert scale variables to summarize participants' perceptions of the training content, delivery, and relevance. The analyses provided insights into the distribution of responses across different levels of agreement. Further, graphical representations, including clustered bar charts, were generated to visually compare participants' responses across various dimensions and between the Kakuma and Dadaab training cohorts.

Results and Discussions

Manual Modular Analysis

Module 1: Understanding MHPSS

Understanding MHPSS	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Module is applicable	9.62	0	0	44.23	46.15
Module is well understood	3.85	0	0	57.69	38.46
Module is confusing	28.85	63.46	3.85	3.85	0

Most participants found the module both applicable and understandable, with 90.38% agreeing or strongly agreeing that it was relevant to their work, and 96.15% stating that they understood it well. Additionally, 92.31% disagreed with the statement that the module was confusing, reinforcing the overall clarity and accessibility of the content. However, despite this overwhelmingly positive response, a small number of participants expressed a need for simpler and more clearly defined terms. This suggests that while the module was well-received, minor refinements—such as simplifying technical

language or providing clearer definitions—could further enhance comprehension and inclusivity, especially for participants with varying levels of prior exposure to the subject matter.

Module 2: Importance of MHPSS in Education

Importance of MHPSS in Education	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Module is applicable	9.62	0	1.92	40.38	48.08
Module is well understood	5.77	0	0	67.31	26.92
Module is confusing	25	53.85	7.69	7.69	5.77

The module was well-received and clearly understood by participants, with 94.23% indicating they had a good grasp of the material. In terms of its applicability, 88.46% agreed that the module was applicable to their roles, reflecting its practical alignment with their day-to-day responsibilities. Furthermore, 78.85% of participants disagreed with the notion that the module was confusing, suggesting that the majority found the content clear and accessible. While the overall feedback was positive, a small number of participants expressed a desire for more in-depth, practical examples or demonstrations. This points to an opportunity to strengthen future sessions by incorporating more hands-on elements to reinforce understanding and real-world application.

Module 3: IASC MHPSS Pyramid in School Setting

IASC MHPSS Pyramid in school setting	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Module is applicable	1.92	0	17.31	51.92	28.85
Module is well understood	3.85	1.92	17.31	59.62	17.31
Module is confusing	13.46	61.54	13.46	11.54	0

The module was considered relevant by a strong majority of participants, with over 80% affirming its applicability to their work. Additionally, 76.93% reported that they understood the module well. Meanwhile, a small proportion, 11.54%, found the module confusing, suggesting that while the majority grasped the material, there may have been gaps in clarity for some individuals. Feedback from participants highlighted a need for enhanced visual aids and clearer explanations, particularly regarding the components or branches of the pyramid model discussed. Incorporating more diagrams and step-by-step breakdowns in future sessions could help bridge these gaps and ensure the content is fully comprehensible to all participants.

Module 4: Common Mental Health Conditions

common mental health conditions	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Module is applicable	9.09	0	3.64	41.82	45.45
Module is well understood	7.27	1.82	0	50.91	40
Module is confusing	36.36	45.45	9.09	5.45	3.64

The module was positively received by most participants, with 87.27% affirming its applicability to their professional context. Similarly, 90.91% of respondents indicated that they understood the module well, reflecting a strong grasp of the material presented. However, a small minority (9.09%) found the module confusing, pointing to areas where clarity could be improved. These participants recommended incorporating case studies and practical counseling guidance to better illustrate the concepts discussed. Such additions would not only clarify abstract ideas but also provide real-life context, making the content more relatable and actionable. Enhancing the session with practical examples and scenarios could further strengthen participants' understanding and ability to apply the knowledge in their work.

Module 5: Teacher Wellbeing and Self-care Strategies

Teachers' wellbeing and self-care strategies	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Module is applicable	0	0	1.92	44.23	53.85
Module is well understood	0	0	1.92	51.92	46.15
Module is confusing	38.46	46.15	7.69	5.77	1.92

The module was overwhelmingly well-received by participants, with over 95% agreeing that it was both highly applicable to their work and clearly understood. This strong consensus indicates that the content was relevant, well-aligned with participants' professional needs, and effectively communicated. However, a small proportion (7.69%) reported finding the content confusing. These participants recommended the use of simpler vocabulary and a clearer structure to improve accessibility. This feedback suggests that while the material was effective, refining the language and organization of the content could enhance clarity and ensure it is easily understood by all, including those with varying levels of background knowledge or experience.

Module 6: Action Planning

Action Planning	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Module is applicable	0	0	7.69	57.69	34.62
Module is well understood	0	0	5.77	57.69	36.54
Module is confusing	25	63.46	5.77	5.77	0

The module was widely appreciated by participants, with over 90.0% acknowledging its applicability to their work and demonstrated a clear understanding of the content. This strong endorsement reflects the module's practical value and effectiveness in conveying key concepts. However, a small portion of participants (5.77%) indicated some confusion, suggesting a need for improved explanations and more iterative learning opportunities. Specifically, feedback pointed to the importance of incorporating hands-on activities and repeatable exercises to reinforce understanding. To enhance the effectiveness of the Action Planning module, it is recommended that future sessions adopt a more interactive approach, with clearer step-by-step guidance and concrete takeaways that participants can immediately apply in their work settings.

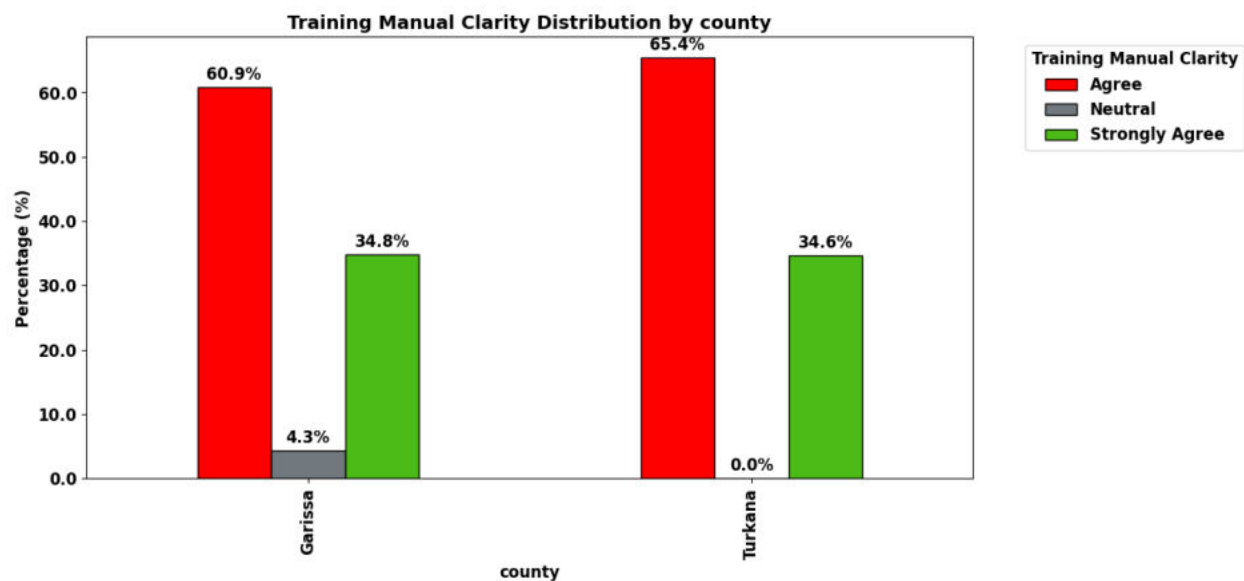
Overall Manual Satisfaction and Suggested Refinement

Manual Content Clarity, Relevance, and Cultural Appropriateness

Content Clarity, Relevance, and Cultural Appropriateness	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
The content of the training manual was clear and easy to understand	0	0	2.04	63.27	34.69
manual examples culturally appropriate	0	2.04	6.12	51.02	40.82
manual modules relevant to work as a teacher	0	0	2.04	46.94	51.02
language used appropriate and respectful	0	2.04	0	38.78	59.18
could apply lessons in real life in classroom	0	0	0	36.73	63.27
Training improved psychosocial support delivery to teachers and learners	0	2.04	2.04	36.73	59.18

The content of the training manual, 97.96%, was clear and easy to understand. This extremely high agreement indicates that nearly all participants found the manual well-structured and easy to follow. It suggests that the language, layout, and instructional style effectively communicated key concepts. In like manner, the manual examples were culturally appropriate (91.84%). A strong majority of participants felt that the examples provided in the manual were relatable and reflective of their context. This shows that cultural sensitivity was considered in the design and localization of the training materials. The manual modules were also 97.97% relevant to work as a teacher. This indicates that participants strongly connected the training material to their day-to-day roles. The manual addressed actual classroom experiences and teacher challenges, enhancing practical value. Concerning the language used in the module, 97.96% of the language used was appropriate and respectful. The near-universal agreement here confirms that the tone and wording used in the manual met professional and cultural expectations. This is essential in sensitive areas like mental health and psychosocial support (MHPSS). Every participant, 100%, agreed that the lessons were actionable, and could be implemented and applied in real life in the classroom. This underscores the manual's success in translating theory into useful classroom strategies. The manual's training also improved psychosocial support delivery to teachers and learners — 95.91%. This indicates a significantly high proportion of participants feeling that the training contributed meaningfully to their ability to deliver psychosocial support, both to students and within their teaching community.

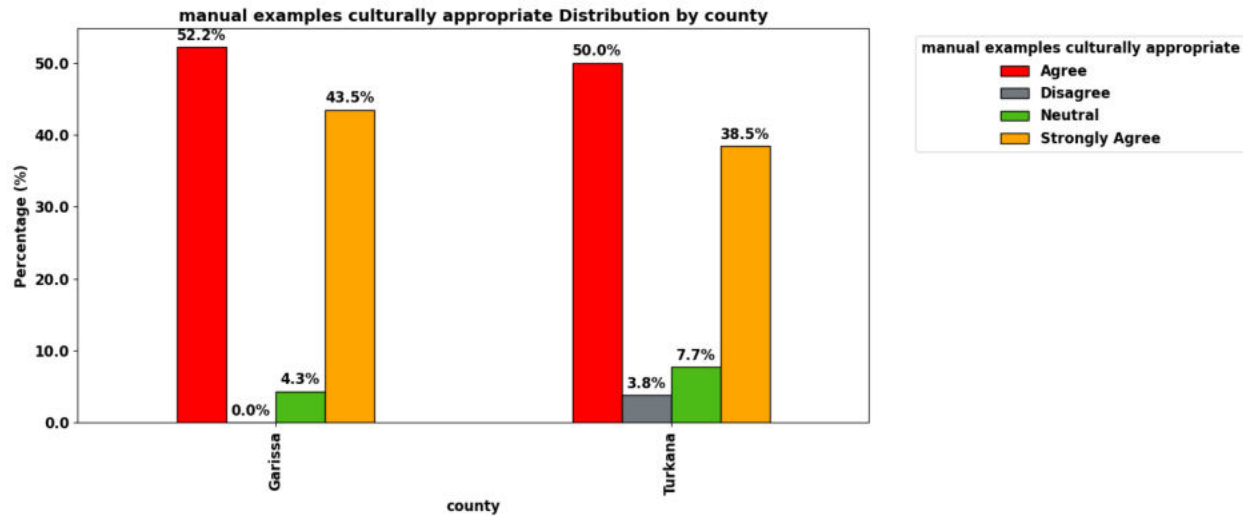
Manual clear and Easy to Understand



Clarity and ease of understanding of the MHPSS manual were consistently affirmed across both Turkana and Garissa counties, indicating a high level of acceptance and usability among participants. In Garissa County, 95.7% of respondents reported that the manual was clear and easy to use, reflecting strong endorsement of its structure, language, and presentation. In Turkana County, this sentiment was even

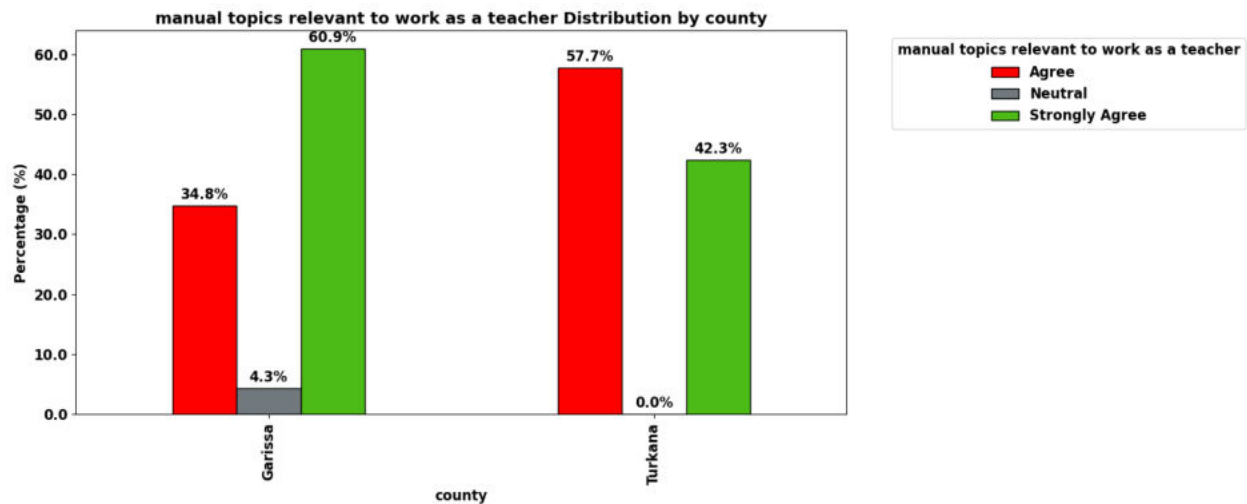
more pronounced, with 100% of participants confirming the manual’s clarity and accessibility. These findings suggest that the manual successfully communicates its content in a user-friendly and understandable manner, regardless of regional or contextual differences. The near-universal agreement across both counties reinforces the manual’s credibility and acceptability as an effective tool for training and implementation. This strong perception of clarity and ease of use is essential for ensuring consistent application of the material in classrooms and psychosocial support contexts.

Training Manual Examples Used Relatable and Culturally Appropriate



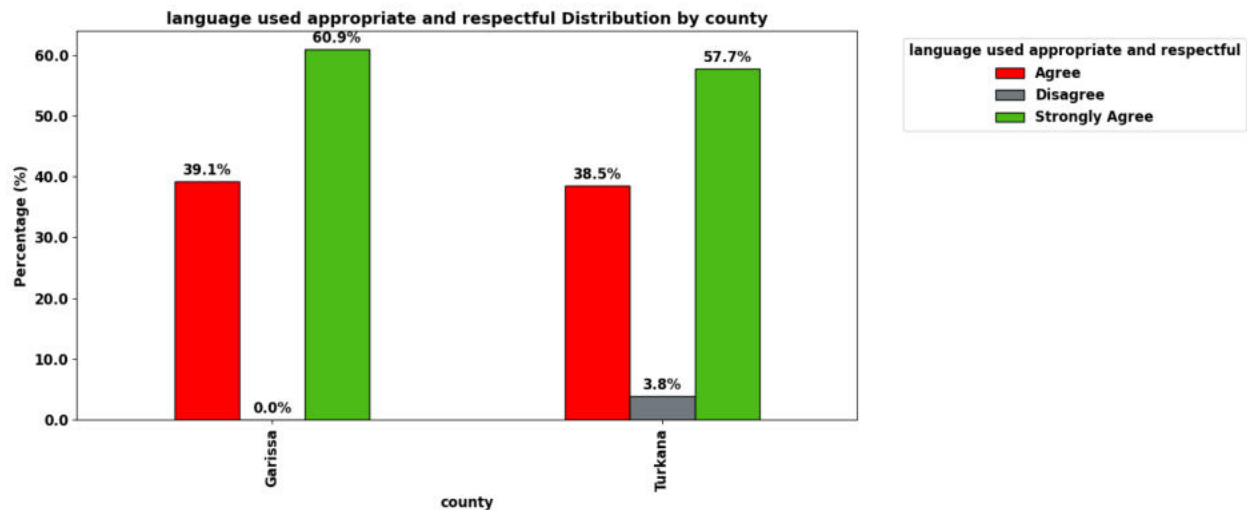
A county-by-county comparison of participants’ views on the cultural appropriateness of the manual’s examples revealed a slightly higher level of agreement in Garissa County compared to Turkana. In Garissa, 95.7% of participants agreed that the examples used in the manual were culturally appropriate, suggesting a strong alignment with local values, norms, and classroom realities. In Turkana County, 88.5% of respondents shared the same view, which, while still a solid majority, indicates a modest gap in cultural resonance. This difference may reflect subtle variations in cultural context, local experiences, or teaching environments between the two counties. The findings suggest that while the manual is well-adapted to both regions, there may be room for further customization in Turkana to better reflect its unique cultural and social dynamics. Enhancing the manual with specific examples or illustrations could improve relatability and deepen engagement among participants across diverse regions.

Manual Modules' Relevance to Work as a Teacher in Refugee Context



Teachers from both Garissa and Turkana counties reported high levels of agreement on the relevance of the MHPSS manual to their work. In Turkana, all respondents (100%) agreed that the manual modules were directly applicable to their roles, indicating a strong alignment with local teaching needs and psychosocial support challenges. In Garissa, 95.7% of teachers shared the same view, reflecting a similarly high level of relevance, though with a slight gap. This minor difference may point to contextual nuances in Garissa, such as language preferences, refugee camp dynamics, or school management practices that could benefit from further localization of training content. Overall, the results demonstrate that the manual is broadly effective across both counties, with potential for minor contextual refinement in Garissa to ensure full resonance with teachers' experiences.

Language Used in the Manual is Appropriate and Respectful



In both Garissa and Turkana counties, teachers overwhelmingly agreed that the language used in the MHPSS manual was appropriate and respectful. In Garissa County, this sentiment was unanimous, with 100% of respondents affirming the suitability of the manual's language. In Turkana, 96.2% of participants shared the same view, indicating a high level of approval with only a minimal proportion expressing neutrality or slight reservations. These results suggest that the manual's tone and wording are culturally sensitive and professionally appropriate across both regions, fostering inclusivity and respect. Minor adjustments may be considered in Turkana County to achieve full alignment, but overall, the language is widely seen as effective and respectful.

Methodology and Content Delivery Approaches

Training Delivery & Methodology	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
facilitators delivered content effectively	0	0	0	30.61	69.39
participatory and interactive training approach	0	2.04	0	36.73	61.22
group activities helped to understand MHPSS concepts better	0	0	0	53.06	46.94
training environment was supportive and conducive for learning	0	0	6.12	36.73	57.14
The time allocated for each session was adequate	2.04	4.08	12.24	48.98	32.65

All respondents (100%) agreed that facilitators delivered the content effectively, highlighting their mastery of the subject matter and ability to engage participants. Similarly, group activities were highly valued, with 100% of participants indicating they helped improve understanding of MHPSS concepts—demonstrating the strength of the experiential, learner-centered approach used. A majority (97.95%) appreciated the participatory and interactive nature of the training, suggesting that the sessions encouraged active involvement and peer learning. The training environment was conducive, with 93.87% of participants agreeing it was supportive and conducive to learning. However, the adequacy of time allocation was comparatively lower, with 81.63% feeling the time was sufficient. This indicates that while the structure and facilitation were strong, some participants may have felt rushed or wished for more time to absorb complex content.

Parts of the Training Most Useful

Four-layer MHPSS pyramid was conspicuously mentioned as a part of the training most useful. Peer support, teacher well-being, and therapeutic techniques were also mentioned as interesting in the training. Ideally, these show the manual components with the highest impact and key for future module prioritization.

Challenges in Understanding or Applying Content

Some of the challenges mentioned in understanding or applying the content included newness of concepts, and vocabulary difficulty. Practical application issues, especially in counseling were

also mentioned, highlighting a need for simplified language and practical role-play sessions for contextual application.

Areas of the Manual Requiring Improvement

There were calls for better clarity and improved explanation of the mental health pyramid and requests to strengthen sections on depression management and referrals. Content refinement is therefore needed in specific sub-topics, particularly around mental health condition management.

Suggestions for Improving Training Delivery

There were calls to scale the training to more teachers- indicating that delivery was broadly satisfactory, and thus expansion of training coverage was suggested.

Conclusions

The MHPSS training manual is a highly effective tool for enhancing teachers' capacity to support their mental well-being and those of their corresponding learners. Feedback from participants in both counties confirmed the manual's clarity, cultural relevance, and usefulness in practice. The training approach—facilitator-led, interactive, and hands-on further contributed to positive learning outcomes. While most participants found the content relevant and applicable, there were minor suggestions to simplify language, add case studies, and provide more practical guidance in areas such as action planning and mental health condition management.

Recommendations

- Continue localizing content to reflect context-specific realities, especially in Turkana.
- Introduce more visual aids, case studies, and hands-on exercises, particularly for complex modules.
- Extend time allocations for deeper learning and reflection.
- Strengthen content around mental health referrals and practical counseling skills.
- Scale the training to reach more teachers, especially in refugee and crisis-affected zones.

- Simplifying technical language or providing clearer definitions could further enhance comprehension and inclusivity, especially for participants with varying levels of prior exposure to the subject matter.
- Future sessions adopt a more interactive approach, with clearer step-by-step guidance and concrete takeaways that participants can immediately apply in their work settings.
- Enhancing the manual with specific examples or illustrations could improve relatability and deepen engagement among participants across diverse regions