Responding to Staff Care Needs in Fragile Contexts (REST): Assessment Tool

An assessment tool for identifying and analyzing work-related challenges and developing corresponding approaches to staff care for teams working in areas of crisis and conflict

giz Deutsche Gesellschaft
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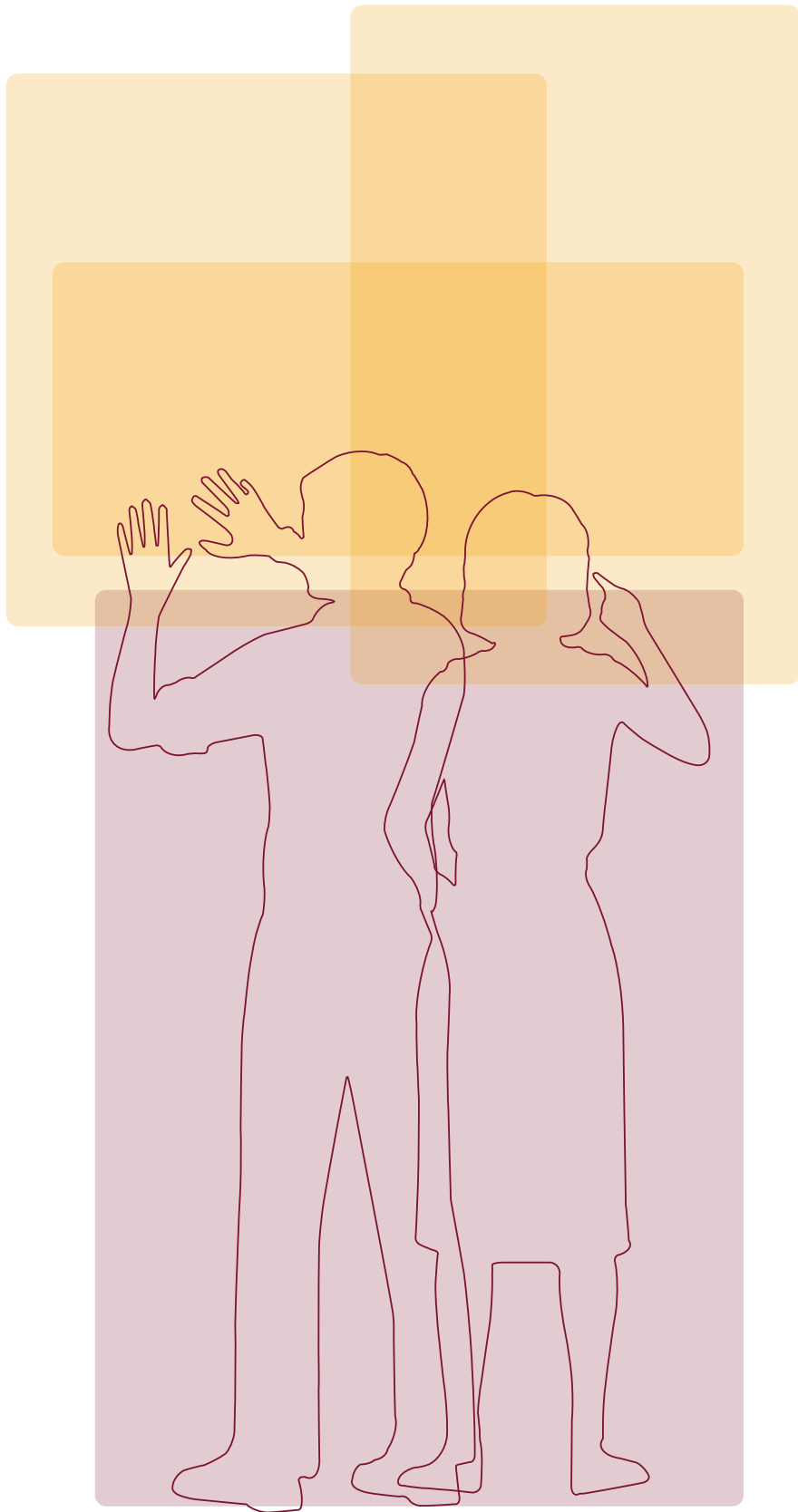to staff care for teams working in areas of crisis and conflict

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STRUCTURE OF THE ASSESSMENT TOOL

The REST tool document contains the basic frame of the REST process and must be read together with the facilitation manual in order to be effectively implemented. The REST facilitation manual contains explanations for the concepts referred to in this tool as well as detailed instructions and considerations for each module and step.

The REST tool consists of a preparation phase followed by eight modules that can be carried out in a two or three-day workshop. Each module has a defined objective, a time frame, and is divided into several steps. By the end of the workshop, the team and/or organization will have developed a practical staff care plan which they can put into practice. In total, calculating for a group of 12 to 18 persons, the workshop takes 18 hours without breaks. Depending on the context and the previous preparation of the team, some of the modules might take less time to work through than anticipated here.

Overview of the modules

Module 1 frames the overall REST process and offers the space for facilitators and participants to introduce themselves. In this module, the facilitators provide an overview of a contextualized and conflict sensitive approach to staff care, its meaning, aims, scope, and overarching issues (for more on a contextualized and conflict sensitive approach, see Chapter 2 of the REST Introductory Guide).

Module 2 is dedicated to identifying and describing challenging situations staff is experiencing. A joint list of difficult situations is created by all participants. The group then chooses one situation to be analyzed in depth. In module 6, the joint list is reexamined to see if there are any issues that have not been addressed and linked up to a discussion of overarching staff care issues.

Module 3 is dedicated to developing a deeper understanding of the selected problem situation: what happened, who was involved, who is affected and how. Participants should get a better sense here of the different perspectives, needs and interests of the people involved with the problem. To this goal facilitators have the option to set up a role play.

Module 4 develops a psychosocial conflict analysis of the situation. Participants break into four groups and each group analyses the s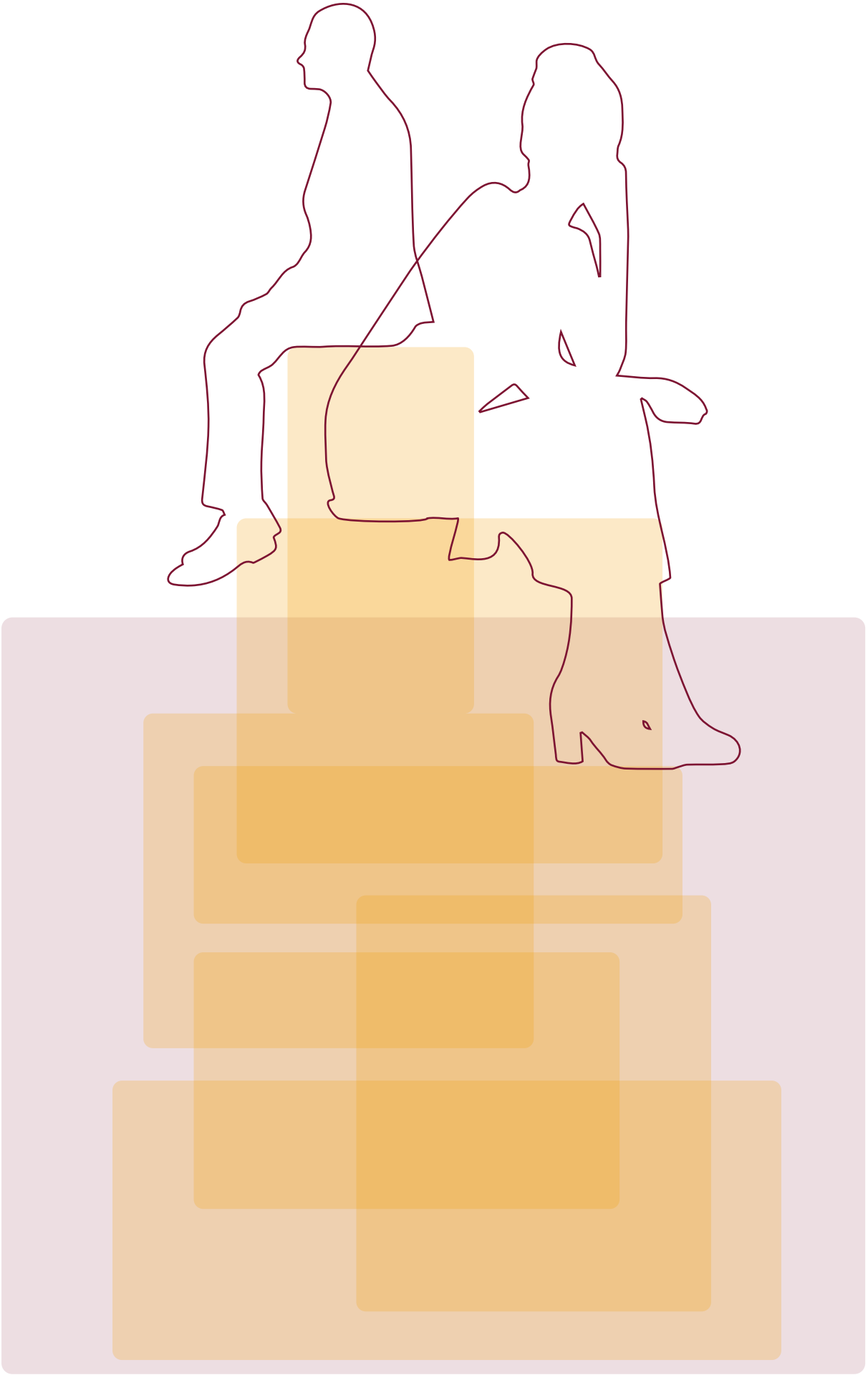ituation in reference to one of the four conflict dimensions, which jointly compose the full range of issues involved in any kind of problem: (1) material dimension, (2) group dimension, (3) subjective dimension, and (4) power to act dimension. Each group presents their results to be discussed in a plenary.

Module 5 extends the analysis by discussing certain key psychosocial issues more in depth: threat/fear, destruction/trauma, loss/mourning, and injustice/anger. At the end of this module, the facilitators support the group to develop an initial summarizing interpretation: What have we learned so far? Has our understanding of the conflict changed and what implications does this have for staff care?

Module 6 re-examines the initial list of problem situations for issues that have not been addressed sufficiently and explores the relevant overarching issues, such as strength / vulnerability, difference / equality, recognition, gendered conflicts and security. The conflict analysis (modules 3, 4 and 5) and the results of the discussion of the relevant overarching issues are combined in a final list of specific key staff care needs.

Module 7 focuses on the development of a concrete and realistic staff care plan. Facilitators support participants to translate their list of key needs into concrete plans and actions. The goal of this final module is to make sure that the institution has not only discovered needs, but also developed some initial steps for productively and sustainably addressing these needs.

Module 8 finalizes the workshop. The facilitators give a short summary of what was achieved, what issues are still pending, and how they have perceived the group process. Every participant has a chance to offer a final comment and feedback on the workshop.

WORKSHOP OVERVIEW DAY 1

| Working block 1 (90 minutes)	MODULE 1: Starting the process		
	Step 1	Welcome, introductions, and overview	45 minutes
	Step 2	Introducing a contextualized and conflict sensitive approach to staff care	45 minutes
	BREAK		
Working block 2 (90 minutes)	Step 3	Introduction to REST workshop structure and process	10 minutes
	MODULE 2: Identifying challenging situations at work		
	Step 1	Individually identifying challenging situationsl	10 minutes
	Step 2	Sharing challenging situations and establishing a collective list of these issues	70 minutes
	BREAK		
Working block 3 (90 minutes)	Step 3	Selecting a situation for analysis	10 minutes
	MODULE 3: Understanding different perspectives of key actors		
	Step 1	Getting a deeper story and identifying key actors	20 minutes
	Step 2	Discovering different perspectives on the conflict	60 minutes
	BREAK		
Working block 4 (90 minutes)	Step 3	Discussing the perspectives and getting a first grasp of the issues relevant in the conflict	75 minutes
	Step 4	Summary of the day	15 minutes

WORKSHOP OVERVIEW **DAY 2**

Beginning the Day	Check with participants		20 minutes
Working block 5 (90 minutes)	**MODULE 4:** Analyzing psychosocial conflict dimensions		
	Step 1	Introducing conflict dimensions	15 minutes
	Step 2	Analyzing conflict dimensions	55 minutes
	Step 3	Summary of analysis and implication for staff care	20 minutes
	BREAK		
Working block 6 (90 minutes)	**MODULE 5:** Analyzing psychosocial issues		
	Step 1	Introducing psychosocial issues	10 minutes
	Step 2	Analyzing psychosocial issues	60 minutes
	Step 3	Summary of analysis and implication for staff care	20 minutes
	BREAK		
Working block 7 (90 minutes)	**MODULE 6:** Linking to overarching staff care challenges in crisis and conflict		
	Step 1	Reconnecting to original list of challenges and overarching issues	90 minutes
	BREAK		
Working block 8 (90 minutes)	Step 2	Adding to the list of staff care needs t	60 minutes
	Step 3	Summary of the day	30 minutes

WORKSHOP OVERVIEW **DAY 3**

	MODULE 7: Developing a staff care plan		
Working block 9 (90 minutes)	Step 1	Completing and clustering the staff care needs and developing ideas for staff care measures	90 minutes
	BREAK		
Working block 10 (90 minutes)	Step 2	Discussing ideas for staff care measures	90 minutes
	BREAK		
Working block 11 (90 minutes)	Step 3	Developing an action plan	90 minutes
	BREAK		
Working block 12 (90 minutes)	MODULE 8: Ending and Goodbye		
	Step 1	Summary and feedback by the facilitators	30 minutes
	Step 2	Feedback and evaluation of the workshop by participants	60 minutes
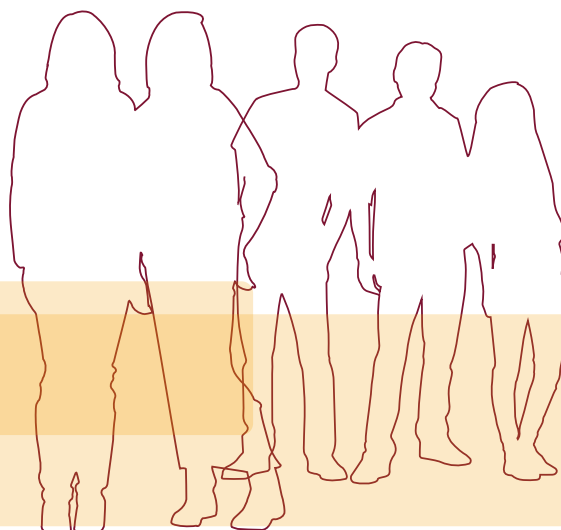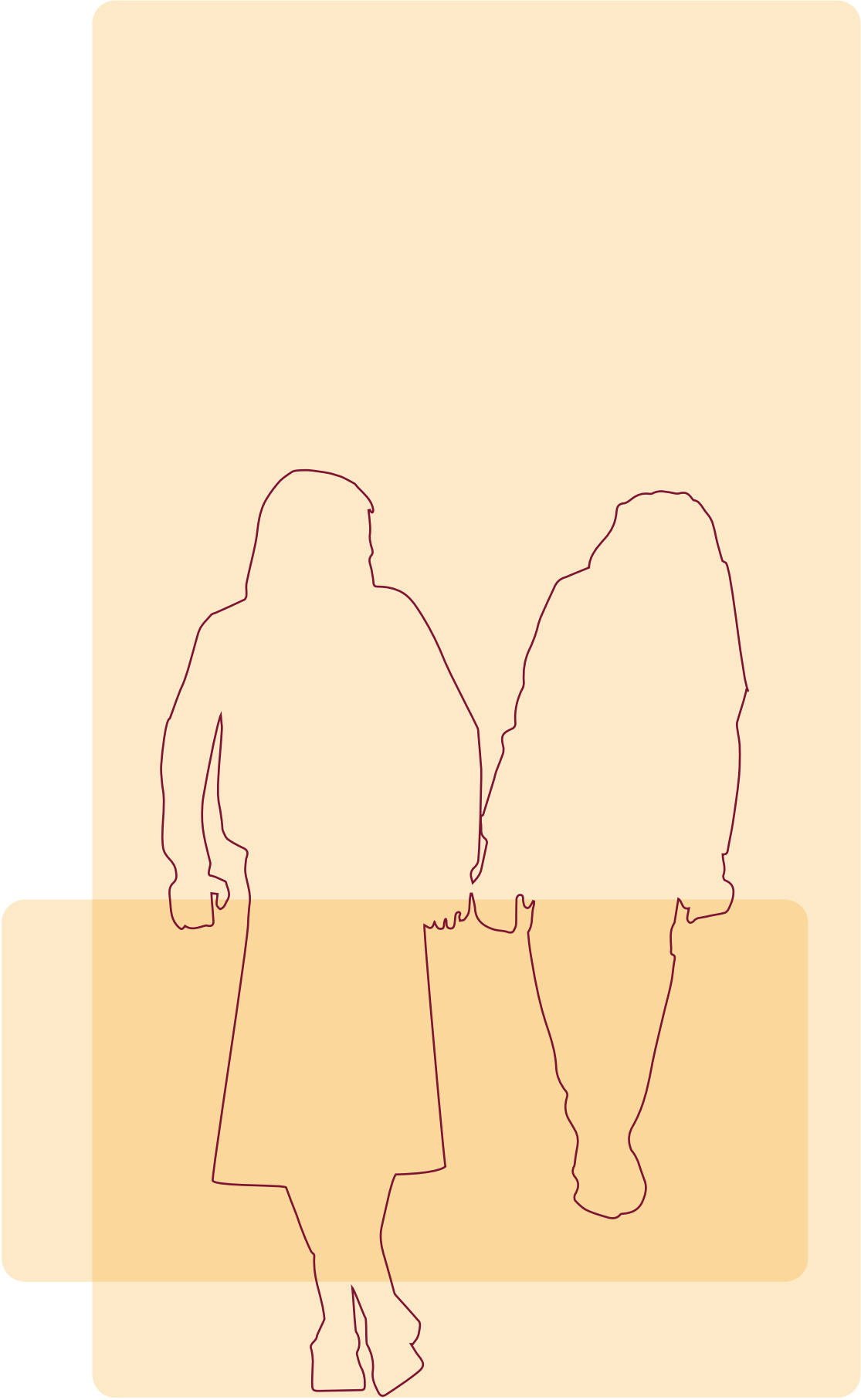
PREPARATION PHASE:
HOW TO PREPARE FOR THE REST PROCESS

Detailed recommendations for how to prepare for this process are offered in the facilitation manual.

DAY 1   MODUL 1: STARTING THE PROCESS

Goals:
• Participants understand the structure of the workshop
• Participants and facilitators learn a little bit about one another (establish a relationship)
• Participants are familiarized with the REST approach (aims and scope of contextualized and conflict sensitive staff care, roles and responsibilities of participants and facilitators)

Methods:
Facilitator and participants' input; plenary discussion

STEP 1
Welcome, introductions and overview
Time: 45 minutes
Methods: Facilitator and participants' input

• Welcome participants to the workshop and give a two to maximum three sentence summary of content and goals of the workshop
• Introduce yourselves as facilitators and very briefly describe your background and experiences. Share one personal issue that matters to you or that you like (e.g. answering the question "What keeps me going when things are difficult" or "What do I value about my work".)
• Ask participants to introduce themselves and their role in the organization and also answer to the same question (if the group is not too big you can also allow people to have a short exchange in pairs and then present each other)
• Give an overview of the schedule
• Develop a list of ground rules (e.g., cell phones turned off, breaks, punctuality etc.)

STEP 2
### Introducing a contextualized and conflict sensitive approach to staff care
Time: 45 minutes
Methods: Facilitator input and plenary discussion

Facilitator input (20 minutes)
Describe how the REST approach understands well-being and staff care, give a brief overview of the overarching issues involved and the inevitable focus on conflict when working in crisis and emergency situations, and outline the aims of staff care. Use the Introductory Guide to prepare this input.
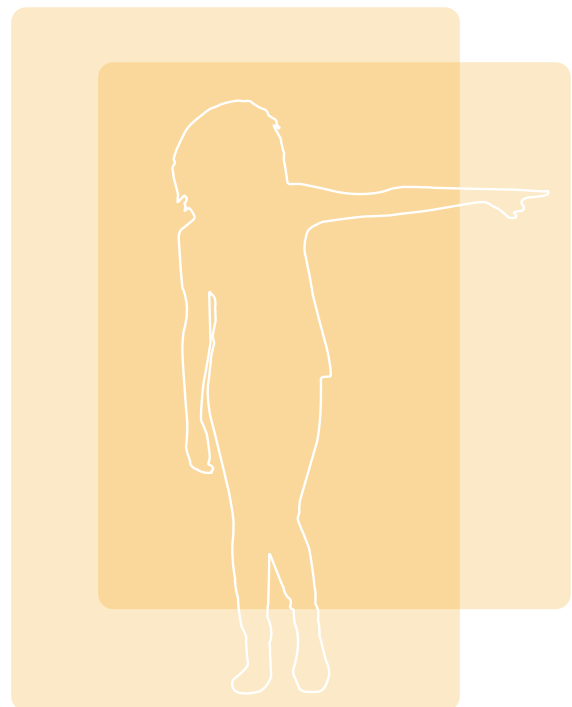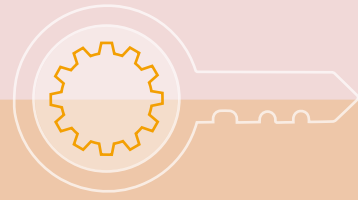
Key points of REST approach

• Especially in a context of crisis and conflict, we try to achieve relative wellbeing.
• Staff care should not be confused with self care: Staff care is the organisation's responsibility to foster the relative wellbeing of staff.
• Effective and meaningful staff care structures must be established across different levels (individual, team, organizational) and contextualized in order to address the particular challenges of specific organizations.
• Emotions are a normal part of work and require spaces and practices that allow them to be expressed without judgment.
• Staff care in crisis settings unavoidably has to deal with conflicts: social and political conflicts, team or group conflicts, interpersonal conflicts, inner conflicts. A conflict-sensitive approach helps groups to reflect together and transform some conflicts into constructive change and development processes.
There are a series of overarching issues that are especially important for staff care and that appear nearly everywhere when working in crisis and conflict: strengths/vulnerability, difference/equality, recognition, gendered conflicts, security.

Aims of staff care as an organizational responsibility in areas of crisis and conflict:

• Staff care should help staff stay connected to themselves and to their team with respect to the whole range of feelings, including pain, rage, and despair.
• Staff care should help staff maintain/re-establish a sense of meaningfulness and competence in their work as well as the capacity to reflect and act.
• Staff care should help staff confront the realities of threat, trauma, and loss as best as possible and as least self-destructively as possible.
• Staff care should help staff to maintain a capacity to acknowledge inadequate resources and, at the same time, make best possible use of what is available.

Plenary Discussion

Time: 25 minutes
Ask the group for their reactions, thoughts, and feelings regarding the approach and goals. Discuss their personal understanding of staff care and well-being, which issues are important to them in that matter, how they perceive the relevance of staff care and what experiences they have made so far. Take notes on a flipchart.

STEP 3
Introduction to REST workshop structure and process

Time: 10 minutes

Methods: Plenary Facilitator input

Explain how staff care needs will be **identified** (produce a broad-ranging list of issues and problems), **analyzed** (looking at one situation in depth, discussing broad overarching issues, in conclusion defining specific staff care needs) and **addressed** (establishing a concrete staff care plan) over the next days. Before moving on to the next module, check in with the group to see if there are any questions or doubts.
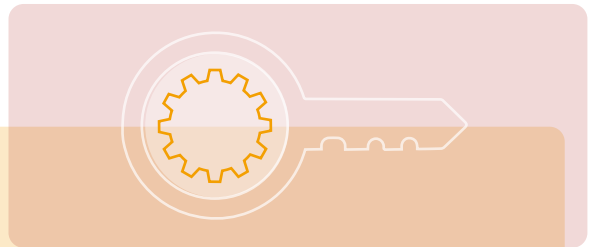
Key points of structure of workshop

<u>DAY 1:</u>   **We identify and discuss key challenges in/at work (Modules 1–3)**

Module 1: Discussing what staff care means
Module 2: Identifying challenges in/at work. First, a joint list of issues is created by all team members. Then one issue is chosen which will be analyzed in depth
Module 3: Getting a deeper understanding of the selected problem situation in order to understand different perspectives, needs, and interests of people involved and people affected by the situation

<u>DAY 2:</u>   **We analyze one of them in depth and discuss overarching issues in order to understand what kinds of staff care needs exist (Modules 4-6)**

Modules 4 and 5: Developing a detailed psychosocial conflict analysis of the situation (4 key conflict dimensions and 4 key psychosocial issues)
Module 6: Coming back to the initial list of issues the implications of the conflict analysis are discussed, key overarching issues are worked on and in conclusion key staff care needs of the team are defined

<u>DAY 3:</u>   **We look for solutions and put a staff care plan into place (Modules 7-8)**

Module 7: Translating the needs into a staff care plan
Module 8: Feedback and goodbye

MODULE 2:
IDENTIFYING CHALLENGING SITUATIONS AT WORK

Goals:
- The issues and conflicts the institution is dealing with are identified
- Selection of one situation that will be analyzed in depth
- Understanding the selected situation and key actors

Methods:
Individual brainstorming, small group discussion, plenary discussion

STEP 1
Individually identifying challenging situations
Time: 10 minutes
Methods: Individual brainstorming
Ask the participants to think about difficult experiences at work in the last six months, when they felt frustrated, upset, angry, sad, or didn't know what to do. Each partici-pant should choose one concrete situation they would feel comfortable to share with the group and try to remember it in as much detail as they can: what happened, who was there, how they felt, how they reacted, etc.

STEP 2
Sharing challenging situations and establishing a collective list of these issues
Time: 70 minutes
Methods: Plenary discussion
In small groups of about 2 to 4 people (maximum of four small groups), participants briefly share their situations. One person makes a list of all situations, giving each situation a title (one sentence that describes it well). The group then chooses one situation that they would like to present in more detail to the plenary (20 minutes).

Each small group shares their list and describes the one situation they have chosen to present. The facilitators note all titles on a flipchart (making sure, that the titles are sufficiently explanatory of the situation being referred to). This list is your key reference to the relevant issues of concerns in the institution (40 minutes).

Finish step 2 with a summarizing discussion: what do you notice, what are the overlaps, what are the differences, is anything important missing (10 minutes).

STEP 3
Selecting a situation for analysis
Time: 10 minutes
Methods: Plenary discussion
Now the group choses one situation they would like to continue to work on and analyze as a way of developing a more detailed understanding of their own staff care needs. Make sure that those who described their situ-ations would be comfortable having the group analyze it. Have the group talk a little bit about which situation would be interesting to analyze in depth and why. Then take a vote. Make sure that those who described their situations would be comfortable having the group analyze it. Have the group talk a little bit about which situation would be interesting to analyze in depth and why. Then take a vote.
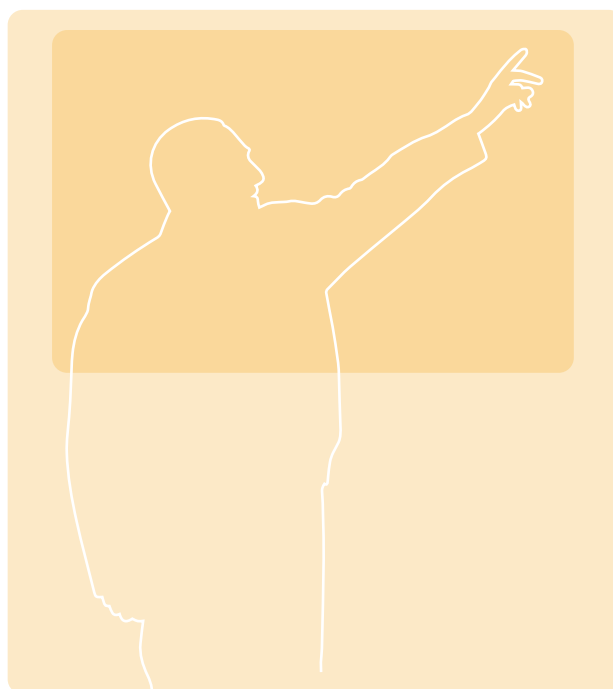
MODULE 3:
UNDERSTANDING DIFFERENT PERSPECTIVES
OF KEY ACTORS

Goals:
• Developing a more comprehensive understanding of the conflict dynamic and different needs, desires, and interests of the key actors and people affected by the situation.

Methods:
Participants' input, role play, plenary discussion, facilitator summary

STEP 1
Getting a deeper story and identifying key actors
Time: 20 minutes
Methods: Narrator's input
After selecting a situation, it is important to get a thorough understanding of the situation. Ask the narrator to share a detailed story of the situation.

Make a list on the flipchart of the key actors, both those who are directly involved and those who might not be directly involved but who are affected by the situation.

STEP 2
Discovering different perspectives on the conflict
Time: 60 minutes
Methods: Role play or discussion with assigned roles
Support the narrator in setting up a scene of the situation with the key actors, choosing group members to play the different roles. Guide the narrator in representing closeness/distance, relationships/hierarchies and emotions/interests of the different role players. The facilitator can decide if they want to work with a more or less interactive way of acting out the situation. When the scene is set, the narrator puts their hand on (or over) each actor and expresses, in the voice of the actor, what they felt or thought in that moment (e.g., "I am afraid I am going to cry and it will look unprofessional"). The facilitator can ask the other actors to say what feelings or thoughts they have in their role (they should answer using the first person, e.g., "I don't believe this person really wants to help me."). Finish the role play by releasing the actors from their roles and ask them how they felt during the roleplay. The narrator should have the final comment.

Another way of doing this step is having participants engage in a discussion with assigned roles, each one of them representing one of the actors of the conflict and trying to express his/her perspective of the problem as convincingly as possible. All people involved in the conflict should be represented.

Several people in the group can take the perspective of one of the conflict participants, but distribution should be more or less equivalent (i.e. if the conflict has 6 actors and the group has 18 participants each actor's perspective can be defended by 3 participants). Finish the discussion by releasing the discussants from their task and ask them how they felt representing this or that actor of the conflict. The narrator should have the final comment.

STEP 3
Discussing the perspectives and getting a first grasp of the issues relevant in the conflict
Time: 75 minutes
Methods: Plenary discussion
Facilitate a group reflection about what the participants have learnt about the situation, the different actors, their relationships, and conflicting feelings, interests, values and belongings. Support the group to define the key aspects of the conflict in this situation. Write the conflict definition on a flipchart and keep it posted as a reference point for subsequent modules.

STEP 4
Summary of the day
Time: 15 minutes
Methods: Facilitator summary
Offer a brief summary of the day and depending on the dynamic at this stage, the facilitators can suggest a closing round (i.e. one sentence or one word each participant):

• Reinforces group cohesion
• Gives participants/facilitators the chance to briefly express their feeling at the end of the day and/or wish for the next day
• Gets people out of their heads and back into their bodies

MODULE 4
ANALYZING PSYCHOSOCIAL CONFLICT DIMENSIONS

Goals:
- Participants understand the four psychosocial conflict dimensions
- Participants develop a comprehensive conflict analysis of the key conflict in the selected situation
- Issues that have been analyzed are reformulated into a list of staff care needs to be addressed

Methods:
Facilitator input, small group discussion, plenary discussion

Beginning the day
Check in with participants
Time: 20 minutes
Begin the day with a quick check in to see how the group is feeling and/or what they expect from the day. Facilitators briefly summarize the previous day and offer an overview of today's steps.

STEP 1
Introducing conflict dimensions
Time: 15 minutes
Methods: Facilitator's input
Facilitators offer a brief introduction of the psychosocial conflict dimensions. From a psychosocial perspective, every conflict has at least four dimensions that affect how the conflict is experienced and carried out: a subjective dimension, a group dimension, a material dimension, and a power to act dimension.

Subjective
When you want to understand the subjective dimension of a conflict, you need to look at which emotions, needs, thoughts, goals, desires, and dilemmas are experienced by the different actors. It is about understanding how the particular conflict is experienced and perceived by the individuals involved and affected.

From a staff care perspective, understanding the subjective dimension helps us to reflect on individual needs, difficulties and strengths in the day-to-day work.

Group
When you want to understand the group dimension of a conflict, you need to look at how belongings, relationships and group dynamics affect the conflict and are affected by it; how differences and conflicts in belonging come up in the work and are dealt with.

From a staff care perspective, the group dimension helps us to understand how connected, supported or isolated people feel; what in the work context helps or hinders connection, what underlying conflicts between groups are relevant.

STEP 2
Analyzing conflict dimensions

Time: 55 minutes

Methods: Small group work and plenary discussion

Form four small groups, one for each dimension. Each group discusses how the dimension plays a role in the group's conflict situation. For example, what different interests or needs play a role in this situation? Or, how do expected gender roles play a role? Ask the group to take notes on the important aspects of this dimension to present to the plenary (30 minutes).

Each group presents their key analyses and these are discussed and elaborated with the support of the facilitators in the plenary (30 minutes).

STEP 3
Summary of analysis and implication for staff care

Time: 20 minutes

Methods: Plenary discussion

Participants review their analyses of the conflict dimensions and discuss what they have learnt about the conflict and what the specific implications are for staff care. As the participants discuss the implications, start a list of staff care needs to be addressed on a flipchart to be added to in the next steps and at the beginning of the following module.

Material

When you want to understand the material dimension of a conflict, you need to look at which resources and infrastructure (or lack thereof) affect the conflict. It is about understanding how different access to resources and basic infrastructure shape people's experience of the conflict.

From a staff care perspective, considering the material dimension helps us to understand the ways in which chronic shortage of resources, inequalities in access and work pace organization and material characteristics affect team dynamics, relationships and how people feel in their day-to-day work.

Power to Act

When you want to understand the power to act dimension of a conflict, you need to look at how power dynamics and structural inequalities affect the conflict. Specifically, how do differences and inequalities in the power to act, make decisions and change a situation affect the different people involved. You can also think about how power dynamics might influence a person to not act to change a situation, if for example, they benefit from the status quo, even though the status quo harms others.

From a staff care perspective, this dimension helps us to understand how powerful, competent or helpless people feel; how much ownership people feel about their work.

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MODULE 5:
ANALYZING PSYCHOSOCIAL ISSUES

Goals:
- Participants develop a more in depth understanding of the subjective dimension by examining to what extent fear, grief, trauma and impotent anger are present, how they are expressed or not, and how they are connected to broader social realities of threat, loss, destruction, and injustice
- Issues that have been analyzed are reformulated into a list of staff care needs to be addressed

Methods:
Facilitator input, plenary discussion, small group discussion.

STEP 1
Introducing psychosocial issues
Time: 10 minutes
Methods: Facilitator's input
The facilitator briefly explains the conceptual background and the connections between social realities of threat, destruction, loss and injustice and the corresponding psychological experiences of fear, trauma, grief/mourning and anger/feeling of impotence. It is important to understand that our emotions are not just an individual matter but that they are linked to social realities. The better we understand this and are able to make the connections, the better our staff care measures will be.

Threat and Fear
In conflict areas fears are omnipresent because of the manifold social and personal insecurities and threats people have to live with. When fear is a permanent part of life, it often becomes difficult expressing fears and realistically assessing dangers. If anxiety has become chronic, it often continues, even though the original threat is gone.

Important questions to ask: Who is scared of whom and what? Who or what threatens actors of the conflict? From a staff care perspective, fear management is a key aspect. Often people are so used to it, that they don't analyze the threats and fears anymore and thus are unable to develop the necessary protective measures.

Destruction and Trauma
An experience is traumatic when it totally overwhelms us and destroys our beliefs in the world and ourselves, exposing us to extreme impotence. In areas of conflict trauma is not a short-term situation but usually along and continued process, because destruction becomes part of daily life.

Important questions to ask: What kind of destruction has taken or is currently taking place? Who is affected by this destruction? How is the destruction affecting people psychologically and emotionally? From a staff care perspective trauma implies a psychological wound that must be taken care of. Often also staff is witness to traumatic processes of clients and cannot help. That sometimes provokes so-called "secondary traumatizations".

STEP 2
Analyzing psychosocial issues

Time: 60 minutes

Methods: Small group work, plenary discussion

Form four small groups, one for each psychosocial is-
sue (threat/fear, destruction/trauma, loss/mourning, in-
justice/impotent anger). Ask each group to discuss and
describe how their particular issue appears (or doesn't)
for different actors in the conflict situation. Participants
should consider to what extent these emotions are openly
expressed, why or why not, differences in who is able or
encouraged to express certain emotions, etc. (30 minutes).

Each group shares the key points of their discussion. These
are further elaborated with the support of the facilitators
in the plenary (30 minutes).

STEP 3
Summary of analysis and implication for staff care

Time: 20 minutes

Methods: Plenary discussion

Participants review their analyses of the psychosocial is-
sues and discuss what they have learnt about the conflict
and what the specific implications are for staff care. Add
to the list of staff care needs and finally summarize the
results of the specific psychosocial conflict analysis car-
ried out in module 3 to 5.

Loss and Mourning

Losses are part of our life. In areas of cri-
sis and conflict even more so and often in
a shocking and sudden way. If we lose so-
mething or someone, then we must be able to
grieve – which is often very difficult in times
of war and crisis, because there are so many
things to grieve about. However, mourning is
the only psychologically healthy way to deal
with losses.

Important questions to ask: What kinds of los-
ses are relevant to the situation under analysis
(persons, homes, convictions, cultural affilia-
tions, etc.)? Who has experienced these losses?
How have these losses been acknowledged?
How are losses being mourned? Which dif-
ficulties exist regarding mourning processes?

From a staff care perspective it is very im-
portant to facilitate mourning processes. In
fact staff needs continuous help and spaces
to work through the unavoidable experiences
of loss they have to deal with all the time.

Injustice and Anger

In times of war, people are witnessing great
injustice and often cannot do anything to stop
it. They thus feel helpless and overwhelmed
by it and accumulate internal anger.

Important questions to ask: What kinds of
injustices have been experienced or wit-
nessed? Who is affected by this injustice?
What feelings exist about these injustices
and where are they expressed? What oppor-
tunities for solidarity exist?

From a staff care perspective it is impor-
tant to understand that the accumulated
impotent anger sometimes explodes in the
wrong moment or is expressed in references
to something that has nothing to do with
the original problem. In order to prevent
damage and to deal with anger in a con-
structive manner it needs to be addressed
and talked about.

There is always room for maneouvre as little
as it might be.

MODULE 6:
LINKING TO OVERARCHING STAFF CARE CHALLENGES IN CRISIS AND CONFLICT: A DEDUCTIVE ANALYSIS

Goals:
- Issues that appeared in the initial list of challenges but which have not been picked up are discussed now
- Participants link the issues of the initial list to the overarching challenges of staff care
- The list of staff care needs is more fully developed

Methods:
Plenary discussion, small group discussion, facilitator summary

STEP 1
Reconnecting to original list of challenges and overarching issues
Time: 90 minutes
Methods: Plenary discussion and small group discussion
Return to the original list of difficult situations and ask participants to check whether there are any important issues that have not been discussed and if there are any other topics that need to be added (10 minutes). Reintroduce overarching issues (10 minutes). Ask participants to discuss in small groups which of these issues are important to them and in what way (50 minutes). Each group presents their results, including not only similarities across group members, but also any differences (20 minutes).

STEP 2
Adding to the list of staff care needs
Time: 60 minutes
Methods: Small group work and plenary discussion
Ask the participants which further issues they want to add to the staff care needs list. Let them work in small groups (30 minutes) and then get back together in the plenary to discuss their suggestions (30 minutes). Add their suggestions to the list of staff care needs.

STEP 3
Summary of the day
Time: 30 minutes
Methods: Facilitator summary
Offer a brief summary of the day and depending on the dynamic at this stage, the facilitators can suggest a closing round that:

- Reinforces group cohesion
- Gives participants/facilitators the chance to briefly express their feeling at the end of the day and/or wish for the next day
- Gets people out of their heads and back into their bodies
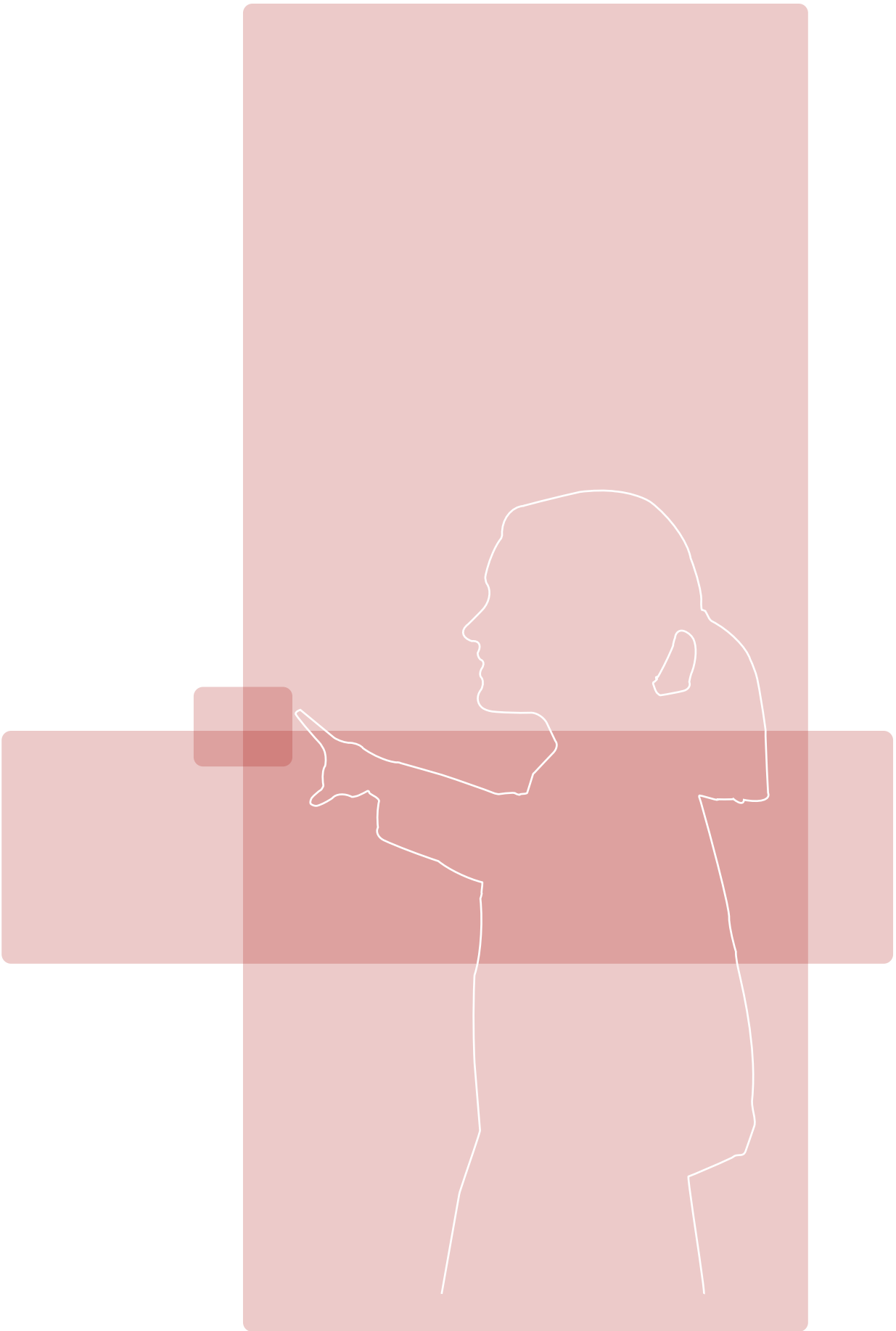
MODULE 7:
DEVELOPING A STAFF CARE PLAN

Detailed recommendations for how to prepare for this process are offered in the facilitation manual

Goals:
• The list of staff care needs is completed and clustered
• Development of a staff care plan on the basis of these conclusions
• Agreement on an implementation schedule

Methods:
Small group work, plenary discussion

STEP 1
Completing and clustering the staff care needs and developing ideas for staff care measures
Time: 90 minutes
Methods: Plenary discussion and small group discussion
Begin the day with a brief check in with all participants (10 minutes). Offer a quick summary of the previous days and present the list of staff care needs as finalized on day 2 of the workshop and give a final opportunity for adding more needs (10 minutes). Then discuss possibilities of clustering (e.g., relationship building, spaces, job description, etc.). (25 minutes) (facilitators should have prepared suggestions for clustering the night before but should be open for new suggestions and ideas).

Divide the participants into small groups, one group for each category. Each group prioritizes the needs in their category and produces a list of concrete and realistic ideas of how to work on the issues (45 minutes).

STEP 2
Discussing ideas for staff care measures
Time: 90 minutes
Methods: Plenary discussion
Each group shares their lists and discusses them in the plenary.

STEP 3
Developing an action plan
Time: 90 minutes
Methods: Plenary discussio
The group decides when, what, how and under whose responsibility these plans will be implemented, and how and when it will be evaluated again:

When?	What and how?	Who will take part? Who is responsible?	Evaluation
When will we do this? It will continue for how long?	Define exactly what will be done and how it will be done.	i.e.: The whole team will take part. Everybody is responsible. First meeting will be organized by …. Second meeting by …	When? How? Possible questions for the evaluation: what was helpful about this and what was not? What needs to change, what should remain?

This list constitutes the initial collective action plan for staff support. Some details might require further clarification, but the foundational plan should be ready now (the detailed list of staff care needs should also be kept for further reference and checking if really all issues have been addressed).

MODULE 8:
ENDING AND GOODBYE

Goals:
• Closure of the workshop
• Evaluation of the workshop

Methods:
Facilitator input, participants' input

STEP 1
Summary and feedback by facilitators
Time: 30 minutes
Methods: Facilitator input
Facilitators give a short final summary of what was achieved, what is still pending, and how they have perceived the group process.
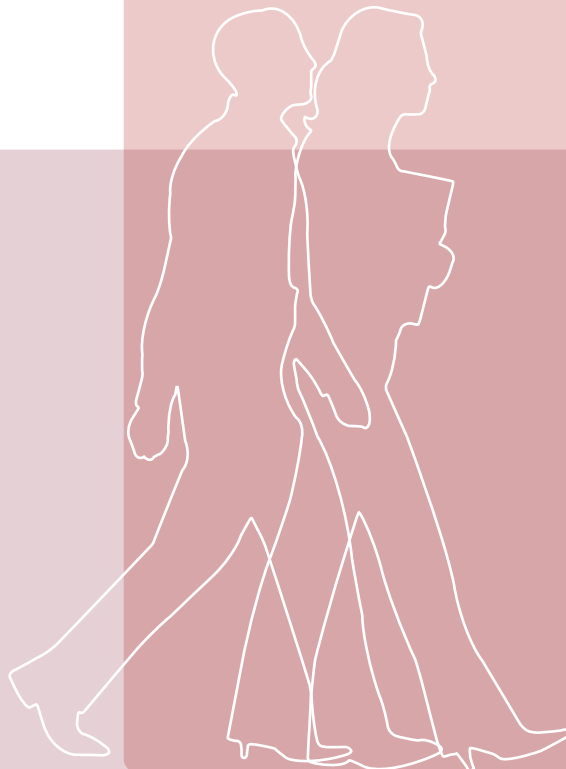
STEP 2
Feedback and evaluation of the workshop by participants
Time: 60 minutes
Methods: Participants' input
Every participant gets a chance to offer a final comment and a critical appraisal of the workshop.

IMPRINT