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**Additional Program Information**

**Table A. Partner Media Connections**

<b>The International Federation of Red Cross and Red Crescent Societies (IFRC)</b>	<b>Partner Media Connections</b>	<b>The Geneva Learning Foundation (TGLF)</b>
<a href="https://www.ifrc.org/">https://www.ifrc.org/</a>	Website	<a href="https://www.learning.foundation/">https://www.learning.foundation/</a>
<a href="https://x.com/ifrc">https://x.com/ifrc</a>	X / Twitter	<a href="https://x.com/DigitalScholarX">https://x.com/DigitalScholarX</a>
<a href="https://www.instagram.com/ifrc/">https://www.instagram.com/ifrc/</a>	Instagram	<a href="https://www.instagram.com/thegenevalearningfoundation/">https://www.instagram.com/thegenevalearningfoundation/</a>
<a href="https://www.linkedin.com/company/ifrc/">https://www.linkedin.com/company/ifrc/</a>	LinkedIn	<a href="https://www.linkedin.com/company/geneva-learning-foundation/mycompany/">https://www.linkedin.com/company/geneva-learning-foundation/mycompany/</a>
<a href="https://www.facebook.com/IFRC/">https://www.facebook.com/IFRC/</a>	Facebook	<a href="https://www.facebook.com/DigitalScholar">https://www.facebook.com/DigitalScholar</a>
<a href="https://www.tiktok.com/@ifrc">https://www.tiktok.com/@ifrc</a>	TikTok / Telegram	<a href="https://t.me/GenevaLearning">https://t.me/GenevaLearning</a>
<a href="https://www.ifrc.org/podcasts/all">https://www.ifrc.org/podcasts/all</a>	Podcast	<a href="https://www.learning.foundation/podcast">https://www.learning.foundation/podcast</a>
<a href="https://www.youtube.com/user/ifrc">https://www.youtube.com/user/ifrc</a>	YouTube	<a href="https://www.youtube.com/@TheGenevaLearningFoundation">https://www.youtube.com/@TheGenevaLearningFoundation</a>
<a href="https://mhpsshub.org/">https://mhpsshub.org/</a>	Zenodo	<a href="https://zenodo.org/communities/tglf/records?q=&amp;l=list&amp;p=1&amp;s=10&amp;sort=newest">https://zenodo.org/communities/tglf/records?q=&amp;l=list&amp;p=1&amp;s=10&amp;sort=newest</a>

**Table B. PFA Core Processes**

<b>Process</b>	<b>Description</b>
Prepare	<i>Prepare</i> involves gathering information, resources, and materials to share and emotionally readying oneself. It requires providers to know [1] the limits of their expertise and competence, [2] their colleagues and their roles, [3] who to call for immediate help, and [4] referral and reporting procedures.

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Look	<i>Look</i> considers how providers can assess for signs of distress, safety concerns, and children's comfort. In all PFA stages, providers consider how situations affect them and their work.
Listen	<i>Listen</i> entails providers reflect on authentic engage with children and those accompanying them to create a sense of trust and promote safety, calmness, connectedness, self-efficacy, and hope. In this part, providers use various techniques and tools to discover needs and concerns expressed verbally and non-verbally.
Link	<i>Link</i> refers to resources and gathered information. It reinforces existing strength-based assets, protection from further harm, and connection to additional age-appropriate information, culturally-appropriate services, and needed material resources (TGLF, 2025).

**Reference**

The Geneva Learning Foundation/TGLF. (2025). *Certificate peer learning programme on Psychological First Aid (PFA) in support of children affected by the humanitarian crisis in Ukraine*. <https://www.learning.foundation/ukraine-insights>

**Table C. Program Selection Criteria**

Factor(s)	Description
Direct experience supporting children affected by the Ukraine humanitarian crisis	Includes roles such as teachers, social workers, health professionals, or humanitarian staff and volunteers
Commitment to actively engaging in peer learning activities	Desire to both seek help for their own challenges and to support fellow participants
Balanced sociodemographic representation to generate rich cross-pollination of ideas	Geographic location (both within Ukraine and in other countries)
	Professional role and area of work
	Level of experience with Psychological First Aid and psychosocial support
	Language (to enable meaningful peer exchange)
	Gender

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**Table D. Case Study Template and Feedback Rubric**

Your case study title <- **change this!**

### 1. Write out your story.

You will need to focus most of your time on analysis and reflection. Only spend as much as needed so that others can understand your story.

- **Describe the situation:** Describe relevant details about the child and the situation while maintaining confidentiality.
- **What happened?** Walk through what happened, focusing on your interaction with the child and your own role and reactions. Focus on the specific actions you took to help the child and explain why you chose to do things that way.

### 2. Analyze and reflect on your story.

- Analyze the situation, initial response, what happened, tools and techniques, and connecting the child to additional services and support.
- Reflect on your own background and relationship to the child's community and environment.

### 3. Apply Psychological First Aid (PFA) principles.

Analyze your case study through the lens of Psychological First Aid (PFA).

Reflect on how PFA principles, tools, and techniques were or could have been applied in the situation you described.

- If you did not explicitly use PFA, think about how it might have enhanced your ability to support the child.
- If you did use PFA, consider what worked well and what could be improved for future situations.

**Remember:** If you are not yet familiar with Psychological First Aid (PFA), you need to [complete the 20-minute e-learning module](#) before you start writing your case study.

You will not be penalized if you have no prior PFA training or experience. The goal is to demonstrate your understanding of PFA concepts and your ability to apply them to your case study.

### 4. Analyze the effect of the support you provided.

Explain how you know if your response helped the child/children you described to cope better and improve their well-being.

### 5. Develop an idea for a project to strengthen support.

Based on your case study's lessons learned and the needs of children in your community, describe an idea for a local project or initiative to better support their mental health and psychosocial well-being.

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### Guidance for peer reviewers

#### 1. Your story

0	No story.
1	<b>Very basic description:</b> The case study provides limited information about the child's background, feelings, or the things the author did to help. Important details about the situation and the author's role are missing, making it difficult to understand what happened.
2	<b>Some description:</b> The case study includes some details about the child's background, where the interaction took place, and the main things that happened. However, the description does not go into depth, and many questions are left unanswered. The author's role and reactions are not fully explained, and it is not clear how their actions related to the child's needs.
3	<b>Good description:</b> The case study gives a complete picture of the child's background, emotions, and specific needs, while protecting their privacy. The situation and setting are well-described, and the author's role and reactions are thoroughly explained. The specific actions taken to help the child are described, along with the reasons behind them. The child's response and any changes in their behavior are noted.
4	<b>Excellent description:</b> The case study creates a detailed, well-rounded picture of the child, the situation, and the interaction, while carefully protecting the child's privacy. The author shows a deep understanding of the child's unique background, stressors, and needs, and how these things influenced their approach. The specific actions taken to help the child are explained in detail, with clear reasons that consider the child's individual qualities and the cultural, religious, or social factors involved. The author's own role, reactions, and thought process are described in depth, providing valuable insights into the complexities of giving support to children in crisis situations.

#### 2. Analyze and reflect on what you described

0	No analysis or reflection.
1	<b>Minimal analysis and reflection:</b> The case study provides a very basic analysis of the situation and the author's response. There is little consideration of the child's individual characteristics, cultural factors, or the author's background. Reflection on the author's thoughts, feelings, and lessons learned is superficial or missing.
2	<b>Some analysis and reflection:</b> The case study includes some analysis of the situation, the author's response, and their background. The author considers some of the child's individual characteristics and cultural factors, but the analysis lacks depth. There is some reflection on the author's thoughts, feelings, and lessons learned, but it is not well-developed.
3	<b>Good analysis and reflection:</b> The case study provides a thorough analysis of the situation, the author's response, and their background. The author considers the child's individual characteristics, cultural factors, and how their own background influenced their response. There is thoughtful reflection on the author's thoughts, feelings, and lessons learned, with some insights into how to improve future practice.
4	<b>Excellent analysis and reflection:</b> The case study provides a deep and comprehensive analysis of the situation, the author's response, and their background. The author carefully considers the child's individual characteristics, cultural factors, and how their own background, assumptions, and emotions influenced their response. There is insightful reflection on the author's thoughts, feelings, and lessons learned, with clear insights into how to improve future practice and navigate challenges. The author also considers the bigger picture, such as societal and systemic factors that affected the child's distress and the author's ability to provide support.

#### 3. Apply Psychological First Aid (PFA) principles

0	No analysis of case using PFA principles. (Do not penalize a learner for lack of PFA experience.)
1	<b>Minimal understanding of PFA principles.</b> Attempts to analyze how they apply to the case study but lacks depth and specific examples.
2	<b>Basic understanding of PFA principles.</b> Provides some analysis of how they were or could have been used in the case study, with a few specific examples.
3	<b>Good understanding of PFA principles.</b> Offers a thoughtful analysis of how they were or could have been applied in the case study, using several specific examples.
4	<b>Excellent understanding of PFA principles.</b> Presents a detailed and insightful analysis of how they were or could have been applied in the case study, using multiple specific examples. Shows an ability to adapt PFA to different situations and individual needs, and provides a clear rationale for how PFA could have enhanced the support provided to the child.

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#### 4. Analyze the effect of the support you provided

0	No explanation.
1	<b>Minimal explanation:</b> The case study provides a very basic explanation of how the author knows if their response helped the child. The author does not distinguish between support provided at the time of the situation and support provided before or after. Signs of improvement in the child are vague or not mentioned.
2	<b>Some explanation:</b> The case study includes some explanation of how the author knows if their response helped the child. The author makes some distinction between support provided at the time of the situation and support provided before or after. Some signs of improvement in the child are mentioned, but they lack specificity. The rationale for attributing positive changes to the author's support is not well-developed.
3	<b>Good explanation:</b> The case study provides a clear explanation of how the author knows if their response helped the child. The author clearly distinguishes between support provided at the time of the situation and support provided before or after. Specific signs of improvement in the child are described, such as changes in their emotional state, social interactions, physical health, or performance at school or home. The author provides a reasonable rationale for attributing positive changes to their support. If feedback or assessments were used, the author describes how they were helpful in understanding changes in the child's wellbeing.
4	<b>Excellent explanation:</b> The case study provides a detailed and thorough explanation of how the author knows if their response helped the child. The author clearly distinguishes between support provided at the time of the situation, support provided before or after, and support provided by others. Multiple specific signs of improvement in the child are described, covering different aspects of their wellbeing. The author provides a strong, well-reasoned rationale for attributing positive changes to their support, considering other factors that may have contributed. If feedback or assessments were used, the author describes in detail how they were helpful in understanding changes in the child's wellbeing and how they could be used to track progress in future projects.

#### 5. Project Ideation

0	No project idea.
1	<b>Undeveloped project idea:</b> The case study includes a vague project idea that lacks details and connection to the lessons learned. The idea does not consider the potential role of PFA, goals, target group, resources needed, challenges, or cultural relevance.
2	<b>Basic project idea:</b> The case study includes a basic project idea that is somewhat related to the lessons learned. The idea briefly mentions the potential role of PFA but does not fully explain how it fits into the project. The idea addresses some of the questions about goals, target group, resources, and challenges, but lacks depth and feasibility. The connection between the project idea and the community's needs is not well-established.
3	<b>Well-developed project idea:</b> The case study includes a well-developed project idea that is clearly based on the lessons learned and the needs of children in the community. The idea explains how PFA could be helpful in strengthening support and how it fits into the project. The idea addresses most of the questions about goals, target group, activities, resources, and challenges. The project idea is feasible and culturally relevant, with a clear explanation of how it could strengthen support for children.
4	<b>Comprehensive and innovative project idea:</b> The case study includes a comprehensive and innovative project idea that is strongly grounded in the lessons learned and demonstrates a deep understanding of the community's needs and resources. The idea thoroughly addresses all of the questions, including specific actions to equip others to better support children, a clear explanation of how PFA fits into the project, well-defined goals and activities, a specific target group, necessary resources, potential challenges and solutions, expected impact on children, and cultural relevance. The project idea has a high potential for realistic implementation and meaningful impact based on the case study insights.

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**Table E. Example of General Program Structure**

The Geneva Learning Foundation | Certificate peer learning programme on Psychological First Aid (PFA) in support of children affected by the humanitarian crisis in Ukraine

### PFA inaugural exercise schedule (1-16 July 2024)

Day	Learning activity	Date and start time	Est. duration	Certification requirement
Day 1	Official launch event of the exercise	Monday 1 July 2024 13h00 CEST	1 hour	Recommended
Day 1	Start developing your project	Monday 1 July 2024	1-2 hours	<b>Mandatory</b>
Day 2	<b>General Assembly: Discovery</b>	Tuesday 2 July 2024 16h30 – 19h30 CEST	3 hours	<b>Mandatory</b>
Day 2	Discovery session feedback	<b>Deadline:</b> 2 July 2024 23h59 (11:59 PM) CEST	15 minutes	<b>REQUIRED</b> even if you were unable to attend
Day 3	<b>General Assembly: Exploration</b>	Wednesday 3 July 2024 16h30 – 19h30 CEST	3 hours	<b>Mandatory</b>
Day 3	Exploration session feedback	<b>Deadline:</b> 3 July 2024 23h59 (11:59 PM) CEST	15 minutes	<b>REQUIRED</b> even if you were unable to attend
Day 4	Remote coffee launch Receive the invitation to meet two fellow participants for an informal exchange	Thursday 4 July 2024	30 minutes	Recommended
Day 4	Peer support session Join 30 minutes early for technical support. Stay an additional 30 minutes for more dialogue and guidance.	Thursday 4 July 2024 17h00 CEST	30 minutes	Attend if you need support OR want to support your colleagues
Day 5	Peer support session Join 30 minutes early for technical support. Stay an additional 30 minutes for more dialogue and guidance.	Friday 5 July 2024 17h00 CEST	30 minutes	Attend if you need support OR want to support your colleagues
Day 5	Submit your project	<b>Deadline:</b> 5 July 2024 23h59 (11:59 PM) CEST	15 minutes	<b>REQUIRED</b> to complete the exercise and earn certification.
Day 8	Peer support session Join 30 minutes early for technical support. Stay an additional 30 minutes for more dialogue and guidance.	Monday 8 July 2024 17h00 CEST	30 minutes	Attend if you need support OR want to support your colleagues

The Geneva Learning Foundation | Certificate peer learning programme on Psychological First Aid (PFA) in support of children affected by the humanitarian crisis in Ukraine

Day 8	Share your feedback about the Remote coffee	<b>Deadline:</b> 8 July 2024 23h59 (11:59 PM) CEST	5 minutes	Recommended but not mandatory
Day 9	<b>General Assembly: Share what you are learning from peer review</b>	Tuesday 9 July 2024 10h00 CEST	1 hour	<b>Mandatory.</b> Share what you are learning from peer review
Day 10	Peer support session Join 30 minutes early for technical support. Stay an additional 30 minutes for more dialogue and guidance.	Wednesday 10 July 2024 10h00 CEST	30 minutes	Attend if you need support OR want to support your colleagues
Day 10	Submit three peer reviews	<b>Deadline:</b> 10 July 2024 23h59 (11:59 PM) CEST	15 minutes	<b>REQUIRED</b> to complete the exercise and earn certification
Day 11	Start revising your project	Thursday 11 July 2024	1-2 hours	<b>REQUIRED</b> to complete the exercise and earn certification
Day 11	Peer support session Join 30 minutes early for technical support. Stay an additional 30 minutes for more dialogue and guidance.	Thursday 11 July 2024 10h00 CEST	30 minutes	Attend if you need support OR want to support your colleagues
Day 12	Peer support session Join 30 minutes early for technical support. Stay an additional 30 minutes for more dialogue and guidance.	Friday 12 July 2024 10h00 CEST	30 minutes	Attend if you need support OR want to support your colleagues
Day 15	Submit revised, improved project	<b>Deadline:</b> 15 July 2024 23h59 (11:59 PM) CEST	15 minutes	<b>REQUIRED</b> to complete the exercise and earn certification
Day 16	Self-care session	Tuesday 16 July 2024 10h30 CEST	1 hour	Attend if you need support OR want to support your colleagues
Day 16	<b>General Assembly: Final project presentations</b>	Tuesday 16 July 2024 12h00 CEST	1 hour	<b>REQUIRED</b> to complete the exercise and earn certification
Day 22	Complete the feedback and evaluation	Friday 2 August 2024	15 minutes	<b>REQUIRED</b> to receive certification

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**Table F. Example of Detailed Program Structure**

The Geneva Learning Foundation | Version 2.0 | 2 July 2024

Certificate peer learning programme on Psychological First Aid (PFA) in support of children affected by the humanitarian crisis in Ukraine

### Peer learning exercise **detailed schedule**

**Zoom link to join all sessions: <https://us02web.zoom.us/j/81482431870>**

Please block incoming calls during the live sessions.

Otherwise, you will disconnect from Zoom and may not be able to rejoin.

#### Day 1: Official launch event

When	What	How long	Where
1 July 2024 13.00 CEST	<b>Official public launch of the exercise</b> TGLF & IFRC	1 hour	Separate <a href="#">Zoom registration required</a> , as this is a public event.

#### Day 2: Discovery

2 July 2024 CEST

Day	Session	Date and start time	Est. duration	Attendance
Day 2	General Assembly: Discovery	Tuesday 2 July 2024 16h30 – 19h30 CEST	3 hours	Mandatory

When	What	How long	Where
16h30 – 17h00	<b>Discuss your case study.</b> <b>Tutorial:</b> everything you need to know about today's session and your case study project	30 minutes	Plenary & Breakout rooms
17h – 17h05	<b>Opening ceremony: introduction to Discovery Day</b>	5 minutes	Plenary
17h05 – 17h10	<b>Session overview</b> A brief overview of who we are as a group and what we will do together in this peer learning exercise	5 minutes	Plenary
17h10 – 17h15	<b>Who we are as a group</b>	5 minutes	Plenary
17h15 – 17h30	<b>Invitation to share a specific situation in which you had to support to a child or group of children at a time of crisis.</b> How to use the Rapporteur notes	15 minutes	Plenary
17h30 – 17h35	<b>Breakout groups 1</b> Introduce yourself, choose a note-taker and a facilitator	5 minutes	Breakout rooms
17h35 – 17h45	<b>Breakout groups 2</b> Select one person's experience (a specific situation or case of a child or children they supported) Summarize in the Rapporteur notes what happened Summarize the group's feedback on the situation	10 minutes	Breakout rooms
17h45 – 17h50	<b>Q&amp;A on PFA with Guides</b>	5 minutes	Plenary
17h50 – 18h00	<b>Breakout groups 3</b> Respond to the remaining questions in the Rapporteur notes	10 minutes	Breakout rooms
18h00 – 18h10	<b>Breakout groups present their notes</b> Guides and peers give feedback	10 minutes	Plenary
18h10 – 18h20	<b>Breakout groups 4</b> Work on a new case <b>OR</b> review and finalize Rapporteur notes	10 minutes	Breakout rooms
18h20 – 18h30	<b>Plenary session</b> Guides: Q&A on LOOK	10 minutes	Plenary
18h30 – 18h45	<b>Breakout groups 5</b> Work on a new case <b>OR</b> review and finalize Rapporteur notes	10 minutes	Breakout rooms
18h45 – 18h55	<b>Presentation &amp; feedback from Guides</b>	10 minutes	Plenary
18h55 – 19h00	<b>Closing reflections &amp; next steps</b> Overview of case study project and timeline <b>Mandatory: Post-session feedback</b>	5 minutes	Plenary
19h – 19h30	<b>Detailed presentation of the rubric</b> <b>Launch of Remote coffee</b> Meet the participants	30 minutes	Plenary

This session's schedule may be adjusted in response to learner needs.

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### Day 3: Exploration

3 July 2024 CEST

Day	Session	Date and start time	Est. duration	Attendance
Day 3	General Assembly: Exploration	Wednesday 3 July 2024 16h30 – 19h30	3 hours	Mandatory

When	What	How long	Where
16h30 – 17h	Meet the participants. 1-2-1 discuss your case study <b>Tutorial:</b> everything you need to know about the rubric and how to develop your case study <b>Tutorial:</b> How to submit your case study <b>Tutorial:</b> How to get the most out of the peer support sessions <b>Tutorial:</b> How to get the most out of your Remote coffee	30 minutes	Breakout rooms
17h – 17h05	<b>Introduction to Exploration Day</b>	5 minutes	Plenary
17h05 – 17h10	<b>Feedback on Discovery Day</b> Your feedback on the first day of group work Feedback from Guides to the breakout groups	15 minutes	Plenary
17h10 – 17h15	<b>Feedback on feedback</b> Course team and Guides respond to participant feedback	5 minutes	Plenary
17h15 – 17h30	<b>Invitation to share a specific situation in which you used PFA to support a child</b> How to use the Rapporteur notes	15 minutes	Plenary
17h30 – 17h35	<b>Breakout groups</b> Introduce yourself, choose a note-taker and a facilitator	5 minutes	Breakout rooms
17h35 – 17h45	<b>Breakout groups</b> Select one person's PFA experience (a specific situation or case of a child or children they supported using PFA) Summarize in the Rapporteur notes what happened <b>IMPORTANT:</b> Focus on the PFA section in the Rapporteur notes Summarize the group's feedback on the situation	10 minutes	Breakout rooms
17h45 – 17h50	<b>Q&amp;A on PFA with Guides</b>	5 minutes	Plenary
17h50 – 18h20	<b>Breakout groups</b> Revise and improve the PFA section in the Rapporteur notes. If you can, complete the remaining questions in the Rapporteur notes	30 minutes	Breakout rooms
18h20 – 18h45	<b>Breakout groups present their work</b> Guides and peers give feedback	25 minutes	Plenary
18h45 – 18h55	<b>Feedback</b> from Guides	10 minutes	Plenary
18h55 – 19h00	<b>Closing reflections &amp; next steps</b> <b>Mandatory: Post-session feedback</b>	5 minutes	Plenary
19h – 19h30	<b>Announcement of Peer support sessions</b> Ask your questions about your case study project Feedback on Remote coffee activity Meet the participants	30 minutes	Plenary

This session's schedule may be adjusted in response to learner needs.



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### Day 9: Share experience

9 July 2024 CEST

Day	Session	Date and start time	Est. duration	Attendance
Day 9	General Assembly: Share Experience	Tuesday 9 July 2024 10.00 CEST	1 hour	Mandatory

### Days 4, 5, 8, 11, and 12: Peer support sessions

Attend if you need support **OR** want to support your colleagues.

Each peer support session will:

1. Help participants with technical difficulties.
2. Help participants finish their work before their next deadline.
3. Ask questions and get support from PFA Guides who have expertise on specific themes.
4. Learn more and practice skills for one or more of these themes: psychoeducation, techniques for supporting children (ex: grounding and breathing, triangulation), and age-specific needs.

Join 30 minutes before the session if you have technical difficulties. We will also use the time before the session to meet informally.

Participants may decide to extend each session by an additional 30 minutes (1) to spend more time discussing a specific case and/or (2) to provide opportunities for role-playing and other practice.

The recording will be uploaded after each session.

	When	What	How long	Where
<b>Day 4</b> Thursday 4 July 2024	17h – 17h30	<b>Peer support session</b> <b>Psychoeducation – how it is done</b>  During this session, most learners will be focused on how to write up their projects. Katarzyna Topolska (HIAS Poland), our guide for psychoeducation, will participate to listen, learn, and provide guidance. Focus: Psychoeducation (role play) Guides: Yuliia & Katarzyna Topolska (HIAS Poland)	30 minutes	Plenary/Group work
<b>Day 5</b> Friday 5 July 2024	17h – 17h30	<b>Peer support session</b> <b>Special techniques to use with children (breathing, grounding, triangulation, etc)</b>	30 minutes	Plenary/Group work
<b>Day 8</b> Monday 8 July 2024	17h – 17h30	<b>Peer support session</b> <b>Age-specific needs: supporting children of different ages</b>	30 minutes	Plenary/Group work
<b>Day 10</b> Wednesday 10 July 2024	10h – 10h30	<b>Peer support session</b>	30 minutes	Plenary
<b>Day 11</b> Thursday 11 July 2024	10h – 10h30	<b>Peer support session</b>	30 minutes	Plenary
<b>Day 12</b> Friday 12 July 2024	10h – 10h30	<b>Peer support session</b>	30 minutes	Plenary

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### Day 16: Self- and team-care

16 July 2024 CEST

Day	Session	Date and start time	Est. duration	Attendance
Day 16	Self- and team-care session	Tuesday 16 July 2024 10:30	1 hour	Optional

When	What	How long	Where
10h30 – 10h45	<b>Introduction and identifying main risks for helpers' wellbeing</b>	15 minutes	Plenary
10h45 – 11h15	<b>Group work</b> Discussion on the most effective strategies to care for yourself and for your peers. Experience exchange.	30 minutes	Breakout rooms
11h15 – 11h30	<b>Wrap up and closing the session</b>	15 minutes	Plenary

### Day 16: General Assembly

16 July 2024 CEST

Day	Session	Date and start time	Est. duration	Attendance
Day 16	General Assembly: Final project presentations	Tuesday 16 July 2024 12:00	1 hour	Mandatory

When	What	How long	Where
12h00 – 12h45	<b>Overview of what participants have achieved in a week</b> Quick overview on action plan development and peer review	45 minutes	Plenary
12h45 – 13h00	<b>Next steps for the programme &amp; Closing</b>	15 minutes	Plenary

**Table G. PFA Connection Points Sharing Linked Videos and Texts**

Connection Points	Link
PFA Program Webpage	<a href="https://www.learning.foundation/ukraine">https://www.learning.foundation/ukraine</a>
PFA Telegram Group	<a href="https://t.me/+Rf4Giq7c0dmMTdk">https://t.me/+Rf4Giq7c0dmMTdk</a>
PFA Session Recordings-English	<a href="https://youtube.com/playlist?list=PLti7k0eaN3gShz-LjPN2u7B6qJhHhAJ4p&amp;feature=shared">https://youtube.com/playlist?list=PLti7k0eaN3gShz-LjPN2u7B6qJhHhAJ4p&amp;feature=shared</a>
PFA Session Recordings-Ukrainian	<a href="https://youtube.com/playlist?list=PLti7k0eaN3gTdeiSlc3gyyq4MkvRIeLF-&amp;feature=shared">https://youtube.com/playlist?list=PLti7k0eaN3gTdeiSlc3gyyq4MkvRIeLF-&amp;feature=shared</a>
PFA E-learning Course	<a href="https://articulateusercontent.com/review/uploads/7fNSItqXt4WDcjrF_aWBUwK91fPU2f/GxQQ1r04/index.html#/">https://articulateusercontent.com/review/uploads/7fNSItqXt4WDcjrF_aWBUwK91fPU2f/GxQQ1r04/index.html#/</a>
PFA (Case Studies)	<a href="https://doi.org/10.5281/zenodo.14732092">https://doi.org/10.5281/zenodo.14732092</a>
PFA (Experiences of children, caregivers, and helpers)	<a href="https://doi.org/10.5281/zenodo.13618862">https://doi.org/10.5281/zenodo.13618862</a>