

Selected resource compendium to support implementation of the briefing note for national governments for **Promoting and protecting mental health and psychosocial wellbeing in schools and learning environments**

This compendium outlines a selection of resources categorized according to specific topics related to five essential pillars that all governments and organizations can implement to strengthen education systems to protect and promote the mental health and psychosocial wellbeing of learners and educators. These pillars are set out in the [joint briefing note for national governments](#) released by UNICEF, UNESCO and WHO in 2022 during the Transforming Education Summit.

Included in the compendium is a series of resources that can be adapted and used to improve the school community's mental health and psychosocial wellbeing. This annex is intended to support policymakers, national governments, mental health and education practitioners, and advocates to take forward the recommendations set out in the briefing note. While resources have been selected and categorized according to the most relevant pillar for ease of reference, many resources are cross-cutting and relevant across a range of pillars. Readers are

encouraged to review the full compendium to identify those resources most relevant to their context.

This compendium is a working document that will be collectively and regularly updated. For further information, please contact the following UNICEF HQ focal points: **Patricia Landinez**, Mental Health and Education technical specialist (plandinez@unicef.org) and **Emma Ferguson**, Mental Health Policy and Advocacy specialist (eferguson@unicef.org).

Background



Consultations with adolescents consistently reveal that school is perceived as a source of self-esteem, a place that fosters greater awareness of the world at large, a venue for emotional support, and an escape from toxic home environments.* At the same time, learners' and educators' mental health and wellbeing are key determinants of learning outcomes and integral to quality education. It is absolutely essential for governments to develop and implement child-friendly mental health policies in schools to ensure positive mental wellbeing and improve learning outcomes.

Schools and learning environments play a fundamental role in promoting, protecting, and caring for learners' and educators' mental health and wellbeing. Acquiring socio-emotional skills, fostering positive relationships with peers and educators; participating in playful and engaging structured activities, and ensuring children learn in a school where they feel included are just some examples of schools' positive role in promoting learners' mental health. Schools are also settings that can promote help-seeking behaviours amongst both staff and learners. Furthermore, early intervention in schools can provide crucial support for learners at risk of poor mental health and facilitates children's and adolescents' access to treatment for mental health conditions.

Several factors can support the mental health of learners in learning environments and build capacity in the educators and caregivers that support them. A systemic approach that includes policy initiatives, system capacity building, increased focus on mental health promotion and prevention services, access to specialized services and dedicated budgets is crucial. The five pillars outlined in the briefing note and compendium set forth key actions that governments can take to deliver this approach and promote and protect the mental health and wellbeing of every child and teacher.

Five essential pillars for promoting and protecting mental health and psychosocial well-being in schools and learning environments

A BRIEFING NOTE FOR NATIONAL GOVERNMENTS

This briefing is intended for policymakers, national governments, mental health and education officials and advocates. It outlines key policy recommendations to strengthen education systems to protect and promote the mental health and psychosocial well-being of children and adolescents, including support for their teachers and caregivers.

Mental health is an integral component of health and well-being and influences academic, social and economic outcomes across the lifespan. Having good mental health means being better able to interact with others, function, cope and thrive. It is a basic human right. Mental health exists on a complex continuum, with experiences ranging from an optimal state of well-being to experiencing severe mental health conditions with related suffering and often an important impact on the capacity to carry out daily activities.

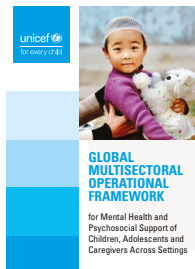
The first two decades of life is a critical period for the development of foundational competencies that can shape a learner's mental health trajectory. At this particular stage of rapid development and learning, children and adolescents are highly susceptible to environmental influences, experiences and environments can harm mental health. Or they can be shaped to promote and protect it.

World Health Organization | UNESCO | UNICEF for every child

* Johns Hopkins Bloomberg School of Public Health and United Nations Children's Fund, On My Mind: How adolescents experience and perceive mental health around the world, JHU and UNICEF, Baltimore and New York, May 2022

To learn more see **Promoting and protecting mental health in schools and learning environments: A briefing note for national governments** (Available in Arabic, English, French and Spanish)

Overarching Strategies, Frameworks and Guidelines



Global multisectoral operational framework for mental health and psychosocial support (MHPSS) of children, adolescents and caregivers across settings

UNICEF, 2022

UNICEF's operational framework aims to help UNICEF staff and partners develop programmes across the social ecological model and the mental health continuum of prevention, promotion and treatment to improve the mental health and psychosocial wellbeing of children, adolescents and their caregivers globally. Languages available: Arabic, English, French, and Spanish.



Learning brief on MHPSS in Education

UNICEF, 2022

This brief technical document offers guidance to UNICEF Education staff on implementing mental health and psychosocial support programs in educational settings. Its goal is to establish a common understanding of key mental health and psychosocial support programmatic priorities in education, applicable to all the various contexts in which UNICEF operates, from humanitarian to development settings. Languages available: Arabic, English, French, and Spanish.



Mental Health Topic Brief: How school systems can improve health and wellbeing

UNESCO, UNICEF, WHO, 2023

Developed as part of the [Health Promoting Schools Initiative](#) with the Murdoch Children's Research Institute in Australia, this topic brief highlights actions that can be conducted to strengthen mental health as part of a systems approach, particularly related to the school environment and curriculum. Languages available: English.

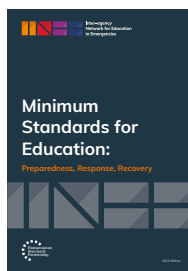
Emergencies



Mental Health and Psychosocial Support Minimum Service Package (MHPSS MSP)

IASC, 2022

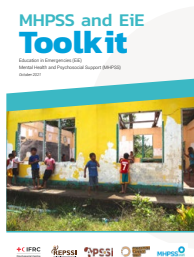
The MHPSS MSP is a resource for humanitarian actors who plan, support, coordinate, implement and evaluate humanitarian activities within and across sectors. These include government actors, MHPSS Technical Working Groups (TWGs), national and international non-governmental organizations (NGOs), civil society and other advocacy groups, Red Cross and Red Crescent networks, United Nations agencies, and coordinators of sectors/clusters/AoRs and donors. Languages available: Arabic, English, French, Polish, Spanish, Ukrainian, and Hungarian.



INEE Minimum Standards for Education: Preparedness, Response, Recovery

INEE, 2024

The INEE Minimum Standards Handbook contains 19 standards with accompanying key actions and guidance notes. The handbook aims to improve the quality of education preparedness, response, and recovery; increase access to safe and relevant learning opportunities; and ensure that the actors who provide these services are held accountable. MHPSS is highlighted as a key cross-cutting issue. Languages available: English.



[MHPSS and Education in Emergencies \(EiE\) ToolKit](#)

MHPSS.net, 2021

The MHPSS and EiE Toolkit offers access to key documents and resources of relevance to those working in the fields of Education in Emergencies (EiE) and of Mental Health and Psychosocial Support (MHPSS).

Languages available: PDF version in English and online version in more than 70 languages.



[Technical Brief: Integrating mental health and psychosocial support into education in emergencies using the Minimum Service Package](#)

UNICEF, 2024

This short document guides education professionals on how to integrate MHPSS into Education in Emergencies (EiE) programming. An overview of MHPSS

activities that can be implemented in EiE contexts is provided, in line with the MHPSS-MSP.

Languages available: English.



[Global cost-benefit analysis on mental health and psychosocial support \(MHPSS\) interventions in education settings across the humanitarian development nexus](#)

UNICEF, 2022

This global report and policy brief provides data and evidence to demonstrate that MHPSS interventions improve child and adolescent mental health, psychosocial support and learning outcomes and translate into individual and social-economic benefits over the productive period of an individual's lifespan.

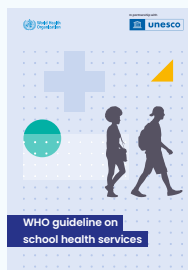
Languages available: English.

PILLAR 1



Creating an enabling learning environment for positive mental health and wellbeing, through developing and implementing school-based mental health and psychosocial support policies informed by learners' needs, voices and capacities, and **embedding mental health literacy and social and emotional learning in the curricula**, from early childhood to adolescence.

Selected policy implementation resources →



[WHO guideline on school health services](#)

WHO, 2021

This guideline on school health services (SHS) aims to provide national governments and other stakeholders with detailed guidance on the effectiveness, acceptability and content of comprehensive school health services, including mental health services, delivered by a health worker. The primary target audience is government policy-makers, programme managers and private (for-profit and not-for-profit) stakeholders in the health and education sectors responsible for the health and wellbeing of school age children in educational establishments.

Languages available: English.



PILLAR 1

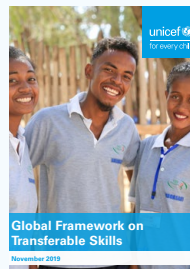


Young People's Participation and Mental Health: A Protocol for Practitioners

Young People's Participation and Mental Health: A Protocol for Practitioners

UNICEF, 2022

Developed by UNICEF's Adolescent Development and Participation team, the resource is intended for use by all individuals (including young people themselves) who plan or implement participatory processes with young people - not only those in the mental health field. It supports individual and organizational capacities to safeguard the mental health and psychosocial wellbeing of young people in participation processes, to ensure young people's meaningful participation across programming, research, advocacy and communications. Languages available: English.



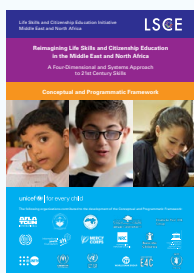
Global Framework on Transferable Skills

Global framework on transferable skills

UNICEF, 2019

Developed under the guidance of the Education Section at UNICEF Headquarters, the Global Framework on Transferable Skills supports UNICEF country offices, policymakers, programmers, and educators to embed transferable skills within different education and learning systems, resulting in the systematic development of a breadth of transferable skills, at scale, across the life course and through multiple learning pathways: formal, non-formal and community based.

Languages available: English.



Life Skills and Citizenship Education Initiative Middle East and North Africa

UNICEF, 2017

The conceptual and programmatic framework has been developed as part of a regional initiative in the Middle East and North Africa region (MENA), led by UNICEF. The framework focuses on cognitive and non-cognitive skills for learning, employability, personal empowerment, and active citizenship. Across these four dimensions of learning, 12 core life skills have been identified as most critical in the MENA region.

Languages available: Arabic and English.



MEASURING LIFE SKILLS
In the context of Life Skills and Citizenship Education in the Middle East and North Africa

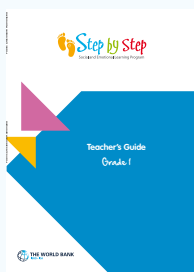
Measuring Life Skills, in the context of the Life Skills and Citizenship Education in the Middle East and North Africa

UNICEF, 2020

Measuring life skills is a joint effort by UNICEF and The World Bank aiming to provide a standardized approach for assessing life skills proficiency and distribution across school-based population. This publication provides a discussion of the state of the art of existing instruments to measure life skills, overall challenges of measuring life skills, and innovations in instrument development overcoming those challenges.

Languages available: Arabic and English.

Executive summary also available in French.

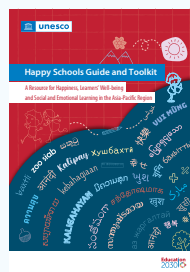


Toolkit Promoting Social and Emotional Learning in Children and Teens

World Bank, 2018

This Step-by-Step toolkit offers a series of practical lessons and support materials designed to be implemented in the classroom by the teacher. Lessons are based on a carefully chosen developmental perspective of middle childhood and adolescence, to fit the characteristics and needs of each age group or grade, from ages 6 through 17.

Languages available: English.



Happy Schools Guide and Toolkit

UNESCO, 2021

The Happy Schools Guide consists of a series of booklets that introduce key themes and concepts related to happiness and learner wellbeing. It also includes workshop-style activities that school leaders and teachers can use to explore ways to incorporate happiness into their schools and daily routines. The Happy Schools Toolkit comprises 25 lessons grouped into three themes: Happy Learners, Happy Classrooms, and Happy Environments.



PILLAR 1

Case studies

- [Supporting the learning and socio-emotional development of refugee and migrant children](#) (Colombia)
- [Supporting the socio-emotional learning and psychological wellbeing of children through a whole-school approach](#) (China)
- [A whole-school approach to improve learning, safety and wellbeing](#) (Jamaica)
- [Learning social and emotional skills in pre-school creates brighter futures for children](#) (North Macedonia)
- [Improving Students 'mental health in Bangladesh](#) (Bangladesh)

Other resources in emergencies

INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth in Emergency Settings

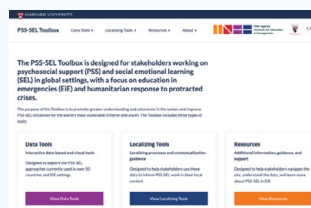


INEE

INEE Background Paper on Psychosocial Support and Social and Emotional Learning for Children and Youth

INEE, 2018

The purpose of this paper is to clarify relevant terminologies and approaches relating to psychosocial wellbeing and social and emotional learning (SEL) in education in crisis affected contexts, and to explore how psychosocial support (PSS) and SEL relate to one another. Languages available: Arabic, English, French, and Spanish.



The EASEL Lab from Harvard Graduate School of Education and INEE PSS-SEL Toolbox

Harvard Graduate School of Education

The PSS- SEL toolbox provides a variety of tools to meet the interests and needs of many different stakeholders working on PSS and SEL in Education in Emergencies (EiE). It includes three types of tools: [Data tools](#), [Localizing tools](#) and [Resources](#).

Languages available: English.

ASSESSMENT
PSYCHOSOCIAL SUPPORT AND SOCIAL AND EMOTIONAL LEARNING OUTCOMES IN EDUCATION IN EMERGENCIES: IDENTIFYING, ANALYZING, AND MAPPING TOOLS TO GLOBAL GUIDANCE DOCUMENTS

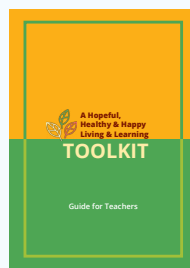


SEL and PSS Measurement and Assessment Tools in Education in Emergencies: Identifying, Analyzing, and Mapping Tools to Global Guidance Documents

INEE, 2020

This document covers programmatic measurement approaches, global measurement frameworks, assessment tools, and monitoring and results frameworks, to map what quality and equitable education in emergencies constitutes and how it can be assessed at the programme and individual learning levels. It also informs on the linkages between measurement at the programme or national level and global measurement frameworks.

Languages available: English.



A Hopeful, Healthy & Happy Living & Learning Toolkit: Guide for Teachers

REPSSI, APSSI and the IFRC Reference Centre for Psychosocial Support, 2021

This toolkit includes three guides designed to support children in their return to school following the COVID-19 pandemic, though the resources may be useful across a range of contexts. There are three guides included in the toolkit: 1) a guide for teachers, 2) a parent-caregiver guide, and 3) an activity guide for teachers, parents, and children.

Languages available: English.



PILLAR 2

Guaranteeing access to early intervention and mental health services and support.

Mental health services in schools aim to support learners' emotional, psychological, and social wellbeing to enhance their learning and overall quality of life.

These services are designed to operate within a continuum of mental health care, providing a range of support options to cater to the diverse needs of children. Depending on the specific context, this may involve the provision of mental health and psychosocial support services by a dedicated healthcare

professional or a trained and supported education sector professional within each school, such as a school counselor. Alternatively, it may entail establishing clear protocols within every school or learning environment to guide students and teachers who are concerned about the mental wellbeing of an individual, with access to up-to-date information about locally available in-person or telehealth mental health services offered by the healthcare or social service sectors. Below are resources that can be valuable for the development of mental health prevention and care services in schools or through schools.



Guidelines on promotive and preventive mental health interventions for adolescents

WHO, 2020

These guidelines provide evidence-informed recommendations on psychosocial interventions to promote mental health, prevent mental disorders, and reduce self-harm and other risk behaviours among adolescents. The document aims to inform:

i) policy development; ii) service planning and the strengthening of health and education systems; and iii) mainstreaming of adolescent mental health promotion and prevention strategies across sectors and delivery platforms

Languages available: English and Russian. Executive summary also available in Arabic, Chinese, English, French, Russian, and Spanish.



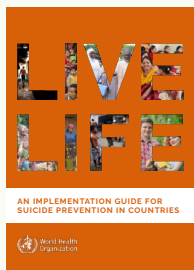
Helping Adolescents Thrive Toolkit

WHO and UNICEF, 2020

The Toolkit features a core set of evidence-informed strategies to promote and protect adolescent mental health. These strategies include the implementation and enforcement of laws and policies, environments to promote

and protect adolescent mental health, the provision of support to parents and other caregivers, and psychosocial interventions for adolescents.

Languages available: English. Executive summary available in Arabic, Chinese, English, French, Russian, and Spanish.



LIVE LIFE: An implementation guide for suicide prevention in countries

WHO, 2021

LIVE LIFE is a guide is for countries to strengthen or develop national suicide prevention strategies, by conducting a situation analysis, enhancing multisectoral collaboration, raising awareness,

and conducting advocacy activities, capacity-building, financing and surveillance, and monitoring and evaluation.

Languages available: Chinese, English, French, Korean, and Spanish. Executive summary also available in Arabic, Chinese, English, French, Russian, and Spanish.



The role of remote modalities in implementing mental health and psychosocial support programmes and services in the education sector

UNICEF, 2022

This global rapid review of available evidence aims to inform policymakers and practitioners about current inter-

ventions that promote the mental health and psychosocial wellbeing of learners, delivered at a distance or through a blend of remote and face-to-face learning approaches, including support to educators and caregivers through schools and other learning environments.

Languages available: English.



PILLAR 2

Case studies

- [Mental health promotion and suicide prevention in schools](#) (Kazakhstan)
- [A multi-level, cross-sectoral response to improving adolescent mental health](#) (Mongolia)
- [Mental health and psychosocial wellbeing services are integrated in the education system](#) (Ecuador)

PILLAR 3

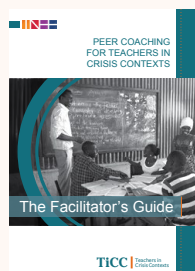


Promoting teacher wellbeing.

Ensuring that there are policies, strategies and services in place to support the mental health and wellbeing of teachers and that of nonteaching staff and all involved in the care and support of learners in schools (including caregivers).

This also includes providing sufficient additional human resources to ensure teachers are not expected to take on the role of trained mental health staff.

Selected policy implementation resources*



Teachers in Crisis Contexts Peer Coaching Pack

INEE, 2018

The Peer Coaching Pack provides an additional layer of support for teachers by preparing them to use supportive communication techniques, adult learning practices, Teacher Learning Circles (TLCs), and Classroom Observations to continue their professional development.

Languages available: English, French, Portuguese, and Spanish.



Guidance Note for Teacher Wellbeing in Emergency Settings

INEE, 2022

This INEE Minimum Standards-aligned Guidance Note puts teacher wellbeing at the center of the response and recovery efforts in conflict- and crisis-affected settings. Not just because an investment in teachers is an investment in children and adolescents, but because at this moment in history teachers deserve our unparalleled attention.

Languages available: Arabic, English, French, Portuguese, Spanish, and Ukrainian.

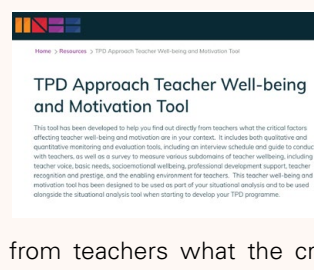


Promising Practices in Teacher Management, Professional Development, and Wellbeing

INEE, 2019

This publication provides compelling examples of programmes and practices that positively influence improvements in teachers' work conditions and teaching practices. Authored by researchers, practitioners, and policy-makers working in education in emergencies, 24 studies showcase promising practices in teacher management, professional development, and wellbeing from diverse regions and contexts.

Languages available: Arabic, English, French, Portuguese, and Spanish.



TPD Approach Teacher Wellbeing and Motivation Tool

Save the Children, 2018

This tool helps decision-makers find out directly from teachers what the critical factors affecting teacher wellbeing and motivation are in their context through both qualitative and quantitative monitoring and evaluation tools.

Languages available: English.

* These resources focus in large part on emergency contexts.

PILLAR 4



Enhancing MHPSS capacity in the education workforce.

School-based mental health programmes should be built on a solid foundation of national, regional and local education professionals, including school administrators, teachers and mental health workforce professionals (e.g., school psychologists, school social workers, school counsellors, and school nurses and doctors) who work in partnership

with children, families and community-based mental health services. Every teacher, school manager, and education professional must have access to learning opportunities and training to strengthen their knowledge and capacities to promote all learners' mental health and wellbeing in a systematic way, both in national teacher training and in service training opportunities.

Selected policy implementation resources →

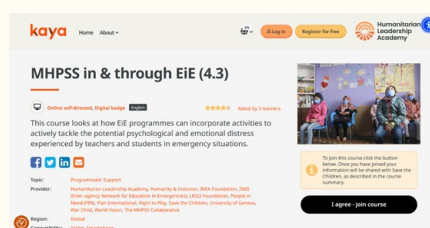


Thriving through Play

MHPSS Collaborative, 2024

Thriving Through Play is a training program designed for educators in crisis-affected

settings. It aims to equip educators with the knowledge, skills, and motivation to support their students' mental health and wellbeing using play-based strategies. The program provides practical tools and activities for teachers to promote student wellbeing, respond to distress, and nurture their own being. Languages available: English.



MHPSS in & through EiE online training

This course unit is part of the full Education in Emergencies (EiE) Online pathway endorsed by INEE. This course will look at how EiE programmes can incorporate activities to actively tackle the potential psychological and emotional distress experienced by teachers and students in emergency situations.

This course unit is part of the full Education in Emergencies

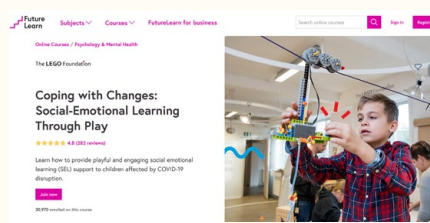


Promoting Wellbeing and Mental Health in Schools

PAHO, 2023

This Handbook is primarily for educators to help them learn about mental health issues

and better support them in educational environments. The Handbook aims to provide training to teachers, administrators, and people involved in the education of primary school children about the implementation of mental health literacy into daily school life. Such knowledge, skills and attitudes will equip all levels of educators with key tools to support student mental health, manage difficult classroom behavior, and promote students' wellbeing and academic success.



Coping with Changes: Social-Emotional Learning Through Play

The LEGO Foundation

This online course is primarily designed for primary caregivers and teachers of young people. It explores the practical and emotional challenges facing children and offers learning through play and stress management strategies that can help. Languages available: English.

PILLAR 4



Mental Health in Schools training package

WHO Regional Office for the Eastern Mediterranean

This mental health in schools training package is intended for teachers, school administrators, nurses, social workers and school counsellors, in addition to educational policymakers and nongovernmental organizations. The package aims to enable educators to better support the mental health needs of their students and to take practical steps that are implementable in school settings.

Languages available: Arabic and English.

Case studies

- [Prioritizing children and adolescents' mental health and protection during school reopening](#) (Brazil)
- [Responding to multiple emergencies – building teachers' capacity to provide mental health and psychosocial support before, during, and after crises](#) (Mozambique)
- [Creating classrooms that are responsive to the mental health of learners, including refugees](#) (Poland)

PILLAR 5

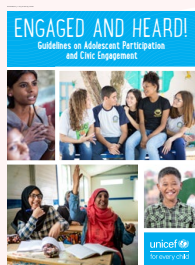


Ensuring meaningful collaboration between the school, family, and community to build a safe and nurturing learning environment that creates a sense of belonging for every learner.

This means emphasizing the need for strong and frequent communication between learners, caregivers and teachers, to align understanding of the strengths and needs, and build complementary strategies and support mechanisms between the home and educational setting to meet those

needs. Learners and families are active agents in their own wellbeing and bring their own skills and resources for coping and building resiliency. They can provide insight on school strengths and areas of need, programme selection, implementation considerations, and ongoing quality assessment and progress monitoring. The process of meaningful and ethical participation can itself result in more trusting relationships, increased self-confidence and self-esteem, and an increased sense of mastery and control, each of which enhances young people's wellbeing and resilience.

Selected policy implementation resources



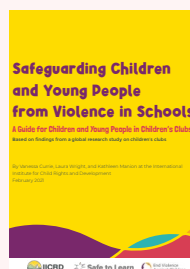
ENGAGED AND HEARD! Guidelines on Adolescent Participation and Civic Engagement

UNICEF, 2020

These guidelines have been developed to enhance systematic programming and advocacy to realize adolescents' right to be heard in matters affecting them. The guidelines provide information

on the 'why', 'what' and 'how-to' of participation and civic engagement, with a specific focus on adolescents.

Languages available: English.



Safeguarding Children and Young People from Violence in Schools

Safe to Learn, 2023

This guide is designed to support facilitators in initiating or enhancing Child Club activities. Children's clubs collaborate on issues or topics that are important to them, usually centered around promoting positive social change. The

clubs collectively determine their focus areas and develop plans for advocacy, projects, or other initiatives to bring about positive change in their school or community organization.

PILLAR 5



SCHOOL-BASED VIOLENCE PREVENTION A practical handbook

School-based violence prevention: A practical handbook

WHO, 2019

This handbook guides practitioners towards a whole school approach of preventing violence, with step-by-step tips on how to do so.

Case studies

- [A community-based approach to support the psychosocial wellbeing of students and teachers](#) (Nicaragua)

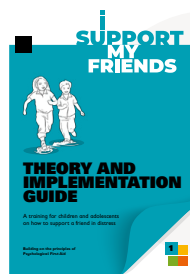
Mental health and psychosocial support interventions



Caring for the Caregiver

UNICEF 2019

The CFC module aims to build front-line workers' skills in strengths-based counselling to increase caregivers' confidence and help them develop stress management, self-care and conflict-resolution skills to support their emotional wellbeing. Languages available: English.



Support My Friends

UNICEF, Save the Children, the MHPSS Collaborative, and WHO, 2020

This four-part resource kit, jointly developed by UNICEF, Save the Children, the MHPSS Collaborative and WHO, builds on the principles of Psychological First Aid to equip children aged 9 to 17 years with the skills and knowledge to support their friends in distress, under the mentorship and guidance of trusted adults.

Languages available: Arabic, English, French, and Spanish.

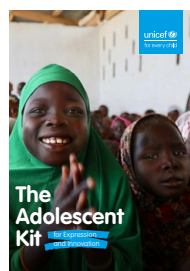


Magnificent Mei and Friends Comic and Teachers' Guide

WHO and UNICEF, 2021

The Magnificent Mei comic series and accompanying Teacher's Guide supports social and emotional learning among adolescents, to help promote psychosocial wellbeing, prevent mental health conditions, and reduce risky behaviours among adolescents. It is geared toward professionals in educational settings who work with adolescents aged 10 to 14, including teachers, school counsellors, and mental health professionals such as psychologists, occupational therapists, and social workers. The Guide can be used for planning and facilitating of classroom activities focused on socio-emotional learning.

Languages available: English, other languages forthcoming.



Adolescent Kit for Expression and Innovation

UNICEF

This is a package of guidance, tools, activities and supplies to support adolescents aged 10-18 with skills development and psychosocial support, especially those affected by humanitarian crises. The Kit aims to bring about positive change in adolescents' lives through arts and innovation.

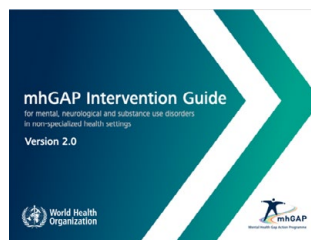
Languages available: Arabic and English, French and Spanish forthcoming.



Early Adolescent Skills for Emotions (EASE)

UNICEF and WHO, 2023

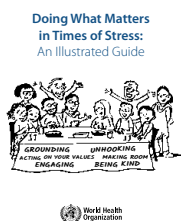
EASE is an evidence-based group psychological intervention to provide children and teens 10 to 15 years old and their caregivers with skills to reduce distress. The intervention consists of seven group sessions for adolescents and three additional group sessions for their caregivers. Languages available: English.



mhGAP Intervention Guide

WHO, 2019

The mhGAP Intervention Guide is a tool to help service providers manage priority mental health and neurological conditions using algorithms for clinical decision making. The guide includes a chapter on child and adolescent mental and behavioural disorders. Languages available: Arabic, French, Italian, Marathi, Russian, Spanish, Thai and Ukrainian.



Doing What Matters in Times of Stress (WMS)

WHO, 2020

DWMS is a digital, self-guided stress management companion for navigating challenging situations. It provides easy-to-learn skills and audio exercises that can

be practiced for just a few minutes each day to manage stress. Available in several languages.



This compendium is not comprehensive and is a work in progress that is intended to be collectively and regularly updated.

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To learn more see:
[Promoting and protecting mental health in schools and learning environments: A briefing note for national governments.](#)

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