



To: **District Directors, Circuit Managers and Principals**

Topic: **The centrality of Psychosocial Support in building back better the education system**

Message Objective(s): **To emphasise to district directors, circuit managers and principals the centrality of psycho-social approach in building back the education system.**

Message: **Psycho-social approach is central to the building back better the education system.**

The Covid-19 pandemic has brought to the fore the gaps in psycho-social support in the education system. The system could not cope with the huge demand for psycho-social support for both teachers and learners. The system has a shortage of psychologists and Care and Support for Teaching Learning (CSTL) officers. CSTL structures in the education system were dormant and failed to respond adequately to the pandemic.

There is need therefore to resuscitate the CSTL structures in the education system so that they respond better now and in future to any disruptions to enable the system to cope. The responsibility for making sure the psycho-social approach is central to the building better is with the district directors, circuit managers and principals. The psycho-social approach assists schools to deal with current pandemic and future disruptions as it builds strong support structures and resilience in adversity.

CSTL structures such as DBSTs, SBSTs and QLTCs must be strengthened and functional to support both learners and teachers to deal with anxiety, uncertainty, loss, and illness. These support structures are key to surviving the current pandemic and any future disruptions. The managers in the system must work with civil society, build social capital, and maximise the support of the CSTL, DBSTs and SBSTs. This will strengthen the link between the classroom and the household particularly the less privileged in the society. Schools must cater for kinds of learners particularly those in distress and this requires concerted efforts by managers to build all inclusive institutions that cater for all and providing social justice.

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