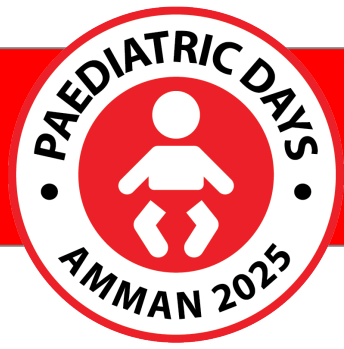


WAR CHILD'S CARE SYSTEM



WAR CHILD'S CARE SYSTEM APPROACH





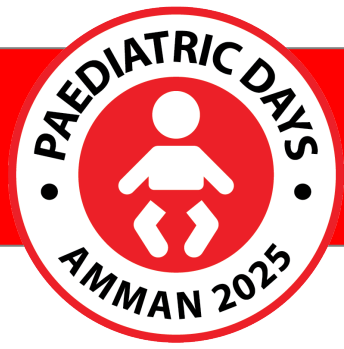
Evidence-based Interventions

Today I will be introducing the following Evidence-Based Interventions (EBIs) as part of our **Care system**:

**BE
THERE**
War Child

TEAMUP



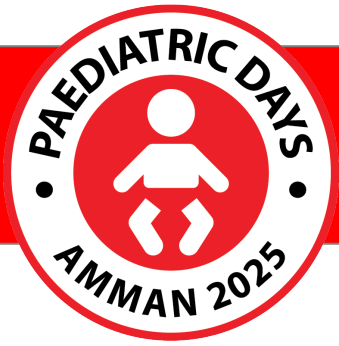


BeThere Intervention (CSI)

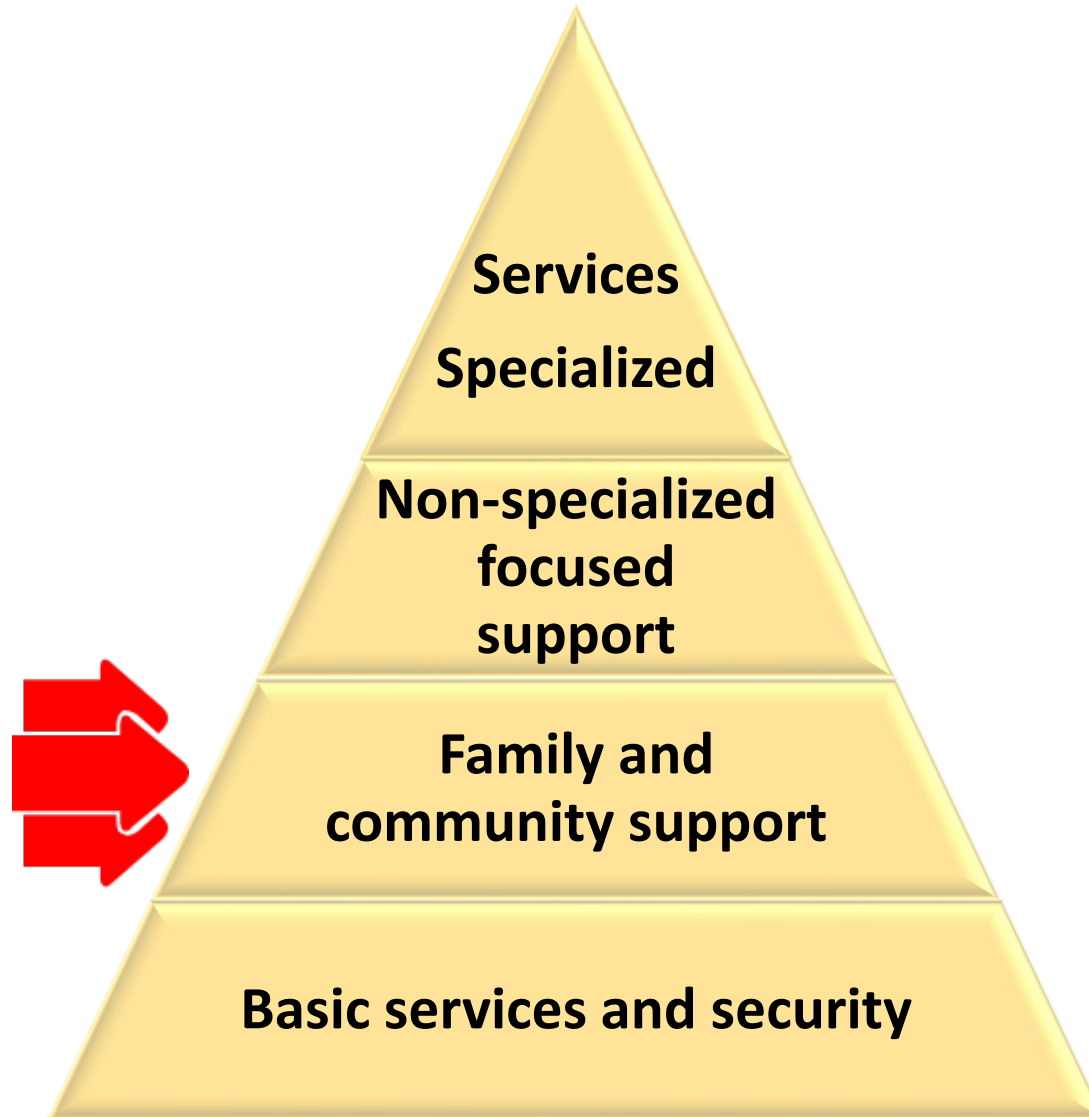
**BE
THERE**



WAR
child



Where does BeThere sit at the IASC MHPSS pyramid

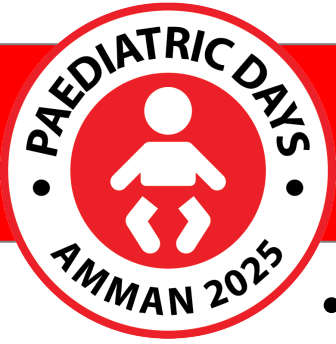


Examples of interventions

- Treatment of mental and psychological disorders
- Mental Healthcare
- Support groups for people at risk (medium and high level)
- Cultural and sports entertainment activities
- Child-friendly and supportive places
- Activating social networks and relationships
- Food, water, clothing
- Shelter, healthcare

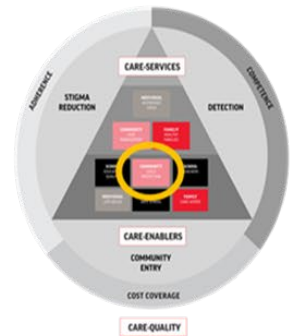
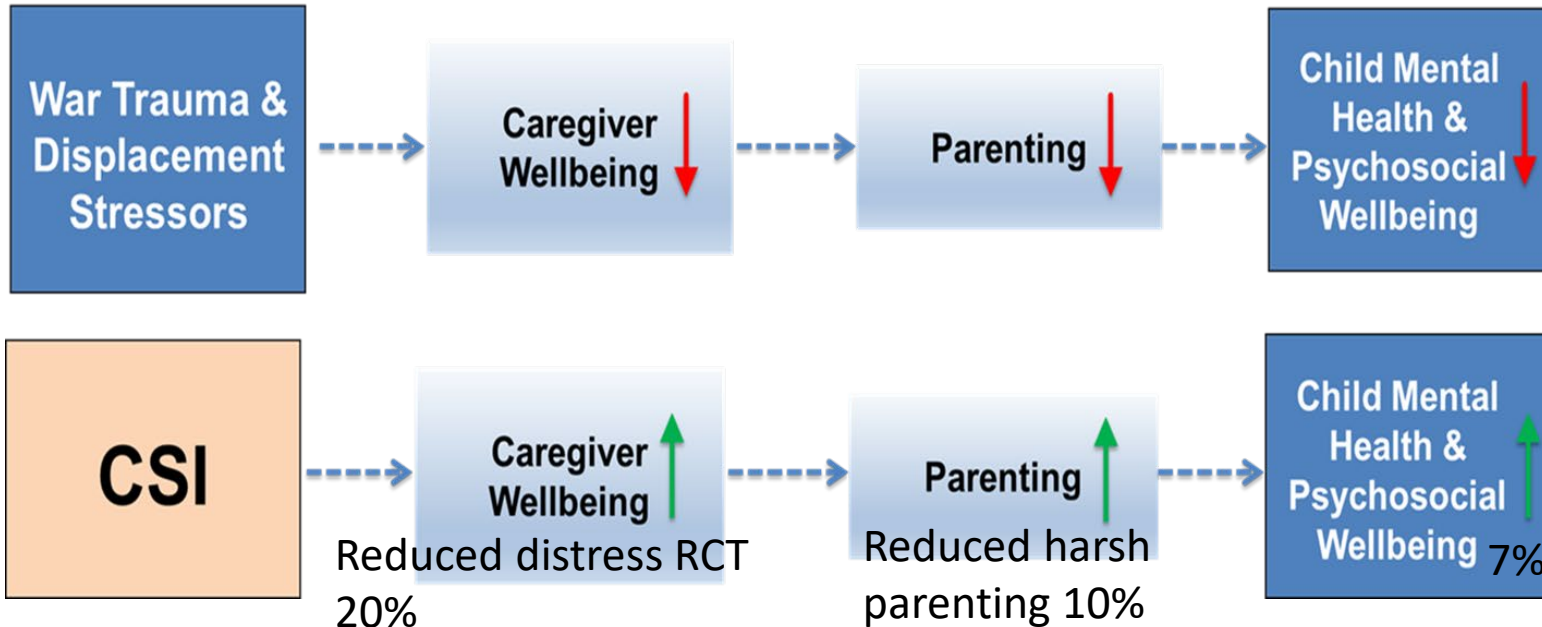
**BE
THERE**
War Child

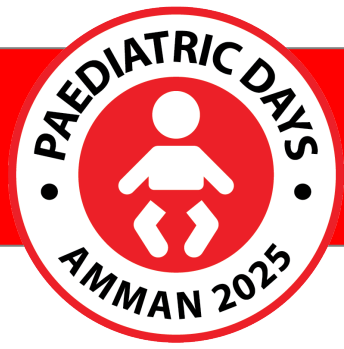
**WAR
child**



Why Be There ?

- During war and in refugee communities, parents are confronted with very difficult conditions, such as **constant danger** from violent attacks, the **loss of family and friends**, **separation** from loved ones, the **loss of income** when work is unavailable, the **loss of their homes and possessions**, **feeling unwelcome**, and **worries about children's safety**.
- Caregivers will benefit from a **safe, supportive place** where they can share their worries and challenges, get support and learn helpful techniques for lowering their stress, and relax their bodies and minds.



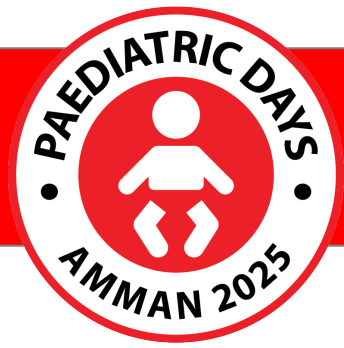


Parents? Caregivers?

We use the term “caregivers” because sometimes children are being taken care of by people other than their parents — grandparents, aunts and uncles, cousins, etc.

This program is for **ALL** adults who are raising children.





GOALS

- Help caregivers feel **supported, valued, and respected**
- Learn ways of **lowering stress** levels
- Learn how to **manage and reduce anger** and frustration
- Develop **new skills for raising kids** in difficult circumstances
- Learn to **avoid taking stress out on people** we care about



HELP PEOPLE BE THE KIND OF CAREGIVERS THEY WANT TO BE



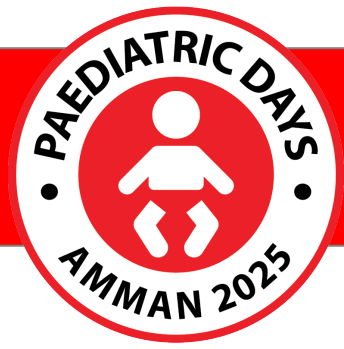
GOALS

WHAT IT IS

- To give caregivers a safe place.
- To look together at the impact of stress.
- To encourage caregivers to share ideas and solutions to common challenges.
- To learn simple stress-reduction techniques.

WHAT IT IS NOT

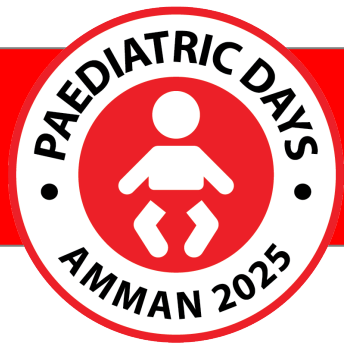
- To diagnose anyone with any type of psychological disorder.
- To provide individual or group psychotherapy.
- To treat severe emotional distress
- To provide economic or material support



GROUPS

- **Ideal group size:** 10 to 12 people.
- **Gender:** Separate or mixed gender groups
- **Sessions Numbers:** 9 sessions
- **Duration:** 2 hours, with 1 meeting each week for a total of 9 weeks.





Who is it for?

- **Parents and other caregivers with at least one child aged 0 – 12**
- **Caregivers who commit to attending all 9 sessions.**



SESSION STRUCTURE

1.
Energizer

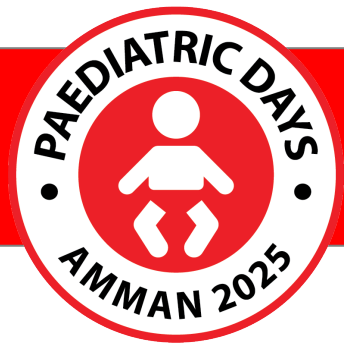
2.
Review
Home
Practice

3.
Main-topic
Exercise

4.
Additional
Exercises

5.
Relaxation
Exercise

6.
Assignment
for next time
/ Review



Program structure

Session 1-4: Caregiver wellbeing

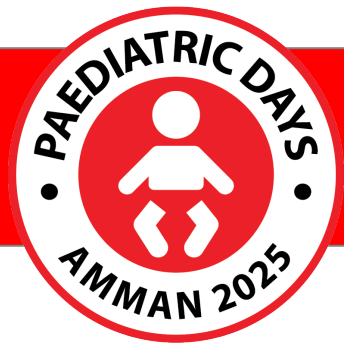
Eg. Techniques : dealing with anger and frustration, safe place, walking peacefully, breathing and relaxation exercises

Session 5-8: Parenting in adversity

Eg. stress impact on child`s brain, practicing praise , the power of stories and story telling

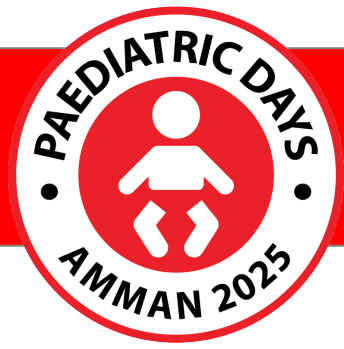
Session 9: Recap





Implementation factors

1. **Cultural and contextual adaptation:** Adapt the BeThere to ensure cultural and contextual fit following the adaptation manual.
2. **Practice cycle:** After adaptation, BeThere should be implemented on a small-scale to integrate the cultural and contextual changes and allow the team to gain experience.
3. **Training of Facilitators:** The training is a minimum of six days and one implementation cycle (nine weeks).
4. **Supervision:** A system to monitor and supervise BeThere group facilitation should be in place before starting this program.
5. **Monitoring Quality:** Tools are available to monitor **adherence (fidelity), competency and attendance.**
6. **Referrals:** A clear referral structure in the organization needs to be in place before starting this program.

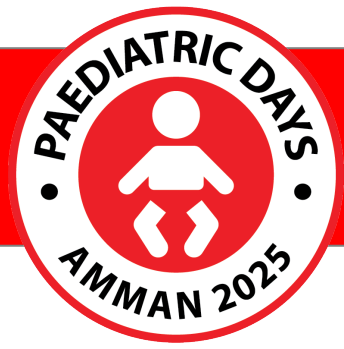


Implementation in the communities

BeThere sustainability and scalability:

- BeThere has been implemented by **different local community centers** such as implementation (by MOSD in local community centers), also in refugees camps and shelters
- We started with **1 center**, then **4 centers**, and now with **15 centers** all over the governates of Jordan.





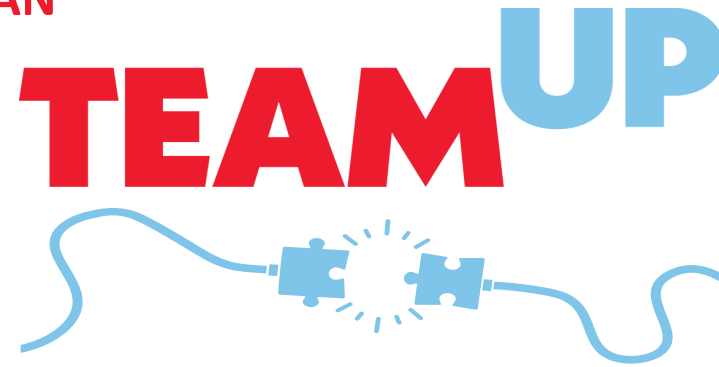
Challenges and successes

- **Changes in stakeholders/turnover** affected the availability and sustainability of stakeholders (ministries and local community centers). So, we started targeting larger number than needed and reached out to the moderators in order to train them to secure as much as number as we need
- **Men as a caregivers were less involved**, so we adjusted the session to start in the evenings during their weekends



TeamUp Intervention

WHERE THE SPARKLE BEGAN



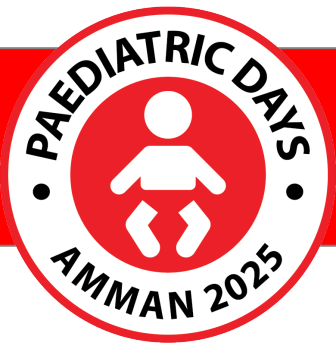
Save the Children



Jointly created by UNICEF Netherlands, Save the Children Netherlands and War Child Holland

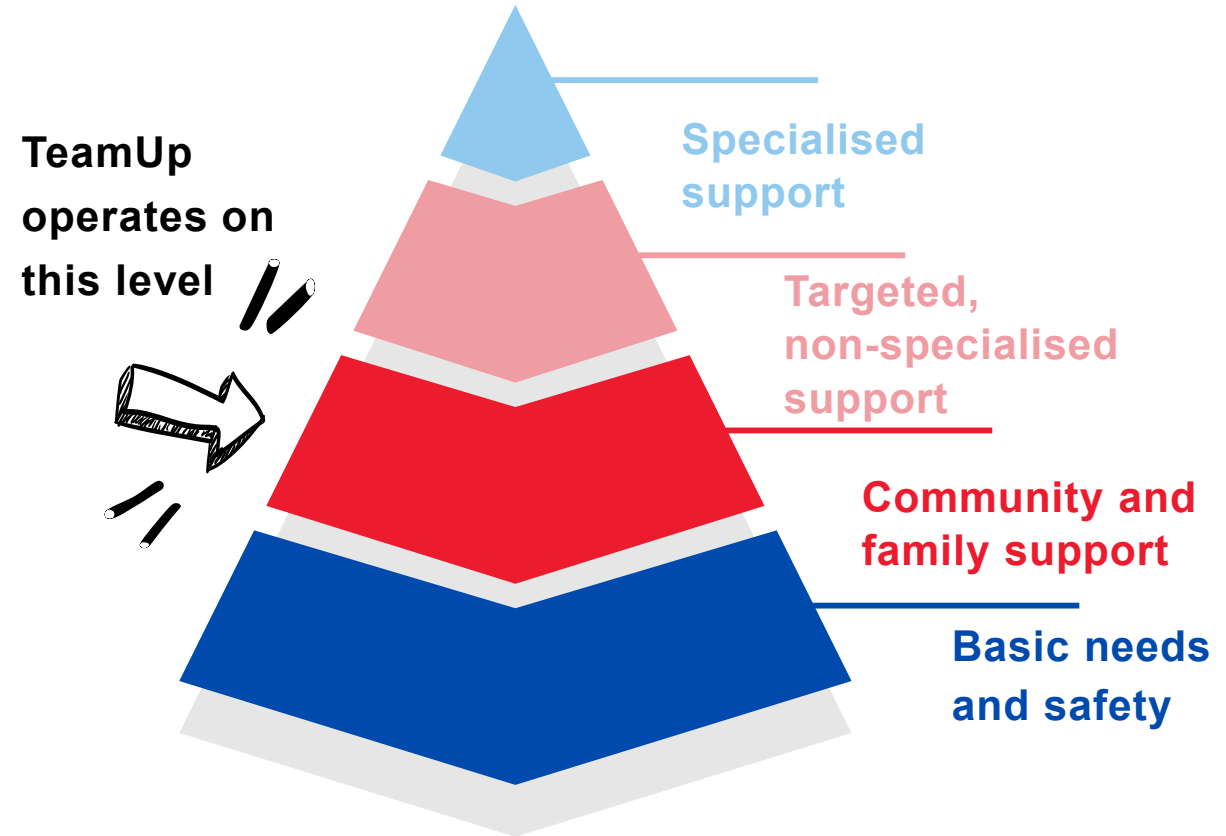


TEAMUP

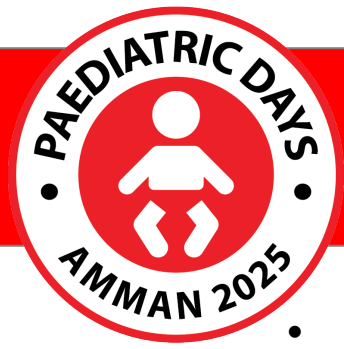


What's TeamUp?

- TeamUp is a **structured psychosocial support intervention** consisting of games based on sports, play, movement and body awareness for children affected by conflict aged between 6 and 17.
- The goal is to **improve the emotional well-being** of children and **foster resilience** through structured sessions.



THE MHPSS PYRAMID



How does TeamUp work?



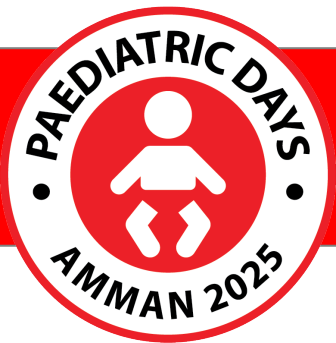
- **45-60-minute** group sessions
- **Children aged 6-17 years**
- **2 certified facilitators: up to 50 children**
- **Non-verbal with embodied learning**
- Works from a **trauma-informed framework**
- **Structured** and predictable structure: opening, warm-up, main activities, cooling-down and closing routine
- **Planned and evaluated**
- Ensures **referral** for children with additional needs
- Ensures **mentoring** for facilitators



WAR
child

TEAMUP





How does TeamUp work?

Through play, children learn skills related to 8 socio-emotional themes



FEAR

Asking for help - Feeling strength, calmness, and security

- Can use self-soothing techniques.
- Can ask for help, or reach out to an adult or peer.
- Can try new things; dares to make mistakes.
- Can mobilise body for action.
- Can name the emotion or recognise it in the body.



ASSERTIVENESS

Stand up for yourself

- Can communicate needs, emotions and problems with words or gestures.
- Can defend themselves by using different body movements.
- Can say stop or ask for help if needed.
- Can lead a movement, activity or gesture for the group.
- Can make choices and stand up for themselves in a positive way.



ANGER

Take a time-out

- Can tolerate being "out" or "losing" in a game.
- Accepts making and seeing mistakes or things that don't go their way.
- Able to manage anger using different self-regulation techniques.
- Can be angry safely; without hurting oneself or others nor breaking material.



STRESS AND TENSION

Relax and have fun

- Can name and recognise emotions.
- Engages in play.
- Can focus on task and keep their cool.
- Can share humour, laugh and smile during play.
- Knows how to calm their body.



CONFLICT

Paying attention to each other

- Can express needs in a friendly way.
- Can settle when things don't go their way.
- Can walk away or turn away from conflict or frustrations to focus on something else or uses de-escalation to neutralise aggression.
- Show care and support for others.
- Can shake hands and say sorry or "Good Job".
- Can compromise, suggest new ideas, negotiate and accept solutions or compromises.
- Is open to other's ideas.



BULLYING

Set your boundaries and say no

- In general: communication skills.
- Speaking clearly and not shouting.
 - Shows positive communication with others.
 - Knows how to meet own needs without hurting others: can say what they don't like or when in need more space.
 - Maintain own space and the one of others.
 - Can resist peer pressure: or use diffusing techniques.



RESPECT

Accepting authority

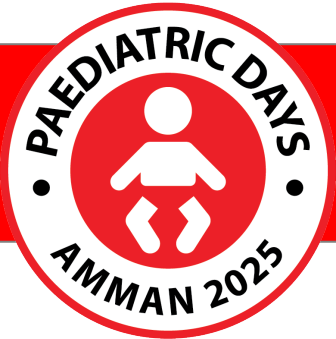
- Uses appropriate language.
- Can follow instructions, rules and game conventions.
- Is open to others' ideas.
- Accepts differences and others' cultural background.
- Can respect spatial boundaries.
- Accepts leadership of others and the physical space of others.



FRIENDSHIP AND FRIENDS

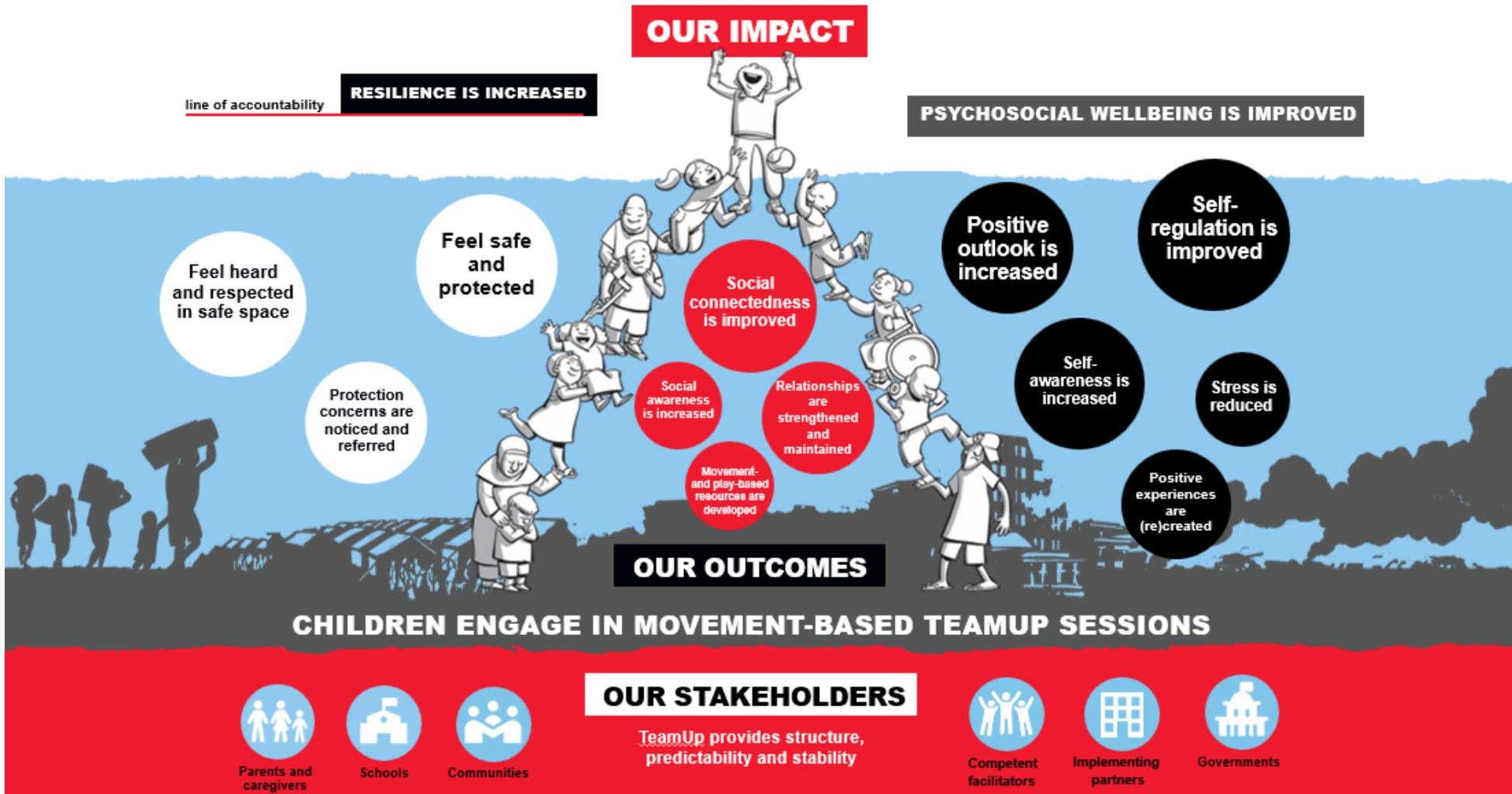
Helping and cooperating with others

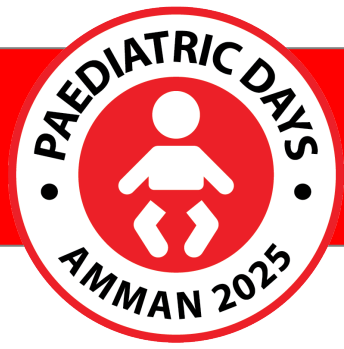
- In general: social and cooperation skills.
- Can encourage and support their peers during activities.
 - Can make a joke and accept a joke.
 - Can share the material, treats, turn and ideas.
 - Able to sustain positive interactions with others.
 - Can give a compliment, play together and participate.
 - Can move with others.



Why TeamUp?

THEORY OF CHANGE





Integration into education and protection

- **TeamUp in schools contributes to:**
 - Builds stronger **teacher–student relationships**
 - Increased **positive attitudes** toward school
 - Improved **school attendance**
 - Enriches **Physical Education** by adding an MHPSS component

In **Child Protection**, a key part of the methodology involves **identification** and **referral**.





Successes

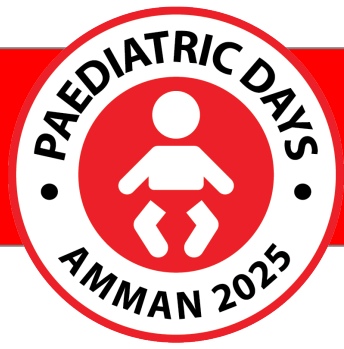
- **Scalable:** brief training, large groups, nonverbal approach
- **Effective** in multicultural, multilingual, refugee & host settings
- It has been **implemented in Emergencies** with small adaptation in (GAZA and OPT)

➤ **A study that was made in Uganda showed that TU has:**

- Sustained benefits up to 5 months post-intervention
- Improved well-being, quality of life & reduced traumatic stress
- Stronger social connectedness & sense of agency
- New gains: better friendships, less bullying & depression



[Link to the article](#) (April 2024)



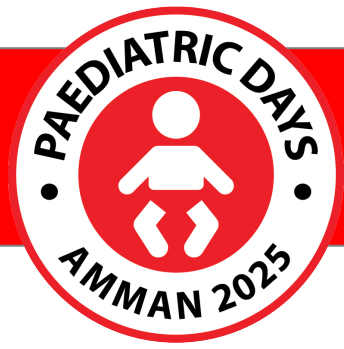
Challenges/Best practices

Best practice:

- Better to Integrate TU slowly in classrooms through (community facilitators, school psychologists and social workers)

Challenges:

- Double role for teachers is often hard
- Investment in mentoring is essential as teacher facilitators are sometimes not used to TU values (no right or wrong)
- During emergencies, displaced and mobile communities made it difficult to implement the minimum 12 sessions required to demonstrate evidence. Therefore, adaptations were made to reduce the number of sessions.



Case from the field

