



Be the change



Post-emergency Children Psychosocial Support

紧急状态下儿童社会心理支持

April 22, 2016

国际美慈组织



Africa

Central African Republic
Democratic Republic of the Congo
Ethiopia
Kenya
Liberia

Niger
Somalia
South Sudan
Sudan
Tunisia
Uganda
Zimbabwe

**America/
Latin America/
Caribbean**

Colombia
Guatemala
Haiti
Honduras
United States

**Central and
South Asia**

Afghanistan
India
Kyrgyzstan
Nepal
Pakistan
Tajikistan

East Asia

China
Indonesia
Japan
Mongolia
Myanmar
North Korea (Democratic People's Republic of Korea)
Philippines
Timor-Leste

**Balkans/
Caucasus**

Bosnia
Georgia
Kosovo

Middle East

Egypt
Iraq
Jordan
Lebanon
Libya
Syria
West Bank and Gaza
Yemen

美慈中国项目 区域分布图



国际美慈组织是一家领先的全球性人道救援和发展机构，由4000名致力于改变世界的员工组成。我们置身于世界上最具挑战的社区，在全球40余个国家与社区共同应对人道主义危机、冲突和经济动荡。不管是现在还是将来，我们与当地合作伙伴敢于把大胆的想法付诸行动，拯救生命，改善生计。

美慈中国致力于通过科技和与政府、企业、民间机构的伙伴关系在中国及中国以外的地区帮助贫困和脆弱人群建设韧性社区，改善经济状况。

自2001年超过
500,000
人
直接受益于在中国
11
个省份
开展的
60
多个项目

在中国，美慈集中关注人道主义应急响应、灾后恢复、青年和妇女赋权、农业市场的发展、减少灾害风险和公民社会建设等领域。

Children Psychosocial Support 儿童社会心理支持

Children
Psychosocial
Support
儿童社会心理
支持



Comfort For Kids
“抚慰童心”项目



Moving Forward
“加油”项目

Comfort for Kid 抚慰童心



借助工具书《我的地震经历》，以线条、涂色、绘图及文字表达等方式，帮助孩子处理创伤带来的负面情绪，整合其回忆系统，加快愈合，促进孩子心理的自我修复。

Comfort for Kid 抚慰童心

My Earthquake Story Workbook





Be the change



Sport for Change 从运动到改变

Sport for Change Overview概述

*Sport as a means to promote **education, health, development and peace.***
运动可以促进教育、健康、发展与和平。

Sport + 运动+

Pursues sport objectives like coaches technical training, league creation and development

以运动目的优先策略，如技能训练、团队建立和发展

+ Sport +运动

Pursues non-sport objectives like education, health, psychosocial support, etc.

以非运动目的优先的策略，如教育、健康、心理支持



Sport for Change

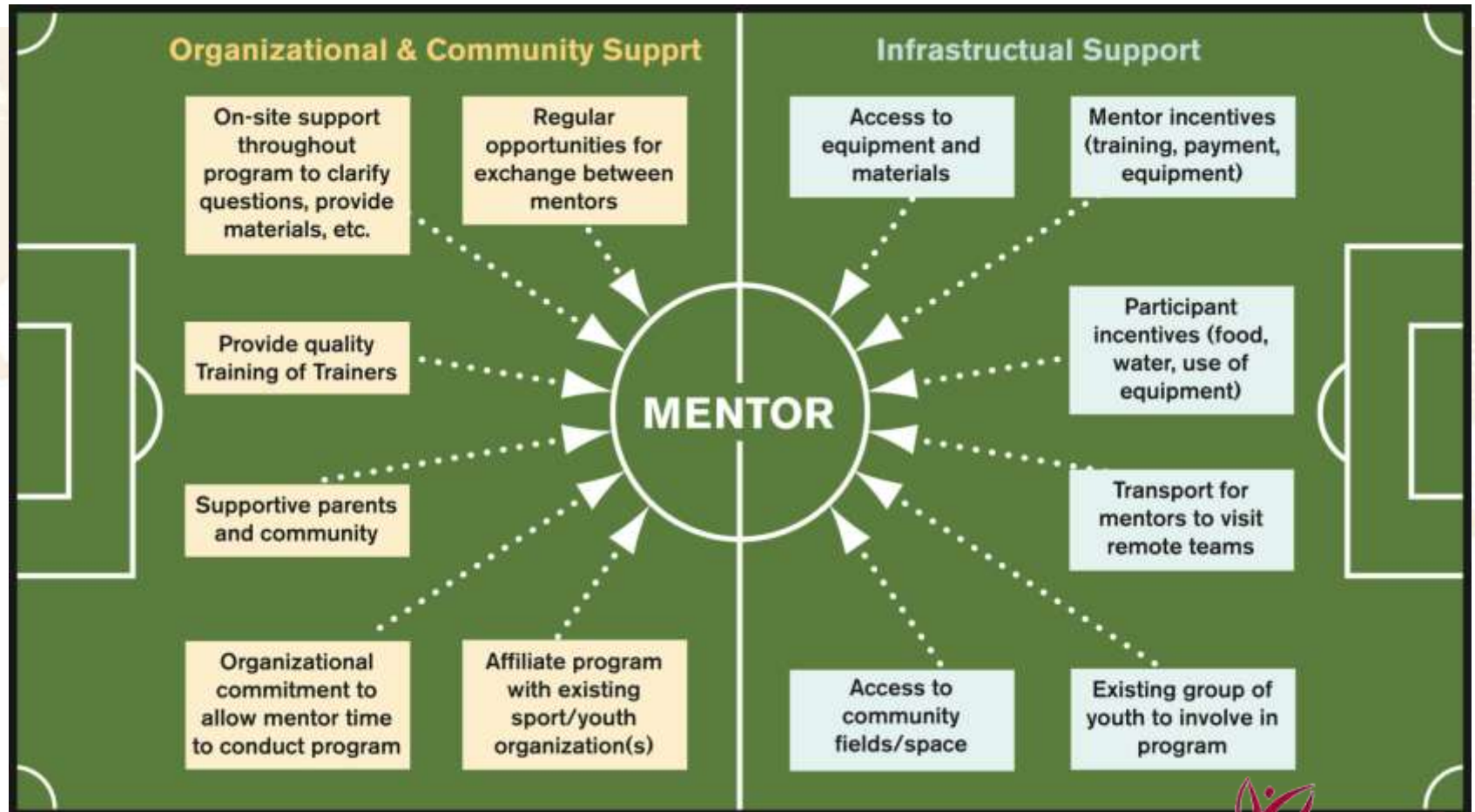
Best Practices 成功经验



- 1) Develop theory- and evidence-based curricula 开发基于理论和实践并重的课程
 - Social Learning Theory 社会学习论
 - Iterative programming 基于项目反复实践
- 2) Train and Support Mentors 培训和支持辅导员（培训师、安抚员）
 - Create a support team 建立支持团队
- 3) Experiential knowledge & applied skills development 经验知识和应用技能开发
 - Repetition and opportunities to practice knowledge, attitudes and skills 反复的、寻找机会练习知识、态度、技能
- 4) Promote constructive dialogue 推动建设性对话

Sport for Change

The Playing Field 运动场模型支持系统



Working Process 工作流程



国际美慈协同合作伙伴、社区、学校提供管理以及技术顾问指导项目合作伙伴协调组织

Beneficiary Group 受益群体

Tier 1: Children/youth participate in regular scheduled structured psychosocial support activities.

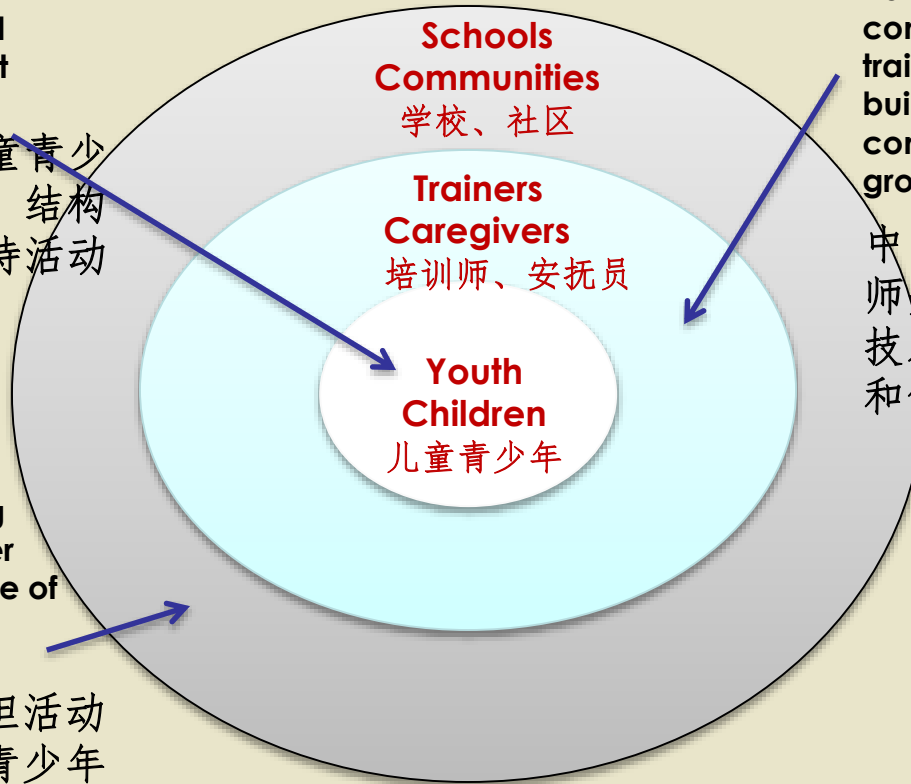
核心受益者：儿童青少年参与有规则的、结构化的社会心理支持活动

Tier 2: Trainers/caregivers from schools and communities receive training and support to build their capacity and confidence to work with groups of children

中间层受益者：培训师安抚员接受培训和技术支持以提升能力和信心为孩子服务

Tier 3: Schools and communities hosting activities are together tackling the challenge of recovering from the emergency

外围受益者：承担活动的学校社区监测青少年儿童恢复过程中遇到的挑战



Sport for Change

Curricula 基于运动的课程类别



Moving Forward “加油”项目

Development项目开发



Purpose为什么

- Space to play and routine are first to disappear after an emergency玩耍的空间和常态化在紧急情况发生后最先消失
- Growing evidence for sport, play and social support不断的证明需要运动、玩和社会支持
- One of child's rights儿童权利之需

Moving Forward “加油”项目

Development项目开发



- Approach方法
 - Toolkit for practitioners实践者工具箱
 - Pilots (Peru, Kenya, China, Georgia)试点项目(秘鲁、肯尼亚、中国、格鲁吉亚)
- Principles/Themes主题
 - Constructive Comm, Self-Esteem, Teamwork & Trust, Resiliency建设性交流、自尊、团队合作与信任、耐挫力
- Initial Partners合作伙伴
 - Nike / INSDC耐克、国际运动发展咨询联盟
 - Care (2 pilots, 1 Program) (2个试点、1个项目)
 - Mercy Corps (2 pilots, 8 Programs)国际美慈组织(2试点、8项目)

Moving Forward “加油”项目

Development项目开发

- Manual手册
 - Preparation准备
 - Assessment调查评估
 - Planning / Workshop计划、研讨会
 - Monitoring & Evaluation监测评估
 - Transition过渡、推广



- Templates表格模板
- Activity Guide活动指南
- Sport & Play Kit运动包





Moving Forward “加油”项目

Program Locations项目国家

Country (year)国家、地区(年)

Peru 秘鲁 (2007)
 China 中国 (2008)
 Haiti 海地 (2010)
 Chile 智利 (2010)

Colombia 哥伦比亚 (2010)
 Gaza 加沙 (2011)
 Japan 日本 (2011)
 Libya 利比亚 (2011)

Where we work



Moving Forward “加油”项目

Case Study: China 案例分享：中国2008汶川地震

- **Government Support** 政府支持
- **Scale through schools and training structure** 通过学校和有效培训架构展开
- **Strong post-training support structure** 强有力培训后支持架构
- **In-depth M&E** 强有力的监测评估
- **Sustained and Adapted** 可持续和本土化



Moving Forward “加油”项目 Evaluation Plan 评估计划

Qualitative 定性分析

- Focus Groups (youth, parents, mentors)

中心小组访谈(青少年、家长、辅导员)

- In-depth interviews (mentors)

深入访谈(辅导员)

Quantitative 定量分析

- Strengths and Difficulties

Questionnaire (SDQ)

“优缺点”问卷

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, prefers to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Moving Forward “加油”项目

Case Study: China 案例分享: 中国

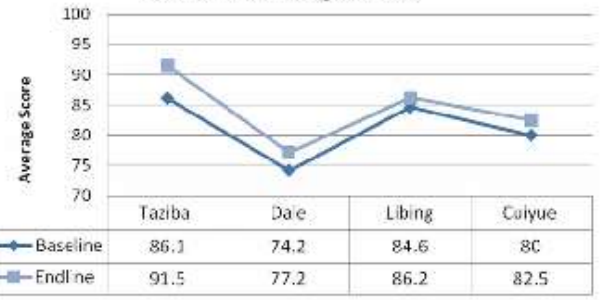
Outputs 产出

- 1,390 mentors trained 培训1390名辅导员(安抚员)
- 37,000 youth graduates 37000青少年受益

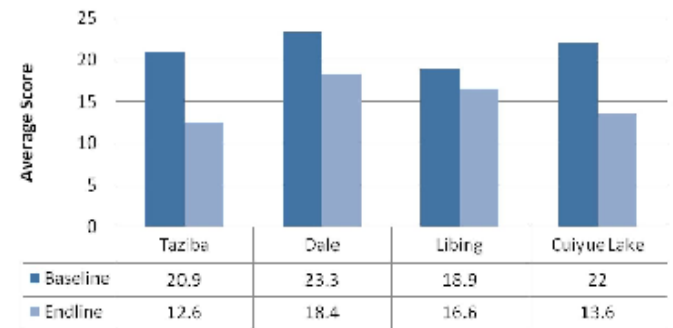
Outcomes 成效

- Increase in resilience and decrease in difficulties (SDQ) 耐挫力提升、“缺点”减少
- Academic improvements 学习成绩改善

Graph 1: Comparison of Baseline and Endline Resilience Average Scores



Graph 2: Comparison of Baseline and Endline Total Difficulties Average Scores



Moving Forward “加油”项目

Case Study: Haiti 案例分享：海地



- **Multiple and complex civil society partnerships**

多样而复杂的公民社会伙伴关系

- **Moderate post-training support structure** 较有效的训后支持架构

- **Small scale** 小规模

- **Sustained through transition** 通过本土化而持续

Moving Forward “加油”项目

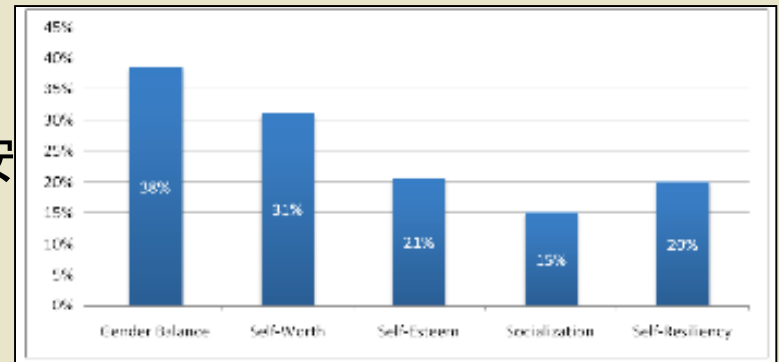
Case Study: Haiti 案例分享：海地

Outputs 产出

- 81 mentors trained 培训 81 名辅导员 (安抚员)
- 2,350 youth graduates 2350 青少年受益

Outcomes 成效

- 63% of participants showed increased scores in resiliency, self-worth, self-agency, or social inclusion. 63% 青少年表现出更强的耐挫力、自我认同、自我掌控或社会融入



Moving Forward “加油”项目

Lessons Learned 经验分享



- Partners and training structure determine scale
伙伴关系和培训架构决定项目规模
- Post-training support determines quality
训后支持决定项目质量
- Mentors want additional training and materials, BUT need to be encouraged to build the program independently
辅导员(安抚员)希望更多的培训和材料, 但需要考虑项目本身自我发展
- Deeper adaptation (beyond translation and editing of materials)
更深入本土化(不只是材料翻译和编辑)
- Incorporate opportunities for extra-curricular engagement (teams, leagues, community projects)
寻找纳入其他课程的机会(如团队、社团、社区项目)

Moving Forward “加油”项目

Future Directions未来方向



- Partnerships伙伴关系
 - Partner identification and capacity building
 - 寻找恰当的伙伴关系和能力建设
- Foundation for youth development programs
为青少年发展项目打下基础
- Integration/Transition Cross-Cutting Themes融入(过渡)至其他领域
 - Health education (Haiti)健康教育(海地)
 - Social inclusion (PWD) & community projects (Gaza)社会融入和社区项目(加沙)
 - Adolescent girls (RH, same sex groups)青春期女孩(生殖健康, 同一性别)
 - Youth-Centered DRR (China)青少年减灾项目(中国)

Thank you!非常感谢！



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