Do You Believe in Love?

The Eye to the

Future Project in Gaza

The story of:

A unique out-of-school-time program operated in one of the most dangerous places on the planet for children.

This program's special approach.

What happens when you unleash the full power of caring adult relationships to foster, hope and healing.

June 20, 2008

Dear Lou,
I am applying for a grant for Conflict Mitigation and Management in the Gaza Strip. The basic idea is- children who have had their childhoods shredded by some force (in this case violence and poverty) and who are therefore headed to an adulthood that bodes well for nobody in the region.

Most youngsters in Gaza are traumatized and live in a society where socializing structures – family, school, recreation – have been coming apart for 20 years and now are in spin.

The idea is to set up an after-school activity based on intentional programming in one of the poorest neighborhoods of Gaza city (and potentially other locales, depending on who our local CBO partners are).

I was thinking of you as a trainer for the adults who will work in the program – which will be a substantial number. Ideally, this training would be done in Gaza, depending on the situation. I go there every week. However, nobody could fault you if that is uncomfortable and we could look at trying to get the trainees out – a much more difficult option.

Sincerely,
Martha Meyers

Country Director
CARE West Bank and Gaza

Three Initial Project Sites

Beit Lahia
Beit Hanoun
East Gaza

The Most Important Factor in Determining Resilience

The Caring Adult Relationship

Anthony and Cohler, 1987

Bragin, 2004

Benard, 2004

Li and Julian, 2012

Brooks and Goldstein, 2001

Werner, 2002
Fraser, 2004

Brandt, 2006

Scales, Roehlkpartain and Benson, 2010

EDGE WORK CONSULTING
CELEBRATING 20 YEARS

Designing for Love

Make the parents/caregivers and your staff formal beneficiaries. Always!

Program Structure:
Our Non-Negotiables

- Cohorts of 40 children
- Ages 9 to 12
- Each site could accommodate 4 cohorts at a time.
- Each cohort would attend for six months for 7.5 hours per week.
- Each child would get roughly 160 hours of program time.

Designing for Love

Make the parents/caregivers and your staff formal beneficiaries. Always!

Leverage the assets of the community you work in.

Mohammad

During a parent meeting, Mohammed's father explained how happy he is about the changes that have happened to his son after participating in the program. He said, "**Mohammad became a peacekeeper**. The changes were noticed by all of our family members, as he moved away from hitting and cursing his brothers, and now he is calling for non- violent action and not beatings others."

Mohammad's mentor, said, "He had a sense of humor but at the same time he was violent, and he was hurting his friends by beating or insulting. He was causing resentment and alienation because other children avoided engaging with him in any activity."

His mentor worked with him by using communication skills and by promoting and building relationships with other children.

The mentor concludes, "All of this helped us to see a positive impact on Mohammed as he now **thinks before using violence** if he is faced with any problem."

Hadeel

When the program started Hadeel was suffering from lack of self-confidence and withdrawal. She preferred to be alone. Her mother said, "My daughter Hadeel does not like herself, she complains constantly and she refuses to sit with me or with her father. She is always nervous and violent with her brothers and sisters."

Through the project her mentors decided to incorporate her into activities with peers and made sure to discuss the activities with her. The mentors gave her specific tasks in activities so that she would feel that her participation was important.

After two months mentors began to record success in Hadeel's character. She began to **smile more, interacting with all the participants, trusting the mentors, asking for help with problems outside of the program and being involved in all activities**.

Hadeel also discovered that she has a great talent for drawing.

During a meeting with Hadeel's mother she said, "I would like to change my behaviors as the program changed my daughter's behaviors!"

Designing for Love

Make the parents/caregivers and your staff formal beneficiaries. Always!

Leverage the assets of the community you work in.

Data needs to flow up <u>and</u> down the system.

Focus Group Results

(2009-2010)

If you believe in love, then how do you do it?

Academics

The Four Smart Problem-Solving Skills

Stop.

Breathe.

Ask Questions.

Choose What To Do.

If you believe in love, how do you do it?

- Time

- Story

- Belief

- Conversation

Time

More time is better.

Not all time is equal.

Time is a function of attention and prioritization.

We needed to try to make time at the right time.

Story

- Participation in a program does not mean that you are known.

- Each child needs the opportunity to share parts of their story on their terms.

- Hearing each others' stories helps.

- Often, the best outcome we can facilitate for a child is that one good friend.

Belief

What I believe about myself shapes my efficacy, outlook, and decision-making.

Everything we say matters.

Children need full body experiences that help them see that they are competent and capable.

Conversation

- Many children spend a lot of time learning how to answer adults but not how to talk wit them.

- Conversations spark from curious questions, attentive listening, and play.

- Conversation is a tool for problem-solving and navigating conflict.

Designing for Love

Make the parents/caregivers and your staff formal beneficiaries. Always!

Leverage the assets of the community you work in.

Data needs to flow up <u>and</u> down the system.

To give more love, you have to get more love.

To Give More Love, You Have To Get More Love

Designing for Love

Make the parents/caregivers and your staff formal beneficiaries. Always!

Leverage the assets of the community you work in.

Data needs to flow up <u>and</u> down the system.

To give more love, you have to get more love.

Take a developmental approach to every aspect of the project.

Designing for Love

Make the parents/caregivers and your staff formal beneficiaries. Always!

Leverage the assets of the community you work in.

Data needs to flow up <u>and</u> down the system.

To give more love, you have to get more love.

Take a developmental approach to every aspect of the project.

Construct a relationship web around your program.

A Snapshot of the Research

The Tools

The primary tool was the Child Behavior Checklist (CBCL). The report provides detailed information about 8 symptom indicators and two subscales (Internalizing Symptoms and Externalizing Symptoms).

- Anxiety
- Depression
- Somatic Complaints (e.g., physical symptoms of anxiety)
- Social Problems (e.g., not liked by other children)
- Thought Problems (e.g., bizarre beliefs, hallucinations)
- Inattention/Hyperactivity
- Rule-Breaking
- Aggression

Additionally, children were surveyed pre and post on how they are experiencing and mitigating day-to-day stressors.

The Sample

94 Girls, 130 Boys)

Mean age = 10.55, SD = 1.14,

Age range 9-12

224 Child Reports completed TWICE- during the first and last month of the 6-month intervention.

240 Parent Reports completed TWICE- during the first and last month of the 6-month intervention.

## Results of the Child Report for One Cohort (January to June 2012)
Number of children reporting at least one internalizing or externalizing symptom

| Symptoms	At Start of Cohort 1	At End of Cohort 1
Internalizing Anxiety Depression Body Complaints Thought Problems	193	
Externalizing Rule-Breaking Aggression Social Problems Attention Problems	130	

Before E2F 2

After E2F 2
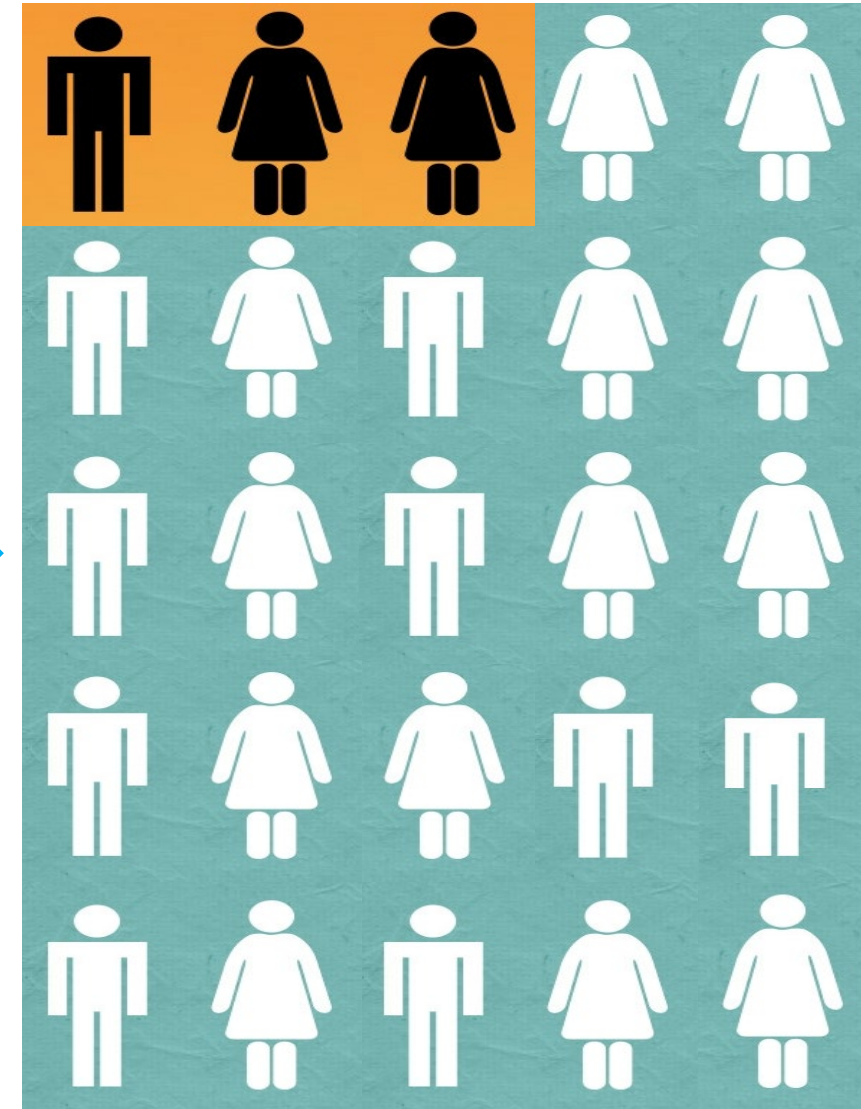
ORANGE = Child self-reported internalizing symptoms:
anxiety, attention, somatic complaints, thought problems

* Each figure represents ten children in the E2F program

Before E2F

After E2F
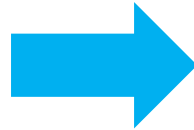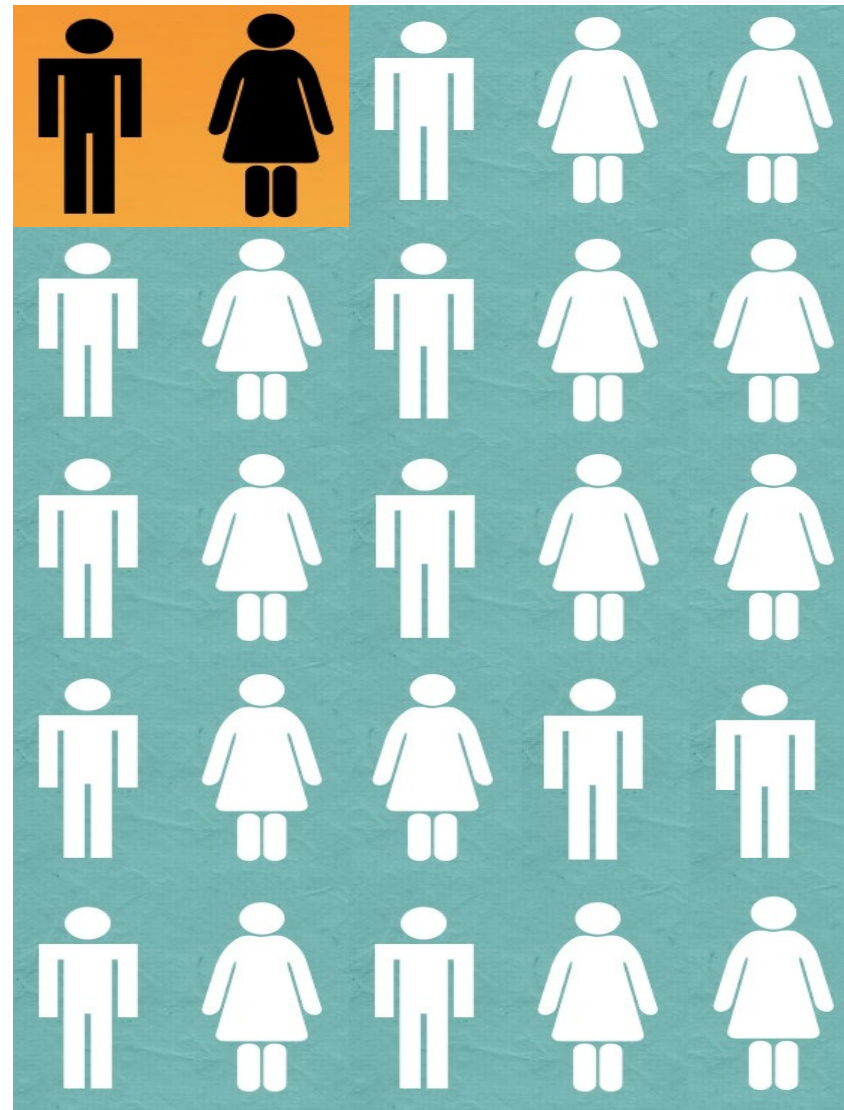
ORANGE = Child self-reported externalizing symptoms:
aggression, social problems, rule breaking, withdrawl
* Each figure represents ten children in the E2F program

Percentage of improvement based on pre and post school certificates

CBOs Name	Percentage of children showing academic improvement based on pre and post school certificates
JRS	72.7%
MCRS	64.7%
H.D.A	72.3%
PSCF	85.1%
ARS	71.5%
Overall Average	**73.3%**

Stress Tolerance

Distraction

School anxiety

People like being around me

Enjoying learning

Staying calm

Focus in class

Asking for help

Self-efficacy

مشروع نظرة إلى المستقبل

يرحب ركم

جمعية الإنسان التنموية
Human Developmental Association
H.D.A

Eye to
the Futur
(E 2F
Welcome

Welcome
to you in Eye to the future 2