

TUTOR OF RESILIENCE CONCEPT NOTE

The aim of this project is to give theoretical - practical competences to social workers based on the model “Tutor of Resilience”. the project is targeting the social workers from village development committee Jharlang in the Dhading district in Nepal.

“Tutor of resilience” is an instrument that helps the social workers to improve their knowledge and practical techniques on risk and protective factors, concerning the paradigm of resilience processes. The efficacy and validity of this instrument is supported by different scientific studies based on the intervention field conducted in different international contexts (Sri Lanka, Haiti, Chile, Gaza, Jordan, Mali and Lebanon) by our Research Unit of Resilience from Università Cattolica del Sacro Cuore di Milano (UCSC).

BACKGROUND

Earthquake experiences can generate a variety of psychological consequences as mental disorders and social functioning problems. Researches on mental health of youth victims of natural disaster, violence and displacement have revealed a high presence of post traumatic stress disorder.

Some people are resilient in the face of stressful life events and appear to develop healthy psychosocial functioning. Resilience is defined as the ability of individuals to face difficult situations through accessing health-enhancing psychological, social, cultural, and physical resources.

The term resilience may be defined as a positive outcome in the context of risk or adversity, known to be associated with negative outcomes as result of effective use of personal and external resources.

Important factors in fostering youth resilience are secure attachment, a sense of meaning and purpose and a supportive community.

In this context, school and teachers have an important role helping children to overcome the traumatic events, reinforcing their internal and external resources.

PROJECT PROPOSAL

The psycho- educational intervention based on the model Tutor of resilience is useful to overcome and face the devastating psychological consequences of the earthquake.

The project is developed as part of a multidisciplinary intervention strategy which purpose is the protection of the child , his/her support and participation during the activities.

After situations of natural disasters, is important to promote the training of teachers in order to ensure children support, to transmit them useful tools and methodologies.

In particular, activities that use expressive languages, such as art, drama, music and dance, are considered efficient because they offer to the children a way to express their own feelings and emotions.

The empowerment process and the teachers training as tutor of resilient provide also the strengthen of their sense of self-efficacy as leader and reference figure.

BENEFICIARIES

- 25 Social workers (teachers) constantly in contact with children;
- Children between 6 and 13 years from temporary learning center;
- 10 learning center in the VDC.

OBIETIVE

The goal of the project is training teachers who working in the Temporary Learning Center (TLC) by transmitting them the tools and methodologies in order to become tutor of resilience.

Social workers goals:

- Support the acquisition and development of knowledge related to the activation of resilience processes.
- Develop operational expertise for conducting expressive workshops to promote resilience in students.
- Promote cooperation between teachers.

Children goals:

- Building up and reinforcing the resilience process.
- Increase the self-efficacy through creative-expressive languages.
- Strengthening the group membership by sharing experiences

PROJECT ACTIONS

The aim of Tutor of resilience is providing a training course to social workers, promoting resilience after the earthquake. The whole project has a duration of 6 months, divided in the following actions:

1st ACTION: TRAINING COURSE

The training course is divided into a theoretical and a practical part. The first one is concerning the knowledge of the paradigm of resilience process, risk and protective factors.

In the second part, the practical one, social workers will be able to put in practice the tools, skills and competences learned in the theoretical sessions, through creative workshops. During this action it is necessary that teachers work in action with children, directly under the supervision of UCSC.

Duration: 6 days (3 days theoretical training and 3 days workshop training).

2nd ACTION: ITINERARY OF RESILIENCE

After the training action and according to the needs (of children and context), the UCSC gives teachers the guidelines and a set of creative – expressive activities, based on the guide “Tutor of resilience”. The purpose of this action is to develop a resilience program, helping the children to start the resilience process.

The UCSC team, in collaboration with a local psychologist (chosen by Apeiron), will support teachers in the implementation of activities with the children. The local psychologist will transmit the feedback from teachers, through a mid-term report and monthly call skype meetings.

Duration: 6 months.

3rd ACTION: MONITORING

In order to measure the impact of the project, the USCS team in collaboration with Apeiron will plan a monitoring through a pre and post evaluation session, based on the improvement of infant mental health.

The tools used for the evaluation are different types of questionnaires, regarding to resilience, post traumatic stress disorder and social integration.

Duration: 8 months.

TIMETABLE

ACTIONS		1 st month	2 nd month	3 rd month	4 th month	5 th month	6 th month	7 th month	8 th month
Training course	Theoretical	X							
	Workshop	X							
Resilience itinerary			X	X	X	X	X	X	
Monitoring phase	Pre assessment	X							
	Monitoring		X	X	X	X	X	X	
	Post assessment								X
	Evaluation of impact								X