

Understanding MHPSS and Situational Analysis in Gaza

5 March 2024



Inter-agency
Network for Education
in Emergencies

الشبكة المشتركة لوكالات
التعليم في حالات الطوارئ



INEE Opening Remark

Convention on the Rights of the Child

Article 2: Non-discrimination

- States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.
- States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 6: Every child has the inherent right to life.

Article 24: Health, Water, Food, and Environment

Article 27: Food, Clothing, and Safe Shelter

Article 28: Access to Education

Article 31: Rest, Play, Culture, and the Arts

Article 38: Protection in Times of War



Webinar Objectives

- **Facilitating the exchange of knowledge** and promoting collaboration among stakeholders working in the field of mental health and psychosocial support in the Gaza Strip.
- Presenting **advanced ideas regarding the current needs and challenges** in the field of mental health and psychosocial support in the Gaza Strip.
- **Identifying** available services, resources, and capacities in the field of mental health and psychosocial support in the Gaza Strip.
- **Recognizing** gaps and opportunities to enhance psychological health interventions and psychosocial support in Gaza.



Presenters:

- **Patricia Landinez** - Co-chair INEE's PSS-SEL Working Group. Patricia Landinez works with the UNICEF education team in NYHQ, supporting integrating Mental Health and Psychosocial Support programs for students and teachers within the Education Sector.
- **Frosse Dabit** is the Senior Education Programme Specialist at the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) Headquarters in Amman leading on UNRWA's Education in Emergencies Programme.
- **Dr. Mohammed Shbair:** currently displaced in the South of Gaza. He holds a Ph.D. in Educational Administration from the University of Sudan, a Master's degree in Educational Foundations from the Islamic University in Gaza, and a Bachelor's degree with a specialization in Psychology from the same university.
- **Ilham Nasser, Ph.D.** Ilham is an educator with more than 30 years' experience in early childhood education, curriculum development, and professional capacity building of teachers in international settings.
- **Ula Badawi:** is a specialist in education. She started working for Humanity & Inclusion (HI) in Gaza as an Inclusive Education Technical Officer in 2022.
- **Mahmoud Abudraz:** works as Gaza Inclusive Education Manager for Humanity and Inclusion (HI) as a part of his journey as a humanitarian worker for the last 17 years.
- **Hana Awad** has been working as the coordinator of the psychosocial support program at TCC since 2023.



Opening Remark

INEE PSS-SEL Working Group, Opening Remarks Patricia Landínez, Co-chair



INEE recording

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Recorded by

Panji Chamdimba

Organized by

Panji Chamdimba



A young girl with dark hair, wearing a teal long-sleeved shirt and patterned pants, sits in a black wheelchair. She is looking down with a sad expression. To her right, a pair of wooden crutches leans against the wall. The background is a simple room with a white wall and some hanging items. The overall tone is somber and poignant.

GAZA CHILDREN AMPUTATED BY WAR



ALJAZEERA



UNRWA Gaza EiE Response: MHPSS



February 2024

General situation in the Gaza Strip



1.7 M INTERNALLY DISPLACED PEOPLE (IDPs).
More than **75%** of the population



155 UNRWA facilities used as shelters
1 M people sheltering in **145 UNRWA schools**



355 INCIDENTS impacting **155 UNRWA premises.**

- **50** incidents of military use and/or interference



158 UNRWA staff killed, the majority are teachers

On day 115 of the hostilities

29,782 Palestinians have been killed (over **70%** are women and children)

70,043 Palestinians injured

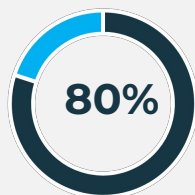
Nowhere is safe in Gaza

At least 404 IDPs sheltering in UNRWA facilities have been killed and at least 1,358 injured since the start of the hostilities.

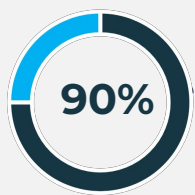


UNRWA MHPSS Context in Gaza

Prior to the recent crisis, **more than 543,000 Children in the Gaza Strip needed mental health support**, following six rounds of armed conflict since 2008 and daily protection concerns.

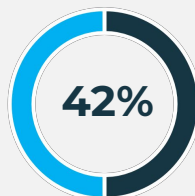


Children experiencing emotional distress.²

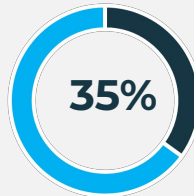


Children feeling less safe alone.²

Following **May 2021 Hostilities**:



Children in need of psychosocial support.



Children suffering from trauma, 9 months later.

Since October 7th, the already critical mental health of children and youth in Gaza has worsened.

UNRWA estimates **91% of children** across UNRWA shelters are exhibiting **alarming signs of emotional distress and trauma**, due to cumulative exposure to traumatic experiences, death and violence..



Families and caregivers are also severely affected, presenting additional challenges in supporting children, including increased intra-family violence.



The lack of recreational spaces and limited psychological support is exacerbating children and youth suffering.

Source:

1. Escalation Humanitarian Situation Report No. 4 (27 October- 2 November 2023), UNICEF in the State of Palestine (2023)
2. Trapped: The impact of 15 years of blockade on the mental health of Gaza's Children, Save the Children (2022)
3. Internal reporting, UNRWA 2021 and upcoming UNRWA child protection rapid assessment (2024)
4. UNRWA's Rapid Gender Analysis, UNRWA (October 2023).



Emerging Risks inside and outside shelters

GENERAL RISKS FACED BY CHILDREN

BASIC SUPPLIES

Medical system collapsing, shortages of food and drinking water, according to UN experts, **famine is imminent.**

NEGATIVE COPING MECHANISMS, CHILD LABOUR

Exposure to abuse and **exploitation** as children engage in various activities: ex. collecting, selling goods.

VIOLENCE

Loss of life, injury, accidents caused by the presence of a high number **of unexploded devices.**

HEIGHTENED RISKS FOR SPECIFIC GROUPS OF CHILDREN

CHILDREN WITH DISABILITIES

Children with existing and war caused disabilities, facing additional **challenges accessing basic services and shelter facilities.**

- **Insufficient resources:** medical supplies, diapers, wheelchairs, etc.
- **Lack of space** in the shelters to allow their privacy and cater to their specific needs.

UNACCOMPANIED AND SEPARATED CHILDREN

- High number of “WCNSF” **Wounded Child with No Surviving Family.**
- Difficulties in **identifying, registering, and tracing the families**

UNRWA Education in Gaza

THE EDUCATION OF 298,363 UNRWA BASIC EDUCATION STUDENTS AND 1865 UNRWA TVET STUDENTS HAS BEEN DISRUPTED SINCE OCTOBER 8



Of **290 UNRWA SCHOOLS AND VOCATIONAL TRAINING CENTERS** (in 185 buildings):

- **69 schools, 2 VTC and 1 RCVI** directly impacted.
- **54 schools** suffered **collateral damage**.



Almost **10.000 TEACHERS and 500 SCHOOL PRINCIPALS AND DEPUTY SCHOOL PRINCIPALS**, have been affected by school closures and attacks on education, with majority becoming IDPs.



75% of 158 UNRWA Staff killed is Education staff

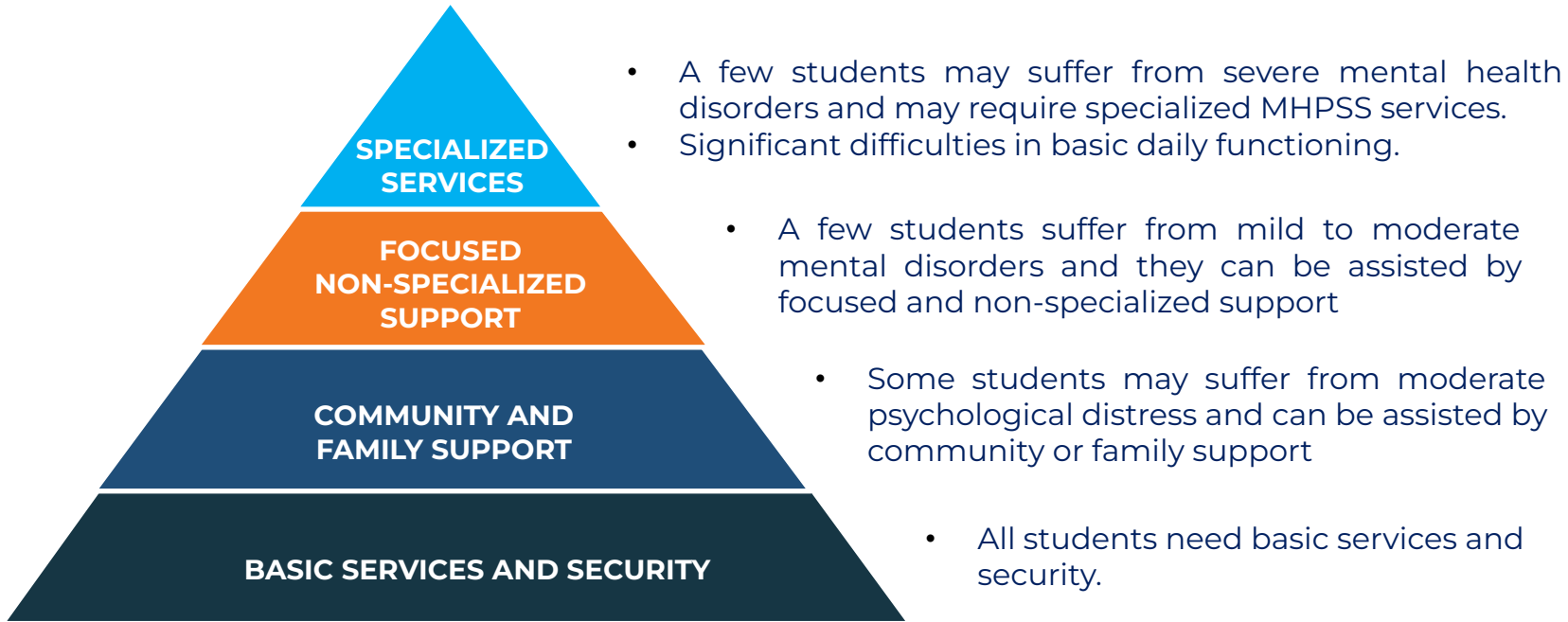


Of **270 School Counsellors and almost 568 Assistant School Counsellors**, approximately **300** are currently providing MHPSS services.



UNRWA MHPSS Response: Framework

UNRWA's Mental Health and Psychosocial support response follows UNRWA's **Psychosocial Support Framework**, based on the Multilayer intervention pyramid for MHPSS (IASC), in emergencies. The framework outlines roles for education staff, including promoting well-being for all students, addressing additional needs, and providing extensive support.



UNRWA Education in Emergency Approach

UNRWA has a **three phased plan** to support the psycho-social wellbeing and restore the right to education of Palestine Refugee children and youth in the Gaza Strip.



**Phase 1: Provision of
MHPSS**



**Phase 2: Provision of MHPSS
and Non-Formal Learning**



**Phase 3: Provision of MHPSS
and Formal Education**

Phase 1: MHPSS

Phase 1: Provision of mental health and psychosocial support (MHPSS)



- Basic MHPSS for children, all education staff and parents
- Recreational activities
- Child protection and risk education
- Trauma support

Assumptions and Preconditions

- ~~• Humanitarian access shall be granted~~
- ~~• Basic supplies enter Gaza~~
- ~~• Procurement and distribution of MHPSS supplies shall be possible~~
- ~~• Open safe spaces for implementation of activities are identified within and outside shelters.~~
- Partners capacities

UNRWA MHPSS Response: Approach



PRIORITIZE

Ensuring mental health is considered a high priority.



DEVELOP PROGRAMS

Designing actions that promote positive coping skills and healthy relationship, with gender, age and disability considerations.



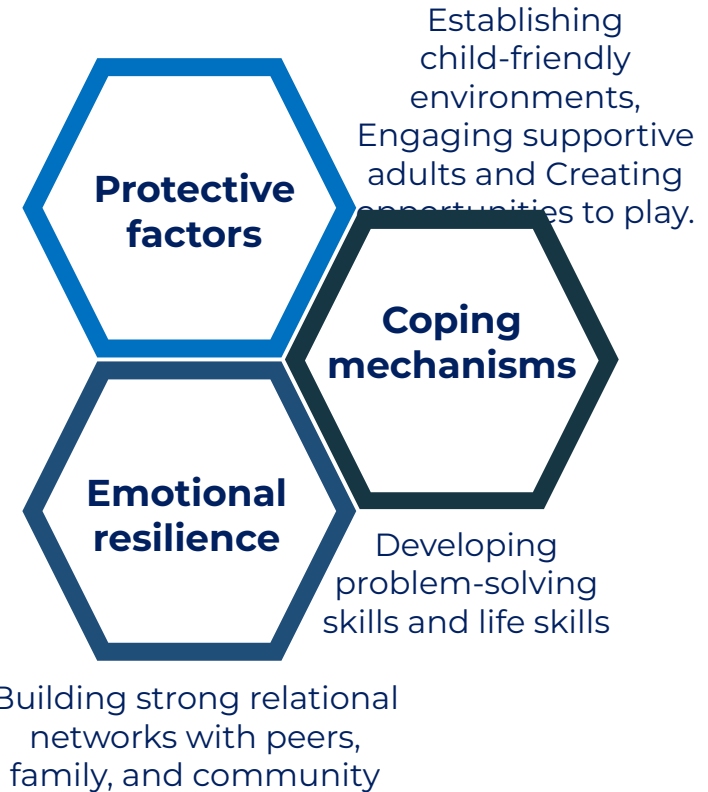
PROVIDE

Implementing MHPSS services for children's groups, individual children and caregivers; including specialized trauma management.



SUPPORT

Organizing MHPSS for the supporters, including parents, caregivers, teachers and PSS staff.



UNRWA MHPSS Response: Actions

MHPSS

Individual and family consultations

Counseling Sessions (Scheduled visits to the shelters and providing Sessions on “tips to deal with : loss , trauma , grieve “)

Explosive Ordnance Risk Education (EORE)

Staff Support (in-person and remote support)

Identification and addressing protection cases (Violence , Suicide attempts , Unaccompanied children)

Recreational activities for children





“Even schools are not safe for us”

Internally displaced child, sheltering in Rafah



Thank you!

Voice from Gaza



Voice note in Arabic from **Dr. Mohammed Shbair**, Teacher from Gaza and INEE member



Excerpts from Dr. Mohammed Shabir's presentation.

"Displaced to the Rafah, south of Gaza strip, due to the challenging and painful conditions of the war in the Gaza Strip

I want to put you in the picture of the daily suffering of the Palestinian people, and particularly the children in the Gaza Strip, specifically in IDP centers. This includes the repercussions of the war and its effects on educational and psychological aspects."



Excerpts from Dr. Mohammed Shabir's presentation.

- *"Through my interventions in IDP centers and shelters, and through closely observing children and their families, we have noticed numerous psychological repercussions of this war on the children:*
 - *Difficult reactions and post-traumatic events involving the recall of painful memories, scenes of events, bombings, destruction, and cases of killing.*
 - *This was clearly evident in the children's drawings and manifested in their daily stories.*
 - *Observable behavioral changes, including nightmares and constant disturbing dreams.*
 - *Increased attachment to parents, with many inquiries about fathers who have been displaced or stayed in the northern area.*
 - *Feelings of instability, excessive caution, neglect of personal hygiene, and self-care.*
 - *Emergence of health issues due to the lack of necessities and insufficient personal hygiene items such as bathing, cleaning supplies, and clothing, especially during the winter season.*
 - *Constant feelings of panic, caution, and avoidance of any loud sounds associated with war, such as the siren of an ambulance or a fire truck.*
 - *Persistent feelings of tightness, regret, and self-blame, with children expressing wishes such as 'I wish I hadn't gone, hadn't attended, hadn't been born, I wish I were in a different country than this one.'"*



Excerpts from Dr. Mohammed Shabir's presentation.

- *"Troubling emotional reactions have manifested in aggressive and hostile behaviors, vandalism, as well as a lack of sensitivity and emotional numbness, commonly referred to as emotional numbness, in these children.*
- *There is also a loss of passion and enjoyment in life's joys, along with a diminished hopeful outlook for the future. Children often say, 'I hear the sound of shelling, I hear the sound of a plane, I hear the sound of a missile.' Their eyes are constantly scanning the sky, and their ears are attuned to loud noises.*
- *The well-being and psychological resilience have collapsed to their lowest levels, with evident attachment issues, a state of visible disarray, exaggerated fears, and overwhelming concerns.*
- *There is difficulty summoning positive emotions, excessive vigilance, pessimistic thinking about the present and the future, as well as issues with eating habits and withdrawal symptoms, leading children to avoid participating in group activities.*
- *When they speak, they use the language of adults, employing terms associated with war, politics, and military concepts. These terms have taken precedence over caring for their personal well-being, playing with their toys, and enjoying their time and age."*



Excerpts from Dr. Mohammed Shabir's presentation.

- *Faced with this distressing scene, we initiated a series of interventions with these children, engaging in conversations about their struggles, discussing the impact of the scenes, encouraging them to express their feelings, and expressing these emotions through art. Topics covered included developing the environment, ensuring personal safety, and guiding them to this place of security. We also addressed how they could help themselves in times of danger and loss, as well as assisting others.*
- *Our interventions involved employing psychological techniques, engaging in discussions, and participating in collective activities to break the state of stagnation and fear, aiming to bring about a form of deconstruction in these children. The goal was to enhance their psychological well-being and support their emotional resilience to find joy in life.*
- *We actively participated in this institution within displacement centers, organized and ad-hoc shelter facilities, and through community committees. We engaged in discussions to provide psychological education to mothers regarding initial psychological first aid. We distributed brochures and health pamphlets to emphasize the importance of caring for children.*
- *The scenes were painful, and words cannot fully describe the suffering in the field.*



Excerpts from Dr. Mohammed Shabir's presentation.

- *The actual and tangible state of famine has become evident on the children and their families within displacement centers. Acquiring personal belongings, food, drinks, and clothing has become a severe struggle.*
- *Cash liquidity has disappeared from the streets, creating a state of scarcity. Additionally, the winter season has brought its challenges, with extreme cold and a lack of protection and prevention measures.*
- *The hospitals in Rafah city are extremely small and overwhelmed, focusing primarily on emergency care for injuries resulting from bombings and operating on a priority basis.*
- *Schools are absent from the scene or from the children's thoughts as educational institutions providing a space for learning. Instead, the mental image of school for children has shifted from a place of education, knowledge, values, and skills to a shelter for displaced individuals. It ignites a fire in the child to cook food and sets up a clothesline for their mother from one classroom to another.*
- *The restroom is no longer just for basic needs but has transformed into a shower area.*
- *Playgrounds are no longer for sports but have turned into spaces for tent installations.*
- *The way to school has changed. The impact of these conditions on the children and their daily lives is profound and reflects the harsh reality of their circumstances.*



Excerpts from Dr. Mohammed Shabir's presentation.

- *When I spoke to one of the children, I told him we would have a psychological session. He responded, saying he had work. This young child goes to work to sell some canned goods, earning a shekel or two (the local currency - Israeli shekel) by the end of the day just to provide for his family. We delved into the issue of child labor, exploring its numerous impacts and reflections on childhood. I can tell you that the psychological and educational effects have created a stark contradiction in these children's minds between what they read in books about human dignity, global citizenship, and human brotherhood.*
- *The children exhibited symptoms of severe depression, post-traumatic stress disorder, nightmares, and dangerous fantasies. On a social level, there has been a breakdown in family and social structures. Fathers are in the northern region while mothers and their children are in Rafah, or siblings are detained at checkpoints while parents are in separate areas.*
- *The inability to accommodate families within homes has led to situations where half of a family is in one house, and the other half is in another. All these issues have contributed to a form of disintegration, psychological pain, and grief among the children and their families.*
- *I appreciate your kind attention, and I extend my greetings to you. I hope that you can be a voice for us regarding this disaster and tragedy our children are enduring.*





Dr. Ilham Nasser



MHPSS Situational Analysis in Gaza

Education Cluster and "MHPSS EiE & Recreational activities Task Force" - Gaza
Strip
HI & TCC



Occupied
Palestinian Territory
Education Cluster

Situational Overview

The escalation of hostilities in the Gaza Strip which started second week of October is continuing to have a catastrophic impact on children and families. Entire neighborhoods, where children used to play and go to school, have been turned into stacks of rubble. Thousands of Palestinian students and teachers have been killed and injured, and all children have not been able to go to school for 5 consecutive months.

Damage to infrastructure:


- 392 school buildings have sustained damage (more than 79% of all school buildings in Gaza).
- Gaza's two **TVET** centers have also suffered severe damage due to airstrikes.
- 7 severely damaged and 10 moderately damaged to higher education institutes (**HEIs**).

Schools used as shelters:

- **318** school buildings have been used by IDP as shelters. **142** of them attacked!
- Currently, more than **1M** people are sheltering in **145** UNRWA Schools, and around **200K** people are sheltering in **117** public schools.

EDUCATION IN GAZA SINCE 7 OCTOBER

100% of schools
closed leaving
625k+ students
& 23k education
personnel
out of school



 School
facilities
being used
for military
purposes

students
4,851 killed
239 teachers
killed

392 education
facilities
attacked



2 in 3
141 schools
majorly
Severely damaged
or destroyed

Children Suffering for a Long Time now

- An UNRWA survey conducted after the May 2021 hostilities in the Gaza Strip revealed that 42% of UNRWA first-grade school children required psychosocial support. Nine months later, 35% of these children continued to suffer from trauma-related reactions, with reports of some having resorted to suicide.
- A 2022 Save the Children report highlighted that 80% of children felt trapped in a perpetual state of fear, worry, sadness, or grief, with three-quarters of children bed-wetting in fear and a growing number more exhibiting reactive mutism.
- As the intergenerational impact of war inevitably influences children's' behaviour and cognitive abilities outside the classroom, depriving them of one of the few havens for safe and dignified learning is particularly distressing.

MHPSS Situation now

- Emergency Relief Coordinator, Martin Griffiths, described Gaza as *‘uninhabitable’*. Griffiths added that children are experiencing *‘No food. No water. No school. Nothing but the terrifying sounds of war, day in and day out.’*
- UNICEF estimates that almost all of Gaza’s 1.2 million children need mental health and psychosocial support (MHPSS).
- Partners reports from the field that **they had witnessed a dramatic deterioration in the mental health of children.**
- **Children are showing symptoms of severe emotional distress and trauma** such as fear, anxiety, disordered eating, bedwetting, hyper-vigilance, and sleep problems.
- **Behavioural changes** were also reported including introversion, clinginess to parents, regression, and aggression. Children were reported to be constantly fearful of their own death, as well as the death of their parents

The Education cluster partners coordination

· Three taskforces were established following 7 October (MoE and UNRWA and key partners and experts)

MHPSS and Recreational Activities/Gaza

- Led by the cluster team with support from Geneva.
- Achievements:
- Brought together key MHPSS experts from partner organizations, MoE and UNRWA
- Developed a guidance note for partners to refer to in Phase 1 of Gaza response
- Developed a comprehensive MHPSS and recreational activities framework to be used by all partners in the response

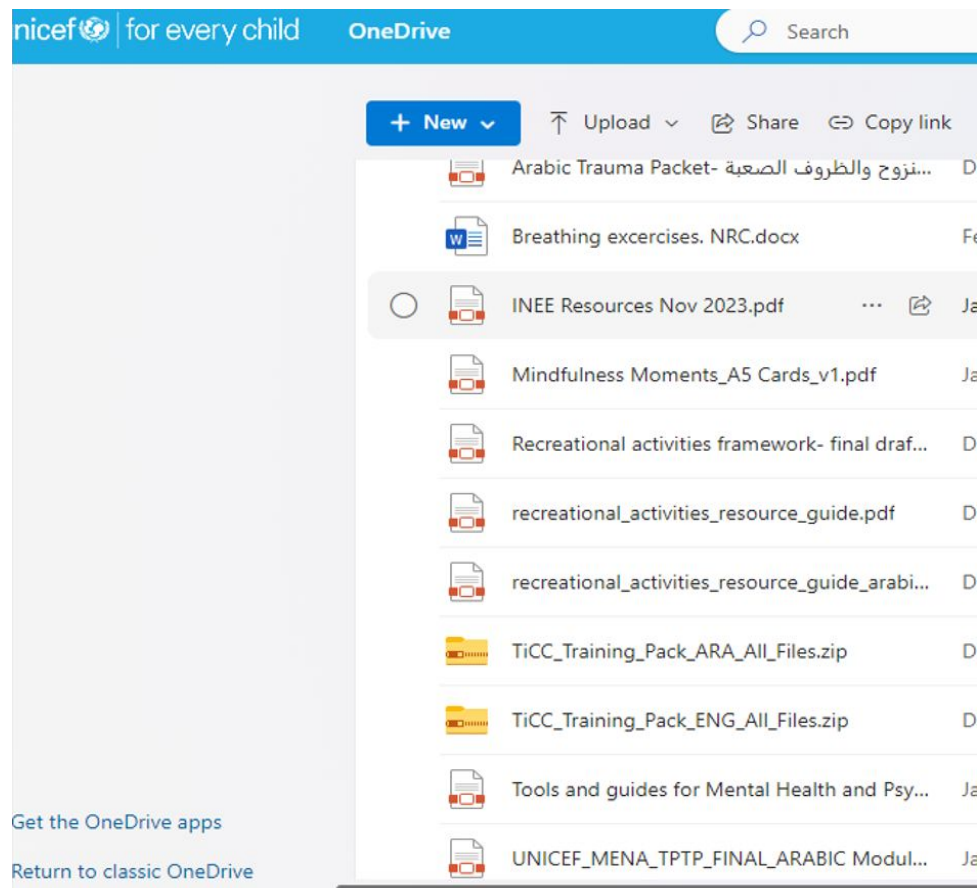
Continuity of Learning/Gaza

- Co-Led by UNICEF
- The taskforce is leading in-depth discussions to produce clear guidance and standards around:
 - 1- Physical spaces (TLS) for continuity of learning; facilities, furniture, equipment, where?
 - 2- Learning process; Materials, teaching modalities, content, MHPSS and SEL, distance learning
 - 3- Education personnel: recruitment of facilitators, trainings, mapping of teachers, compensation

Continuity of Learning/Access to education in WB








- Co-Led by UNESCO
- Achievements:
- Worked closely with the MoE to develop and finalize the MoE response plan for West Bank
- Coordination of partners responses to the MoE plan
- Prioritization of needs and responses
- Mapping of most vulnerable schools

MHPSS EiE Resource bank – Knowledge Sharing










MHPSS EiE and Recreational activities tracker (3-18 years old)








PSS activities +
MHPSS messages
for caregivers

 Name ↑ ↓
 1. Week One
 2. Week Two
 3. Week Three
 4. Week Four
 5. Week Five
 6. Week Six

Sport

 Name ↑ ↓
 1. Week One
 2. Week Two
 3. Week Three
 4. Week Four
 5. Week Five
 6. Week Six

Art: Music -Story
telling- theater

 Name ↑ ↓
 1. Week One
 2. Week Two
 3. Week Three
 4. Week Four
 5. Week Five
 6. Week Six

MHPSS EiE and Recreational Activities Objectives

Week Number	PSS + Key messages for caregivers	Sport	Art
One	Introduction and Building a safe space	develop fundamental physical and motor skills	Music: memorizing, recalling, repeating, and rehearsing what he hears through training and stimulating his memory
Two	Identifying and Coping with Psychological Distress	gain control over the body in different positions	Theater-Roleplay: capable of clearly expressing self, opinions, feelings
Three	Managing Emotions	appreciate the importance of relaxation to alleviate the effects of fatigue on the body and mind.	Arts and Crafts: Relationships between shapes – Recycling
Four	Stress Management	warm up morning exercises, awareness of rules	Theater: Expressing Infront of a group
Five	Practicing Mindfulness	acquire the skill of overcoming obstacles	Debate and storytelling
Six	Coping with the Current Situation	realizes the disadvantages of bad habits on general health and fitness and replaces them with healthy practices.	Art and Music: exhibition

MHPSS EiE and Recreational activities tracker (3-18 years old)

		10-12 years /	a way to relax		573.475c90aa8e52cd7d9d17	
daily PSS themes	Objective	Age group	Name of the Activity	Link english	Link Arabic	Materials
Week five	Practicing Mindfulness	3-6 years	Candle and Flower Breathing (تنفيس الشمعة والوردة), Bee Breath (تنفيس النحلة)	V2023%2Fresources%2FStress%20busters%20%2D%20Arabic%20and%20Eng	https://unicaf-my.sharepoint.com/:x?ui=enUS&rs=enGB&ad=GB&id=a91wFWTD0vvg7o-Rk5LE5	No materials needed
		7-9 years	Breathing with Colours (التنفس بالألوان), Square Breathing (تنفيس المربع)	https://rescue.app.box.com/q/q7h7so4w4t45y4p7wt7a3qg9mney1gg	https://tdhitaly-my.sharepoint.com/	No materials needed
		10-12 years	Mindful Breathing (التنفس الآن), The 5 Senses (العواس الخمسة), Emotional First Aid (Tapping) (إسعاف أولي عاطفي) (النقر)	file:///C:/Users/s_ozam/Downloads/Mindfulness%20Moments_A5%20Cards_v1.5.pdf	https://tdhitaly-my.sharepoint.com/	No materials needed
		13-15 years	Body Scan (تأمل الجسم), Breathing together (تنفيسنا معاً), Mindfull Walking (المشي الواعي)	QV2023%2Fresources%2FWeekly%20themes%2F5%2E%2DWeek%20Five	https://tdhitaly-my.sharepoint.com/	No materials needed
		16-18 years	Count to 20 (عدوا العشرين), Orienting Activity (تشاطا)	%84%D9%89%Z0%D8%A7%D9%84%D8%	Gf9dm AU6Z 4BwTPaiWo	No materials needed
		16-18 years	Body Posing (التمويه)	ACR0D8%B3%D9%85.1.pdf	WqpWHS3TQorww7e-Sz6Jrs	No materials needed
daily PSS themes	Objective	Age group	Name of the Activity	Link english	Link Arabic	Materials
Week six	Coping with the Current Situation	3-6 years	jumping (القفز المتوخ), follow the leader (اتبع القائد), freeze movement (تجميد الحركة), activity		6 Week Six OneDrive (shared)	No materials needed
		7-9 years	breathing (تنفيس المجموعة), freezing (تجميد التعرف على أسماء المجموعة)		6 Week Six OneDrive (shared)	No materials needed
		10-12 years	breathing (تنفيس المجموعة), train (تمرين التعرف على أسماء المجموعة), breathing (تنفيس المجموعة)		6 Week Six OneDrive (shared)	ball
		13-15 years	breathing activity (تنفيس المجموعة), train activity (تمرين السير بالمكان)		6 Week Six OneDrive (shared)	No materials needed
		16-18 years	breathing activity (تنفيس المجموعة), train activity (تمرين السير بالمكان)		6 Week Six OneDrive (shared)	No materials needed

Humanity Inclusion



Occupied
Palestinian Territory
Education Cluster

MHPSS Work & Challenges

In this difficult time of war and uncertainty, MHPSS TF created a **safe space for in-depth, rich discussions to mobilize resources and exchange experiences** to become more enlightened about what can be done and how to **address the real needs** of vulnerable children with or without disabilities.

Ensuring inclusivity of MHPSS interventions and activities in Education is crucial, as HI works together with individuals with disabilities and vulnerable populations to address their basic needs, enhance their living conditions of life, and advocate for their dignity and fundamental rights particularly with the recent war high numbers of injured children reported.

As a result, HI is always willing to provide any relevant information and experience, including **guidelines and tip sheets**.

Recently, we have been working on creating a **checklist – self-assessment tool-** to help actors and facilitators of recreational activities make sure that their activities, whether they are chosen from their resources, activities package, or are still being developed, are inclusive, even before they are put into practice : Do they include every one of them? Which activities' components or features need to be altered to make them inclusive? (For example, the game's rules, the items needed, the methods and procedures, etc.)



HI overview about their work

Recreational activities are one of the interventions implemented by HI in the war through Inclusive Education, and they are conducted in two types of shelters: school shelters and communal shelters or tents.

Key Challenges

No **precise information** regarding children injured and/or developed disability because of war, due to their displacement several times through the war.

As a result of the devastation of stores in Gaza City, **goods are scarce and take longer** time to acquire across the Rafah border. Therefore, recreation activities that require minimum resources are implemented.

Because HI national staff had been displaced to different areas and impacted by the war, there was **not always effective monitoring** of the recreational activities in field.

Advantages

Recreational activities were started and led by well-trained youth volunteers, and HI build on their efforts by assisting them in scaling up these activities and making sure they are inclusive to all children.



Teacher's Creativity Center Association

جمعية مركز إبداع المعلم



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TCC MHPSS EiE Achievements overview

- TCC already worked in Gaza before the crisis and we have a specialized team in our work in MHPSS specially Social emotional learning and remedial education.
- Worked on an emergency plan: reprogramming activities in the current project. Also conduct a new projects.
- Conducted the first activity on 20-10-2023
- provide services in Deir Albalah, Khanyounis, and Rafah, with a target group of 80,543 beneficiaries.
- implementation of 164 events and activities designated for 55,506 children (23,477 males and 32,035 females) to maintain their psychological and emotional balance and compensate for learning loss. It also includes the implementation of 80 psychoeducational workshops for 22,008 parents/caregivers. And more than 10,827 injured children and children with disabilities
- Also, 1,802 children directly benefited from the SEL Project, in addition to transferring knowledge and volunteering to 92 teachers from the targeted shelters.

TCC MHPSS EiE Activities

- SEL program
- Recreational activities (art & sport)
- Psychoeducation for caregivers
- Catch up classes
- PFA
- Counseling (individuals & groups)
- Provision of kits: Hygiene, winterization & recreational kits.
- Need assessments



Lessons Learned

- Building on Local resources and expertise
- Leveraging existing country resources and collaborating with local stakeholders are essential for sustainable and contextually relevant MHPSS integration in EiE.
- Coordination with the MHPSS TWG, CP AoR, MoE, UN agencies and local and international partners, helps avoid duplication of efforts and ensures alignment with broader sectoral strategies and IASC MHPSS coordination guidance.
- Setting clear MHPSS EiE and Recreational activities guidance to facilitate the implementation of MHPSS activities within education programming and promotes consistency and quality across activities.

Q&A



Thanks for joining

For more information:

- Visit [INEE website](#)
- Review and explore the collection of sources that focus on key topics, for example:
 - [Child protection](#)
 - [MHPSS and SEL](#)
 - [Inclusive Education](#)
 - [Accelerated Education](#)
 - [Early Childhood Development](#)
 - [Conflict Sensitive Education](#)
- [INEE Help Desk](#)
- [INEE Community of Practice](#)





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