

Overview of Tdh's MHPSS children and youth methodologies

Methodologies	Objective	Target Group	Structured curriculum	Life skills component	Level of participation	Level of Community Participation	Time for implementation of the curriculum (after training)	Orientation training available	M&E tools available
RIDE ON Self-led MHPSS curriculum for Adolescents Tdh 2020	C&Y increase their capacities and resources to alleviate the negative mental health and psychosocial effects of [specific context to add] through self and peer support action (developed in the COVID context)	C&Y > 12 y.o	One cycle of a "journey" is composed of 10 sessions (20min each) – can be repeated several times.	<p>Skills based linked to pandemic context (Access to reliable information, staying connected, managing emotions, identifying risks and managing them, taking active role in self and peer protection)</p> <p>The curriculum is structured around the 5 wellbeing Pillars</p>	The curriculum provides a self-guided journey to the readers/users	Depending on the context, remote - support from a facilitator can include involvement of the caregivers. Specific activities in the curriculum encourages the child to link with his environment (family / peers/ communities when possible)	Very variable – 1 month to 3 months for one child	Not as such- Training outline available as well as methodological guidance	Yes Quantitative and qualitative (depending on context for gathering data)
MOVE ON & ENGAGE Tdh Methodology 2020	<p>Support psychosocial aspect of resilience and the 5 wellbeing pillars</p> <p>The objectives of this curriculum are two-fold:</p> <p>(1) To improve the self and collective efficacy of children and youth to address issues in their environment that concern them, including family, school and community</p> <p>(2) To strengthen the psychosocial resilience of children and youth</p>	Youth (12-20 years old)	Yes 20 sessions	<p>Yes, 5 keys ENGAGE skills:</p> <ul style="list-style-type: none"> • Self-awareness • Creative thinking • Responsibility • Cooperation • Collaboration 	The whole curriculum is supported by a facilitator. Youth are leading the part on "ENGAGE" but with support of facilitator	Communities are informed about the activity, consulted and can support the youth's project with resources There are 3 "GROW IMPACT" sessions (involving the community)	20 sessions 3 to 6 months 1-2 sessions per week	Yes, specific guide called "Facilitator Orientation Manual" comprising of 7 training modules to support implementation of MOVE ON ENGAGE methodology	Yes, Quantitate and qualitative (pre / post)

	who participate in the "MOVE ON & ENGAGE" programme								
SPORT 4 PROTECTION (football for protection) Tdh Methodology based on S4P Toolkit from Tdh-UNHRC -IOC (2018) 2019	Support Wellbeing (psychosocial aspect of resilience, 5 wellbeing pillars), social cohesion and social inclusion	Children and youth (C&Y)	Yes 24 coaching sessions	Yes, 5 keys ENGAGE skills: <ul style="list-style-type: none"> • Self-awareness • Creative thinking • Responsibility • Cooperation • Collaboration 	S4P coach managing the coaching sessions and supporting C&Y to get increasingly engaged in "Football for all events" (community sport events) - Coaches can be youth: A version of the S4P toolkit for youth to lead S4P activities has been drafted, to be piloted	Yes- communities are invited to attend" Football for all" sessions (sport social events), they can take part in the event and are sensitized on CP messages decided by the youths- youth are taking responsibility gradually to plan and organise these events	24 sessions 3 to 6 months On the basis of 1 coaching session / week	The Football for protection detailed methodology provides F4P Training of Trainers outline 10 days of training (5 days and 1 month after 5 others days) <u>Coaching session highly recommended</u>	Yes- Quantitative (survey- Pre/post) and qualitative
YOU CREATE Participatory Action Research for Young Change Makers Tdh Methodology 2019	To create a space for youth affected by migration and adversity to strengthen skills to lead their peers in arts-based activities that support wellbeing, resilience and social cohesion	Youth (15-25 y.o)	Yes- 13 activities to be led by youth following a Participative action research methodology	Not formally formulated. Youth leaders: build life skills, leadership skills, and task-related skills. Participants: the MEL (Monitoring Evaluation and Learning) activities reflect on skills learnt through the project (problem solving, leadership and motivation to learn skills)	Youth leaders mobilise their peers- Distance support from an Adult ally	The community is viewed as a resource for supporting children's art initiative, and a recipient for conveying youth's messages-there are involve on evaluating impact of the youth's art project	3 months On the basis of 1 session per week	The Project management guide includes training guidance youth leaders and adult allies but also an eLearning module is available	YES- mainly qualitative (post)
Movement Game and Sport Methodology Tdh Methodology 2009	Support children to reinforce their overall wellbeing and skills through effective methods and tools (games and creative activities) as well as strengthening the psychosocial skills of the adults in charge, through	Children (8-14 years old)	No	Yes Each session is focused on specific skills to be strengthened – but the methodology	Strong component of "experiential learning" with feedback sessions after each activity, conducted by the facilitator	No specific sessions with children targeting the community- However training for animators include a session on community engagement. and	No specific timeframe- Designed as "community based Psychosocial activities"	Yes A full Manual of psychosocial skills to train facilitators (Manual of psychosocial skills)	YES- Quantitative and qualitative

	games sport and creativity sessions.			<p>doesn't select any in particular.</p> <p><u>Personal skills:</u> self-esteem, honesty, responsibility, discipline, creativity</p> <p><u>Social skills:</u> trust, tolerance, respect, communication, cooperation</p>		intergenerational activities.		<p>15 days training for full modules or 5 days for short version</p> <p>Coaching session highly recommended</p>	
<p>Plan Z innovation toolkit</p> <p>Joining forces methodology (ChildFund, Plan International, Save the Children, SOS Children's Villages, Terre des Hommes and World Vision.)</p> <p>2018</p>	Plan Z aims to meaningfully empower children and youth to design and lead new interventions which answer directly to their needs (human-centered design methodology)	Children 12-20 y.o	<p>Yes- 8 days to be managed in 3 separated phases</p> <p>- step by step PPT to support each session implementation</p>	Not formally	Child-led innovation co-creation process supported by a facilitator	Not a focus for this methodology (only through children discussing their ideas with their peers, family, environment)	8 days over 5 weeks	<p>No training modules available as such</p> <p>Accompanying adults should be experienced in child participation. An Expert in "human-centered design" can be an additional resource person to have in the roll out</p>	YES- mainly qualitative