

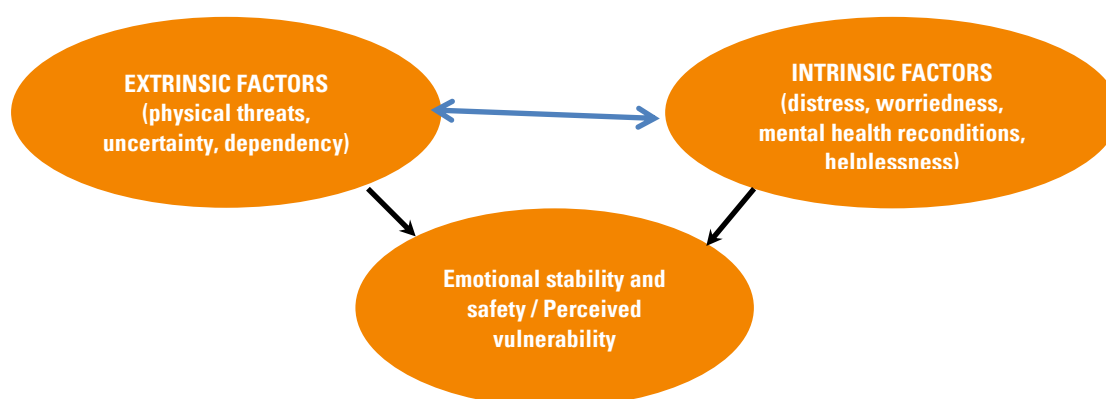
The present document provides a technical overview and guidance of all five well-being pillars for resilience and strengths-based interventions. The two pages per pillar include key elements and problems to consider for intervention; expected and targeted pillar-related outcomes (*what we should aim to achieve under each pillar*), and resilience-related outcomes (*how pillars contribute to Tdh vision and objective of enhancing coping, adaptive and transformative capacities*); and type of activities¹ aiming at promoting pillar-related outcomes.



Pillar 1- Security, safety, stability

Why? - Key elements

Feeling safe, calmed and having control are basic elements for any human being. The meaning and weight of it during particular moments of life changes over cultures. **Security** refers to the physical aspects of protection. Measures to ensure protection from danger. **Safety** relates to emotional and internal aspects of protection. The condition of feeling protected and having control over risks (from external-physical and internal-emotional threats). **Stability** refers to the re-establishment of sense of normalcy or predictability over changes (external environment and internal emotions, feelings and experiences). External and internal implications (figure) to develop a sense of security, safety and stability are explained through the key elements below.



1- Threats to physical integrity

Exposure to insecurity and deprivation of basic needs are obvious stressful situations that lead to imperative psychophysiological and neurobiological reactions (as hypervigilance, fight, flight or freeze responses), cognitive processes (as avoidance), and marked by increase in emotionality (as anxiety, arousal, numbing), which are natural and necessary adaptive responses for survival. Until threats are not reduced, survival adaptive responses will prevail. Safety and security are only related to immediate emergency response, but must be considered in any context where personal and social stability are threatened (prolonged unstable situations or protracted crisis).

2- Emotional instability



Prolonged and repeated exposure to perceived threats might lead to dysregulated negative adaptive responses and permanent feeling of unsafeness interfering with normal life functioning, such as increased and prolonged impairing arousal, worriedness, fear and anxiety levels. Psychological impairing and mental health deterioration can lead to isolation, stigmatization and exacerbated limited access to basic needs. If grieving processes, fear, worriedness and self-regulation competences are not promptly and appropriately addressed, and there are no available safe spaces to deal with it, emotional instability and overall mental health may be deteriorated and can become a life-threatening concern.

At family level it is important to take into consideration that fears concerning the safety of family members or loved ones might be greater than those concerning the self, exacerbating emotional instability. **Children** sense of safety and emotional stability is intrinsically linked to caregivers' security, emotional stability and sense of safety. Certain development stages are already a stressful personal phase. Increasing understanding of particular challenges related to safety and emotional stability is paramount for adolescents and youth. **At community level**, it is also important to consider that isolation can contribute to all individual members' mental health deterioration. In some cases, it can lead to aggressive and harmful behaviours towards oneself and others, proving how neglected normal reactions can become a further threat and danger at community level.

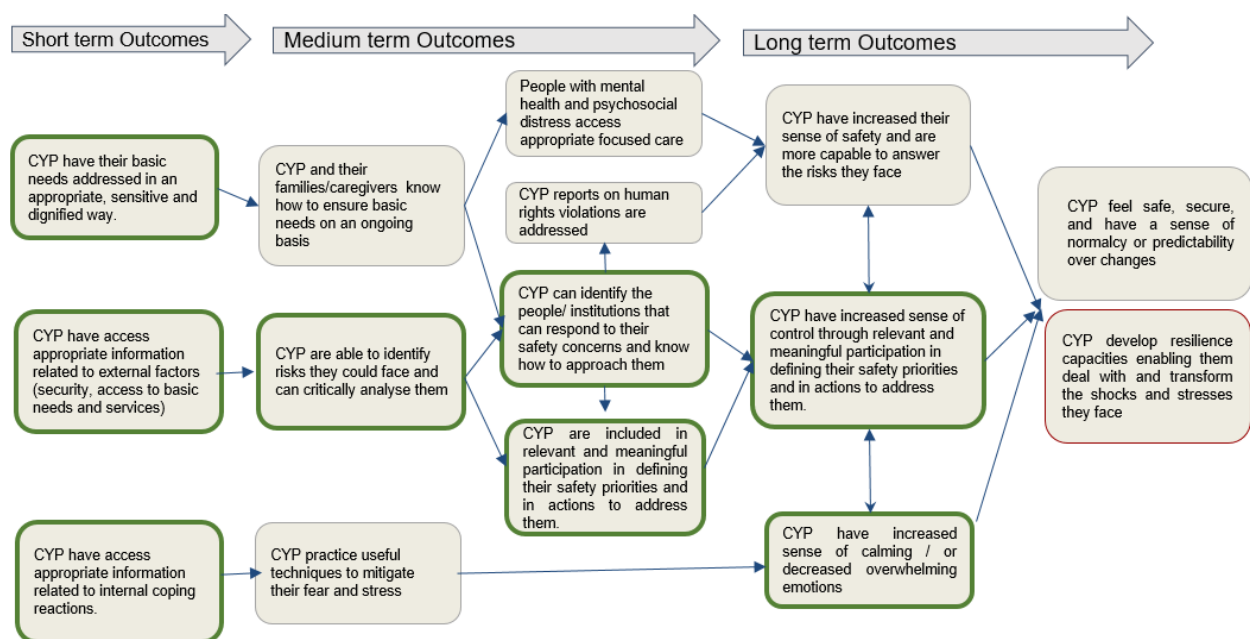
3- Uncertainty and lack of limited information

Uncertainty and lack of information contribute significantly to sense of instability and unsafeness. Prolonged unstable conditions without appropriate information might lead to further psychological impairment. Safety by extension means also safety from interpersonal and social factors that may increase insecurity (news, rumours, stigmatization, discrimination...). Appropriate information on the situation, risks and potential consequences is essential for security and survival. Information and appropriate outreach mechanisms are essential for the most vulnerable and invisible to access survival basic needs.

4- Perceived helplessness, dependency and lack of autonomy

Perceived helplessness, dependency and vulnerability are likely to be generated by external aid if there are no appropriate community informed participation and agency mechanisms put in place. Prolonged dependency and vulnerability undermine the sense of self and collective efficacy contributing to perceived unsafeness that may exacerbate emotional instability.

Theory of change pillar 1





Key Outcomes

- 1- Access to basic needs** for oneself and family members – **Children, adolescents, youth and families have their basic needs addressed in dignified way.** Coverage of essential food, water and medical care access provides great impact over sense of calming. Linked with predictability, knowing where to continuous access basic needs promotes sense of controlled capacities (not only eating today, but how I will ensure basic needs for tomorrow and near future).
- 2- Predictability** – **Children, adolescents, youth and families have appropriate¹ information related to external factors** (security, access to basic needs and services) **and internal coping reactions.**
- 3- Sense of calming** – **Children, adolescents, youth and families have increased sense of calming / or decreased overwhelming emotions.** Emotional regulation capacities contribute to sense of controlled capacities and allow increased survival capacities and access to basic needs.
- 4- Sense of controlled capacity** over outcomes – **Children, adolescents, youth and families have increased sense of control through relevant and meaningful participation in defining their safety priorities and in actions to address them.** Participation in relief interventions promotes sense of controlled capacity and competence, increases capacities to effective access to basic needs, information and overall sense of calming and safety.



Do not cause harm: defining what makes us feel safe is very personal and culturally bounded. Priority actions and main sources of distress must be consulted and interventions contextualized.

Resilience-dimensions in Pillar 1

Coping and adaptive: children, adolescents, youth and families accessing basic needs, external resources, and appropriate information, with better internal emotional self-regulation capacities feel safer and have greater ability cope and adapt to stressful situations and shocks.

Transformative: Children, youth, families and communities engaged in decision making and actively participating in relief interventions have increased sense of controlled capacities and reduce their perceived vulnerabilities, allowing them to transform negative experiences and shocks and contribute increase safety in the community.

Child development consideration

DEVELOPMENTAL STAGES

- Young children depend on their caregivers for survival and safety
- Middle age children start to understand emotional concepts and family separation or death
- Adolescents are in complex stages and require attention in emotional coping

¹ **Appropriate:** adapted to specific age, gender, culture and capacities of people.

Examples of activities



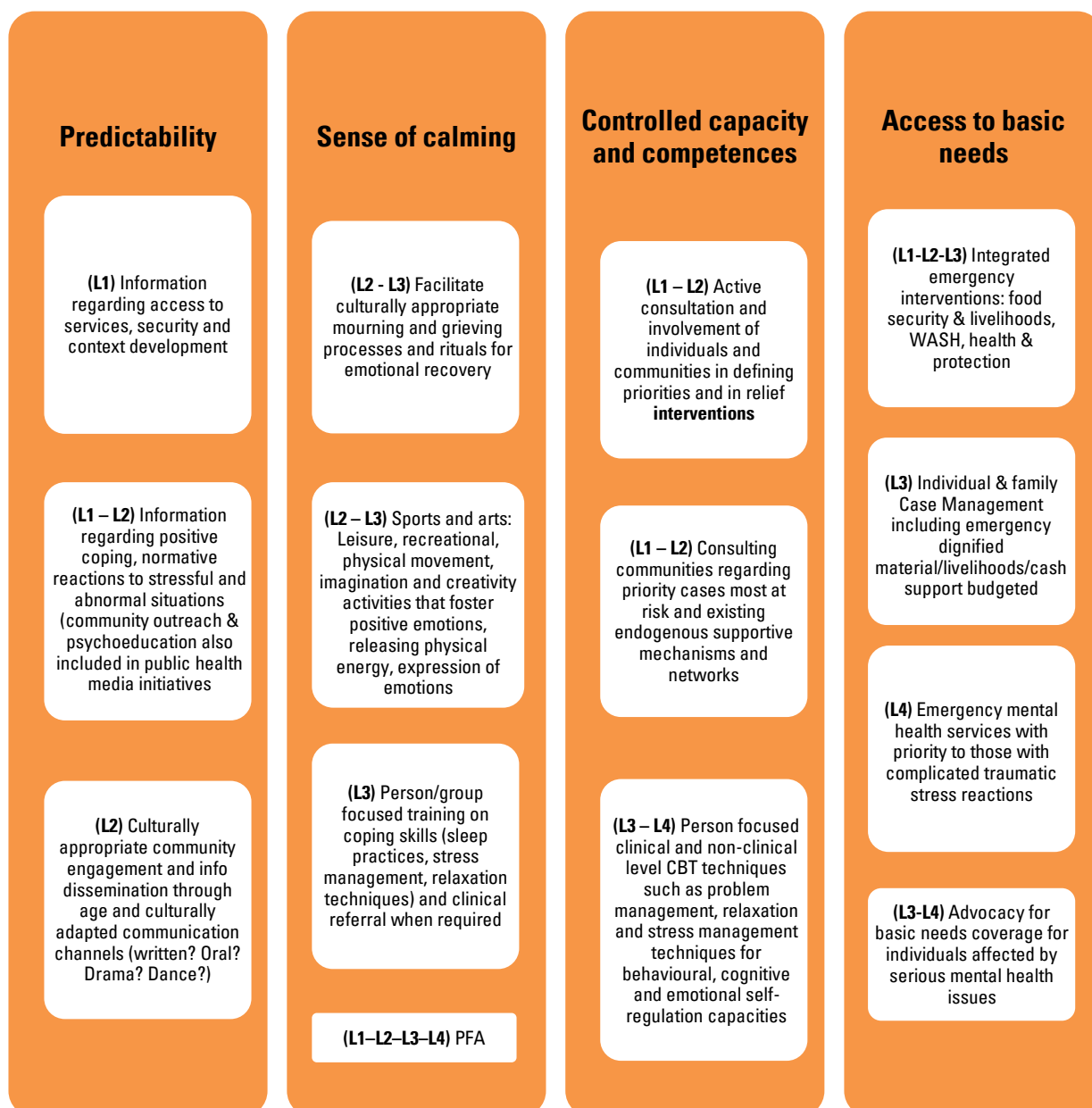
L1, L2, L3, L4 refers to the level of intervention within IASC MHPSS intervention pyramid.

L1- Basic Services and security

L2- Community and Family Support

L3- Focused non-specialized support

L4 - Specialized services





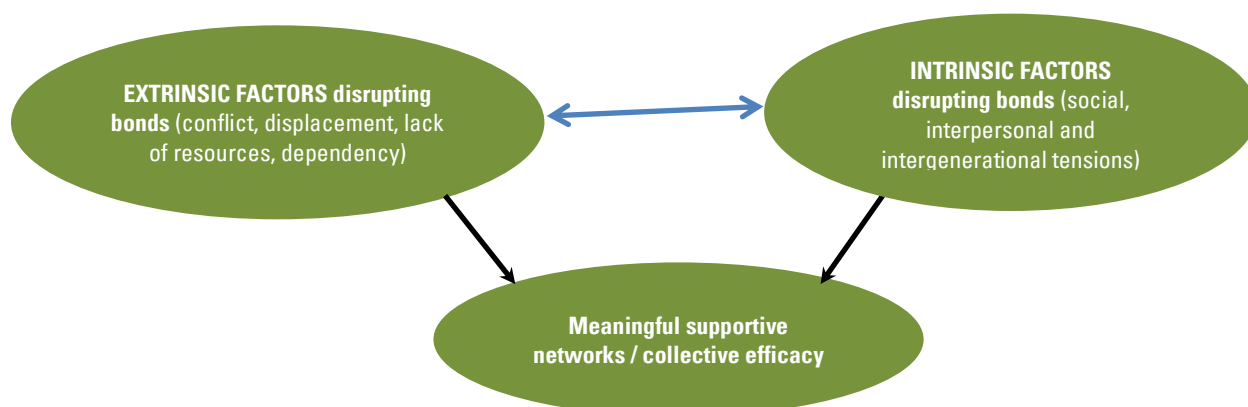
Pillar 2 – Relationships, bonds & networks

Why? - Key elements

Feeling connected is essential for wellbeing. It is obvious for young children whose survival depends mostly on their caregivers as a protective shield, but it is also true for any human being. Relationships and connections are key for accessing survival related information, peer support as well as physical and material assistance.

Families are often the main provider of mental health care and a primary axis of intervention within communities, but **peers** and wider relationships and networks are also essential. These are **resources and opportunities to strengthen capacities**, by sharing experiences and practical adversities, giving space for emotional understanding and acceptance, supporting normalization of reactions and experiences, and **mutual support about positive coping, that can lead in turn to the conception of group responses to address common concerns**.

People, as separate individuals, might have resilient behaviours and mechanisms, but it **is through shared experiences and common goals among peers and networks that those positive coping and adaptive capacities can become even more empowering and support transformative capacities**.



1- Disrupted bonds and connections

Mental health deterioration can lead to **isolation and disrupted social bonding or caregiving capacities**, contributing to a sense of helplessness and lack of social competencies that would require support in seeking and bonding skills.

Family or peers **separation, loss or threatened loss** of family members and loved ones is a **primary source of distress and emotional unsafety and instability** (in relation to the 1st pillar)

Those who have suffered the most egregious losses and separation, such as widows/ers and unaccompanied children, but also anyone with marginal levels of social connections and support, may be at **heightened risk** due to social vulnerabilities they face as consequence of their isolated status. Also, it is to be noted that social negative adaptive behaviours impede bonding (aggressive behaviours, withdrawal...)

Extrinsic and intrinsic barriers for connectedness are essential to be taken into account by our programming; material related costs for transportation, phone calls or internet access, need to be considered.

2- Undermining relationships



While emotional closeness, social connection, feeling needed, reassurance of self-worth, reliable alliance and advice among others are key objectives and benefits of relationships and social bonds, these can also be undermined by certain destructive relationships (reunification with harmful caregivers, intergenerational and social tensions or exposure to / engagement in violent behaviours or labelling in peer relationship, the family and or community in link with Pillar 3). Individuals should be able to select meaningful and supportive connections. Thus, age and gender appropriate participation and decision making contributes to ensure successful outcomes.

⚠ Do not cause harm: At **family level**, it could become counterproductive to simply provide parenting skills to overwhelmed caregivers without providing them the appropriate emotional and coping capacity support (in link with pillar 1). **Middle childhood and adolescence** development needs will not be appropriately fulfilled exclusively by strengthening family bonds but requires encompassing wider social connections and peer support groups.

3- Disrupted collective efficacy.

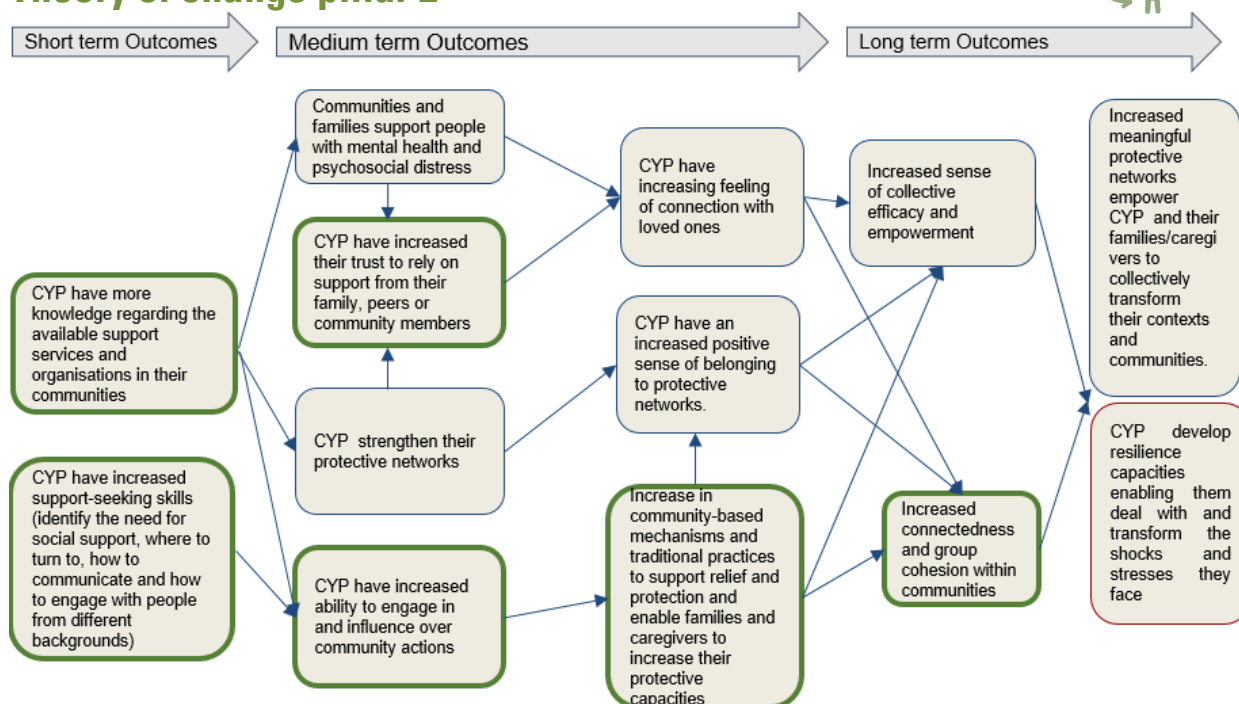
Collapse or neglect of religious networks, peer support groups (young people, mothers, grassroots activists...), traditional healing practices and resources, customary justice and conflict- mediation systems.

4- Perceived vulnerability, dependency and helplessness.

Existing community and ethnic internal divisions, marginalization, discrimination and stigmatization together with potential political manipulation, hamper meaningful community resilience. Analysis and understanding of such dynamics are essential.

Religious networks, peer support groups (youth, mothers, grassroots activists...), traditional healing practices and resources, customary justice and conflict mediation systems might be weakened or have collapsed due to shocks, disruption due to external aid dependency, lack of consideration by formal mechanisms and neglected social structures. Interventions without including such categories contribute to undermine the sense of collective efficacy and will hardly lead to any sustainable support or empowerment.

Theory of change pillar 2



Key Outcomes



- 1- Meaningful supportive networks:** children, adolescent youth and families/caregivers have an increased positive sense of belonging to protective networks.
- 2- Support seeking skills and social competences:** children, adolescents, youth and families/caregivers have increased support-seeking skills and social competences. Learning how to identify the need for social support, where to turn to, how to communicate and how to engage with people from different backgrounds, are valuable abilities, especially for young people.
- 3- Promoted connectedness and bonds:** children, adolescent, youth and families with increasing feeling of connection with loved ones (family, peers). Being re-connected enhances sense of safety (in link with pillar 1) and contributes to achieve meaningful protective networks.
- 4- Networking and collective efficacy:** Youth/community members/families have increased ability to engage in and influence over community actions. Feeling that collective actions are useful and lead to positive outcomes promotes sense of individual, collective efficacy and empowerment. In turns, this contributes to strengthen connectedness and group cohesion.

Resilience-dimensions in Pillar 2

Coping and adaptive: Individuals and especially children who have protective networks and social skills are better able to cope and adapt to new situations.

Transformative: Sharing experiences, learning from each other on how to cope and adapt and supporting each other enable us to engage in collective and social actions at different levels.

Child development considerations

- Young children depend on their caregivers health & wellbeing for attachment and survival
- Middle age children require caregiving support and positive school and community environment for healthy development, basic needs, and learn positive relationship examples
- Adolescents and youth require appropriate adult models, but peer support becomes essential

Examples of Activities



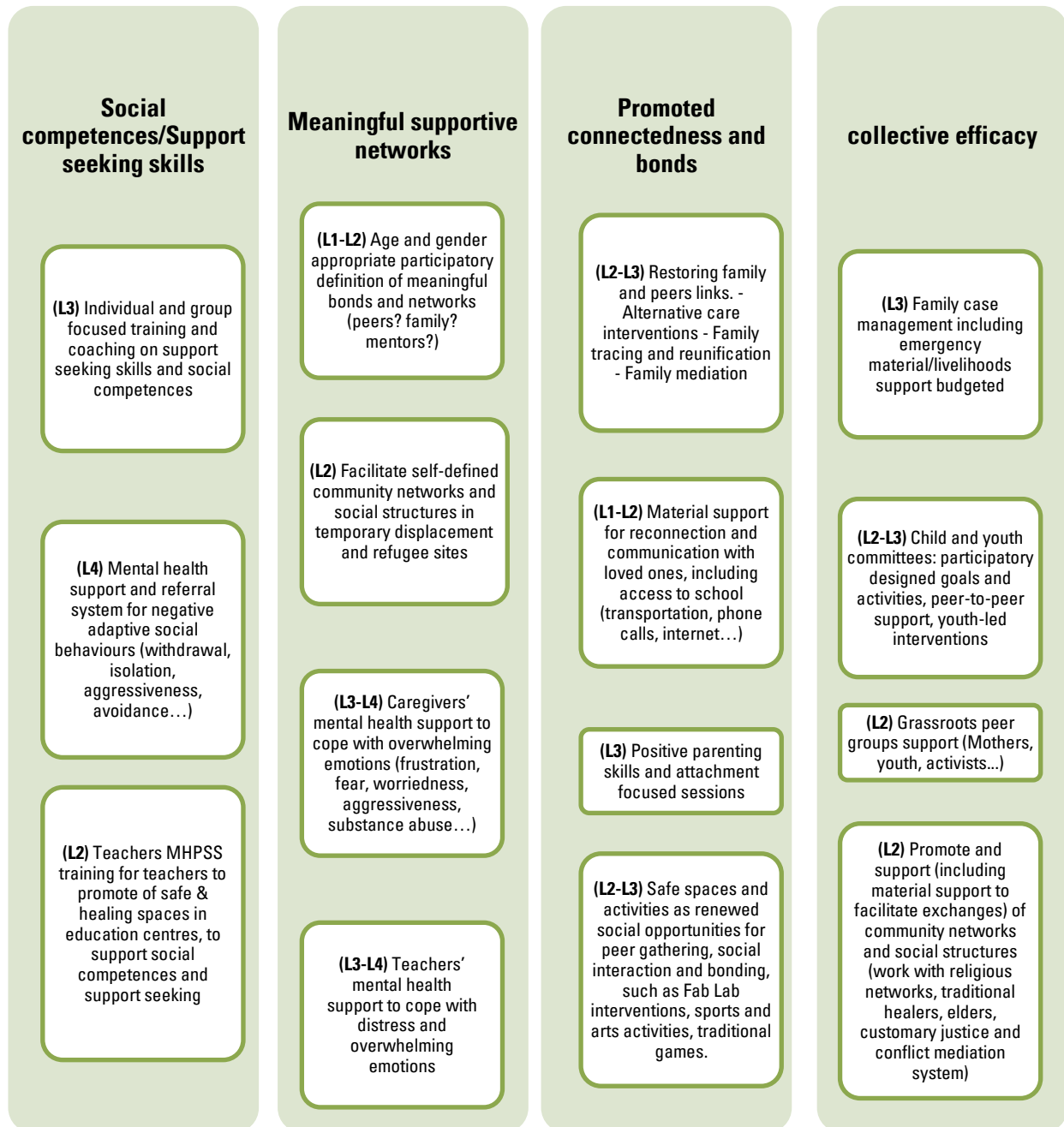
L1, L2, L3, L4 refers to the level of intervention within IASC MHPSS intervention pyramid.

L1- Basic Services and security

L2- Community and Family Support

L3- Focused non-specialized support

L4 - Specialized services

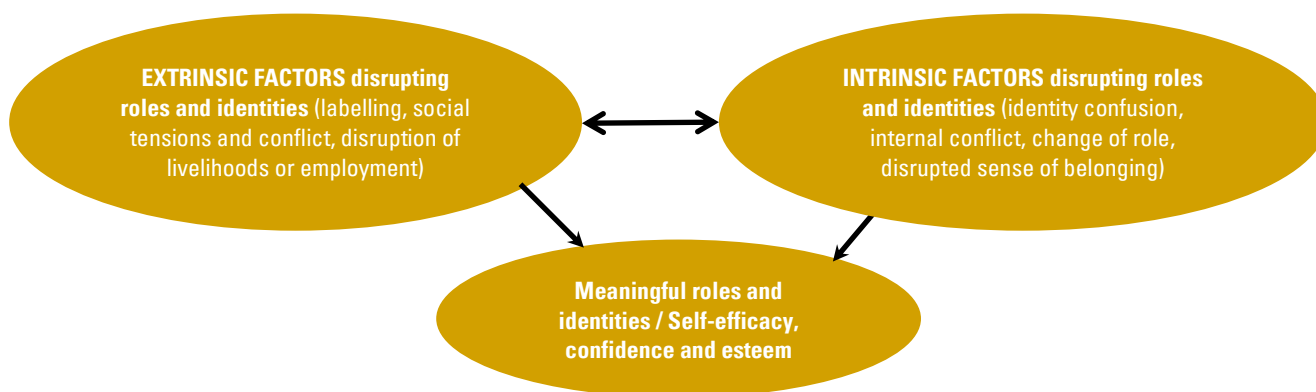




Pillar 3 - Roles, identities, responsibilities

Why? - Key elements

Feeling acknowledged in who we are, what we do and/or where we come from are key in developing a coherent and healthy personal and collective narrative to promote positive coping mechanisms as well as in longer term adaptive and transformative sustainable responses.



1- Roles and Identities confusion and labelling processes.

Adverse situations, shocks and threats impact significantly the **capacity to establish a coherent consistently meaningful roles and a durable sense of identity**. Prolonged unstable conditions require constant accommodation and adaptation of roles with potential positive or negative impacts in identities construction.

At **individual level**, negative impacts in identity protection or construction efforts may lead to **sense of alienation and identity confusion** which can contribute to significant negative coping and adaptive behaviours, and mental health clinical implications (depression, abuse of substances, suicidal attempts...). Adverse situations and identity threats are **heightened risks for adolescence and youth** (even more if adverse situations are learned since childhood) disrupting key developmental stages of identity construction, undermining self-esteem, self-confidence and sense of belonging, with major implications in developing negative coping strategies. **Identity threats and labelling processes** are intrinsically linked to sense of justice and hope (pillars 4&5). **Marginalisation, discrimination, stigmatization and prejudice** are characterized by labelling and undermining roles and identities, contributing to reproduce roles and behaviours as a response of socially given and driven identities.

At **family and community level**, **intergenerational tensions** within families or **social tensions** within communities and degradation of the social fabric, **threat family and social cohesion** (in link with Pillar 2). Violent and power abusive environments contribute to **violent and abusive roles and identities reproduction**. Identity construction in a globalized and constant evolving world, may also lead to identity confusion mainly among youth, in displacement contexts, and also in remote, isolated or marginalized areas that come in sudden contact with outside world through aid or media, where, even through good intentions, established roles, identities and sense of belonging might be questioned, **cultural, ethnic and national identities threatened and where confusion drastically deteriorates mental health**. Establishment of roles and identity construction is **embedded into community and wider cultural belonging**. Cultural, national, ethnic, family and community relationships and environment shape



family and individual roles and identities, while individuals and families are the ones sustaining, through their roles and identities, wider cultural, ethnic and national identity meaning (in link with pillars 2 & 5). Positive and negative implications of **culturally bounded family and gender roles & responsibilities** have to be analysed and understood, in particular for adolescent girls appropriate support (sexual and reproductive health, access to education, gender-based violence and intervention implications) but also for boys' established livelihood roles within family and community.

Artificial conditions and exogenous mechanisms and externally given roles, may **disrupt roles and identities and prevent from any successful outcome**. Roles and identities are the ingredient behind strong relationships, networks and **sense of belonging and efficacy**. **Linked to pillar 2, the question of roles and identities and sense of belonging** can whether positively contribute to collective efficacy and empowerment over adverse situations, or it can on the contrary enhance negative labelling and undermining our perception of our roles and identities.

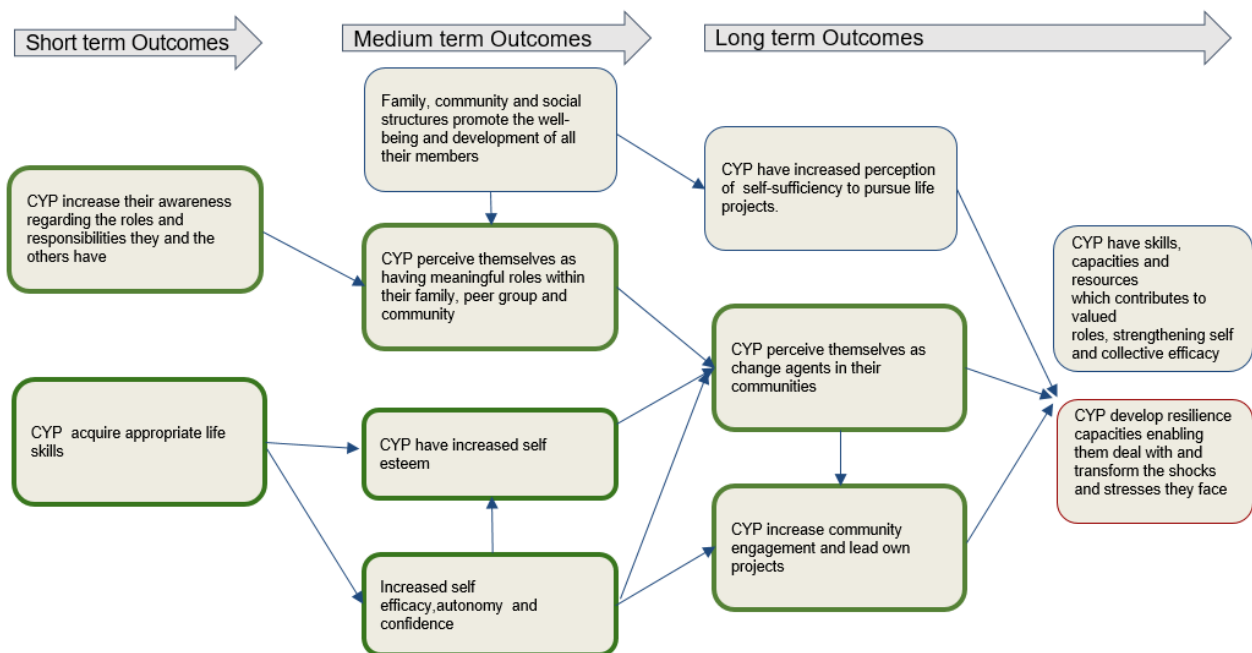
2- Perceived helplessness, dependency and vulnerability. Self-efficacy and Livelihoods.

Dependency on external aid **undermines resilient capacities**, and generate *"I can't"* feelings, contributing to negative views regarding the ability to overcome adversity of the self (troubling emotions, problem solving), of the family (household survival, livelihoods, connection and support), and of the social group (security, basic needs and community livelihoods restoration). However, **empowerment without resources can be demoralizing and also undermines resilience**. Deprivation and vulnerability might lead to dangerous negative survival-led coping strategies (exploitation, begging...).

Livelihood contribute to define and support roles and identities' construction of individuals, families and communities, in almost all cultures in different ways, from urban employments and personal ambitions, to rural contexts where communities are defined by the means of supporting their existence (farmers, pastoralists, nomadic and semi-nomadic populations...). **Supporting roles and identities** without taking into account **livelihood capacities and resources existence or deprivation** can be counterproductive and harmful.

Livelihood sustains different roles at different stages of life. Children, adolescents and youth require education and skill building alternatives, opportunities and resources to exchange and build up positive roles and identities (adolescents' role in contribution and support for family should not be undermined and prevented, but made safer). Young adults and heads of household's unemployment and dependency for basic needs might lead to frustration due to incapacity to fulfil an established role and anger to be further managed (in relation to Pillars 1&2). **Youth livelihood interventions have a powerful role in supporting opportunities to define what we would like to do, and who we would like to become** (in link with pillar 5).

Theory of change pillar 3



Key Outcomes



- 1- Meaningful roles and positive identities' construction:** Internal reflections on personal image can greatly influence self-esteem and perceptions of personal ability and self-efficacy. Acquisition of appropriate life skills is key to develop self-confidence and build meaningful roles and identities.
 - Children and youth report increased self-esteem and self-acceptance
 - Children/youth/families feel they have relevant /meaningful² roles within their community/peer group/family or society
- 2- Perceived agency, autonomy or independency:** perceived autonomy and self-sufficiency contributes to sense of efficacy and self-esteem, decreasing perceived vulnerabilities.
 - Youth/families have perceived self-sufficiency and autonomy to pursue life projects.
- 3- Perceived roles efficacy:** perceived control over outcomes contributes increase to sense of efficacy, autonomy and confidence, contributing to promote self-esteem and acceptance.
 - Increased perceived capacity for youth to engage and lead own projects contributing to family and community development
 - Improved perception of children and youth as positive change agents in their community (by the community members and by the children-youth themselves)

Resilience-dimensions in Pillar 3

Coping and adaptive: Meaningful roles and identities contribute to build Self-confidence. Self-confidence internal resource gives strength to cope with shocks and adapt.

Transformative: Children and youth are better skilled, improved roles and stronger self-confidence, can lead on projects promoting sustainable social changes within the community and their family.

Child development consideration

DEVELOPMENTAL STAGES

- Young children are raised within a particular identity (ethnic, cultural...).
- Positive attachment is essential for future roles and identities construction.

- Middle age children also learn about roles and identities within family and school

- Adolescents and youth require appropriate role models and peer mentoring. Life skills are essential to develop healthy roles and identities in this stage (emotional, cognitive, social, SHR, learning and livelihood skills)

² **Meaningful:** protective and in according to age-social/cultural-gender-ability

Examples of Activities



L1, L2, L3, L4 refers to the level of intervention within IASC MHPSS intervention pyramid.

L1- Basic Services and security

L2- Community and Family Support

L3-Focused non-specialized support

L4 - Specialized services



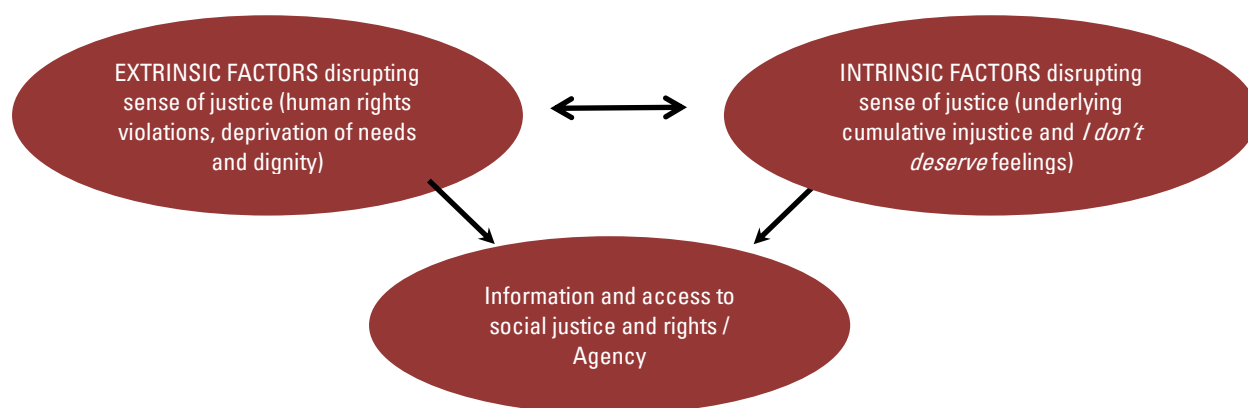


Pillar 4 - Justice, rights

Why? - Key elements

Feeling respected and considered, or disrespected, deprived and affected by political violence, oppression, power abuse, and direct human rights violations plays a key role in the sense of justice as psychosocial construct. **Healing characteristics of justice** are an essential, but often neglected, pillar of wellbeing and resilience building processes. MHPSS interventions avoiding acknowledgement and understanding of cultural, and structural underlying vulnerability conditions and socio-political injustice might be harmful and pathologizing (in link with pillar 1). **Anger as normative and adaptive emotional response** to injustice, is often labelled as deviant and repressed, leading to further mental health deterioration. **Frustration and disappointment**, with a failure to achieve **social justice** must be acknowledged. In contexts of political violence and widespread human rights violations, **transferring personal suffering** and consequences of injustice **from the private to the public spheres** contributes to **acknowledgement, shared experiences and collective identity** (in link with pillars 2 and 3). Truth telling and collective narrative constructions through all affected perspectives are critical to start **healing, reconciliation and trust-building processes**.

Actions limited to understanding and advocacy without direct tangible support for participation to address violations, access to basic needs larger fulfilment of culturally and self-defined human needs might just enhance perceived helplessness, hopelessness (in link with Pillar 5) and deprivation of dignity.



1- Human rights violations and political violence

Human rights violations followed by persisting preoccupation, cumulative injustices, direct and indirect violence, and lack of access to appropriate support, play a central role in perpetuating "**psychosocial trauma**" (concept linked to social justice implications on psychosocial suffering, largely differing from clinical mental health trauma). Without appropriate integration and understanding of justice (and injustice) as a critical pillar of wellbeing and resilience, interventions might lead **people to learn how to cope and adapt to consequences of human rights violations, unbalance in power, violence and oppressive environments, rather than acting to transform them. Thus interventions can play an important role in dignity restoration or deprivation.**

Human rights are not understood, acknowledged and prioritized **across countries and cultures** in the same way. Violations of human rights and perceived priorities must be self-defined by individuals, families and communities. **External human rights and moral values understanding and intervention can become harmful if done without meaningful participation** (in relation to externally-imposed /inner-perceived roles and identities from pillar 3).



2- Structural and underlying conditions of vulnerability. Perceived helplessness.

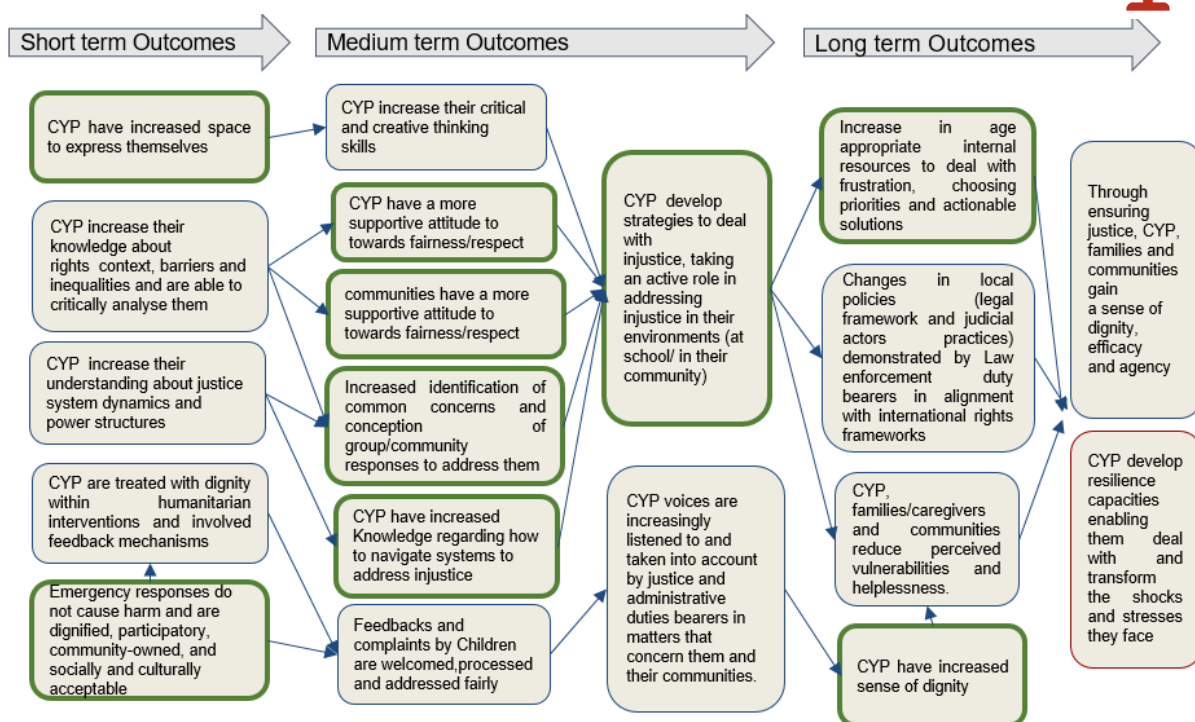
Structural conditions are here understood as the reproduction of systems and relationships of power imbalance, favouring advantages for some people at the expense of others (usually a deprived majority). When recovery or transformative processes are slow or obstructed, the reasons are often structural, rather than inherent to the individuals, groups or cultures.

Prolonged exposure to deprivation of basic needs and political and structural violence has heightened impact in overall trust and sense of helplessness, hopelessness (in link with pillar 5) and perceived vulnerability. This is particularly true for invisible, labelled and marginalized groups, and has a heightened impact in adolescence and youth stages of development, who might end up building identities and roles based on alienated undermining and unfair environments (in link with pillar 3).

Acknowledgment of injustice, structural discrimination, prejudices, challenges and unequal distribution of resources faced is key to process internal and external sources of vulnerability and strengthen capacities and resources. Information is power, as it contributes to strengthen capacities to understand and address injustice (empowerment and efficacy): on the one hand, consciousness of discrimination, power dynamics and structural injustice boosts people to access collective resilience in response to identity-threatening situations. The distinction between "I don't deserve" or "I've been deprived / it's unfair" feelings makes a significant difference in coping mechanisms and capacities; on the other hand, knowledge regarding laws, rights and how to navigate systems to address injustice, claim and access rights contributes to reduce perceived vulnerabilities and helplessness. However, acknowledging problems that can't be solved might also lead to frustration and confusion mentioned above. Strengthening capacities and age appropriate internal resources to deal with such frustrating scenarios, choosing priorities and actionable solutions, is essential (related to the statement that empowerment without resources might be counterproductive). In link with pillars 2 ad 3, interventions supporting the identification of common concerns and to conceive group responses to address them promotes sense of efficacy and reduces the likelihood of seeking support for social justice and identity strengthening through negative coping mechanisms.

Within the particular framework of humanitarian and development interventions it is paramount to include ourselves, as agency workers, within power dynamics analysis and threats. Humanitarian aid, particularly foreign aid, poses always a risk of perpetuating structural dynamics of power. To truly respect empowerment and dignity within its interventions, it should be sought as a support and facilitation of grassroots and endogenous mechanisms, but not directing them.

Theory of change pillar 4





Key Outcomes

- 1- Information and access to rights:** Consciousness of discrimination, power dynamics and structural injustice boosts people to access collective resilience in response to identity-threatening situations. Knowledge regarding laws, rights and how to navigate systems to address injustice, claim and access rights contributes to reduce perceived vulnerabilities and helplessness
 - Children and youth/families/communities have increased understanding of their rights, justice system dynamics and power structures
 - Changes in local policies (legal framework and judicial actors' practices) demonstrated by law enforcement duty bearers in alignment with international rights frameworks (juvenile justice standards, CRC).

- 2- Perceived Acknowledgement and dignity:** dignity understanding and indicators to measure its progression must be consulted with individuals and communities. Sense of dignity implies personal priorities, standards and choices in a given environment, therefore, has to be contextualized.
Facilitate safe spaces for individual and collective expression, peer sharing, support and mentoring contribute to promote confirmation, acceptance and recognition. Humanitarian respectful approach and informed participation and decision-making are paramount to restore dignity.
 - Children and youth/families/communities report increased sense of dignity.
 - Youth report to have increased space to express themselves

With regards to humanitarian interventions:

 - Children and youth/families/communities reported being treated with dignity within humanitarian interventions
 - Feedbacks and complaints by children and youth/families/communities are welcomed, processed and addressed fairly by humanitarian actors.

- 3- Perceived efficacy/ agency:** Strengthening capacities and age appropriate internal resources, to deal with frustration, choosing priorities and actionable solutions is essential. Interventions supporting the identification of common concerns and to conceive group responses to address them promotes sense of efficacy and reduces the likelihood of negative coping mechanisms
 - Children, youth/families/communities have increased capacities to address rights violations and injustice.
 - Children, youth and their families voices are increasingly listened to and taken into account by justice and administrative duties bearers in matters that concern them and their communities.

Resilience dimensions in pillar 4

Individuals and communities, who have access to the right information and opportunities to understand, share and express themselves and the challenges they face, are better equipped to cope and adapt to difficult situations but, more importantly, they are better equipped to conceive alternatives for social justice and engage in claiming their rights and in promoting transformative actions.

Child development consideration

DEVELOPMENTAL STAGES

- ➔ Children inherit unfair treatment and sense of justice (ethnicity, poverty, access to services and opportunities, school, work...)

- ➔ Adolescents and youth require appropriate access to information and opportunities. Empowerment without resources might be harmful.

- ➔ Ethnic, cultural and structural conditions and dynamics affect all community wellbeing and resilience capacities.



Example of Activities



L1, L2, L3, L4 refers to the level of intervention within IASC MHPSS intervention pyramid.

L1- Basic Services and security

L2- Community and Family Support

L3-Focused non-specialized support

L4 - Specialized services

Information and access to rights

(L1, L3) Legal and human rights age appropriate trainings and information packages dissemination to allow injustice to be better understood and addressed

(L1-L2) Establish appropriate outreach mechanisms to reach the invisible groups bridging barriers to safe identification and access services, leading participatory assessments to draw attention to their voice, challenges and situation

(L1) Establish information points/spaces and participatory complaint mechanisms and accountability strategies

Efficacy and agency

(L3) Strengthening restorative practices within formal justice systems (mediation and other alternative measures to detention that tend to address better needs of perpetrators (responsibilities) and victims (acknowledgement, support) and restore through acknowledgement of damage and reparation

(L2-L3) Context appropriate coordination among formal and traditional justice systems enhancing psychosocial elements of identity and resilience, "healing", prevention of re-victimization, community cohesion and support

Acknowledgment and dignity

(L2-L3) Facilitate spaces (drop in centres, safe spaces, fabLab...) for arts, creativity and imagination - based forms of expression and age/culture/gender appropriate engaging methodologies (fine art, clay modelling, creative writing, street art, theatre (narrative theatre, theatre of the oppressed, music and song, cultural and traditional means of expression...)

(L1) Community and children/youth participation in social justice, rights, structural conditions and barriers definition and analysis through participatory context analysis, social audit projects, child-led accountability interventions

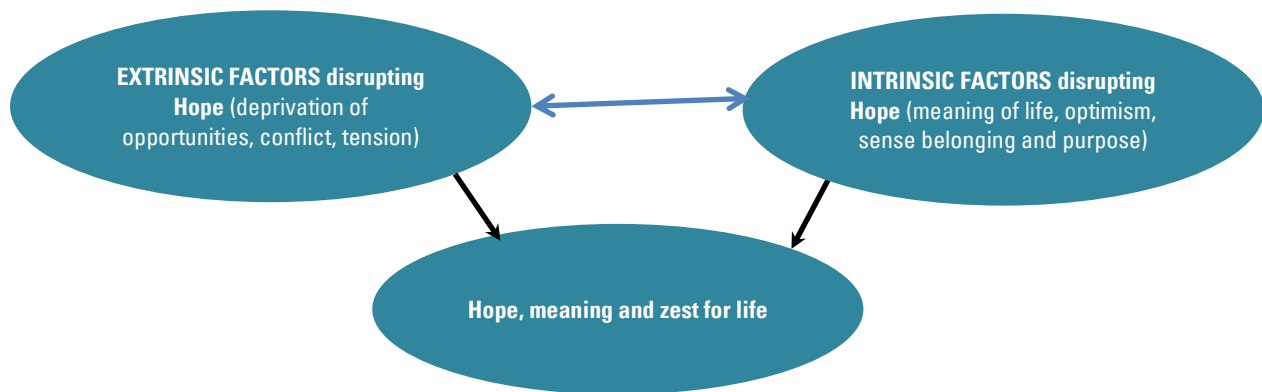
(L1-L4) Train MHPSS services providers in cross-cultural mental health and appropriate acknowledgment of normative reactions avoiding psychiatrization of symptoms



Pillar 5 - hope and meaning

Why? - Key elements

Feeling the sense of zest for living is essential for human development, motivation and wellbeing. All individuals require a coherent narrative in order to make sense and meaning of their lives. Life projects and goals based on cultural, religious and spiritual identities are paramount in defining meaningful future and hope. It might be seen as an ultimate step for resilience but it also becomes a mean to build resilient individuals and communities, as having hope and sense of meaning is also key to fulfil previous pillars (hope and meaning provide strength to achieve emotional stability in adverse situations, build supportive networks and to define or redefine meaningful roles and identities fostering dignity and acknowledgement).



1- Sense of meaning

Difficult situations (large emergencies or individual critical events) cause **disruption to the sense of continuity of life**, compelling survivors to re-appraise, and at times, to revise fundamentally their **worldviews and systems of belief**. To support wellbeing and resilience promotion in doing so, all elements of the different pillars must be taken into account (sense of dependency, helplessness or efficacy, established roles and identities, existential challenges in multicultural and intergenerational tensions, underlying causes of vulnerability and unfair treatment...). In link with pillar 4, information and acknowledgement to promote critical consciousness and recognition of oppressive and abusive environments, systems and dynamics, encourages imagination of social justice alternatives. Once people can imagine alternatives, they can organize activities and actions to realize those alternative constructions of reality and meaning (also in link with pillar 3 through strengthening cognitive and social skills). The focus here is supporting people raising consciousness, **renewing people's dignity through individual and collective sense of meaning and empowerment**.



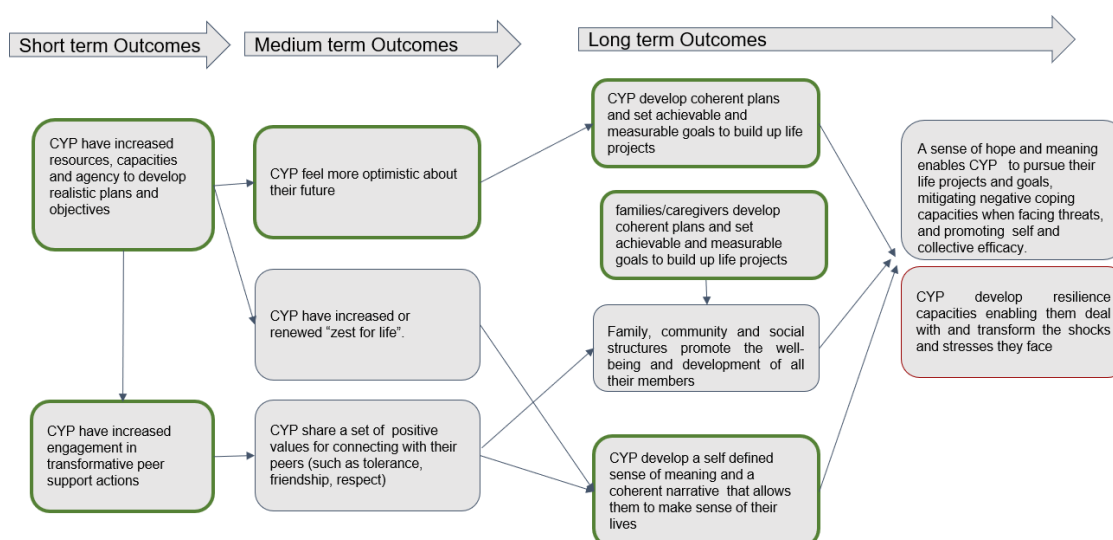
Do not cause harm: Language and cultural barriers must be considered when tackling existential meaning. Basic needs and support are easily described through basic communication skills, but hope and meaning imply higher complexity of constructs that has to be carefully understood to avoid assumptions, prejudice and harm.



2- Hopelessness

Adverse situations challenge human capacities for **retaining or renewing hope and remain optimistic**. Without knowledge about how to initially cope (with emotions, behaviours, cognitive impairment or relationships) it is natural that hope is one of the first victims (coping skills learning and control in link with Pillars 1 and 3). **Sense of efficacy** and awareness of necessary steps to achieve goals is essential to retain hope and will. **Damaged trust after deprivation and cumulative injustices** is also paramount and intrinsically linked to cultural definition of *locus of control* (human action-oriented or divine externally oriented). **Humanly action-oriented locus of control** (successes and failures depend on oneself) may provide positive sense of efficacy to retain optimism but might also lead to individual's exaggeration of personal responsibility and catastrophic sense of helplessness. **Divine and externally oriented locus of control** (successes and failures depend on something bigger than oneself) may provide lack of control over the situation and undermined sense of efficacy but might also provide extraordinary human capacities to retain sense of optimism and hope even in extreme situations.

Theory of change



Key outcomes

- 1- Sense of meaning:** Supporting and strengthening resources, capacities and agency, strengthens the freedom of individuals, families and communities to pursue activities and life projects with self-defined meaning and to hold a coherent narrative that allows them to make sense of their lives.
- **Children and youth/families/communities have increased capacity to develop realistic plans and objectives to build or continue meaningful life projects.**
- **Youth have an increased engagement in transformative peer support actions.**
- **Hope** It is critical essential for adolescence and youth stages of development, (but also for overall families and communities) to be supported in developing coherent plans and setting achievable and measurable goals to build up life projects that can contribute to mitigate negative coping capacities when facing threats and difficult situations and promote self and collective efficacy to build hope and meaningful future. **Children, youth/families have increased or renewed "zest for life" (or increased hope and optimism about their future).**



Resilience dimensions in pillar 5

Individuals (especially youth) and communities who retain hope and remain optimistic are better equipped to **cope and adapt** to adverse situations. In addition, individuals and communities supported in developing self-defined meaningful activities and in finding reasons to renew trust through self and collective efficacy, are better able to develop realistic plans and objectives to sustainably **transform** negative experiences.

Child development consideration

DEVELOPMENTAL STAGES

- Children since early stages learn how to trust and have optimistic view
- Middle age children learn trust and hope through family and education
- Adolescents and youth have to build trust in their lives and hope
- Any difficult situation can disrupt sense of continuity of life, needed to build hope and sense of meaning.

Examples of activities

L1, L2, L3, L4 refers to the level of intervention within IASC MHPSS intervention pyramid.

L1- Basic Services and security

L2- Community and Family Support

L3-Focused non-specialized support

L4 - Specialized services



Sense of Meaning

(L3-L4) Group focused and/or sessions for normative reactions sharing, success stories and coping and problem-solving strategies, exchange among peers and community networks to increase sense of self and collective efficacy

(L2-L3) Participatory action research methodologies to analyse and strengthen community values, cultural, religious and spiritual

(L2-L3) Facilitate spaces (drop in centres, safe spaces, fabLab...) for arts, creativity and imagination-based forms of expression and age/culture/gender appropriate engaging methodologies (fine art, clay modelling, creative writing, street art, theatre (narrative theatre, theatre of the oppressed, music and song, cultural and traditional means of expression...)

(L2-L3) Support and facilitate spaces and materials for sports and arts youth led activities to allow and support creativity, imagination and further interests' fulfilment; as well as identification of positive role models

(L1-L4) Including, when demanded by the context, enough resources for translation during capacity building on MHPSS understanding and approach

Hope

(L2) Supporting community interventions and initiatives can develop hope-building interventions, such as helping others in relief activities (such as clean up and rebuild, distribution, making home visits, participatory monitoring and accountability mechanisms...) and involving members of the community who feel they cannot act individually because of the magnitude of the problem

(L3) Youth and peer mentoring: Youth mentors having suffered and overcome same challenges can reduce personal exaggeration of responsibility, build strengths, and renew motivation for learning and future planning for adolescents

(L3) Comprehensive case management and MHPSS approach to planning and realistic goals setting, problem management and solving strategies reducing distress and hopelessness

(L1) Ensure critical services provision regarding basic needs for individuals to get their lives back in place, such as housing, livelihoods, relocation, replacement of household goods

