CONTENT

Summary Acknowledgements Table of content

Introduction – p. 6

1. Chapter One - The Different Contexts – p. 8

1.1 Bam after the earthquake

- 1.2 The Disaster The effects of Bam's earthquake on the children
- 1.3 The psychosocial context: trauma and grief
 - . Addressing the invisible wounds
 - . How do disasters impact the children?
 - . Complicated grief
 - . Emotional phases and activities in disaster recovery

2. Chapter Two - The Tdh Programme: the Recreational Centres – p. 15

- 2.1 The concept
- 2.2 Starting from the needs of children in disasters
- 2.3 The Recreational Centres Objectives of Tdh
- 2.4 Description of the Centres
 - . The children
 - . The staff
 - . Links with families and community
 - . The recreational activities
 - . The sites
 - . The Referral System of the Iranian Ministry of Health
 - . Network with authorities and the humanitarian community
 - . Monitoring

3. Chapter Three – Applying a Psychosocial Framework – p. 20

- 3.1 A problem of definitions
- 3.2 Principles of implementation Application to the Tdh Programme
- 3.3 Tdh's application of psychosocial principles to the Programme
- 3.4 A different starting point: a child-centred approach
- 3.5 The staff and their training

4. Chapter Four – The Research – p. 27

- 4.1 General considerations
 - . The quantitative survey: methodological difficulties
 - . The choice of instruments (CBCL & Davidson Trauma Scale)
 - . An adjunct to the quantitative survey: a qualitative enquiry
- 4.2 Methodology
 - . Time Frame
 - . Target and Sample Population
 - . Translation
 - . Training

4.3 Procedure, implementation and data registration

4.4 Results

- 4.4.1 Demographics
- 4.4.2 Results of the Child Behaviour Check List (CBCL): First Part
- . Data on the whole Bam sample
- . Length of attendance: impact on children's level of well-being
- . Differences between the "old" and "new" Centres

- . Differences according to genders
- . Summary of the CBCL results

4.4.3 Results of the Davidson Trauma Scale

- . Correlation between DTS and the CBCL for parents
- . The PTSD of mothers/caregivers and their socioeconomic status
- . Mothers/caregivers and animators speak the same language

5. Chapter Five - The recreational activities - The CBCL, Second Part- p. 36

- 5.1 The importance of play in the Convention on the Rights of the Child
- 5.2 The phases of child development in a post disaster context
- 5.3 The CBCL and age of children
- 5.4 The CBCL mean score according to age groups
- 5.5 The role of play in a post disaster context
- 5.6 The effect of the children's play on their community after a disaster
- 5.7 The recreational activities used in the Centres
- 5.8 Analysis of the choice of activities
 - . The physical category of activities
 - . The creative and artistic activities
 - . The psycho-educative and cognitive activities
- 5.9 The CBCL & Recreational Activities
- 5.10 Recreational activities according to gender in the CBCL

6. Chapter Six – Discussion – p. 50

- 6.1 General reflections on the Programme
- 6.2 What has the survey taught us?
- 7. Conclusion

Appendix - p. 53

- 1 Bibliography
- 2-Text of the qualitative enquiry