

## Abstracts

### **Reintegration Into Life After Captivity: Top-Down And Bottom-Up Training Model For Professionals Working With Child Hostages**

**Carmit Katz**

**Ma'ayan Jacobson**

Recent warfare and terrorism have resulted in significant violations of children's rights, including the abduction of children. On October 7, 2023, over 250 individuals, including 40 children, were abducted by Hamas and its affiliates from Israel and taken into Gaza. By late November 2023, most of these children were returned to Israel after nearly two months in captivity, as part of an exchange agreement. In response, Israel's Ministry of Welfare and Social Affairs, in collaboration with the Haruv Institute, developed flexible and adaptable training programs and guidelines for various stakeholders, including social workers, to support the children's reintegration. The guidelines were based on a model that emphasizes both top-down and bottom-up knowledge integration. Top-down knowledge incorporated established trauma care principles and the professional expertise of the authors, while bottom-up knowledge allowed for adapting and learning directly from the experiences of the children and social workers post-return. Upon the children's return, critical bottom-up insights emerged, shaping care practices. This model aligns with the Haruv Institute's belief that knowledge is dynamic, multifaceted, and never comes from one place. This practice brief will explore the model, detailing how it essentially integrated top-down principles with bottom-up insights. It will also discuss the usefulness of combining both approaches in developing strategies for the reintegration of child hostages.

**Keywords:** Child Abduction; War And Terrorism; Children's Rights; Top-Down And Bottom-Up Approaches; Trauma Care; Reintegration After Captivity.

**Addressing The “Migrant Crisis” In New York City:  
A Case Study From New York Presbyterian Hospital, An Academic Medical Center**

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Global migration is increasing due to political, socio-economic, and environmental pressures. In 2022, 108.4 million people were forcibly displaced, including 35.3 million refugees and 43.3 million children. In the U.S., particularly New York City, a surge in migrants has been termed a "migrant crisis." The United Nations defines migration crisis as "complex and generally large-scale migration flows, as well as the mobility patterns [...] that often lead to considerable vulnerabilities for affected people and communities, and pose serious migration management challenges" (International Organization for Migration, n.d.). Despite international human rights frameworks, U.S. policies often fail to protect migrant rights, especially for vulnerable children. Increasing migration driven by climate change and environmental, financial, and political crises underscores the need for healthcare systems to innovate and integrate community-engaged strategies. It also emphasizes the crucial role academic health centers can play in supporting marginalized communities. In New York City, many migrants lack community connections, requiring collaboration among grassroots groups, nonprofits, and municipal agencies to meet urgent needs. This paper describes how NewYork-Presbyterian Hospital (NYP), in partnership with community organizations, is addressing these needs through initiatives like needs assessments, clinical services, legal assistance, safe spaces for children, job training, and promoting self-sufficiency.

**Keywords:** Migrant Health; Global Migration; Displaced Children; Community Collaboration; Asylum Seekers; Health Equity.

**In the Eye of the Storm:****Human Resource Practices for Educators in Times of Crisis****Maya Wizel**

Unfortunately, children are displaced in numerous places globally, and others live in conflict zones. These children deserve a good education, particularly because education is a key aspect of their social and emotional rehabilitation. However, good educators are required for a reliable educational system in crises. This article explores the qualities of these educators and the human resource (HR) aspects of recruiting, screening, training, and retaining them in the challenging circumstances of crises. Although research exists on refugee education, less is known about the HR aspects of the educators involved in teaching these students. This article provides practical recommendations based on the writer's role in recruiting dozens of educators after the October War broke out in Israel in 2023. It also includes insights from qualitative research interviewing over 60 educators in evacuation centers across Israel. These insights can serve community leaders and educators in times of crisis and routine. As the article's title implies, emergencies are chaotic, and many things happen simultaneously. A vital aspect of dealing with a metaphorical storm is determining the people to help deal with it, and learning how to choose them, train them, and help them thrive.

**Keywords:** Refugee and IDP Education; Teacher Recruitment; Teacher Retention; Training; Wartime Education.

**Will We Ever Return Home?": Women Fleeing With Their Children From War****Alice Gaya**

The events of October 7, 2023, led to significant population movement within, out of, and into Israel. This anthropological research focuses on a unique group of Israeli women who fled with their children to the Evia region in Greece, while their spouses remained in Israel. The study examines their experiences through ethnographic methodology, including participant observations conducted in November 2023, 14 in-depth interviews, and social media content analysis. The research introduces the concept of "privileged refugees" as a new analytical category, describing a unique situation where women experience a sense of threat and flight characteristic of refugees, yet possess resources and choices not typical of traditional refugee situations. The findings indicate complexity in decision-making processes and the emergence of an ongoing liminal state that challenges traditional perceptions of identity and migration. The research highlights the central role of social media in contemporary migration processes and illuminates unique coping strategies of resourced women. The conclusions expand the theoretical understanding of crisis-driven migration and offer new insights into how material, social, and technological resources shape experiences of forced migration in the modern era.

**Keywords:** Migration; Privileged Refugee; War; Ethnography; Israel; Integration; Identity; Borders.

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**From War to War: New Immigrants (Olim) in the “Iron Swords” War****Ravit Talmi-Cohn****Svetlana Chachashvili-Bolotin****Prologue: Over 500 Days of War in Israel**

As of today, more than 500 days have passed since the outbreak of war in Israel on October 7, 2023—an event that joined the ongoing war between Russia and Ukraine and the war in northern Ethiopia. These wars, occurring simultaneously in different geopolitical arenas, are not only struggles over territory and power but also deep social and cultural processes that affect individuals and communities, shaping experiences of time and space, and reshaping notions of home and belonging.

In this reality, where wars reshape not only political borders but also personal and communal trajectories, new life situations emerge for individuals and groups who are in constant motion—between places, identities, and states of emergency. For many who arrived as a result of war in their countries of origin, the move from one country to another does not mark the end of a crisis, but rather its continuation under new conditions.

Amid this persistent state of tension, uncertainty, and a sense of drifting from one war to another, we wish to share with you a policy paper written during the first three weeks of the war in Israel. The document, published on the website of the Institute for Immigration and Social Integration, was presented at several online conferences and served as a basis for professional discussions and targeted meetings at the start of the war. Its content was directed primarily at policymakers and practitioners working on the ground, and it seems to remain relevant even today.

The war that erupted on October 7th posed unprecedented challenges to Israeli society but also revealed many expressions of solidarity, volunteerism, and community initiative. Among the various issues that arose during this period, we focused particularly on the new immigrants who had arrived in Israel from war-torn regions and now had to confront yet another war—a situation of migration from war to war.

As academics specializing in immigration and aliyah, we saw great importance in raising this issue through the writing of a policy paper addressing new immigrants who had fled zones of conflict and were now facing another war in Israel.

**Keywords:** War; Double War; New Immigrants; Immigration Absorption.

## **Training Staff To Support Early Age Children During Crisis: Adapting Global Principles Into Local Realities**

**Yan Serdtse and Yulie Khromchenko**

This guide-field note presents an innovative framework for training and supervising early childhood professionals in crisis settings. Our framework integrates global developmental concepts with local cultural and situational factors to ensure comprehensive and adaptable training, responding to the urgent need for rapid, contextually informed interventions that can be deployed in diverse and unpredictable environments. The study examines context-informed interventions for addressing the distinct challenges that displaced and refugee children face. It highlights the crucial role of child-friendly spaces in offering psychosocial support. This approach bolsters trauma-informed education, fosters family collaboration, and enhances community resilience, while ensuring both swift and thorough professional development. By adapting proven Israeli best practices to the Eastern European context, we present scalable, culturally responsive training models that provide valuable insights for practitioners and policymakers supporting vulnerable children in emergency contexts worldwide.

**Keywords:** Trauma-Informed Education; Child-Friendly Spaces; Context-Informed Interventions; Early Childhood Development in Crisis; Psychosocial Support For Displaced Children.

**Leveraging Past Research and Experience in Extreme Circumstances: Beneficial Interventions for Internally Displaced Families in Israel Following October 7, 2023<sup>1</sup>****Yan Serdtse****Miriam Shapira**

This field study suggests therapeutic interventions for internally displaced families in Israel following the October 7, 2023 massacre. By integrating field experience with research-based knowledge, we explore best practices for addressing trauma related to displacement. The study employs a context-informed approach, highlighting the psychosocial challenges facing children, parents, and communities. Key themes include the disruption of traditional family roles, the adaptation of therapeutic models, and the importance of community resilience. Findings emphasize the importance of family-centered interventions, the continuity of care, and historical adaptation in response to crises. This guide study suggests practical strategies for mental health professionals supporting displaced populations in extreme circumstances.

**Keywords:** Displacement Trauma; Community Resilience; Context-Informed Interventions; Family-Centered Therapy; Psychosocial Adaptation.