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**Other Psycho Social Programmes in the CEE/CIS and
Baltic Region**

Five:

Other Psycho Social Programmes in the Region: A Brief Summary of the Literature on Programmes in Armenia and Kyrgyzstan

The most significant psycho social programmes in the CEE/CIS and Baltic Region have been those in former Yugoslavia between 1992 and the present. There is very little information on similar programmes in other countries in the region.

The most thorough review of another psycho social programme in the CEE/CIS and Baltic Region was done by a UNICEF consultant and covers Armenia from 1995 to 1997.²² In response to the conflict there, UNICEF set up a programme similar to those of former Yugoslavia. The aim was to provide support to children through educational institutions, refugee centres and the health system, and in so doing help to prevent stress related disturbances from developing into more severe disturbances.

There were few psychologists in the country at the time of the 1988 earthquake, a major natural disaster that prompted government action in psycho social work. "It was felt that some with professional background, namely physicists, mathematicians, medical doctors, are more appropriate for retraining into psychologists," the consultant wrote in a June 1995 report. "The retraining of non-psychologists to professionals who can provide psychological services took one to three years of training at different educational centres throughout the world. Immediately after the earthquake the State University organized a one year programme leading to the diploma in psychology." A few years ago the State University of Yerevan opened a Chair of Psychology offering a five year programme . The first generation of psychologists was to graduate in June 1995.

In implementing the proposed psycho social programme of 1996, there was a general recommendation from the consultant that each school and educational institution be provided with psychological services. Yet as she noted in her June 1995 report, "The Ministry of Education

²² Nila Kapor, a psychologist from Belgrade and UNICEF consultant on psycho social programmes, visited Armenia and wrote an initial project proposal, a June 1995 report, a summary of activities from September 1995 to September 1996, and an evaluation in October 1997.

admits that it faces many difficulties in implementing the above projects, which most notably are a lack of financial resources, lack of adequately trained personnel and limited access to the latest developments in the field of applied psychology... The statistical data on the number of mentally and physically disabled children is not readily available. What is certain is that the care and rehabilitation provided to them, both physical and psychological, is inadequate and insufficient and ought to be improved.”

A core group of professionals was trained at an October 1996 seminar, which was composed of twelve workshops. In the first summary of activities from September 1995 to September 1996, the consultant reported that 340 professionals and approximately 260 students had been trained to offer psychological first aid to children in Armenia.

The only assessment of the training was positive. Teachers were reported to have become more permissive about allowing students to express emotions, and more capable of differentiating different emotional states of their children. The reputation of psychologists in local communities had improved, and the workshops were rated positively by participants. More advanced training included Life Skills classes.

In another review conducted by UNHCR on ‘conflict transformation and tolerance education, programmes in Kyrgyzstan, it was reported that the “current strategy of offering workshops for teachers has taken off to such a degree that project staff could be meeting demands for workshops through the millennium.”²³ The project began by supplying schools with high quality illustrated story books that treat the issues of prejudice and non-violent conflict resolution. The materials were to serve as vehicles for the development of tolerance education not just by their contents, but also in the way that they were presented to students. One text was read by the teacher and shared by the students, who then used it as a basis for discussion.

In an interesting historical note, the author wrote: “UNHCR’s Conflict Transformation and Tolerance Education project was begun in the spring of 1996. A UNICEF project on Tolerance Education has operated in Kyrgyzstan for a short period previous to UNHCR’s project. Attempts to connect the projects did not succeed, but UNICEF’s Tolerance Education project was instrumental in preparing the Ministry of Education’s receptivity to the current Conflict Transformation project.”

In a historical section the author assessed the impact of initial workshops. “It became clear that although teachers enjoyed the materials and attempted to use them in the way demonstrated by the workshops,” she wrote, “they were simply not comfortable deviating from set lesson plans and textbooks, not confident in encouraging students to begin to take responsibility for their own

²³ A Review of the Conflict Transformation and Tolerance Education Project in Kyrgyzstan, prepared for the United Nations High Commissioner for Refugees in the Kyrgyz Republic, Kate Redmond, May 14, 1998

learning, and not familiar with how to use the kind of participatory methodology that allows students to express their own opinions and learn to listen to and value the opinions of others... Training teachers to use participatory methodology as a means of conveying issues of conflict transformation and tolerance education became the next focus of the project.”

As is the case with assessments of psycho social programmes in former Yugoslavia, far more is available in the reports on Armenia and Kyrgyzstan about the workshops themselves and how teachers and other non-professionals reacted to them than about how the new participatory methodologies and therapeutic interactions affected children.

The Challenge to UNICEF

Six:

UNICEF Programme Concerns: The Challenge of Specialization

An important but not immediately obvious result of UNICEF's psycho social programmes in former Yugoslavia is the extent to which it forces the organization to decide just how specialized it really wants to be. Psychosocial programmes are among a number of new programme options that have emerged in response to the Convention on the Rights of the Child, many of which call for a degree of specialization the organization may not really be prepared to support.

In UNICEF's overview of programme strategies for emergencies, protecting and restoring children's psycho social health is included as one of twelve programme priorities.²⁴ Others include a range of concerns from promoting early childhood care to gender issues and sexual violence, to demobilization of child combatants and the impact of sanctions.

Efforts to restore psycho social health, according to the handbook, must ensure community participation and avoid institutional approaches. Strategies for doing so include strengthening families, mobilizing the existing care system, providing opportunities for children's self-expression, and providing training and support to relief personnel.

Among brief comments on the characteristics of trauma itself, the handbook notes that the "response to trauma can be immediate or delayed for weeks, months, or even years." Later, in a phrase that can be found in the Graca Machel study on children in armed conflict, one of the fundamental principles of UNICEF's approach to psycho social programming is that "rather than focusing on a child's emotional wounds, programmes should foster and enable the healing process."

In former Yugoslavia UNICEF supported programmes were consistent with most of the above recommendations on both fundamental principles and programme strategies. What the programmes in former Yugoslavia have done, however, is to show what happens when one tries to honor them. In that sense it is an important and early case study of how to combine therapeutic technique with non-professional community approaches.

²⁴ UNICEF and Humanitarian Crisis: An Overview of Operational and Programme Strategies, UNICEF New York, 1998

Much of that attempt has already been assessed to one degree or another in this report. But there are a few considerations that have direct bearing on what UNICEF actually decides to do in psycho social programmes. As already noted, the initial focus on trauma opened the door in some cases to the current range of interactive methods, another of UNICEF's programming priorities in education. This would seem like a natural evolution, particularly after the intensity of war. The programme in Bosnia did not really go through that door, but instead moved further ahead with trauma work -- further ahead than UNICEF has ever gone with it.

In moving further into psycho social work in Bosnia, the programme has evolved to the degree where it is now very definitely focusing on children's emotional wounds. It is focusing on the adolescent population, which was not the target of previous programmes but has been judged the most likely to suffer from serious post traumatic stress. It is also trying to reach the most traumatized 15 percent of adolescents, a very specific and limited portion of that population. The semester long debriefing programmes at the schools in the Republic of Srpska focus very specifically on *individual children's emotional experiences of trauma*. It is the only way to deal with that 15 percent, which corresponds perhaps inadvertently to that portion of the population that UNICEF must cover if it is to follow its professed obligations under the Convention to try to reach *all* children rather than be satisfied as it previously was with percentages of various target populations.

This presents the organization with a dilemma, one of several that are emerging now that the organization has adopted the Convention as the programming framework. As a purely psycho social programme that focuses on childhood war trauma, the programme in Bosnia is quite evolved, far more evolved perhaps than the organization's overall ability to either understand or support it. As noted before, perhaps the major reason that it has gone so far is because it is being supervised by a child psychologist who specializes in war trauma and has been working on it consistently now for six years, a very long time for a UNICEF project officer these days.. The programme is respected and appreciated by a number of those associated with it, but it may either be too specialized for the organization at present or an example of the degree of specialization that the organization actually would like to be able to reach in a lot of the new areas into which it has recently ventured but may be unprepared to do. In that sense it is somewhat daring, because it is pushing the limits and taking the organization into degrees of involvement that now focus specifically and quite intensively on individual fates rather than those of an aggregate population.

The question for a UNICEF programme officer, then, is *does* the organization want to go that far or not? And *can* it or *should* it? A partial answer to that question came from the new Area Representative for Former Yugoslavia, who previously served in the Great Lakes Region where a psycho social programme was developed in response to the Rwanda genocide. What he says reflects the sentiments of a number of others within the organization, but so does some of his uncertainty. The organization should have psycho social programmes as one of a number of

emergency responses, he said, but it should be an option that can be put into play when needed rather than being any kind of obligatory programming option. There is no cause for a special psycho social unit in the organization. But he, like a few others who were asked this question, were somewhat ambivalent about whether such a programme would require the supervision of an actual psychologist. He, and a few others, ultimately felt that it probably should. If that is the case, UNICEF will have to nurture and maintain a network of reputable trauma psychologists, which it has already started to do to some extent with its work in Rwanda and former Yugoslavia. But he also felt that the area of psycho social work had become the province of specialists and thus has a tendency to isolate itself from the rest of the organization and other health and education services. A number of relief staff questioned about this felt the same.

So, given all of this, the answer to the question of whether or not UNICEF wants to go as far down the road in psycho social work as it has now done in Bosnia is something like: maybe, but probably not really. It reflects the larger organizational ambivalence about genuine specialization, an ambivalence that can only be deepened with the current combination of expanding programme options and restricted budgets. In former Yugoslavia, as in many other countries of the CEE/CIS and Baltic Region, most country programmes have little money. The default decision as to how to maximize the impact of that money is to organize a seminar or training workshop. These are extremely temporary events, often with very limited impact and which are very difficult to monitor in any meaningful way, but they have become the programming option of choice for much of the organization. This did not escape the notice of UNICEF's Psycho Social Project Officer in former Yugoslavia, who referred to this syndrome in a 1997 paper on lessons learned. "... we also need to understand," he wrote, "that a training seminar is not a project, a seminar is an activity that needs to be incorporated into a broader context. I am not in doubt that resources are being wasted in support of training seminars with very limited results."²⁵

In former Yugoslavia, UNICEF is attempting to move beyond the limitations of the training seminar in all three countries, but with small budgets and so many programmatic concerns it can only move so far. But the broader context is only there in embryonic form, and what remains to be seen is the degree to which UNICEF will be able to contribute to its development.

²⁵ Trauma Projects and the Future, paper presented at the conference "Trauma Recovery Training: Lessons Learned," Zagreb, 13-15 July 1997, by Rune Stuvland, Psychosocial Project Officer, UNICEF

Annotated Bibliography

Seven:

ANNOTATED BIBLIOGRAPHY

Following is a selection of documents that are the most significant to an understanding of UNICEF's psychosocial programmes in the former Yugoslavia. They have been selected from a larger body of documentation that was consulted for this review, and segments or comments of particular interest have been mentioned or included. This section is intended to reinforce and further many of the points made in the text of the report. Actual segments taken from the reports are in quotation marks.

I. GENERAL

1. Trauma Projects and the Future, paper presented at the conference "Trauma Recovery Training: Lessons Learned," Zagreb, 13-15 July 1997, by Rune Stuvland, Psychosocial Project Officer, UNICEF.

This is a candid, thoughtful, and general summary of what the head of UNICEF's Psycho Social programmes in former Yugoslavia had learned by the end of the war. Included are observations about trauma psychology and some of the positive and negative qualities of different approaches to it. Some of those observations are referred to in this review.

2. External Partners: History and Experiences From Consultants to Implementing Partners, UNICEF Psychosocial Programme in Former Yugoslavia, Rune Stuvland, Psychosocial Advisor, Zagreb, 23 April 1995

This is a commentary on the dilemmas and opportunities of UNICEF's different working partnerships with an annotated list of different partners...

Some of the administrative and operational problems are dealt with in the following extracts.

"A clear set of guidelines should be developed related to procedures for these procurement (cars and other equipment), and these guidelines need to be such that they are easily understood. As UNICEF asks these partners to set up offices, become operationally independent from UNICEF and still to develop and assist in project implementation, they must be offered regulations that offer satisfactory flexibility... there is also a need to establish clear guidelines related to accounting services and procedures for financial reporting. Too much ambiguity exists, resulting

in unclear procedures and consequently in unnecessary complications.” (P. 4)

“Rules and regulations for staff support is another issue, and we may see that implementing partners will set up better support services or create a better working environment than UNICEF sometimes can do... Unclear role distributions and lack of experience in dealing with implementing partners, as different from consultants, will remain a source of distress. UNICEF staff sometimes seem to believe that implementing partners exist to resolve their own problems, and should operate according to UNICEF's detailed directions. However, a partner is not a consultant, clearly there has to be a clear understanding between UNICEF and an implementing partner related to all areas of cooperation, and also to possible areas of non-cooperation between UNICEF and the implementing partners.” (P.5)

“UNICEF should to a larger degree expect or demand from external partners that they stay involved over a longer time period once they are involved in UNICEF assisted projects.” (P. 6)

3. A Regional Strategy for Sustainable Return of Those Displaced by Conflict in the Former Yugoslavia, for presentation to the Steering Board of the Peace Implementation Council, 9 June 1998, United Nations High Commissioner for Refugees

A summary of the situation as of the middle of 1998. It notes that 1.8 million people are still displaced and cites various threats to safe return which include: threats to security, legal and administrative obstacles, use of media to incite opposition to return or intimidate displaced not to return, denial of access to public service and deliberate relocation of returnees or internally displaced to consolidate control and further ethnically motivated political objectives.

It is quoted in the background section of this review.

4. Impact of Armed Conflict on Children: Report of Graca Machel, Expert of the Secretary-General of the United Nations, Selected Highlights

Relevant portions have been quoted at some length in the paragraphs on the larger debate about trauma in the background section of this review.

5. Education for Peace, Conflict Resolution and Human Rights: Papers from a UNHCR Design Workshop, 3-7 February 1997

Like many workshop reports, a mixture of many things. There are a number of case studies from different countries around the world, including one from Kyrgyzstan.

Notes that "Components of peace education, conflict resolution and the skills such as active listening, etc. can be imparted either in formal education in refugee schools or non-formal education programmes for community groups. Education or training do not guarantee that new values are internalized and acted upon. However, it is a first stepping stone to peace... The second approach is a programme which attempts to promote dialogue as a first step to reduce and resolve conflict. This is more complex." (P. 8)

Also notes that "Our knowledge and methodology of conflict management approaches... are quite advanced. Military and police science, jurisprudence and legal studies, as well as the entire military and police academies, law schools, ministries of defense and justice, police departments, courts, prison systems, are examples of these disciplines and institutions. In contrast, conflict resolution approaches such as problem solving negotiation, mediation, and least of all, reconciliation, are very little understood. There are no strong institutions that are dedicated to their promotion or training; whatever is in place is voluntary and ad-hoc." (P. 19)

II. BOSNIA-HERZEGOVINA

6. Psycho Social School Project for Traumatized Children, 26 April 1994 (project proposal, UNICEF Sarajevo)

This is a useful summary of UNICEF's involvement to date. Includes the following:

A UNICEF supported survey carried out among 2500 children in July 1993 documented that a significant number of the children have been exposed to violence and death, and many have developed strong post-traumatic and depressive reactions...

"... children's psychological distress was strongly correlated to experiencing shortage of food and water, and lack of adequate heating during the winter. Children's psychological status is in other words not only threatened by the violence but also by the lack of basic survival means."

"UNICEF has been supporting a psychosocial programme for traumatized children in Sarajevo since October 1992. Since the first seminar in 1992 a network of 30 teachers, pedagogues and

psychologists working with children have been trained in theory and interventions for traumatized children. During this phase of the programme some 300 children have been included in systematic interventions through art-workshops, while other children are helped in a less systematic way through the efforts of trained as non-trained teachers and psychologists..."

Plan to involve at least 2500 children in "specific support activities" by 80 professionals... Education and information will reach all 1200 teachers in Sarajevo and an estimated 1200 parents and 12000 school children...

7. Training Helpers for Bosnian Children with PTSD, by William Yule, Patrick Smith and Sean Perrin, paper presented to Royal College of Psychiatrists, Winter Meeting, London, 22 January 1998

This is a very accessible and cogent explanation of what was done by the psychological staff of the University of London between 1994 and 1996. They were UNICEF's most significant partner during and just after the war in Bosnia. Some of the strategic reasoning and factual summaries are included in this review in the section on programmes.

8. Trauma, Depressive and Grief Reactions in Children in Post-War Bosnia and Herzegovina: A Survey of 420 Primary School Children in Sarajevo, University of Sarajevo, Department of Psychology and UNICEF, January 1998

This report includes findings from a sample of 422 children of 6th and 7th grade in seven primary schools in Sarajevo canton. They are from 10-15 years of age...

Traumatic experiences during war included: shooting at close distance, forced to leave home, shelling at close distance (all over 75 percent); shelling, bombing and destruction of homes, thought they might be killed, witnessed someone else being injured (over 45 percent); witnessed someone else being killed (17 percent), witnessed someone being tortured (10 percent), held in prison or concentration camp, being physically tortured, or injured themselves in war (5 percent and under)...

The most difficult traumatic experience reported was the loss of a close person (28 percent), followed by personal life threat and threat to lives of those closest, then becoming a refugee, witness to violence and death, and separation from family members...

Between a quarter and half report trying to avoid memories and bad thoughts of traumatic events, trying to avoid going to places where bad things happened, but at same time having intrusive thoughts and feelings. Irritability was reported by 44 percent.

9. Children of Sarajevo – One Year and Three Years Following the Beginning of the War: A Report on Psycho- Social Screenings in 1993-1995, Renko Dapic and Expert Team, Sarajevo 1998

This is the most ambitious attempt to do a longitudinal study covering a selected group of children over a period of several years. It covers 50 pages, and is a very academic and thorough report on three screenings in Sarajevo. Because of population movements during the war, the initial survey population of 1920 in 1993 was reduced to only 507 by 1995.

While its conclusions are somewhat anticlimactic given the number of screenings done earlier that yielded similar results (see reference to it in review), it is important because it is an attempt to see what happened to a given group of children throughout and just after the war.

Its findings are far too numerous and its analyses too complex to summarize easily here.

10. Limitations and Achievements of Workshop's Approach in The Programme of "Psycho Social Assistance in School, Republic of Srpska (no date, but probably late 1997 or 1998)

This is the most inclusive list of problems faced by psycho social training projects in the former Yugoslavia, and was based on responses by participants. The larger paper is an uneven mix of different comments, summaries of approach and manual contents, self-reporting after seminars, etc. The summary of limitations is included in detail under the second point of the assessment section of the review that deals with obstacles to success.

11. Report on Primary School Activities, UCLA Psychiatry Team, May 1998

Jennifer Wood, a member of the UCLA Trauma Psychiatry Team, went to "document and evaluate on-going psycho-social activities in primary schools throughout B&H." The report is full of useful observations, and emphasizes the need for a more uniform, structured approach, with better materials, more supervision and a support network among trainees

12. Creative Activities for Trauma Healing (CATH): An Evaluation of World Vision International's Psycho-Social Project for School Aged Children, Deanna R. Beech, Ph.D., May 1998

The author is the only one who has evaluated training sessions to see how the providers are actually applying what they have learned.

Included among her critical observations are the following:

The programme “has the positive effect of facilitating an open supportive classroom environment.... The programme’s current benefits rest on the positive rapport that the CATH providers establish with the children and teachers.”

“The evaluation revealed a generally high level of enthusiasm and effort, but also found a low level of therapeutic skill.”

“...of primary concern is the evident lack of therapeutic processing and a tendency to shy away from negative emotions... It was observed that the CATH providers would raise issues and then postpone the processing of the topic to the next session.”

13. UCLA Project Proposal to UNICEF Bosnia and Herzegovina, School Based Post War Psychosocial Interventions: Methods and Evaluations for Period of September 15- December 31, 1997

14. School-based Programme for War- Affected Adolescents: Progress Report, UCLA Trauma Psychiatry Team, May 28, 1998

15. School Based Psychosocial Programme for War Affected Adolescents: A Report to Republic Pedagogic Institute and UNICEF, submitted by Ms. Milena Kutlaca, University of Banja Luka Department of Psychology, May 1998

16. School-based Programme for War - Affected Adolescents: Proposed Strategy for Programme Expansion (1998-1999), UCLA Trauma Psychiatry Team

This series of proposals and programme summaries covers virtually every aspect of the UNICEF collaboration with UCLA, and is referred to extensively in the section of the review that deals with the UNICEF programme in Bosnia.

The last document includes comprehensive lists of the different responsibilities of those involved, including the demand that “support from school administrators is essential for programme success.” It includes a nine-point list of various obligations on behalf of the administration, including communicating full support, arranging forums for group leaders to present programme,

coordinating support for group leaders, adjusting and protecting team's teaching schedules to provide sufficient time for project, making material provisions, attending regional coordination meetings, etc...

See also **Background Information for the 1998 Spring Survey (for the pedagogue or psychologist– NOT for students)**: questions for six month follow up survey for adolescents. Includes over 150 questions designed to generate a total profile of each student's psychological and emotional experience during and after the war.

17. Final Donor Report to the Swedish Government, UNICEF Bosnia and Herzegovina, June 1998 (on CDC)

"In the period 1996-98 UNICEF programme for Children in Especially Difficult Circumstances had three main target populations: children traumatized by war and violence, children without parental care and children with disabilities. The trauma project started in 1992, and focuses on educational and health-based services. The project for children without parental care started in 1995... The project for children with disabilities started in 1997.

UNICEF offered significant support to children without parental care, children in institutions and other vulnerable children during the war. The main component of the support during the war was material assistance to children, most importantly shoes, clothes and hygienic kits..." (P. 4)

"During 1996 and 1997, seminars focusing on methods for registration of children without parental care were organized by local partners for social workers in all parts of B & H. UNICEF provided methodology, funds, computer equipment and cameras to support this process..." (P. 7)

III. CROATIA

18. School Age Children Affected by War: The UNICEF Programme in Former Yugoslavia, by Rune Stuvland, Arpad Barath and Gordana Kuterovac (University of Zagreb), October 1993

This is one of the earliest programme summaries, which includes the results of early screenings for trauma symptoms. Among the more provocative findings were: Highly traumatized children used significantly more different coping strategies than low traumatized children and they used them more frequently. Highly traumatized children also reported that these strategies were more efficient than low traumatized children reported. Among low distressed children coping strategies were: drawing, writing, reading, watching TV and listening to music. Highly traumatized children reported that praying was most efficient coping

strategy, followed by others mentioned. (P. 11)

According to the introduction by the authors: "A specific programme for development of tolerance, empathy and cooperation abilities in children should form the base for restructuring their confidence in the world and the future."

19. Evaluation of UNICEF Supported Psycho Social Programmes 1992-96, Ministry of Education and Others, Zagreb, Croatia (ongoing)

This is the largest and most ambitious attempt by any of the country offices to document what happened in psycho social programmes. Included among the sections that have been completed are project descriptions and existing documentation on objectives and evaluations. Included as well is a list of about a dozen training manuals and a few hundred teachers and others who were involved in training projects. Reference has been made to this study in the review.

From an accompanying document on '**Purpose and Objective of the CEDC Evaluation for UNICEF**':

"Analytical data about the war trauma were not available at the earlier stage of the war, the mental health information system was inaccessible, the number of people in need grew daily, professional experts in psychology and psychiatry existed, but not a network of professionals able to work as therapists, for the psycho social rehabilitation of war traumatized children."

UN appeal from September 1992 UNICEF sought funding for projects for traumatized children..."through psycho educational activities, art-therapeutic programmes and methods for direct therapeutic interventions for the most affected children, the programme set the tone for later programmes in this field."

20. School Based Health and Peace Initiative: Trauma Healing and Peaceful Problem Solving Programme for Primary Schools in Western and Eastern Slavonia, Croatian Ministry of Education and Sports and UNICEF, 1997

This is another seminal programme review, which contains a thorough set of findings on short term and long term impact and various assessments by participants. Among the significant findings on long term impact was that there was a decrease of PTSD symptoms after one year in both groups of students, but the decrease was larger among those who were in the programme.

The programme trained teachers and other pedagogues, who in turn trained others. They worked with fifth graders and mixed ages in Eastern Slavonia, fourth graders in Western. The first pilot programme as from February to September 1996 in Osijek and Pakrac, Croatia with subsequent year long programme in Eastern Slavonia and Baranja...

In the introduction the report's authors note that "More than half a million children, directly or indirectly affected by the war, were reached by the many trauma healing activities."

21. Programme Plans of Action for 1995 and 1996, UNICEF, Zagreb

Good summaries of exactly what kind and how much assistance UNICEF gave in the 14 psycho social programmes identified as part of CEDC programme (1996). In the 1995 PPA, the observation is made that "short training of professional frequently provides insufficient skills to deal with the long-term consequences of changed mental and behavioral set of the child caused by PTSD."

22. 'Education: Programme Plan of Action for 1998,' UNICEF, Zagreb

This is a an overview of the various projects on the table in Croatia in interactive learning, child development, and mine awareness.

One of them is on 'Trauma Healing and Peaceful Problem Solving/Mediation,.' the project that is the subject of the review of programmes in Western and Eastern Slavonia. It is the only project in Croatia that bridges trauma work with current, interactive methodologies. It's objective is "to facilitate multi-ethnic reconciliation through a school-based programming targeting upper primary school pupils. The project is composed of two components, the first encompassing a series of interactive learning session on affirmation skills, trauma healing, bias awareness and peaceful problem solving, the second encompassing establishment of school based, pupil-run peer mediation of conflict."

IV. FEDERAL REPUBLIC OF YUGOSLAVIA

23. Evaluation of UNICEF Supported Education Programme in Federal Republic of Yugoslavia, 1996-97

Among a number of observations are the following:

"On a scale of one to five, acceptance of projects ranges between 4.5 and 4.9. The analysis of

reasons for such a high degree of acceptance shows that the projects fulfill certain human and professional needs of teachers, particularly the teachers. Namely, the content and work method in the education process restore the dignity of the teaching profession, reaffirm their competency, give their work sense, help improve communication among adults and adults and children, contribute to individual and professional insight and self-awareness.”

“Due to the absence of an evaluation culture in the community, it is sometimes difficult for the project participants to distinguish between their achievements and their wishes and intentions.”

In a questionnaire filled in by 60 instructors educated in a number of projects, three-fourths of them listed the application of new methods of working with children as the greatest real change in schools where these projects were intensively implemented.

“UNICEF supported projects introduce new contents in schools: children’s rights, non-violent conflict resolution, constructive communication. They are not introduced in the traditional, verbalistic way, but through participative forms of work with children – in workshops, joint adult-children activities... The new contents are still limited to extracurricular activities and are therefore marginalised in the existing system.”

24. Evaluation of the UNICEF Supported Education Programme in the Federal Republic of Yugoslavia (1995-97)

This provides a good summary of the problems confronted by recent experiments in interactive methodologies and peace education.

Education system problems cited include:

- Excessive system centralization, hindering local initiative
- Voluminous teaching programmes, thus marginalizing extra curricular programmes
- Passive learning by students, who listen to teachers lecture
- Absence of non-formal education sector

UNICEF support included:

- Overall support, providing equipment, materials, etc.
- Active Learning
- Education for Peace, Development and Tolerance, a global UNICEF project (child rights, non-violent conflict resolution in Giraffe programme, constructive communication skills, parents and kindergarten teachers learning child rights, refugee emergency programmes at

one time)

“One of the serious dilemmas in the early stages of project implementation was whether teachers and professional associates would accept extra work in the depressing situation which they were in and which resulted in their reduced motivation and apathy... Today this dilemma is gone. Nearly all of the training participants (over 90-95 percent) in all of the projects (and they account for 10 percent of those working in schools) embraced the content and methodology of UNICEF’s projects.”

On these various programmes: “They are still marginal in Yugoslav education, because the education system as a whole still functions in the old way.”

The report also cites UNICEF’s “insistence on strict project implementation plans in a crisis in which little could have been planned, rigid funding schemes, UNICEF’s resistance to allocate part of the funds to local project resources and insistence on speed and quantitative indicators of project effects, which are complex and long term.”

25. Mutual Education: Giraffe Language in Kindergartens and Schools, report on project October 1995-June 1996, submitted by Nada Ignjatovi Savi, Institute of Psychology at the Faculty of Philosophy at Belgrade University and UNICEF Education for Development

The programme is based on non-violent methods of communication which allow students to express themselves openly; aimed also at enhancement of individual self-esteem and understanding of one’s character.

From various questionnaires just after and several weeks after, reports that programme was well liked by teachers and students...“Data show that the less improvement was made in communication with superiors and the most in relation with children and family members.”

Teachers felt they had gained something, and were now more understanding of children’s behavior...

26. UNICEF Assistance in Federal Republic of Yugoslavia to Psycho-Social Programmes for Children in Crisis, UNICEF Belgrade, 1997

This is the only comprehensive review of UNICEF supported psycho social projects in the Federal Republic of Yugoslavia. It is shorter and less ambitious than the review currently

underway in Croatia, but it is quite thorough. It covers 12 different projects. It is referred to in the section of this review on programmes.

V. OTHER COUNTRIES IN REGION

27. An Evaluation of the Interactive Learning Project in the Former Yugoslav Republic of Macedonia, Brian Sayer, March 1996

This is more descriptive than critical, but is significant because it is the only published report on a significant programme in Macedonia.

28. Papers by Nila Kapor (UNICEF consultant) on Psycho Social Programme in Armenia (1995 -1997)

29. A Review of the Conflict Transformation and Tolerance Education Project in Kyrgyzstan, Prepared for United Nations High Commissioner for refugees in the Kyrgyz Republic, Kate Redmond, May 14, 1998

Both documents have been briefly summarized in the section from this review on other programmes in CEE/CIS region.

Interviews

INTERVIEWS

July 1998

Republic of Bosnia and Herzegovina

Mostar:

Berima Hacam (psychologist and director of Child and Parents Counseling Centre)

Asija Tojaga, teacher

Fahira Batlak, teacher

Zibica Ihtijarevic, teacher

Muniba Drace, teacher

Jelka Kebo, Director of Mostar Youth Centre (West Mostar)

Vežovic Zulfo, Director of Electrician Vocational School

Suada Vukotic, primary school teacher

Majda Vežovic, Director of Kindergarten

Republic of Srpska:

Dragoljub Krneta, Director of Pedagogic Institute, Republic of Srpska

Nadezda Savijak, clinical psychologist and supervisor

Ranka Tutnjevic, psychologist and pedagogue in Banja Luka High School

Dragic Tubic, pedagogue in Banja Luka school for nurses

Jakmirovic Darija, student at nursing school

Professor S. Milosavljevic, Psychology Professor and founder of Hi Neighbor

Milena Kutlaca, post doctoral psychology student, Evaluation Centre (UCLA project),

University of Banja Luka

Mr. Slobodan Stanojlovic, Pedagogic Institute in Bijeljina

Sarajevo

Galijatovic Feriha, Professor of Geography, Advisor to Ped Institute and UNICEF contact

Edina Smajkic, Director of Pedagogic Institute for Sarajevo Canton

Melita Sultanovic, Vciteljska School (for in service training of pedagogues), Ministry of Education and Culture

Mirjana Havrak, psychologist and educator

Zegko Filipovic art teacher

Dr. Alejandro Morton, Mental Health Coordinator, Medecins du Monde

Greg Kearns, Operations Director of World Vision

Deanna Beach, Consultant/Evaluator World Vision Psycho Social Programmes

Amir Zelic, Director of Bijelave Orphanage

Republic of Croatia

Mr. Slavoljub Calic, Teacher Primary School of Ernestovino (near Vukovar)

Dean Adjukovic, Director of Society for Psychological Assistance (SPA)

Dubravka Males, Department of Education and Faculty of Philosophy

Ivanka Stricevic, Librarian Children's Library Medvescak

Narcisa Vojnovic, Coordinator of Psycho Social Rehabilitation Projects for Ministry of Education and Sports

Dr. Josip Grugic, Professor of Pediatrics, Children's Hospital, and President of National Council for Children

Maja Uzelac, head of NGO Mali Korak and author of Step by Step Teaching Guide

Dr. Arpad Barath, former Professor of Psychology, University of Zagreb

Renata Miljevic-Ridjicki, Education for Development, In-Service Training of Teachers, University of Zagreb

Federal Republic of Yugoslavia

Snezana Medic, School for Parents Project Leader

Zorica Matejic-Duricic, Child Psychologist

Dr. Veronika Ispanovic-Radojkovic, Primary Health Care Based Psychosocial Programmes for Children and Adolescents, Mental Health Institute

Zorica Trikić, Smile Keepers Team Member

Tamara Orlandic, Programmeme Officer, Yugoslav Child Rights Centre

Spasenka Dokic, Secretary (Director) of Friends of Children of Serbia

Vidosana Grahovac, Instructor and Child Psychologist
Daniella Petrovic, Goodwill Classroom Project, Centre for Antiwar Action
Svetozar Mujic, Family Therapy Programme

UNICEF

Steve Allen, Area Representative for Former Yugoslavia
Erna Ribar, UNICEF Information Officer (Sarajevo)
Rune Stuvland, Psycho Social Project Officer (Sarajevo)
Bertrand Desmoulins, Assistant Representative (Bosnia)
Sanja Memisevic, UNICEF Psycho Social Unit (Sarajevo)
Ute Deseniss-Gros, Assistant Representative (Zagreb)
Nada Morosevic, Programme Officer in Education/CDC (Zagreb)
Ljiljana Cvekic, UNICEF Information Officer (Belgrade)
Svetlana Marojevic, UNICEF Project Officer for Education/CEDC (Belgrade)
Jean Claude Legrand, CDC Programmes (New York)
Rob Fuderich, Regional Evaluation Officer, CEE/CIS

UNHCR

Margaret Sinclair, Education Programmes (Geneva)
Alec Wargo, Political Psychologist
Jennifer Ashton, Community Service Representative
Cecilia Ryberg, Community Service Representative in former Yugoslavia
Neil Boothby, Head of Children's Programmes (Geneva)
Robin Groves, Executive Assistant to Special Envoy (Sarajevo)

Others

Chris Layne, psychologist (UCLA Trauma Psychology Team)
Dr. Arshad Husain, University of Missouri-Columbia
Toon Fuderich, dissertation on psychological resilience under stress