

Helping Hands at School and in the Community

Guidance for School-Based Psychosocial Programmes for Teachers, Parents and Children in Conflict and Postconflict Areas

Holly Young





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Guidance for School-Based Psychosocial Programmes for Teachers,
Parents and Children in Conflict and Postconflict Areas

By Holly Young
(September 2012)

These guidelines are dedicated to school teachers all over the world who, through their daily work, help build the society of tomorrow.

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Abstract

These guidelines are the result of a collaboration between the War Trauma Foundation (WTF, www.wartrauma.nl/en), its local partner organisations (in the Occupied Palestinian Territory (OPT), Chechnya, Ingushetia, North Ossetia–Alania and Kosovo) and the Dutch development organisation PSO (www.pso.nl/en). As part of the PSO trajectory, we have analysed our capabilities as organisations to successfully implement the 5 Cs (the capability to survive and act, the capability to adapt and self-renew, the capability to generate development results, the capability to relate and the capability to achieve coherence).

In these guidelines, we use these insights to extract some key principles, strategies and methods to develop and implement school-based psychosocial programmes (SBPPs).

They are intended to provide practical support to any individual or organisation planning, implementing or supporting an SBPP in a conflict or postconflict setting. This support is provided through presenting WTF's experiences with its local partner organisations, explaining the process of setting up and implementing an SBPP, identifying common problems, pitfalls or challenges they have encountered during the course of the process and suggesting solutions that they have found to be effective in solving them. Some tools and approaches that WTF and its local partner organisations use are also provided.

Case studies from each of the local partner organisations provide background information and place the advice given within these guidelines into context.

Preface

The War Trauma foundation (WTF) is based in the Netherlands. Since its foundation in 1997, it has been working towards the realisation of hope, peace of mind and the achievement of the full potential of communities following war or organised violence. It works with civil society organisations in low and middle income countries, supporting the development and exchange of knowledge and building capacity and innovation in psychosocial support. Most of its activities are community based and set in a conflict or postconflict setting. WTF is active in several regions including, at the time of writing (September 2012), the Democratic Republic of Congo, Burundi, Chechnya, North Ossetia-Alania, Ingushetia, Kosovo, the Occupied Palestinian Territory, Egypt, Sri Lanka and Sudan.

WTF has been a member of PSO since 2010. PSO focusses on quality and innovation in capacity building in development work in low and middle income countries. It implements its policy of investing in capacity building through supporting its member organisations in a learning process together with the partner organisations with which they work. At the time of writing, PSO has 57 member organisations. To enhance the learning capabilities of all of the players involved, PSO has developed various Thematic Learning Programmes (TLPs) together with its members. One of these trajectories is the ‘Thematic Learning Programme on organisational assessment’. The five participating Dutch organisations in this trajectory have defined the central learning question as: *‘How can organisational assessment processes and instruments be developed and used in such a way that they facilitate ongoing and endogenous organisational and institutional development of both Northern and Southern organisations and make the processes transparent?’* This question, and the Thematic Learning Programme that is built upon it, forms one strand of the framework of WTF’s cooperation with PSO.

Organisational assessment is seen by PSO and the members in this trajectory as a vital element in supporting organisational development. Within this learning trajectory, PSO has been using the 5 Capabilities (5Cs) model, an organisational assessment tool originally developed by the European Centre for

Development Policy Management (ECDPM). This model is used by some Dutch development agencies as a monitoring tool.

The 5Cs model uses a framework in which the organisation assesses its own capabilities in five key areas: the capability to survive and act, the capability to adapt and self-renew, the capability to generate development results, the capability to relate and the capability to achieve coherence.

Several publications on this method exist, including those that laid the foundations for the use of this method in the field of development (Baser & Morgan, 2008; Engel et al., 2007). In the latter, the authors detail how the system was designed to capture both the ‘hard’ and the ‘soft’ sides of evaluation – that is, tangible aspects of a programme such as the number of schools included, the number of pupils reached and new funding identified are seen alongside the intangible but no less important aspects of a programme, such as good leadership and staff commitment. Their study and the method based upon it were derived from the evidence gathered from 18 case studies conducted by the ECDPM. From this evidence, they condensed the essence of measuring capacity as expressed by capabilities into the five key areas noted above.

Participation in this trajectory is seen by WTF as a valuable opportunity to document and enhance its interactions with the partner organisations that operate in its work with school-based psychosocial programmes (SBPPs), to strengthen its capacity and that of its partner organisations and to increase the impact of the SBPPs that its partner organisations implement. Both WTF and the partner organisations are subject to the learning process, an approach that provides vital information on how the interaction between WTF and its local partner organisations can be optimised on all levels. In using organisational assessment as a part of this process, WTF has been seeking both to redefine its own policies according to needs, best practices and lessons learned and highlighted during the exercise and to embed an element of assessment in the programmes themselves so as to clearly define their goals and to provide a means of monitoring progress.

The experience of WTF in using this model, and an explanation of how to use it if you would like to carry out an organisational assessment based upon it, are given on pp. 22-23.

We have aimed, however, to broaden the scope of this publication, so that other tools and best practices can also be shared. It is the result of the cooperation between PSO, WTF and the local partner organisations, linking the challenges and lessons learned and highlighted by the TLP to the knowledge and experience of the partner organisations.

Introduction

Target audience

These guidelines are intended for anyone who is involved in, planning, supporting or currently implementing a school-based psychosocial programme (SBPP) in a conflict or postconflict zone.¹

How to use these guidelines

These guidelines have been structured so as to define clearly the meanings of terms we use and to gather and formulate the experience of WTF and its partner organisations into a format from which lessons can be learned and approaches useful to potential challenges can be derived. Their emphasis is on practicality and translating the experiences and expertise of WTF and partner organisations into a form in which they could be useful for readers involved in SBPPs worldwide.

In Chapter 1, we define some of the terms that we use throughout the guidelines. Especially, we explain what SBPPs are, how they work and what they try to offer to their target groups.

In Chapter 2, a step-by-step description of how partner organisations of WTF set up and implement their SBPPs is given. While this description is of course not able to encompass every possible approach, it is based upon the experiences of partner organisations in their work and is designed to provide a practical framework that could be of use to others who want to create, implement or augment a comparable programme.

Having described the process of setting up and implementing an SBPP in terms of activities undertaken and the interactions between partner organisations and other organisations, entities or individuals that are involved in the process, we also found that we were able to identify certain common stumbling blocks that partner organisations encounter along the route. Some of these challenges were identified as a direct result of the thematic learning programme (TLP) described in the Preface, and emerged through using the 5 Capabilities (5C) model. Chapter 3 identifies these challenges and provides some suggestions on how they might be tackled, based upon the experiences of WTF and partner organisations.

In Chapter 4, the toolkit, you can find materials, approaches and exercises that are used by the partner organisations and by WTF itself. These are offered for practical support in implementing school-based psychosocial programmes (SBPPs) and can be adapted and used in your own context, if appropriate.

Chapter 5 provides case studies of the four partner organisations, whose expertise is the foundation upon which these guidelines has been built. A case study of WTF's work on SBPPs is also given.

We hope these guidelines will be useful to anyone working with and through SBPPs to help the adults and children they benefit.

How these guidelines were written

To gather the material for the guidelines, a variety of approaches was used. A literature review was performed to include relevant literature on SBPPs and the various roles within the chain of organisations that contribute to the work of WTF's partner organisations. The main body of the information contained here, however, comes directly from the experiences of local partner organisations and was gathered through meetings, interviews and focus groups.

¹ Due to the mandate of WTF, we restrict our comments and suggestions in these guidelines to conflict and postconflict zones. The structures of the SBPPs and the lessons learned described here, however, would be relevant to organisations working through SBPPs in other contexts in the humanitarian and development fields as well.

1. Definitions of terms

‘The types of social and psychological problems that people may experience in emergencies are extremely diverse... An exclusive focus on traumatic stress may lead to neglect of many other key mental health and psychosocial issues.’



1. Definitions of terms

The terminology used in these guidelines are that which WTF uses in its dealings with donors and partner organisations.

1.1 Psychosocial well-being and mental health

In defining these terms within its programmes, WTF uses the definitions given in the IASC Guidelines of 2007:

‘Mental health and psychosocial support (MHPSS) is a composite term used ... to describe any type of local or outside support that aims to protect or promote psychosocial well-being and/or prevent or treat mental disorder ... For many aid workers these closely-related terms reflect different, yet complementary, approaches. Agencies outside the health sector tend to speak of supporting psychosocial well-being. People working in the health sector tend to speak of mental health, but historically have also used the terms psychosocial rehabilitation and psychosocial treatment to describe non-biological interventions for people with mental disorders.’ (p. 17)

Two distinct schools of thought can be identified within the literature on the approaches to offering support to children during or following war. One (see, for example, Yule, 2002) identifies exposure to trauma as the main problem faced by children following armed conflict, suggesting that assistance to them should be focussed upon alleviating trauma-related symptoms. In a trauma-focussed approach, assistance would be primarily offered by mental health professionals. In a second approach, doubts are raised as to whether the trauma-focussed approach is broad enough to have an effective and sustainable impact upon the lives of children. Some studies have indicated that general exposure to war (as opposed to directly witnessing violence) has a negative impact upon children’s mental health (for example Baker & Kanan, 2003), implying that a solely trauma-focussed approach would be too limited. This suggestion is also supported by the IASC Guidelines, which states:

‘The types of social and psychological problems that people may experience in emergencies are extremely diverse... An exclusive focus on traumatic stress

may lead to neglect of many other key mental health and psychosocial issues’ (p. 17).

This second school of thought identifiable within the literature argues that the mental health of children cannot be improved sustainably when the circumstances in which they are growing up are profoundly negatively affected by war and its consequences.

A psychosocial approach, such as that advocated by Betancourt & Williams (2008), can be seen as broader in scope than an approach directly targeting improvement in mental health:

‘Psychosocial interventions are rooted in the principle that restoring as much of the prior environment as possible or providing routines, predictability and engagement is important for promoting mental health during complex humanitarian emergencies’ (p. 39).

A psychosocial approach, then, can be seen as positively contributing to the circumstances of its target group, on the assumption that this improvement in daily life will in turn have a positive effect upon mental health. Within this definition, psychosocial interventions are not necessarily carried out by mental health professionals, but by multidisciplinary groups whose work can impact upon various sectors within the life of any one individual or society.

In their 2010 article, Miller & Rasmussen take a middle line and argue for an integrated approach to providing care for war-affected populations, mediating between the psychosocial approach, as defined above, and a trauma-focussed approach such as that advocated by Yule (2002). They conclude:

‘The available data suggest that addressing daily stressors [by which nontrauma-related negative experience is intended – problems related for example to poverty or deprivation] should be a priority in the development of mental health policy, the allocation of scarce resources and the design of interventions to assist war-affected communities. Daily stressors are strongly related to the severity of psychological distress and psychiatric symptomology; and because they are ongoing, may be targeted for change

through well designed [psychosocial] intervention programmes.

The inclusion and prioritization of daily stressors by no means negates the value of more specialized clinical interventions for highly distressed individuals whose symptoms do not abate with the normalization of their environment through the reduction of daily stressors ... [W]e suggest that a broad range of specialized interventions should be brought to bear...' (p. 14).

The SBPPs implemented by the partner organisations of WTF embody just such an integrated approach. The contexts in which they are operating and their mission statements differ. Nevertheless, they share the common goals of improving the circumstances of children within their schools through creating an atmosphere in the schools in which psychosocial problems can be addressed and of supporting positive interaction between children and parents; at the same time, they focus on identifying children in need of specialised mental health or psychosocial care and providing that care where appropriate. When we refer to SBPPs within these guidelines, we refer to a structure of care that has two aims: (a) to improve the circumstances in which the children under their care are living, both tangibly (for example through teaching income-generating skills to parents or improving the atmosphere in the classroom) and in terms of the culture surrounding child rearing (for example supporting parents in communicating positively with their children), and (b) to provide direct care by mental health professionals when necessary.

1.2 WTF's partner organisations in brief

Throughout these guidelines, we refer to the partner organisations. WTF is currently involved with four organisations that implement SBPPs. They operate in very different cultural and geographical contexts, and the material presented is derived from both their expertise and WTF's experiences in working together with them. They all contributed one or more tools to these guidelines. To get a greater in-depth insight/idea of the work they do, of how they set up their programmes and of the context in which they operate, please see the case studies, presented in Chapter 5.

Hope Flowers School, Occupied Palestinian Territory

Hope Flowers School is situated in Bethlehem, in the Occupied Palestinian Territory (OPT). It currently

has 250 pupils aged between 4 and 11. Unlike the other partner organisations, whose basic structure is that of a nongovernmental organisation (NGO) that works with a number of schools, Hope Flowers is itself a school that provides trainings to other schools on request.

Hope Flowers School works through a head trainer who trains and coordinates a pool of trainers from the psychology department of Birzeit University (West Bank). During their trainings, emphasis is strongly placed upon raising the awareness of teachers and school directors of the importance of psychosocial issues and recognising the role that psychological distress may be playing in their own lives. A tool on 'How to recognise a child who has been affected by trauma in your class/school – and what to do when you do' has been written by Hope Flowers head trainer and the current author and can be found on p. 56. Hope Flowers describes its method as peace education. Its aim is to support the children's development in a holistic way, in the hope that, as adults, they will be able to make a full and positive contribution to their community and society. Besides psychosocial awareness, in the classroom emphasis is laid by teachers upon promoting respectful, positive interaction between peers and teaching conflict-resolution skills. Alongside implementing this philosophy in Hope Flowers School itself, Hope Flowers trainers train school directors and teachers from other schools. Since 2006, 105 schools have been reached in this way, mostly in the South Hebron area. Further, their work is supported by the Hope Flowers Center, where services for the community are offered including women's empowerment groups and income-generating skills.

Hope Flowers lists, among its highest achievements, the fact that none of its graduates have ever participated in the violence that continues to affect the region so severely.

QPEA (Qendra për Përparimin e Edukimit dhe Arsimit), Kosovo

QPEA was established in 1999 following the war in Kosovo. It is based in Pristina in Kosovo, but its work focusses mainly upon schools in rural areas and border zones; these schools are often hard hit by poverty and have struggled hard to recover from the war in the region. Unlike Hope Flowers School, QPEA is not centred in one school, but works with over 500 different schools throughout the region.

The philosophy of QPEA is that teachers play a crucial role in society, and one that has a triple identity: a

teacher is a parent at home, he is responsible for his students and he plays a key role in his community, especially in rural areas. A tool on recognising and preventing burnout in teachers has been contributed to this manual by QPEA and can be found on p. 58. QPEA works through a broad pool of trainers, coordinators and volunteers to provide support to children and teachers in the schools in which they operate. It provides trainings, seminars, outreach visits and ongoing contact with the school and specialised support for teachers or students who are identified as being in need of special assistance. QPEA has established two psychopedagogic counselling centres within two of the schools it works with.

Denal, Chechnya and Ingushetia

Denal (which means 'self-esteem') began in 1995 in the emergency setting of the war in Chechnya. Its initial aim was to provide basic humanitarian support and psychosocial support, usually in the form of counselling to the population, focussing its efforts on remote mountainous areas where international aid was slow to trickle through.

Its focus remained upon psychosocial support, but alongside this it also provides vocational training, medical aid for disabled people and social assistance. It is also involved in projects designed to spread tolerance among young people.

Denal's SBPPs form an important facet of its work. These operate through a pool of trainers who provide minilectures, plenary discussions, case studies and role plays to teachers to inform them on the curricu-

lum established by Denal and augmented with topics suggested by the participating schools. For a tool provided by Denal, 'A letter to my feelings', please see p. 49. It also uses intervision² as a means of ensuring that the methods taught to the trained teachers reach the other teachers within the school. Although Denal offers support to teachers who are struggling to cope with psychosocial issues, it feels strongly that the child is the target group of its work. In supporting the teachers, and seeking to involve parents through SBPPs and trying to improve the circumstances of the community as a whole through the broad scope of their work, Denal tries to have a direct and positive impact upon the well-being of the child.

Dostizhenia, North Ossetia

Dostizhenia (which means 'achievements' in Russian) was originally established in 1992 with a very different vision to the one it holds today. It was set up to support excellence in economic education, but the war in Chechnya led it to branch out into helping refugee children by organising camps and ongoing psychosocial support. The tragedy of No. 1 school Beslan in September 2004, in which more than 1100 people, the vast majority children, were taken hostage in a school by Ingush and Chechen rebels and more than 330 killed, marked a dramatic turning point in its work. The pressing need for psychosocial assistance was obvious, and this branch of activity was introduced. To date, 600 teachers in 36 state schools have been trained. Trainings are delivered by a pool of 12 psychologists and lay a broad emphasis upon the teacher's



role in helping the pupils to achieve their full potential – hindered neither by unaddressed psychosocial needs nor a lack of expertise on behalf of teaching staff. To implement this policy, teachers are supported in fully mastering the topic they teach; in addition, they are given tools that are designed help children be open and aware in the classroom and that address specific psychosocial needs if they arise. On behalf of Dostizhenia, teachers at No. 1 school Beslan have contributed two tools, ‘Sounds of Nature’ and ‘The World of the Senses’, to this manual. Those tools can be found on p. 53. A full case study on Dostizhenia can be found on p. 64.

Differences and similarities

This brief introduction serves to underline various aspects of the SBPs as they stand today. The differences in the political and geographical contexts of these four projects are obvious. The manner in which they work and the topics they emphasise display dramatic differences too. However, what binds them together and what makes this TLP particularly interesting are their similarities. In various ways, all of the projects strive to promote the healthy recovery, the full achievement of potential and a positive future for children and young people affected by war.

1.3 School-based psychosocial programmes (SBPPs)

Background on SBPPs

Literature on the efficacy on SBPPs is very mixed, with some authors advocating the use of a particular method (see, for example, Gordon et al. (2004) who show improvements in the Post Traumatic Stress Syndrome [PTSS] Reaction Index scores of a group of Kosovar adolescents to whom they had taught mind-body skills) and others failing to detect sustainable improvements in their study group at all – see, for example, Ehntholt et al. (2005) who show no sustainable improvement in the group of refugee children from war-affected countries receiving school-based cognitive behavioural therapy group intervention in comparison to their control group.

However, other writers are more positive. German and Ehntholt (2007) note that, for refugee children, ‘often school is the first place where a refugee child

can experience consistency and emotional containment. Therefore, psychologists from all disciplines can take advantage of liaising with school staff to share information, help with initial assessment and collaboratively plan a program of intervention and support’ (p. 152).

Mikuş Kos (2005)³ points out that, during and following an armed conflict, school is often the one institution in a child’s life that remains constant (p. 7). The fact that schools offer premises, staff, a predefined target group, a trusted position within the community and an opportunity to provide care to a child in need without singling him or her out from the peer group all combine to make it an attractive proposition for the delivery of support.

Mikuş Kos (2005) also underlines the importance of the role that school plays in the life of a child. ‘The school is,’ she notes (p. 7) ‘after the family, the second most important life space for school aged children’. She points out that school provides the child with activities and structure for their time and creates opportunities for social inclusion and affirming experiences such as feelings of social competence. Self-esteem could be boosted by performing well at school academically, socially or through sport. Perhaps even more importantly, positive contact with peers and with teachers could provide a rich source of support for a child. (See chapter 3, pp. 7–12.) Her view underlines the attractive qualities of implementing a programme through a school. Not only are the logistical considerations already dealt with, but the school already provides a trusted and familiar framework within the child’s life. In further enriching the school environment, its potential could be yet further developed. As the following chapters will explore, SBPs also have the potential to reach beyond the primary target group of school pupils to offer support to parents and teachers within the school as well. In working in this way, a programme has the potential to contribute significantly to a community. Its influence can reach into the sphere of the family and, by training teachers, ensure the sustainability of the programme; thus, it can continue to benefit upcoming generations of school children following the intervention.

Jordans (2010) adds some words of warning. He notes the scarcity of rigorous studies into the results of psy-

2 Intervention is a system introduced by several local partner organisations to the schools with which they work. In it, a group of teachers come together with their peers. They are invited to bring a problem for the group to discuss. Problems are shared one at a time and receive the attention of the whole group. It is a peer-support system and one through which the knowledge of the content of the programme can be passed on from teachers who have been trained to those who have not, using practical examples.

3 Anica Mikuş Kos is an international trainer and an expert on SBPs, whose work, support and expertise form the foundation for the work of three of the four local partner organisations described in this manual. Her 2005 manual provides a curriculum for the training of trainers and the training of teachers and is recommended for further support on these subjects. It is available to download in several languages free of charge from the WTF website, www.wartrauma.nl.

chosocial care delivered to children in conflict settings and especially the fact that many of the studies that have been carried out are heavily biased both geographically (with emphasis on the former Yugoslavia) and in content (primarily considering only the prevalence of PTSS). However, his recommendations that care delivered will be most effective when rooted in a broad, community base (pp. 224-225) support both the model identified above (which recommends a combination of specific mental health interventions and a broader approach to solving other problems faced by children on a daily basis (Miller & Rasmussen, 2010)) and the philosophies of the four SBPPs whose work is described in this manual; all four seek to extend their influence to community level, thereby have a positive and sustainable impact on several levels within a child's life.

Visualising the SBPPs

WTF follows the Inter-Agency Standing Committee Guidelines on Mental Health and Psychosocial Support in Emergency Settings in the design and implementation of all of its programmes, including SBPPs. These IASC Guidelines present an intervention pyramid for mental health and psychosocial support in emergency settings. The SBPPs implemented by the local partner organisations offer support in the first, second and third layers of the pyramid: specialised services; focussed, nonspecialised supports; and community and family supports.



WTF and its partner organisations ultimately seek to create concrete improvements in the lives of the children under the care of the schools in which they work. Their activities, however, are focussed for the most part not upon the children themselves but on the people who act as their caregivers – their parents, teach-

ers, school counsellors and others who come into professional contact with them. The primary reason behind this decision is to ensure that all of those who come under the care of the teachers or other professionals trained can be reached by an intervention. Further, in targeting parents, WTF and its partner organisations seek to influence the caregivers who have the most influence over a child's context on an everyday level.

When functioning optimally, SBPPs have great potential. At a micro level, they can create genuine and lasting improvements in the circumstances and psychosocial well-being of an individual child. They can have a positive impact upon families, improving communications between parents and children and between parents and schools and creating social networks around them that can have a positive impact upon the community. Also, as the UNICEF publication 'A World Fit For Children' (2008) points out, 'By giving high priority to the rights of children, to their survival and their protection and development, we serve the best interest of all humanity' (p. 2).



What exactly does an SBPP do?

All the partner organisations recognise that exposure to conflict or postconflict situations could have a detrimental effect upon the psychosocial well-being of communities, including children, parents and school employees. While some partner organisations

define their target groups differently to others,⁴ all undertake the same general activities. In broad lines, these are:

- › **Training of trainers:** in most partner organisations, these trainings are based upon Mikus Kos (2005). This manual, ‘Training Teachers in Areas of Armed Conflict’, forms the foundation of the work of partner organisations in this area. It is available to download free in several languages from the WTF website, www.wartrauma.nl. These trainings are designed to educate trainers on how to deliver, as a curriculum, the subjects defined by the partner organisation; occasionally, however, they are requested by the school for the school employees that the trainers will train. Sometimes they are delivered by international trainers, sometimes by a head trainer and sometimes by trainers who are already working within the pool used by the partner organisation.
- › **Training of school employees by trainers from the partner organisation:** mainly teachers, but also school directors and school counsellors. While specific subjects differ between the partner organisations, all have the overarching themes of raising awareness and decreasing the stigma around psychosocial problems in adults or in children. The subjects all seek to introduce awareness of psychosocial needs in children through teaching how to identify potential psychosocial problems among children and to respond to a child who is in need of specialised help. All of them lay emphasis on promoting psychosocial well-being through good self-care and through addressing problems in a timely and appropriate way and supporting a positive atmosphere in the classroom through encouraging positive, respectful peer interaction.
- › **Offering specialised support:** this is available to children or teachers who are in need of it, either through contact with a mental health professional within the partner organisation itself or through reference to an external resource.
- › **Outreach visits/seminars:** these are undertaken by trainers from the partner organisation to schools with which they work, providing additional information to a wider group of the members of staff than those reached by the trainings; this information is sometimes provided also to

parents and children. This is done through seminars on the topics covered by the trainings and sometimes on additional topics requested by the school. Intervision sessions are coordinated by some partner organisations. This ongoing contact is intended to ensure that the philosophy of the programme becomes embedded in the daily working of the school itself.

- › **Seeking to involve parents with the schools** through encouraging interaction with the parent group, running information sessions for parents and sometimes, where necessary, mediating between the school and the parents in case a problem is identified with a child.
- › **Applying the knowledge gained during the trainings in the classroom.** Following trainings, teachers can apply the subjects taught in the trainings to their daily contact with pupils. This connection between the theory learned and the application of it in the classroom is emphasised during trainings, in which teachers are asked to draw up plans for their work in integrating new knowledge. During follow-up trainings, teachers are asked to report upon their progress.

In terms of the topics covered by the trainings and seminars delivered by partner organisations, differences can be seen in where they lay the emphasis of importance. However, again, certain areas are common to all four partner organisations. These are:

- the connection between traumatic experience and symptoms of distress;
- the importance of the role of the school in the life of the child;
- creating a positive atmosphere in the classroom;
- listening to children and responding when they indicate (either verbally or through changes in behaviour) that they are in need of support;
- acknowledging that teachers and parents could also be in need of support;
- the importance of laying and maintaining a connection between parents and the school;
- fostering positive interactions between teachers and students;
- fostering positive interactions between teachers and parents;
- fostering positive interactions between parents and students;
- fostering positive interaction between children.

⁴ Hope Flowers School, for example, lays emphasis on attending to the well-being of teachers, in the belief that reducing their stress or distress and raising their awareness of psychosocial issues will inevitably have a positive impact upon the children in their care. Denal, on the other hand, feels strongly that children are clearly the primary target group of their work

2. How you can set up, implement and roll out an SBPP



2. How you can set up, implement and roll out an SBPP

This chapter is directly intended for any reader who would like to use the experience of WTF and its partner organisations as a basis for setting up an SBPP in his or her region or to augment an already existing one. That reader may come from any group that comes into professional contact with children through schools or be from a donor or government organisation.

In offering this overview, we can provide neither an exhaustive list of things to do or not to do nor a list of problems that you might encounter along the way or potential solutions to them. These guidelines are simply intended as a description of how WTF and its partner organisations operate and are offered to provide practical support. This approach has, of course, its limitations. In the areas in which WTF is working, the school system is highly developed and most children go to school. The mental health system in the regions in which the SBPPs are operating, however, is underdeveloped and access to mental health services could be limited or nonexistent. These preconditions will not necessarily match the circumstances in which other SBPPs are operating.

2.1 War Trauma Foundation and partner organisations in SBPP

At the start of an SBPP, the supporting organisation and the partner organisation should reflect on their capabilities and identify the strengths, gaps and resources that need to be considered when developing the program. A successful tool for this could be an organisational assessment (OA). The outcomes of an organisational assessment can result in various trajectories for strengthening the organisations in developing their SBPP.

Context of organisational assessment

A wide range of tools for assessing the capacity and capabilities of organisations have been developed and are used and documented. However, the experiences of OAs can lead to more questions than answers:

- what are the pros and cons of the many different tools and methods for organisational assessment?
- how to deal with power relations, roles and responsibilities, trust and transparency, in a way that creates the conditions for productively assessing organisations?

- how do you manage to ‘translate’ the results and outcomes of such an assessment into an organisational capacity development programme that could be generated within an organisation, a programme that also fits the nature and mandate of the relationship between the supporting or facilitating organisation and the organisation under OA review?

The conditions under which organisations operate differ and are continuously changing. Thus it is important to maintain an ongoing assessment of developments and to ensure that any programme can accommodate those changes.

PSO Organisational Assessment trajectory

As mentioned in the Preface, PSO initiated a joint thematic learning programme among its member organisations that are involved in OAs. By collecting and sharing knowledge and experiences regarding the potentials and pitfalls of OA methods or models, PSO aimed to facilitate joint learning on OAs and to contribute to improved practices in capacity development of civil society organisations.

The central question was: How can OA processes and instruments be developed and used in such a way that they facilitate ongoing and internal organisational and institutional development of organisations (both northern and southern) and make the processes transparent?⁵

WTF, together with four other Dutch humanitarian agencies, joined this trajectory. Most of the agencies are using the so-called ‘Five capabilities (5C) model’ (see also subchapter 4.1) to assess their own capabilities and those of the organisations with which they work. Within this learning trajectory, the 5C model was used to learn how the capacity of organisations could be developed to bring about sustainable change.

The approach that WTF took to this trajectory differed slightly from that of the other Dutch NGOs in this trajectory; they looked mostly at **organisational** development, whereas WTF focussed mostly on **programme** development and organisational learning, starting from a specific type of organisation: organisa-

tions implementing SBPPs. WTF and the four partner organisations that implement school-based programmes in the Northern Caucasus, the West Bank and Kosovo took part in a series of events, workshops and seminars that resulted in individual trajectories for each organisation. It took time to familiarise one another with the 5C model, and to make it appropriate to the different contexts of each organisation. Rather than focussing on all five capabilities, the organisations were asked to select one or two that were relevant to them. The tool was presented as contributing to the development of the organisations and the sustainability of programmes through internal learning rather than focussing only on its use as an assessment tool.

During this learning trajectory, WTF and its partner organisations gained some experience of the process of OA that can be shared here as lessons learned.⁶

Outcomes with respect to relationship, partnership and other values:

- to ensure the involvement and commitment to the OA process of the partner organisation, the local partner should take on the responsibility of doing the OA upon itself;
- using a professional facilitator (with knowledge and skills on organisational theory, change management, process consulting skills and excellent language and presentation skills) was found to be fundamentally important for the success of the process. He or she should pay attention to the following aspects:
 - › foster a nonthreatening atmosphere in which weaknesses of the organisations involved can be discussed ‘safely’;
 - › address real topics/concerns. OA is not a show; it is about the real core concerns of the organisation;
 - › be (or become) aware of the ‘universe’ of the partnership between the supporting organisation and the partner organisation (such as key events in history, values that underpin the relationship, assumptions, ideas and wishes on the purpose of the OA) and the culture and country where the OA is taking place.

Some specific recommendations on the use of OAs as preparations for an SBPP can also be given:

Organisational Assessment is part of Organisational Development (OD); preparation, implementation and follow-up are interlinked phases.

- **Timing of OA is important:** In which developmental phase is the organisation when you intend to start an OD process? Ask the partner organisation to formulate what they expect from an OA in terms of their own development. Agree on the purpose. Take the mission and vision of the programme into account.
- **Link capacity development action directly to the OA.** Be clear on what you are going to do with the OA outcome; link it to action planning immediately after the assessment.
- **When starting OD, think in terms of envisaged change:** If you want to use outcome mapping as a tool to monitor and evaluate an organisation, do not focus on outcome mapping official steps but focus on the ideas behind it. Simplify the method and do not use confusing language. Think in terms of any small changes you and the partner organisation expect to achieve and not on activities. Be very aware of your role as an external agent.
- **Think about the sequence of actions:** (1) Start with relationship building; (2) if appropriate and if you do want to start with a participatory OA, explain why an OA is useful; (3) reflect on the OA immediately after the exercise so you can continuously improve on basis of the feedback of partner organisations; (4) use the results of the OA to plan actions directly based upon them; (5) carry out action planning immediately after the OA.

2.2 Setting up the programme: building up and training a pool of trainers

To reach and train employees of participating schools, crucial elements are a pool of trainers, a training curriculum and the input of the schools for the content of the curriculum.

Partner organisations develop their curricula in different ways according to the needs of the population they serve. However, for three of the four partner organisations described here, Mikuş Kos (2005) provides the foundation of the subject matter for the curriculum used during training. Hope Flowers School has developed its own curriculum for training through its head trainer and in cooperation with Birzeit University, the West Bank.

⁵ Thematic learning programme. Action learning on assessing organisational systems capacity. April 2011.

⁶ Excerpts taken from Consolidated Collective Learning report, phase II” May 2012. The outcomes and lessons learned from this trajectory are reported extensively and will be made available in November 2012.

Partner organisations ask the schools that they train to provide input for the content of their curriculum. The choices in developing the curriculum content are led by issues that are considered to be of special relevance to the context. Denal, for example, delivers a series of trainings and seminars around the issue of puberty, as it was identified as an area around which there was a lack of knowledge among the target group. QPEA also consults the schools with which it works on the subject of trainings, focussing on areas identified as especially relevant to the area or school. One such subject is that of burnout in teachers. A tool on this is provided by QPEA in Chapter 4, p 53.

WTF partner organisations go about building up a pool of trainers in various ways. First, they seek to work with trainers who have already reached a high level of education and have experience in working with children or are practising psychologists. Some use students who have just graduated from studying psychology; others prefer to use a more multidisciplinary group, including health-care professionals, school counsellors and psychologists. These professionals are identified and approached by the partner organisations in different ways – some are earmarked during their education (this is especially relevant for psychology students), some are approached because of their reputation and sometimes the process happens vice versa, i.e. a potential trainer hears about the work of the partner organisation and approaches it to offer his or her services.

All of WTF's partner organisations undertake training of trainers. This is seen as vital in informing the trainers on the goals and content that the partner organisation upholds. Some use international trainers, others centralise the training around a head trainer who is affiliated to the partner organisation. Others use their current trainers to train and supervise new recruits. For WTF's partner organisations, Mikuş Kos (2005) provides a basis for these trainings. Several tools for trainers can be found in Chapter 4.

Two markedly different approaches are taken: Denal, for example, employs its trainers on an ongoing basis. This centralises their knowledge and expertise within the partner organisation itself and makes easier the coordination of styles, content and activities. On the other hand, QPEA feels that, rather than centralising the pool of trainers under its own roof, as it were, it prefers to root them in the community in which the SBPP is operating. For instance, if a decision is taken to include a school in a remote village in the QPEA programme, mental health and health-care professionals will be approached and asked to act as trainers.

These professionals will then be trained by QPEA. This ensures that the expertise relevant to the programme is held locally and remains available and readily accessible to the school. Both of these approaches have their merits and could be of value to an SBPP elsewhere.

Some practical recommendations on building up and training a pool of trainers:

- › **Take an active decision upon whether to employ trainers on an ongoing basis, whether to employ them on a consultancy or voluntary basis and where you would like them to be located. Trainers can be selected and recruited in several ways, but partner organisations report that they have found it important to the success of their programmes to work with people who are already working at a high professional level with children.**
- › **Undertaking training of trainers ensures that the content of the training can be shaped and focussed by the partner organisation.**

2.3 Establishing positive contact with local authorities

Before the partner organisation can implement its programme, it needs to identify schools and regions that it would like to work in.

A vital element is ensuring the support of local and/or national authorities for the SBPP. In the case of Dostizhenia, for example, its director Chshieva Tatyana Lazarbekovna commented in May 2012: 'It is impossible to work in the sphere of education [in our region] without governmental contacts'.

A first step in approaching local government or authorities is simply one of creating contact, for instance through awareness-raising activities, including letter-writing campaigns and invitations to government or authority representatives to visit the schools or local partner organisations. All of the experiences of WTF's partner organisations point towards this contact being positively received. In most cases, the well-being of children in the area is high on the agenda of the authorities, and initiatives that seek to contribute to it are welcomed. In some cases, especially in Hope Flowers School in Palestine, an initial letter-writing campaign laid the foundations for a solid relationship between the authorities and Hope Flowers School, which is now consulted by local authorities on matters related to the psychosocial well-being of children in schools.

Building a positive relationship with authorities has several benefits for partner organisations. In some cases, operating in the field of education without this support would simply be impossible in any case, due to the political situation in the region. In others, the support of local authorities has been found by partner organisations to provide structures that are already in place that could facilitate the operation of the partner organisation – Dostizhenia, for example, works only through state schools, incorporating its mission into their programme. This approach allows the mission of the partner organisation – or at least elements of it – to become part of the educational system in the region. Some recommendations on dealing with local authorities, then, can summarise the experience of WTF’s partner organisations in this area:

- › **Conduct an awareness-raising campaign of letter-writing and sending information and invitations to the authority:** this has been found vital by WTF’s partner organisations in informing local authorities of the work of the programme and ensuring their support. Persistence has been found to be the most successful approach to this task.
- › **Bear in mind that offering the expertise of the partner organisation to support the work of local authorities in helping children could be mutually beneficial to both the authority and the partner organisation.** Local authorities have been found by WTF’s partner organisations to be generally very positive towards initiatives that will help the children of a region and open to receiving the expert advice of the partner organisation.
- › **Personal contact, especially visits from representatives from authorities to partner organisations, training sessions, seminars and participating schools, are highly valued by the partner organisations.** In some cases, partner organisations report that individual representatives, having visited participating schools, became so enthusiastic about the programme that they became active advocates for supporting the programme within the government itself, and they become a very valuable source of support to the partner organisation.

2.4 Selecting and involving schools and participants

The experiences of WTF’s partner organisations provide no hard and fast rules on how to select a school to be participant in its programmes. Various approaches have been found to be successful and so we give an overview of these here.

Dostizhenia works through state schools, a system that allows it to capitalise on the preexisting structure of schools in the region and to eliminate the need for any selection process. Further, in working in No. 1 school in Beslan, where a terrorist attack took the lives of hundreds of pupils, it concentrated its efforts on an area in which it felt the need to be the greatest.

QPEA consults with local authorities to select schools. This method ensures both that the local authority remains fully informed and active in the process of the partner organisations and that the work of the partner organisations is further shored up by the sense of legitimacy that the visible cooperation with local authorities ensures. It also has the added benefit of bringing a discussion of psychosocial issues into the public sphere, as will be further discussed in the next chapter. The organisation also finds that several schools are now aware of its work, and it receives regular requests from schools for QPEA to include them in their programme.

Hope Flowers School works with schools that request their support and tried to target areas in which traditional lifestyles are very prominent. In these areas, they find that psychosocial issues are a taboo and the development of female pupils is curtailed by restrictive beliefs about women’s role in society. They identify both of these issues as being within the scope of their SBPP and feel that positive results can be obtained through providing education and information.



Denal tries to target the most remote and rural regions. It works in areas with a high ratio of school-age children in relation to the rest of the population, in the belief that this approach will maximise the impact of its programme in the future society of the region. Denal also uses a further selection criterion that highlights a problem encountered by several SBPPs that is very difficult to address: following a

conflict, and in areas affected by poverty, not all children go to school. The group of children who do not attend school are, by definition, not accessible to an SBPP. However, to attempt to reach this group, Denal has taken a policy decision to try to concentrate its work in various locations – that is, to ensure that it works with several, or indeed all, schools in one region. In taking this approach, it promotes a sense that the schools in a region are collectively responsible for all school-age children in a region, whether they attend school or not. This approach has fostered initiatives that broaden yet further the reach of the programme and that, it is hoped, will maximise the impact of the partner organisation’s work in a specific region.

These approaches can be formulated into recommendations:

- › **Selecting schools together with the local authorities could support the sense of legitimacy of the partner organisations and could shore up the relationship between the partner organisation and the authority.** Most importantly, interventions will be embedded within current systems, thus avoiding duplication and building on available resources and capacities. A decision on whether this approach is necessary or applicable could be made by the partner organisation on the basis of the local context.
- › **Target schools where the need is greatest.** Following a conflict, some areas of a country or region will have been very badly affected. In the schools of these regions, it might be expected that there will be a high ratio of teachers and pupils who are suffering from negative psychosocial consequences of exposure to conflict..
- › **Target schools where a cultural problem is identifiable and within the scope of the SBPP.** See the example given of Hope Flower’s work in traditional areas above.
- › **Consider focussing the work in one geographical region,** as in the approach of Denal, so as to maximise the impact of the programme within the community and to reach children who otherwise would be inaccessible to an SBP.

The way in which schools are selected can be determined by a number of factors, such as the political, cultural or demographic circumstances in which the partner organisation is operating, budget constraints or constraints laid upon the partner organisation by a donor, to name but a few. One approach, however, that is unanimously agreed upon as fundamental to

the future success of the intervention in a school by all partner organisations is to ensure that the school director is fully supportive of the SBPP. His or her full buy-in and support for the programme is seen as vital to its success. This is because he/she is responsible for selecting teachers to participate in trainings, allowing them to attend trainings and seminars, ensuring that the ethos of the school does not contradict the ethos of the programme and ensuring that the programme permeates to other staff members and into the daily practice of the school.

Teachers are usually the members of staff who come into contact with children on a daily basis and as such are usually responsible for identifying children who are in need of professional psychosocial support. To be able to refer children on for this support, teachers should be aware of professionals in the region who could provide it. This information is often delivered by partner organisations to teachers during training, but it is helpful if school directors are also made aware of this network so as to share responsibility with the teachers.

2.5 Delivering the programme to teachers and school counsellors

Once a school has been selected and its director has been successfully contacted (and in some cases trained), the following step is to deliver the content of the programme to the school itself.

A first step in this process is to select the staff who will be trained. This decision is an important one, because it touches upon a major challenge that can be encountered by partner organisations – that is, having trained a school, how to ensure that the number of teachers within a school who are aware of the content of the training reaches a critical mass and that the ethos promoted by the partner organisations permeates into the daily working of the school. A forward-looking approach takes this aspect into account even at the stage of selecting teachers to be trained.

In some schools, younger teachers have lower status than older ones. Training both older and younger teachers could boost the status of the younger teachers and could ensure that the programme permeates as deeply as possible to the school staff. The concern regarding how to ensure that the content of the programme remains as a living entity within the school once the trainings have been completed is further explored below in the subchapter on follow-up.

Teachers also sometimes request that they be included in trainings, because they feel a particular affinity with the subjects. Further, in some cases, teachers are selected because they are having particular difficulty with a class or with an individual pupil or are themselves struggling with the psychological consequences of having been exposed to war. This aspect is explored below in Chapter 3.



Some schools have a school counsellor, whereas elsewhere this concept (and thus this role) simply does not exist. However, in areas where it does, this person could play a key role in implementing and maintaining the programme. A school counsellor could play a vital role in providing initial support to a child who is in need of it, in liaising with teachers to identify children in need of assistance and in referring them onwards for more specialised help if necessary. For this reason, it could be very beneficial to train the school counsellor along with the teachers, so he/she could also benefit from and input into the SBPP. Having selected the teachers who are to be trained, the training sessions can begin. Mikuş Kos (2005) provides a valuable overview of topics that are usually covered in these trainings.

WTF's partner organisations lay different emphases on the areas covered by their trainings. These emphases can be dictated by various factors, usually related to the specific cultural circumstances in which the partner organisations are operating. Some common factors can however be identified and are listed on pp. 19-20. More information about the choices made by the partner organisations can be found in the case studies of each partner organisation in Chapter 5.

A number of tools that could be useful to teachers can be found in Chapter 4 of this manual. Please see especially 'Storytelling' (pp. 46-48), 'The circle of my heart' (pp. 48-49), 'A letter to my feelings' (pp. 49-50) and 'Tips for recognising and preventing burnout in teachers' (pp. 53-54).

Further, and vital to the relevance of the content of trainings to the ultimate target group (the children), a focal element in all of the programmes is how to recognise when a child within the school is in need of help and when to direct him or her for further support. Having knowledge of and access to local specialised resources is vital to the success of this process; thus, trainings often include information on these resources. A tool on how to recognise a child who has been affected by trauma is provided in Chapter 4, pp. 56-58.⁷

In selecting teachers to be trained, there are no set rules that have been found to be the most successful by WTF's partner organisations – however, the following points should be considered:

- › **A mix of old and young teachers is ideal**, because it reaches both demographic groups within the staff and ensures that the programme is not viewed as being the property only of one demographic group within the staff.
- › **A mix of male and female teachers, where appropriate, could bring further balance to the choice of staff trained.**
- › **Teachers who are struggling with a particular class or pupil, or have psychosocial problems of their own, might find particular value in the trainings. It is important to inform teachers about resources available for treating children who are in need of further help.**
- › **Training as many members of staff as possible within a school is preferable; when this is not possible, consideration must be given as to how the teachers who have been trained can transfer their knowledge to their colleagues.** This is further explored in the following subchapter on follow-up.
- › **Planning outreach seminars to spread the main messages of the training to teachers, parents and children has proven to be very helpful.** This is also further explored in the following subchapter.

7 This tool is provided to help teachers identify a child who is in need of extra help. It is important to remember, however, that medicalising distress can also have negative consequences. Following a traumatic event, the majority of the population will recover with time and support from their context without the intervention of professional assistance.

- › **For the content of trainings, we refer to Mikus Kos (2005) and to Chapter 4 of these guidelines, where several tools and approaches that might be of use to teachers can be found.**

2.6 Follow-up with schools

A major challenge faced by all of WTF's partner organisations revolves around how to ensure that the content of the SBPP, once delivered to a (usually small) number of teachers within a school, is then communicated to enough of the other members of staff that these reach a critical mass and positively influence the daily working of the school on the basis of the ethos of the partner organisation.

Unlike the steps previously described in this chapter, the following steps do not occur in chronological order but run concurrently.

- Contact between the school concerned and the partner organisation continues following the trainings of teachers and that this training is seen by all involved as merely a first step in an ongoing process. This contact should be frequently maintained. Alongside the trainings, the partner organisations offer support to the school as a whole, especially a service through which school employees can always request support from the partner organisation. This support could relate to the content of the trainings or to a pupil or a class who they feel might need extra help or support; also it could be provided in case they themselves are experiencing difficulties in their work as a result of psychosocial problems. This contact can be taken up through email, telephone contact or visits. For children or teachers within the school who are identified as being in need of help, or who request help for themselves, partner organisations offer either treatment or referral to an external mental health professional.
- Further, most partner organisations request that a school nominates a focal person, who is responsible for maintaining more general contact with the partner organisation and reporting on the process of the programme within the school.

Raised awareness around the issue of psychosocial well-being usually leads, in the experience of WTF's partner organisations, to recognition that further help is needed. This recognition naturally creates a demand for the ongoing contact that the partner organisation provides.

A key figure in the follow-up phase of the programme could be the school counsellor. In several regions a specific contact person is employed either by the

school or the local authority (in which case a counsellor will often provide his or her services to several schools as opposed to focussing on one). He/she liaises with the teachers and provides suggestions on how to deal with difficult children or children who are showing symptoms of distress. He/she could also provide direct counselling services to children who are in need of it. He/she should have knowledge of mental health professionals in the region who could provide more specialised help to children if necessary.

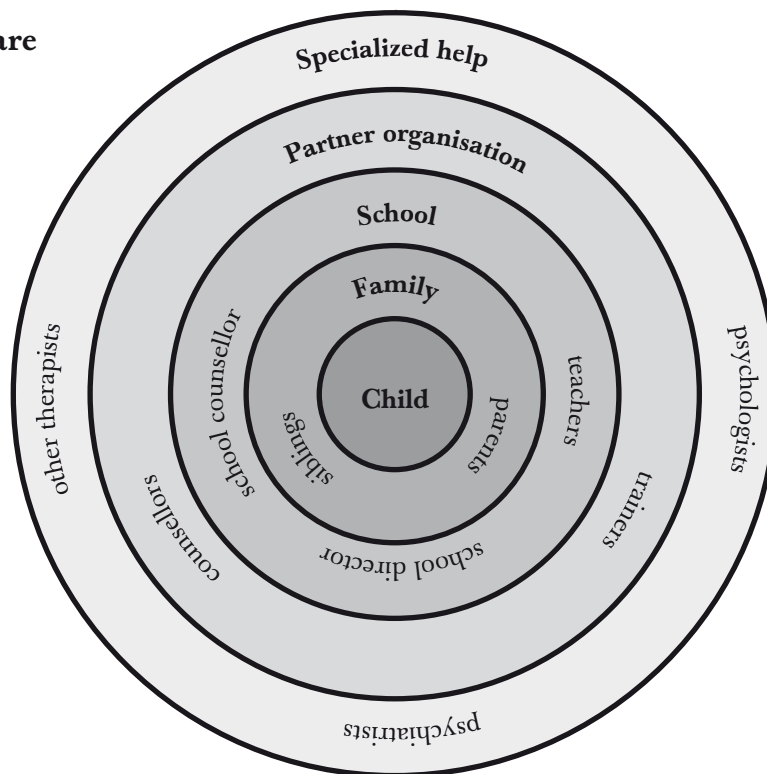
Once a teacher has identified a child who he/she thinks might benefit from help, he/she can check this assessment with the school counsellor. The school counsellor can sometimes provide advice on how best to deal with the child and sometimes will provide treatment for the child or referral on to another expert if necessary, usually through the network of the partner organisation. He/she can also assist in negotiations between the school and the parents of a child around the child's well-being; again, often this occurs in cooperation with the partner organisation.

Alongside the school director, the school counsellor should work to keep the programme 'alive' even after cooperation with the partner organisation in terms of trainings has finished. He or she can do this by maintaining the importance of psychosocial issues in his or her interactions and by providing a constant sounding board and source of support in case teachers wish to discuss students or want to refer them to the counsellor for help.

Several tools from Chapter 4 may be useful to school counsellors or to trainers working with them. Please refer especially to: 'Storytelling' (pp. 46-48), 'The circle of my heart' (pp. 48-49), 'A letter to my feelings' (pp. 49-50) and 'Two classroom-based exercises for emotional rehabilitation of children following a shocking event' (pp. 54-56).

In areas where no school counsellors exist, the partner organisation could absorb aspects of their role, providing advice to the teacher if a problem is identified with a child and providing direct psychosocial support to children who are in need of it. However, the partner organisation cannot replace the role of the school counsellor in keeping the programme 'alive' in the context of the school and, to address this, a focal person should be chosen from among the staff to fulfil this role. This can be done by ensuring that the link between the school and the partner organisation is

Flowchart of care



regularly maintained and that any programme of events linked to the programme, such as information evenings or seminars, remains ongoing.

In terms of the content of the programme itself, following the training sessions that take place with a select number of teachers, the partner organisations conduct seminars in which the content of the training sessions is delivered to a wider audience; this is usually other members of school staff but sometimes also includes the parents of the children within the school. Further, intervision sessions among members of staff have also been found to be a helpful way to encourage the use of the content of the trainings in the daily practices of the school. During these sessions, members of staff tell a group of their peers about a problem that they would like help to address. The group offers its view on how the problem might be solved. Members of staff who have been trained can bring any viewpoints or information they may have learned during the trainings to bear on the problems shared by and with the group.

All of the partner organisations conduct outreach visits to the schools they have trained. This serves both to increase the visibility of the programme to the staff of the school and to ensure that any obstacles encountered during the process can be addressed in cooperation with the school. It allows the partner organisation to monitor the progress of the programme on the ground. These visits also provide the opportunity for more personal contact between the partner organisa-

tions and their target group – for instance, in some cases partner organisations are asked to mediate between the school and a family of a child who has been identified as having problems. Counselling sessions for teachers are also sometimes provided during these visits.

Some recommendations can easily be derived from these successful practices:

- › **Ensuring that the partner organisation and the school remain in contact is seen as a primary goal.**
- › **Direct help from the partner organisation to the employees and pupils of the school should remain available on an ongoing basis.**
- › **Appoint a focal person to report upon the progress of the programme in the school.**
- › **Working together with the school counsellor, where such a role exists, has also been found to be beneficial.**
- › **Conducting seminars could help to spread the knowledge of the programme through the school to an audience wider than that that can be reached through the more intensive trainings.**
- › **Outreach visits to monitor the progress of the programme and to deliver further seminars (ideally to reach all employees, parents and children within a school) on request, or to create a more personal contact, are seen as vital.**

2.7 Implementation of the programme by the school

WTF and its partner organisations, except for Hope Flowers which is also itself a school, direct their activities at training of trainers, follow-up activities in and outreach visits to schools and providing direct support by way of treatment or referral for individual teachers or pupils who are in need of it. A vital aspect of the work of an SBP, however, takes place once the training of teachers has taken place and is undertaken by the school itself – that is, delivering the approaches and methods communicated during the trainings to the target group, the children within the school and their families.

From this point onwards, the partner organisation must play an active, but supporting role.

Following training, the teachers trained will communicate the content of the trainings to their colleagues with the support of the partner organisation. Awareness around psychosocial issues in the classroom and the importance of including parents in the dialogue around psychosocial well-being of children will permeate through the school, contributing to a more open and positive atmosphere and easier identification of children in need of support.

Initiatives to involve parents with the school will also be undertaken. These will in the first instance be general ones, which will establish contact between the school and the parent group. Once this general dialogue has been opened, more specific topics could be addressed, for example, information on psychosocial problems, communication with children and, in the case that a problem is identified with an individual child, exploration of this problem and potential solutions to it.

Of course, this process is in reality a long and complex one, and several obstacles could be encountered along the way. Some specific ones are identified from the experiences of WTF's partner organisations and are given, along with some recommendations on possible approaches to them, in the following chapter. You can also find some tools and approaches in Chapter 4 that WTF and its partner organisations have found useful in working with parents and children.

Recommendations on how to support this process are as follows:

- › **Remain in contact with the school on an ongoing basis.** This will allow the partner organisation to monitor the process of the programme and to provide support where necessary by strengthening areas of the curriculum that are identified as needing extra attention, supporting individual

members of staff if necessary and engaging with new target groups among the teachers, students or parents according to need.

- › **Be prepared to provide extra training according to need.** In one local partner organisation, Denal, one subject surfaced repeatedly as an area in which teachers' knowledge was minimal, and a taboo was encountered among the parent group: the subject of adolescence. To address this issue, Denal provided medical information on the changes the body goes through during adolescence and training around subjects such as the development of romantic relationships in school-aged children and positive communication with an adolescent.
- › **Be ready to help with individual requests for psychological support:** either from teachers or on behalf of children.

2.8 Follow-up between the partner organisation and WTF

It is important that during the course of the SBPP, contact is maintained between the partner organisations and WTF in the form of monitoring the progress of the programme. This could be done in several ways.

WTF and its partner organisations find it important that reporting requirements are fully met by partner organisations. As mentioned above, this facilitates the smooth running of the programme at administrative level.

In the initial phase, it was recommended that the local needs and the goals of the programme be set by the partner organisation. During and especially towards the end of the programme, an assessment could serve to check whether the initial needs were assessed accurately and whether or not the programme is on target to meet the goals that were set for it. At the end of the funding period, evaluation of the cooperation between the donor and the partner organisation can create a valuable learning opportunity for both organisations – which goals have not been met and why? What aspects of the cooperation could be improved upon? Also in the initial subchapter, the subject of capacity building was discussed. Repeating an assessment of the areas of capacity of the partner organisation, paying especial attention to areas in which organisation development has taken place or was seen as desirable but has not taken place, could be an interesting exercise to identify successes of the programme and areas for which future funding may be sought.

Two tools on organisational assessment, with a view towards capacity building, are provided in Chapter 4.

To contribute to the sustainability of a programme, WTF has a policy of working towards strengthening local networks. Assessing the network of the partner organisation, and using the funding period to work on this network with an awareness that it could contribute to sustainability, should be an integral part of the cooperation. Towards the end of the programme, it could be useful to assess how this process has gone and if there are still gaps in the network that could be made up.

Recommendations on rounding off a funding period can be made:

- › **Reporting requirements, both financial and narrative, must be met.**
- › **Take a critical look at the process between the partner organisation and the donor:** this could provide an opportunity to reflect on the lessons learned. Undertake a follow-up assessment of the capacity of the partner organisation, bearing in mind any aspects of capacity that it identified as being in need of strengthening during the initial phase.
- › **A critical look at the network of the partner organisation could also be of value in supporting the sustainability of the programme once the funding period is over.** The work of the partner organisation can be embedded in a nest of other services and resources in the context in which the local partner organisation is operating. The more relevant and professional this network is, the better the service it can provide. A good geographical spread of the network could improve its accessibility to the target group, and a broad span of expertise could increase its value.

3. Some common challenges – and ideas on how to address them



3. Some common challenges – and ideas on how to address them

In the previous chapter, we looked at the process of planning, implementing and following up on an SBPP. During that process, the interaction between the partner organisation and various other stakeholders in this process was described. During these encounters, some obstacles are commonly encountered. In this chapter, we put these stumbling blocks under the microscope and provide some ideas on how to approach or solve them.

Some of these examples were drawn from the experience of using the 5C model (see the Preface and Chapter 4, pp. 41-44 for more details). Others were communicated through interviews and focus groups conducted by the present author.

3.1 Engaging with the local population

In the course of their work, partner organisations come into daily contact with the local populations. In spite of the geographical and cultural diversity of the setting in which WTF's partner organisations operate, all report that certain aspects of this contact could form stumbling blocks in their work.

1. *In interacting with local populations, partner organisations have encountered a variety of problems, but by far the most pressing issue is stigma surrounding mental health.*

It is striking that, although WTF's partner organisations are all operating in very different geographical, cultural and political settings, all have come across stigma in relation to mental health problems. This phenomenon is also visible in the literature around conflict-related trauma; see, for example, Ehntholt et al. (2005), which describes how an attempt to reach adolescent refugees from war-affected countries failed among the group of Kosovar Albanian boys who 'chose not to take part in the group sessions. These boys considered talking about emotions and past events to be a sign of weakness'.

This stigma manifests itself in general in the experience of WTF's partner organisations as a reluctance to discuss psychological problems and a general sense that expressing psychological distress is a sign of weakness. All the partner organisations note that parents are distinctly reluctant to discuss the mental health problems of their children.

Some of these issues will be more specifically addressed in the subchapter on parents, but WTF's partner organisations have come up with a range of approaches to try to address this obstacle:

- › **Information campaigns.** Information on psychological wellbeing or complaints at some level is provided to parents, to teachers or to the children themselves. Some of this information is delivered through one-to-one contact with the target group (during seminars, for example); however, some organisations target the community at large, through writing leaflets and journals, creating a website or even local radio broadcasts. Most of these information campaigns document the link between experiencing something unpleasant, disturbing or shocking and feeling psychological distress afterwards. These information campaigns are usually coupled with a simple offer of help, if the recipient is experiencing this kind of difficulty.
 - › **Naming programmes and information sessions, seminars and other events with care.** Partner organisations have noted the benefits of naming any event in a neutral or positive way, avoiding any reference in a title of an event to sensitive subjects such as 'trauma' or 'psychological problems' and instead choosing a positive title, such as 'positive communication with your child'.
 - › **The location of facilities could take the issue of stigma into account.** Some of WTF's partner organisations have noted that for their child to be seen to visit a mental health-care specialist would be considered a source of shame by some parents. As a result, counselling centres or other resources are located on-site within schools so that parents do not have to take their children to a different location.
2. *Poverty is widespread in postconflict situations and often affects the children, parents and teachers involved in the SBPP.*

As we saw in Chapter 1 on definitions, psychosocial approaches (such as those used by all four of WTF's partner organisations) take into account the broader circumstances in which the target group is living and seek to make concrete improvements within that

group. Poverty is a factor in the lives of the majority of the target group that cannot be ignored in this approach; this is because it affects the well-being of the children, sometimes to the point that they are not physically provided for. Poverty could also both negatively affect the physical well-being of parents and place strain on the parent-child relationships: parents could be often so occupied with survival-related tasks such as gathering food that they do not interact with their children. It could also contribute to a sense among the parents that they are unable to provide for their children.

In addressing this need, the partner organisations tend to target parents. Some are reached through the SBPPs themselves and some through additional programmes designed to augment the SBPP and ultimately to improve the circumstances in which the children of the community are living.

All the partner organisations have developed ways in which to try to tackle this problem in a sustainable way, either by developing activities themselves or by connecting with other NGOs (which provide income-generating skills or support to poor families within the network of the local partner). Some examples of activities that have been developed by the partner organisations are as follows:

- › **Teaching income-generating skills to mothers.** Most offer some kind of training to mothers if they want it, sometimes in the form of full vocational training and sometimes in the form of simple practical skills such as embroidery or dress-making that could provide a supplement to income.
- › **Establishing microcredit groups.** As an offshoot of this activity, some have established or helped to establish microcredit groups within local communities, to support new income-generating initiatives.
- › **Running women's empowerment groups.** Some have found that, due to local traditions, women are unable to contribute to family income because they are prohibited from leaving the home. Groups have been established to counteract this tradition and to promote the idea that women should be allowed to contribute to the family income, especially in situations of poverty. These groups have provided a combination of training in income-generating skills for the women and information evenings for the men of the community.

3.2 Teachers

While we cannot argue that one role is more important than another in the process that defines an SBP, that of the teacher might be seen as the front line of the programme's work. Ramush Lekaj, director of our Kosovar partner organisation, QPEA, expressed the resonances of the teacher's role especially eloquently when explaining why so much of the attention of its programme focusses upon the teachers: 'She/he is a teacher in the classroom, a parent in the home, and as a highly educated and influential person plays an important role in the community, especially in rural areas'.



While the objectives of the SBPs differ from one programme to another, certain aspects can be defined as common pitfalls and challenges for teachers and common ways to overcome these.

1. *Just like other members of societies that have been affected by conflict, teachers could be suffering from the psychological consequences of war, and psychological problems could sometimes interfere in their work and their ability to function fully in relation to their pupils.*

Besides the children themselves, parents and teachers might also be seen as part of the group that benefits from an SBPP. This is particularly visible in the work of Hope Flowers School, where a primary goal of the programme is to address the psychosocial needs of the teachers by helping them to explore the role of trauma in their own lives. The philosophy behind this approach is that teachers who are struggling with their own problems cannot fully engage in a positive way with their pupils. Addressing the teacher's psychological needs is seen by Hope Flowers as inevitably positively affecting the atmosphere in the classroom. Further, it argues, experiencing the benefit of being able to speak openly about psychological problems and

receiving support around them will dramatically increase the teacher's awareness of the importance of listening and providing support.

While other partner organisations do not name providing direct psychological treatment to the teachers as one of their goals, all offer psychological support to the teachers within the schools in which they operate. They provide counselling services on request and direct support by identifying or dealing with a work-related problem such as a difficult pupil.

Further, all the partner organisations note that working as a teacher in a postconflict area, where poverty and related problems are often widespread, could put great pressure on the teachers. They all provide information on burnout, on prevention, diagnosis and response available to teachers who identify a problem in themselves or a colleague. Please see pp. 53-54 for a tool on recognising and preventing burnout in teachers, provided by QPEA.

To address the commonly encountered problems around the psychological health of teachers within SBPPs, the local partner organisations use a variety of methods:

- › **Providing information.** This can be done through a variety of ways, through seminars, lectures, outreach visits or broader information campaigns using websites, radio, leaflets or information sessions.
- › **Seeking to reduce stigma.** Information campaigns lay emphasis on the potential reactions to stressful, difficult, shocking or traumatic events. They also stress that emotional distress following such an event is a normal response to an unusual situation.
- › **Offering help and support.** In all of the SBPPs implemented by WTF's partner organisations, direct psychological support is available to teachers who would like to receive it. This is done sometimes formally in the context of a treatment programme or a series of trainings and sometimes on the basis of ongoing support being available by phone. Teachers could also be supported in creating groups or activities that will reinforce the ethos of the programme, for example through intervention groups.

In Chapter 4, four tools that are used by trainers who work with teachers can be found. These are 'Storytelling' (pp. 46-48), 'The circle of my heart' (pp. 48-49), 'A letter to my feelings' (pp. 49-50) and 'Tips for recognising and preventing burnout in teachers' (pp. 53-54). They are used to raise awareness of the potential psychosocial problems that a teacher might face, to provide practical self-care tips or to provide suggestions on how to make positive contact with parents.

2. *Teachers have a responsibility to identify pupils in need of specialised support and to ensure that support is offered to them.*

Three prerequisite have been identified to ensure that teachers are in the position to be able to fulfil this obligation.

- › **Teachers should be aware of the potential resources available for treatment or support in their area for a child in their care who is experiencing difficulties.** This information – and indeed these resources – could often be provided by the partner organisation, but could also be explored by the teacher him/herself.
- › **Teachers should be familiar with the behaviours and symptoms that a child in their care might display if they are experiencing problems.** Identifying a child who has psychosocial problems is an element of all trainings provided by WTF's partner organisations. A tool on 'How to recognise a child who has been affected by trauma in your class - and what to do when you do' is included in Chapter 4, pp. 56-58.
- › **Promote an atmosphere of openness and warmth in the classroom.** Various approaches, which are regarded as good practices in the classroom, are used. All place emphasis on certain common themes: openness and good listening skills; promoting an atmosphere of tolerance and respect; and recognising when a child is struggling and needs help. To acquire and maintain these skills, it is important that the teachers are enabled to put into practice the content of their training by remaining in contact with their colleagues in intervention groups, with the school counsellor and with the partner organisation.

3. *The teacher is the school employee who the parents will see most often and thus bears responsibility for interacting with parents regarding the well-being of the children. Because of reluctance to discuss behavioural difficulties and other cultural obstacles, this interaction can be challenging.*

It is clear that teacher-parent cooperation is very important to achieve the maximum degree of support for a child. Measures to maximise this interaction are described in the following sub-chapter.

3.3 Parents

Two striking common factors identified are connected to the partner organisations' interactions with parents. The first is the importance of involving parents in the programme. 'If the message given by the school is contradicted by attitudes at home, the school-based programme cannot hope to succeed,' comments Ibrahim Issa, director of Hope Flowers School. 'Parents need to support and reinforce the messages given at school in the home.'

Second, the difficulties in establishing a relationship with parents are confirmed by all four partner organisations. Although WTF's partner organisations operate in a variety of cultural settings, the factors to which they attribute these difficulties are remarkably similar.

1. *It could be extremely difficult to discuss problematic behaviour or emotional distress in children with the parent group.*

This problem has been widely recognised, along with a more positive factor that acts as a natural counterbalance. No matter how difficult the parents' circumstances, or how tense and frail the relationship between children and parents may be, once barriers established by stigma and taboo have been overcome, parents are extremely keen to help their children and welcome support in doing so. There are a number of ways to connect positively with the parent group:

- › **Invite parents into the school and encourage involvement in school activities.** In some areas, there is a cultural barrier between parents and the school; often the parents leave the children at the school gate and do not willingly enter or engage with the school. In other areas, while contact is made easily with some parents, others are less present at the school and are therefore more difficult to reach. Without any relationship between

parents and the school, issues such as problem behaviour or emotional distress are impossible to discuss. Establishing a relationship between parents and teachers, and thereby enabling the school to have better contact with the parents, is therefore seen as a vital first step in creating this communication. This can be done, for example, by seeking to involve parents in school activities such as sports events or information evenings. Please see the case study on Raka School for Girls in South Hebron (p. 37).

- › **An initial approach to parents is best made to a group of parents, rather than individuals.** Delivering information about problem behaviour or emotional distress in children is often done, where possible, by schools on a general level to a group of parents during an information evening as opposed to singling parents out. Providing a place and an occasion for parents to meet together has often been found to lead to an increase in solidarity among the parents; this can take the form of positive communication and mutual support.
 - › **Name events and activities with care, focussing on the positive.** As already discussed in the subchapter on local populations, the naming of activities is seen by partner organisations as very important. Positive titles such as 'Supporting your child' or 'Positive communication with your child' are much less threatening to parents than those with a title referring to trauma or problem behaviour.
 - › **If a problem with a child is identified, the message is best brought by someone known to the parents.** In the event that a child is in need of professional support as identified by the teacher or school counsellor, a first approach could be made through a school employee known to the parents, supported by an offer to help from the school or the partner organisation.
 - › **Mediate, when necessary, between home and school.** In some cases, the partner organisation mediates between the school and the family of a child who is in need of support. In this case, a trainer or mental health professional from the partner organisation will often visit the child's home, following discussion with teachers and a school counsellor.
2. *Parents could themselves be suffering from psychological distress due to exposure to conflict or deprivation, and this could have a negative impact upon their relationship with their child.*



During the training of teachers, it is important to pay attention to the conditions under which a child is living. Parents often have very limited time or attention for their children and, as a result, relationships between parents and children are often affected by the parents' psychological difficulties (see Loar (2004) for an interesting discussion on the effects of deprivation on the child-parent relationship and the importance of involving parents in programmes aiming to address the needs of the child).

- › **Teach income-generating skills or connect with another organisation that does so.**
- › **Offer support in addressing problems within the family and advice on positive upbringing.**

The case of Raka School for Girls, South Hebron

The information for this case was gathered during an interview with the school director and two focus groups, one with mothers and one with teachers. This interview and these focus groups were conducted in February 2012.

In an interview with Nofa Aljundi, the director of Raka School for Girls, she commented that, prior to participation in the training given by Hope Flowers School, where the teachers and she herself learned some basic skills for establishing contact with parents, the parents never entered the school or spoke with the teachers. This created, she argued, two separate worlds for her students, which never met. Difficult behaviour at school would go unknown and unaddressed at home and vice versa.

Due to precisely the cultural obstacles detailed above, barriers in contacting parents were clear. In the area (which is remote and traditional), psychological problems are seen as an illness, and behavioural difficulties with a child are seen as something for the family to deal with in private, through discipline. Moreover the role of women is limited by local culture and women's participation in society is curtailed.

Following training by Hope Flowers School, Raka School for

Girls initiated several new practices. It decided to target mothers in their activities, partly as they bear much of the responsibility for child rearing in the area and partly as a way of empowering the women of the region and providing positive role models for their female students. It actively contacted mothers and invited them into the school – not, initially, to discuss psychosocial issues or problems, which would immediately have touched upon cultural sensitivities, but for social events. These meetings began as coffee and cake mornings and then began to offer general information, such as meetings with medical professionals to discuss general health and hygiene and information from the local fire brigade on preventing and tackling fire in the home. In this context, some general information on mental health was offered and also on positive communication with children and alternatives to disciplining children with violence.

Once the discussion on mental health and parenting was opened, the stigma around the subject was visibly reduced. Now, if there is a problem with a child at school, it could be discussed with the parents openly by the teachers and, conversely, parents who are experiencing difficulty with a child at home approach the school counsellor. This is experienced by both the school and the parents as a vast improvement.

Further, the school director and the parents commented upon the social capital provided by the initiatives of the school. The mothers now organise collective picnics and have created a microcredit system among themselves for their own income-generating initiatives.

Establishing a good relationship between a school and the parent group has immense potential. The parents could gain access to new knowledge and skills and also to the network of support that contact with other parents and with the school can provide. Benefits for their children are also clear. These improvements could include genuine physical improvements, through better financial circumstances achieved by vocational training and income-generating skills or by empowering women to contribute to the family income. Through communication and knowledge, the use of corporal punishment could be reduced and other situations that could damage the child, such as neglect, could be improved. Better communication in general could foster a positive relationship between parent and child, contributing to the child's happiness and security in the home.

3.4 Children

There is a wide range of literature on the possible effects that exposure to conflict can have upon children. See, for example, Baker and Kanan (2003), Dubow et al. (2009) or Klingman (2002). All docu-

ment the devastating role that exposure to violence can have on the psychosocial well-being and development of a child. For a helpful summary of how exposure to disaster or war might affect children's feelings and behaviour, see Smith et al. (2002).

In the context of these guidelines on SBPs, we focus attention on what SBPs could do to benefit these groups of children affected by conflict.

1. *Children could be struggling with psychological distress that could hamper their development, restrict their personal and educational progress and cause unhappiness.*

To counter these problems, all the partner organisations provide the following services and activities:

- › **Training teachers to create an atmosphere in which it is easier for children to talk about their feelings and for parents to seek help for their children if necessary.**

Two tools, the 'Sounds of Nature' and 'The World of the Senses: Hearing', were both designed to help to ground children. These tools have been provided by No. 1 school in Beslan on behalf of Dostizhenia and can be found on pp. 50-51. Other tools from Chapter 4, including 'Storytelling', can be used by teachers or counsellors to encourage children to communicate (pp. 46-48). 'The circle of my heart' (pp. 48-49) and 'A letter to my feelings' (pp. 49-50) are usually used by counsellors or mental health professionals to work with children on deeper and often difficult feelings.

- › **Making sure the children who need help, get it.**

All the SBPPs train teachers on how to recognise a child who is in need of specialised care. A tool on 'How to recognise a child who has been affected by trauma in your class/school – and what to do when you do' is provided on pp. 56-58.

- › Knowing what the local resources are and where to find them. All the partner organisations find it very useful have a network of professionals in place who can provide treatment to children who need it. In some cases, for example in Denal, these professionals are employees of the partner organisation itself; other organisations have a network of local experts available for referral.

2. *Children's relationships with their family could be adversely affected by poverty and by the impact of exposure to war on other family members.*

All the partner organisations strongly emphasise the importance of creating a link between the two spheres of family life, home and school. In doing so, they seek to ensure that, with regard to the child, these two spheres complement each other and influence positively the home sphere through:

- › Providing support to parents in raising their children through offering information and advice, mediating within the family or mediating between the school and the family where necessary and addressing harmful practices, such as corporal punishment.
- › Teaching income-generating skills to attempt to alleviate poverty within the family.

3. *Children's interpersonal relationship with their peers could be negatively affected by the impact of exposure to conflict.*

Children who have been exposed to war can often display aggressive behaviour and tend to try to resolve conflicts within their peer group through violence. Approaches that partner organisations use to tackle this challenge are:

- › Observing the behaviour of children under their care, especially if changes are noticed. All the SBPPs train teachers to maintain a high level of awareness of the behaviour of pupils, especially of violent or antisocial behaviour by any pupil or group. Changes in behaviour might signal a problem. Teachers are trained to act upon a change in behaviour or difficult behaviour from a pupil or group by discussion with their colleagues and, if necessary, further treatment in collaboration with the school counsellor or an expert from the local partner organisation.
- › Placing an emphasis on peace building and non-violent conflict resolution. All the SBPPs are resolved to ensure that, as adults, each child under the school's care will play a role in his or her community; further, in a bid to ensure that this role contributes to peace building and development in the future, all programmes teach non-violent conflict-resolution skills to the pupil group as a whole. To do this, teachers are trained to emphasise in the classroom that their pupils are not simply individuals acting alone, but are members of society. As such, the children are taught that they bear responsibility for ensuring that

conflicts do not escalate into violence, but are resolved verbally.

- › Promoting an atmosphere in the classroom of tolerance and respect for peers. This is done through training teachers to emphasise inclusiveness in the classroom rather than discrimination, to promote understanding and respect for one another's ethnicity or religious beliefs and to encourage children to speak to one another in a respectful way. Depending on the geographical and political context, teachers are supported in dealing with ethnic or cultural divisions that may arise in their classes. Emphasis is laid on providing information about the various religions and ethnicities of the community of pupils in an equal and nondiscriminatory way.

In approaching the children's needs from a variety of directions, the SBPPs seek to create genuine and sustainable improvements in the circumstances in which the child is growing up, optimising his or her probability of healthy development.

4. Tools and approaches



4. Tools and approaches

In these guidelines, we have provided some advice and support in dealing with the potential problems and challenges that could be faced in the implementation of an SBPP. In this chapter, we describe the approaches that are used to address some of these challenges. These materials have been gathered to provide some practical support on the challenges faced by SBPPs. They differ widely in nature. The first three approaches given here are designed to be used as context analysis and organisational assessment tools. Further, MPHSS.net (<http://mhpss.net/resources/assessment-monitoring-evaluation-and-research/>) provides some useful resources.

The exercises that follow can be used in trainings and in interaction with the target groups of teachers, parents and children at various stages of the SBPP.

4.1 The 5 Capabilities Model (ECDPM)

For reference, see Morgan (2006), Engel et al. (2007), Keijzer et al. (2011) and Staal et al. (2012).

The 5 Capabilities are the factors underlying organisational capacity. In measuring them, an assessment could take account of deeper factors affecting an organisation that may not be visible to an assessment that simply makes an inventory of organisational systems. The leading question behind the use of this approach by the PSO members was to analyse the success factors of local partner organisations. In each case, it was clear that the local partner organisation was performing well and fulfilling its mission. Identifying the factors that were contributing to this success was seen as a useful learning exercise and as ones that could be communicated to other organisations in comparable fields.

This 5C model uses a framework that assesses capability in five key areas: the capability to survive and act, the capability to adapt and self-renew, the capability to generate development results, the capability to relate, and the capability to achieve coherence. For a full analysis of how the model was developed and can be implemented, please see Engel et al. (2007).

In this version of the 5C model (Engel et al., 2007, pp. 11 and 12), the 5Cs (given in the left-hand column) are augmented by further questions (in the right-hand column) derived from the case studies conducted by the authors when writing the model. These questions may act as helpful prompts, but are not a vital part of the model. Other questions specific to the context of the partner organisation wishing to use the model could be added as required.

<p>1. The capability to survive and act</p>	<ul style="list-style-type: none"> - Is planning followed by effective implementation and monitoring? - Are decisions taken and acted upon? - Has operational autonomy been achieved and does it have a beneficial effect on the organisation or system in question? - Are staff managed proactively and encouraged to do their best? - Is the system oriented towards effective action? - Is the integrity of the organisation, its leadership and staff widely accepted? - Is the organisation or system capable of mobilising adequate human, institutional and financial resources? - Has the organisation or system developed the necessary core competencies to do its job well? - Has the organisation or system invested in the enthusiasm of all stakeholders? Is this enthusiasm sustained over time?
<p>2. The capability to generate development results</p>	<ul style="list-style-type: none"> - Has value been generated for partner organisations and beneficiaries? - Does the organisation or system produce substantive outcomes, as applicable to its mandate, i.e. better health and education; gender equality; sustainable natural resource management and/or livelihoods, etc.? - Have public institutions and services been strengthened? - Does the organisation or system help improve the sustainability of development results? - Does the organisation or system offer the best possible service to the largest possible number of people at the lowest possible cost?
<p>3. The capability to relate</p>	<ul style="list-style-type: none"> - Is the organisation or system seen as legitimate in the eyes of its supporters and stakeholders? - Have coordination and complementarity been achieved with key partner organisations? - Is the organisation or system accountable to beneficiaries, partner organisations and donors? - Have strong working relationships been developed with friends, partner organisations and stakeholders, and are these being maintained? - Has adequate operational autonomy been achieved? - Is there a balance between different branches and levels of operation? - Are knowledge and experience networked and shared with partner organisations and stakeholders? - Has the system or organisation been able to mobilise adequate technical and financial resources? - Has the organisation or system been able to influence the broader policy frameworks in which it operates?
<p>4. The capability to adapt and self-renew</p>	<ul style="list-style-type: none"> - Does the management encourage and reward learning and exchange of ideas? - Do participants demonstrate the ability and discipline to learn and absorb new ideas? - Is change positively valued? Is a fruitful balance maintained between stability and change? - Is the organisation or system able to continuously adapt and respond to changing opportunities and threats? - Is the organisation or system able to assess trends or changes and anticipate these effectively? - Is the organisation able to self-assess, learn and develop its capacities on a permanent basis? - Does the organisation or system register, analyse and absorb the 'changing waves of time'?

<p>5. The capability to achieve coherence</p>	<ul style="list-style-type: none"> - Has a shared vision and strategy been developed? - Are the organisation's or system's operations governed by a well-defined set of simple rules? - Is the leadership intent on and committed to achieving coherence within the system? - Has a clear identity been established, related to the organisation's or system's core mandate and interests, and is it maintained? <p>Have diverse structures inside the organisation or system been sufficiently integrated?</p>
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Why the 5Cs?

In approaching its work with SBPPs, WTF was aware of the need to identify the areas in which its support and expertise could provide an optimal benefit and maximise the impact of the SBPP on the target group. To address this need, WTF needed some kind of method that defined and developed existing strengths in the capacity of its local partner organisations.

In turn, WTF was also keen to shift the focus of examination onto its own work, taking a critical look at its own organisation and performance in supporting SBPs and offering the local partner organisations a means through which they could provide feedback on WTF. To do this, WTF not only used the model to assess itself but also invited the local partner organisations to use it and asked them to provide input into this process in the form of comments and suggestions. The 5C model offered an attractive means by which to do this. The model is deliberately open, allowing its users the scope to define for themselves the areas they would like to examine. Its approach is comprehensive, allowing an in-depth analysis of complex situations – this is ideally suited to assess the various aspects of work in postconflict situations. Further, it provided the opportunity to look not just at the SBP, but also to examine the organisation that was implementing it, thereby enriching both the viewpoint of the assessment and helping to sharpen the perception of how the capacity of the organisation itself could be supported. This contributes to the impact and sustainability of the SBP it was implementing.

WTF's and partner organisations' experiences with the 5Cs

When it came to implementing the 5Cs as an assessment tool, certain considerations that needed to be taken into account immediately became apparent. Here, we provide an insight into some of the challenges that WTF and its local partner organisations encountered when using the 5C model and into the approaches that were taken to overcome them.

1. *To use the 5Cs model effectively and rigorously as an organisational assessment tool, it would ideally be used from the beginning of a programme to define its strategy and goals.*

In WTF's interactions with its local partner organisations, the 5C approach is used during the second year of a three-year programme of cooperation with the organisations running the SBPs. This meant that using the tool to assess needs in the initial phases of a programme and then following up on it by monitoring the results is no longer possible. For this reason, the decision was taken to use the model partly for assessment, but especially as a tool for future planning. This approach allowed for a practical connection between organisational assessment and organisational development, with a strong emphasis on the development aspect. As a result of this, the terminology and thinking around the use of the 5Cs moved gradually away from 'organisational assessment' towards 'planning and organisational development'.

2. *While the initial plan was to apply the 5C model to the organisation as a whole, this approach was found to be simply too ambitious.*

In taking part in the TLP built on the 5Cs (see the Preface for more details on this), WTF had originally planned to apply the 5C model to the local partner organisation, assessing its capacity on a broad level. However, WTF's own capacity to provide support focussed on the SBPs themselves, rather than the whole organisation. Further, the staff of the local partner organisation who were working on the SBPs did not necessarily have access to the resources that would allow them either to assess or to contribute to capacity building at organisational level. Thus, a decision was taken to apply the 5C model not to the organisation as a whole, but only to the SBP it was implementing.

3. *When working with the 5C model together with the local partner organisations, some barriers of terminology and language were encountered.*

During the workshops in which WTF or PSO facilitators worked with local partner organisations, various language-related barriers emerged. First, the terminology of the model was not really relevant or appropriate to the reality of the context in which the local partner organisation was operating; further, it was

difficult to translate abstract terms into local languages, to enable the local partner organisations and representatives of these organisations in the field to both apply the framework and provide feedback. These language barriers created a significant practical obstacle to the use of the 5C model.

- Attention was paid to ensuring that the capabilities themselves were fully explained and that any questions around terminology or translation were answered.

4. *Although a decision had been taken to limit the scope of the application of the 5Cs to the SBPs as opposed to the partner organisation as a whole, its approach was still experienced by some local partner organisations to be too broad to render results that could realistically be tackled at a practical level within the given time-frame.*

When approaching the model, the local partner organisations and WTF felt that it was desirable that the data it gathered could be used to lay the foundations for practical actions to strengthen the programme. The framework covers a broad scope of capabilities. To be able to reduce the result into bite-sized pieces, as it were, the decision was taken to ask the local partner organisation to define which of the 5Cs it saw as a priority and to focus on that one. This rendered results that could realistically be used for future planning and for monitoring the programme.

- Focus not on all 5Cs, but select the capability that is seen as a priority.

Case study on the basis of 5C workshops carried out with Denal and Dostizhenia by international consultants:

In spite of a movement away from terminology around assessment, consultants noted a need to communicate that the purpose of the workshop was not intended in any way to highlight weak points of the organisation, but to strengthen it through acknowledging its strengths and looking at how weaknesses could be turned around. Participants noted a fundamental initial gap between the understanding of the participants and the trainers of the purpose of both the workshops and the cooperation in a wider sense. Trainers felt that the purpose of the exercise was to refine a tool that could be used for organisational assessment, while participants remained adamant that the purpose was to improve the SBPs so that children under their care would experience a direct benefit.

In spite of these initial stumbling blocks, however, overall the experience was seen positively. Trainers commented that initial resistance from participants was overcome successfully and interesting results were rendered from the use of the framework, while participants commented that they found the discussion of the weak points of their organisations, coupled with suggestions on how these could be transformed into strong points, along with a very practical, step-by-step approach to tackling the problems identified in the model, to be very useful. Exercises that consider aspects of the programme as it currently is, including positive elements that should be carried through into future programmes and things that ought to be left out of future programmes, were especially appreciated.

4.2 Most Significant Change (developed by Davies and Dart (2004))

This approach is based upon a tool created in 1994 and more fully developed in later material by Davies and Dart and others, especially Davies and Dart (2004), where a full description of how to conduct a Most Significant Change (MSC) evaluation can be found. To our knowledge, there is no record of the MSC technique being used to evaluate SBPs.

Davies developed this method to measure the impact of nongovernmental programmes in Bangladesh. It was created on the basis of the idea that storytelling is a universally appropriate tool. The process of conducting an MSC assessment is, according to Davies and Dart (2004), as follows:

- stakeholders from the project are identified;
- the stakeholders identify domains of change that can best describe the impact of the projects, such as ‘change in local people’s lives’;
- stories are gathered from those who are most directly involved in implementing the project, for example, field staff. Each story must refer to what the most significant change was in the opinion of the writer, for example, ‘What do you think that the most significant change has been for the children who attend this school within the last month?’ It should also contain a ‘why’ element – why do you consider this change to have been the most significant? The writer allocates his/her story to one of the domains of change identified by the stakeholders;
- the stories are then passed on up to the next level of hierarchy within the partner organisation. This group reads the stories and selects the one they think of as the most representative of each domain of change. The criteria they use are recorded and communicated to those who have written the stories;
- using the same system, the selected stories are passed up through the hierarchy of the organisation and whittled down to a small number of stories felt to be the most representative.

The conclusion of this process is as follows:

‘After this process has been used for some time, such as a year, a document is produced with all stories selected at the uppermost organisational level over that period in each domain of change. The stories are accompanied by the reasons the stories were selected. The programme funders are asked to assess the stories in this document and select those that best represent the sort of outcomes they wish to fund. They are also asked to document the reasons for their choice. This information is fed back to project managers.’ (Davies and Dart, 2004, p. 10.)

This process does not use indicators; instead, it allows those who are implementing it to undergo a reflection process, whereby they themselves define key areas of attention and key milestones for development.

Why Most Significant Change?

WTF intended to use the MSC technique to evaluate the SBPP programmes. The MSC technique allows the gathering of data at grassroots level, measuring and expressing change as it is experienced by those on the front line of the implementation of programmes. In taking this broad approach, the technique allows local partner organisations to define the most valuable aspects of the cooperation.

As with the 5C model, however, WTF identified certain challenges in the implementation of the technique.

WTF has used this method to evaluate its collaboration with Denal, Dostizhenia and Hope Flowers School. Stories were gathered in multiple languages from participants in the training sessions given by local partner organisations. This rendered valuable information from the teachers and trainers who may be characterised as the front line of these organisations.

The data produced must of course be translated in order to use them to assess the impact of programmes. Translation services are sometimes limited and are usually expensive. WTF’s solution to this obstacle was to translate only the stories that were chosen by the respondents as the most representative. While this did reduce the cost and limit the time costs of analysis of large amounts of data, it in turn created another problem: limiting the accessibility of the data produced by the exercise and affecting the transparency of the process that counts heavily in the method’s favour.

4.3 Storytelling: an appendix to our experience with ‘Most Significant Change’ (Ria Stiefelhagen, child psychologist, WTF)

To use the MSC technique to evaluate WTF’s work with SBPs, representatives from WTF visited the local organisations and carried out workshops during which the idea of storytelling was introduced, and data in the form of stories were gathered.

On a follow-up visit to one of the participating partner organisations, it was found that the teachers who had participated in the evaluation had taken the tool and adapted it to their own purpose – they were now using storytelling as a tool to invite feedback from parents on

a subject that had been found to be very difficult to address within the cultural context: problematic behaviour among the children. In this way, the ownership of the tool had been taken over by the partner organisation, and it was being used not only to measure the efficacy of the programme, but also to add to it.

To our knowledge, the partner organisations of WTF are the first to use the idea of storytelling in this way. Publications on storytelling are focussed on different aspects of the practice (see, for example, Veerman (2004) on the successful use of storytelling as a way of encouraging creativity and the use of imagination as a coping skill among refugee children). However, some studies (for example, Sliap (2004, 2009 and 2011) and Sliap and Meyer-Weitz (2003)) highlight the potential value of telling stories from personal experiences in the form of theatre; they maintain that it stimulates reflection, social bonding and problem-solving capacity through the sharing of stories among a peer group. Clearly, there is potential surrounding this use of storytelling as an offshoot of the MSC technique for further research in the future.

Here is the tool using storytelling as presented to teachers by WTF's local partner organisations.

To be used by: trainers when dealing with teachers, school directors and school counsellors, teachers dealing with parents or children and psychologists or school counsellors when dealing with children. It can be used within a group. It should be stressed that participation is entirely voluntary.

For the purpose of: opening a discussion on a subject that might be difficult, sensitive or taboo.

You will need: a private space, paper and pens.

Time frame:

Explanation of the exercise: 5 minutes;

Writing time: 15 minutes;

Sharing/discussion time: 45 minutes.

Writing down our thoughts and emotions helps us to order, to structure and to get control of our inner world. Sometimes it is easier to write down what is on our mind than to tell it aloud.

This tool can be used to get information on issues that are difficult to deal with, perhaps because they are taboo subjects or are difficult or sensitive for other reasons, or are simply relevant to a goal you might want to reach with a specific group.

The school counsellors who have used this tool were very enthusiastic about the good information they obtained.

Procedure:

- Write a story about, for example (for children):
 - a situation in which someone called you a bad person or in which you felt as if you were a bad person, and about a situation in which someone called you a good person or in which you felt as if you were a good person;
 - later when I am grown up ... ;
 - when I look into the mirror;
 - my school;
 - my teachers.
- Give the story a title.
- Each participant reads his/her story aloud to the group.
- A discussion around the stories, or around one particular story, can be held as appropriate.

NB: Alternatively, the school counsellor/teacher reads the stories on his own and uses them to enhance his/her understanding of the situation that the target group is facing and to shape his/her goals in dealing with them.

Case study, derived from the experience of a local partner organisation:

A school counsellor working with a small group of children gave the assignment 'The day I felt like a bad person and the day I felt like a good person'.

One boy described how miserable he felt after his father had left the family and refused to have contact with him or the family. He counterbalances this by describing how proud he felt that he could help his mother by keeping an eye on the younger children while the mother was at work, carrying out small jobs and repairs in the house in the house.

During the discussion on this story, the other children realised how difficult and painful this situation was for this boy. Further, they tried to help him by offering reasons why his father was behaving in this way and what he could do to reestablish contact.

The school counsellor rounded off the discussion by asking some open questions, such as whether anyone else had anything to share, and thanking everyone for their input.

The child's story has given him the opportunity to share his experience with the group in an equal and nonconfrontational way. The group has had the opportunity to express sympathy and support for him.



When working with parents, the procedure should be the same, although the topics could be different, for example:

- problems that are affecting my child that is important for school to know;
- a positive relationship between school and your child or your family;
- a negative relationship between school and your child or your family;
- I would like to help my child with ... ;
- at home, my child seems ...

Case study, derived from the experience of a local partner organisation working with a group of parents: During a parents' meeting, a school counsellor invited parents to write down some positive and negative experiences with school.

In several stories, the behaviour of rude teachers was named as a problem. This highlighted a common experience of parents at the school, identifying a clear area that needed attention. Also, it allowed the parents to share their experiences in a nonthreatening way and to feel supported by the group.

The school counsellor discussed this issue with the director and together they invited an outsider, in this case a trainer from our programme, to deal with this issue during a team meeting.

As a result of the exercise, the problem was identified and addressed. Following training, the teachers realised that their behaviour was having a negative effect upon the children and parents, and they improved their communication and interaction.

Rules for group work

Group work should be run in a pleasant atmosphere. Each group member is equal to others, regardless of differences in age, gender, professional position and social status.

When one person talks, the other listens and does not interrupt.

Each group member is free to state his/her opinion. Each group member should tolerate and respect the opinion of other group members.

The discussion is confidential.

Group work should be concluded a few minutes before time. These last minutes should be dedicated to the question: 'how did I feel as a member of this group?'

See Mikuş Kos (2005) for a full discussion on running group work of this nature.

4.4 The circle of my heart (Ria Stiefelhagen, child psychologist, WTF)

To be used by: trainers working with teachers or by psychologists or school counsellors working with children.

It can be used in individual discussion or therapy or as part of group work.

For the purpose of: recognising all the different components of feelings around a particular even of situation and to lay emphasis on the positive feelings present.

You will need: a quiet space, a flip chart and pens of various colours.

Time frame:

Telling the life event that the participant wants to share: 10-30 minutes;

Exploration and summarising of feelings: 10 minutes;

Choosing colours related to the feelings and drawing: 10 minutes.

This exercise is used in trainings delivered by WTF to local partner organisations.

The objective of the exercise is to pay attention to the expression of feelings, to show that you could have different opposing feelings about the same issue or event or person and to illustrate that, even in very difficult circumstances, positive feelings could be present as well.

This exercise is suitable for anyone from 14 years old upwards. Younger children might struggle with the level of abstract thinking that is needed for this exercise. For them, it is more suitable to ask them to make a drawing of the event and let them share it with the group, the teacher or with the counsellor.

The participant is asked to tell about a life event that he/she wants to explore with the counsellor or the group. A large circle is then drawn on the flip chart. This circle represents the feelings surrounding the life event. The circle is then divided up into slices like a cake. The participant is asked to explain what his/her most dominant feelings are and which are present to a lesser degree. The more dominant feelings will be given a larger 'slice' and the lesser feelings a smaller 'slice', according to the participant's own view. The participant is then asked to choose a colour to represent each feeling that he or she has identified as being present and to colour in the 'slices' accordingly.

Case study:

F is a 15-year-old boy. He lost his father 5 years ago and lives with his mother, stepfather and two sisters. There are many problems between him and his stepfather, and he feels often left out by his mother when she supports her husband regarding his behaviour. On the other hand, she is often nice to him and tries to support him. He misses his own father and often dreams about how gently his own father would have treated him. The relationship with his sisters is relatively good, although the girls do a lot more together than they do with their brother.

In school, he is not very attentive and his school marks are for now not good enough to pass the exams. Sometimes he pretends he has a headache or stomach ache so that he does not have to go to school, especially when there is an exam. In a way he feels ashamed about this. He has one good school friend who supports him and he is a member of a theatre group. He really enjoys acting and is very good at it. The family is active in church and he feels supported by his religion

The main negative feelings he expressed in the circle are depression, loneliness, anger, shame. His positive feelings are: he feels happy with the friendship of his friend, the support of his mother and the support of his religion and pleasure and pride in his acting ability.

Exercise:

The school counsellor draws a circle on a flip chart and says:

This is the circle of your heart; in your heart you feel all sorts of different feelings. This circle is going to represent all the feelings (or the most important) that live in your heart.

He/she summarises the feelings he/she has heard from the interview: negative feelings such as anger, fear, shame and depression, and positive feelings such as happiness, pride and a sense of being supported, and lists them.

The school counsellor has a number of coloured pencils and asks:

With what feeling shall we start? Anger? OK, What colour represents anger for you? Red, OK. Here you have the red pencil and now you think what part you will fill in with red, the colour of anger.

So the choice of the colour and the size of the 'slice' depend on the child.

What is the next feeling? Depression? What colour represents depression for you? Blue. OK, here is the blue one. Now imagine what part you fill in with blue.

And so on until all the feelings are filled in.

Then the school counsellor asks:

Have a close look, is this the circle of your heart as you feel it or is something wrong and do you want to change something?

Give time to adapt the changes.

Finalising:

Thank you for sharing this with me.

Questions to close down the exercise.

How did you feel about the exercise?

How did you feel before and after the exercise?

If negative feelings form the largest part of the circle, it is helpful to explain that together you might find ways to make him feel better. This will involve diminishing negative feelings and expanding positive feelings. This is a step-by-step process and will take some time.

4.5 A letter to my feelings (Denal)

To be used by: trainers working with teachers, parents and children or teachers working with parents and children.

For the purpose of: helping people who are suffering extreme feelings (e.g., sadness, hurt, fear, depression, desperation, irritability, etc.) that are having an effect upon their normal functioning and that they are unable to express or display because of their situation, culture or other personal reasons.

You will need: a quiet place, paper and pen.

This tool was taught to Denal's trainers during their education as psychologists. It is a recognised tool in their curriculum.

It can be applied in working with both children and adults and it is aimed at increasing self-esteem and restoring confidence.

Once the group or individual is seated, the exercise can be explained. The instructions are as follows.

Think about the things you are feeling. Take a pen and a sheet of paper and, addressing the feeling:

- write everything they want to tell to their feeling;
- describe the emotions and experiences that they have as a consequence of its presence (to look at it from outside);
- maybe, if possible and desirable, say goodbye and let it go.

If the adult or the child suffers one clear feeling (for example, lack of self-confidence), the feeling should be addressed in the following stages in the letter:

- welcome the feeling;
- describe the attitude towards the feeling;
- describe the attitude of the person writing towards himself/herself when they have this feeling and situations in which this feeling appears;
- what does this feeling look like?
- acceptance of the feeling;
- positive projection – what can this feeling bring that is positive? Or, how can it be overcome?

The trainer or teacher using this tool should be prepared for a strong emotional reaction from the letter writer and be aware that he/she may not be able to use this method effectively during one counselling session, and more time should be dedicated to it.

Because of this, the trainer or teacher should be ready to support the letter writer. If the feelings that have been held back for some time start to come out, it is possible that the first reaction will be anger. If this is so, it is very important that the letter writer is given the opportunity to express himself or herself fully. The anger, which is an unpleasant feeling, will be followed by a feeling of deep hurt. This is a normal process. The feeling of hurt hides the feeling of love.

Finishing the exercise or following up

A reflection exercise can be conducted as follows:

- what feelings did the letter writer have in the beginning of a session?
- what was difficult for him/her?
- what helped him/her to cope?
- what does he/she feel at the moment of the feedback?
- what more does he/she wants to say to this feeling and to himself/herself?
- how does he/she want to feel?
- what does he/she need for this?
- identify resources, internal and external, that could contribute to this.

Provide support for the letter writer and form a positive projection for future.

4.6 Two classroom-based exercises for emotional rehabilitation of children following a shocking event (Dostizhenia)

To be used by: teachers dealing with pupils who have experienced a shocking event.

For the purpose of: grounding the children in the physical world, supporting their awareness of the physical world around them in a positive, calming way.

This tool is used by teachers working in the schools implementing Dostizhenia's SBPP.

A normal, healthy child is different from an adult partly in his or her sensitivity to the physical world around. Because of this, a child is able to evolve and change, through exploring the world and himself or herself. Over the years, most adults lose this openness and acute awareness of their physical surroundings. Children who have experienced a shocking event often 'shut down' from their feelings and sensations of acute awareness.

In using these two tools, teachers can support the return of the children to the openness of the world, the ability to see and notice the details and hear the sounds of nature and the desire to do something with their hands. Visual-figurative thinking and symbolic functions are highly developed in the early school years. The teacher, as a medium of emotional rehabilitation of children, can help them by means of communion with nature: thematic exploration of nature (flowers, birds, sounds of nature, insects, etc.), using the sounds of nature and collecting plants.

Here are two exercises used in No. 1 school in Beslan.

Sounds of Nature

Target group: children 7-9 years.

Duration of training: 30 minutes.

You will need: an audio recording of sounds from the natural world, such as birdsong, wind, rain, waves, etc. Small cards, one for each participant, each marked in the centre with an X

The teacher gives out the cards with an X marked on them. He or she explains that that the card is meant to be a map and a sign X represents the child him or herself. When the child hears a natural sound from the audio recording, he/she should invent an icon to represent it, for example two wavy lines to show wind or musical signs to indicate birds singing. Using these icons, each child should represent where the sound is in relation to the child itself, being as accurate as possible about the direction from which the sound is coming and the distance from the source.

The teacher then plays the audio recording and the each child tries to identify the individual sounds within it.

This can be discussed afterwards with the group and the exercise can be repeated outside.

This exercise can be used to ground children in their physical surroundings, rooting them firmly in the here and now, and is an exercise that has been found by those using it to be helpful to children who are struggling to deal with traumatic memories.

The World of the Senses: Hearing

Target group: children 8-10 years.

Duration of training: 60 minutes.

Equipment needed: paper, dry leaves, water bottle, a box of seeds, pens and notepads.

This exercise also seeks to ground the child through supporting awareness of the sounds around him or her. In No 1. school, Beslaan, this exercise is often opened with the words of V. Sukhomlinsky:

‘... man became man, when he heard the whisper of the leaves and the song of the grasshopper, the murmur of a spring brook and the sound of silver bells in the fathomless summer sky ... - he heard, and with bated breath, listening to hundreds and thousands of years of wonderful music of life.’ (1977, chapter IV Beauty.)

The whole class can then play the following game, ‘The Creation of Music’, to portray the noise of a thunderstorm:

The children sit in a circle. Explain that each person needs to enter into the music at the right time – that is, a few seconds after the person to his or her left has begun. The first child begins by clicking his or her fingers. The next child begins to click his or her fingers as well. When the whole class is clicking their fingers, the first child begins to clap instead. The child then claps his or her hands against one hip and then both hips, and then stamps his or her feet rapidly, creating a noise like very heavy rain. Then the process is reversed, so that the ‘thunderstorm’ calms down to heavy rain, and then light rain and then stops all together.

The teacher then discusses with the children how sounds could allow us to navigate our way around in the world, both literally and figuratively. The children close their eyes and the teacher performs various activities that the children have to identify without looking – shaking seeds in a box, pouring water, rustling leaves, tearing paper, etc.

The class can then be divided into two teams. One team makes a list of the sounds they associate with each season. The second team makes a scale of sounds with the rustling of leaves as the smallest sound and the roar of a jet aircraft as the biggest. Each team then presents what they have discussed to the other team.

The exercise can be rounded off with a discussion of how important sound is in our physical world and how the children can develop their own ability to be aware of the sounds around them as much as possible. Again, this capacity has been found to be useful in keeping children in the ‘here and now’, a useful ability in those who are troubled by traumatic memories, bad dreams, anxiety or fear.

4.7 How to recognise a child who has been affected by trauma in your class/school – and what to do when you do (Holly Young and Mahmoud Baidoun)

To be used by: teachers in their everyday dealings with their pupils.

For the purpose of: identifying and helping a child who has been affected by trauma.

In conflict and postconflict situations, trauma could affect children in an almost infinite number of ways. Perhaps the children have witnessed fighting or dead or injured people. Perhaps they have lost someone dear to them, a mother or father, sibling or friend. Perhaps they have had to leave their home. Perhaps they have been afraid for their own life, or that of someone they love, or even have been physically hurt as a result of conflict. In some areas, children are forced to work as soldiers and to commit acts of violence. Besides conflict situations that the children may have witnessed or even participated in, living in conflict and postconflict areas could have a profound effect upon families, their structures and their circumstances, so that children may experience poverty or traumatic problems within the family, such as an abusive or alcoholic parent.



These experiences could have an immense impact upon the psychological and educational development and health of a child; therefore, it is very important that symptoms of trauma are recognised by teachers and school directors and that the right help is offered to the child. The more quickly this help is offered, the better.

Trauma has a range of symptoms that are common to adults and children. These are:

- physical responses: such as difficulty breathing, sweating, stomach ache, etc.;
- behavioural responses: withdrawal behaviours, hyperactivity, aggression, etc.;
- cognitive response: such as lack of concentration, poor memory, feeling lost;
- emotional response: sadness, fear, depression, anger or guilt.

In school, if the right atmosphere of safety is encouraged, and the teachers and school directors are alert to the symptoms of possible trauma among their students, a child can feel free to discuss his or her situation and experiences, feel understood and heard and, if necessary, be guided towards the professional help he or she needs.

Case study:

Mohammed is ten. He has attended the same school since kindergarten. He has always been a happy child, participating openly in class and interacting well with teachers and other children, among whom he is popular. He especially enjoys playing football with other boys of his own age.

However Mohammed's behaviour changes suddenly. He no longer seems to be able to pay attention to his lessons, he offers answers less readily in class and one of his teachers witnesses him responding violently to a disagreement on the football pitch during playtime. She feels aware that his behaviour is not what she recognises from him.

She speaks with him privately and tries, without judging his behaviour, to understand the reasons behind it. She tells him that she has never seen him behave in this way before and asks him about himself and what has been happening recently in his life. He tells her that life in his family has become more difficult since his older brother returned from the war, where he had been a soldier. His brother bullies him and the poverty his family had been experiencing during the conflict has become worse as his brother has no work. In addition, he was recently confronted with a group of armed men on his way home from school, and, although they did not harm him, he was frightened, because he witnessed them hitting another boy.

The teacher listens to Mohammed's story. She explains to him that feeling scared is normal and that, now that he has told her about his problems, they can work on them together. She informs the school counsellor about Mohammed's situation and makes an appointment for him to see the counsellor. She also makes an appointment for Mohammed's mother and father to come to the school, so that she can discuss the home situation with them.

When you are interacting with the children in your class and school, here are things to be especially watchful for:

- children whose behaviour changes suddenly;
- children who are aggressive or violent with their schoolmates;
- children who are withdrawn;
- children who lose interest in learning or do not seem keen to achieve;
- school dropouts;
- children who appear to be angry, sad or confused;
- children who have suicidal thoughts.

When you recognise behaviour or symptoms in a child that you think might be connected to a traumatic experience, here are the steps to take:

- Talk to the child. Make it clear that he/she can come to you to talk about things that are not related to school work, as well as those that are. Listen to him/her and ask questions. Make sure that this does not happen just one time, but is a continuous process, that you ask him regularly how he/she is.
- Talk to your colleagues. Have they also noticed these symptoms? What do they think is the best solution?
- If necessary, refer the child on for help. This could be to your school counsellor or to another mental health-care professional in your region.
- If appropriate, make contact with the child's family, so that they also feel supported by the school.

Aside from being alert to the symptoms of trauma, teachers and school counsellors can be prepared to deal with it in other ways:

- › Familiarise yourself with the professional organisations and resources in your area that could help you to deal with traumatised children. Once a child displays any of the symptoms named above, refer them on.
- › Communicate with one another about any behaviour in a child that you have observed and that seems to be a cause for concern. This is especially important in schools where children have more than one teacher.
- › Try to establish and maintain a contact with families of children who are potentially suffering from trauma.

In this way, children who have been traumatised by the context in which they are living could turn to the school and their teachers for support.

4.8 Tips for recognising and preventing burnout in teachers (contributed by QPEA)

To be used by: trainers working with teachers.

For the purpose of: providing information to teachers on the possible symptoms of burnout and ways to shore up one's own mental resilience.

This tool is used by QPEA trainers to provide information to teachers on how they might recognise symptoms of burnout through observing themselves, their feelings and the ways in which they are interacting with other people around them. It provides suggestions on how best to manage work pressure and to ensure that the teacher's own inner resources that protect against the negative effects of stress are fed through rest, relaxation and recreation.

Self-observation around personal exposure to stresses and its consequences

When you assess the impact that your work has upon you, it is important to look at your behaviour, the way you are feeling and the way in which you interact with other people around you. It is especially important to be aware of changes in these areas. Here are some questions to help identify potential areas where you might notice changes or difficulties caused by work-related stress:

- sleep patterns: do you sleep well at night?
- would you say that you consume too much coffee or alcohol or smoke cigarettes in excess?

- how is the relationship between you and members of your family?
- are you happy with the way you perform at work? Would you say that you often make mistakes?
- has your behaviour changed recently, especially with regard to an increased tendency towards isolation, impulsive behaviour or a desire to criticise those around you?
- how would you describe the way you are feeling at the moment, especially paying attention to feelings of negativity or positivity?

As well as observing our own feelings and behaviour, it could also be helpful to ask those around us for feedback on our behaviour or on the way we seem to them. How do they see us? Have we changed?

Time management

Besides looking at our own responses to work-related stress and its impact on our behaviour, relationships and well-being, QPEA's trainers deliver advice on how to combat it. A first step in this process is good time management. This is broken down into a number of steps:

- › Maintain an awareness of how much time you devote to work on a daily, weekly and monthly basis. Assess whether you feel that this amount of time is reasonable or if too much time is being spent on work at the cost of time spent with family/ devoted to recreational or relaxation activities or maintaining other aspects of life such as keeping a home or other necessary practicalities.
- › Take steps to ensure this balance is maintained.
- › Rank obligations according to importance.
- › Check the work you did yesterday. Schedule the work you will do today. Create priorities for the work you will do tomorrow.
- › Define your daily biorhythm and respect its needs – make sure you get enough time to eat, rest and sleep.
- › Plan for time off.

Defining the limits

Besides good time management, it is also important to recognise where the limits are. To do so and to work within them, a number of steps are recommended:

- › Set yourself short-term, and long-term, goals. Ensure that these are realistic and achievable.
- › Ensure that you recognise that you have a legitimate need for relaxation time.
- › Do not work after hours or during the weekends.
- › Sometimes, when necessary, say no. Saying no could create the room you need to do your work well and to say yes to work that you want and need to do.

Recreation and creativity

Besides maintaining a healthy attitude towards work and the demands that it brings, you could do a lot to contribute to your own capacity to combat stress by looking after yourself well, both physically and mentally. Taking steps to ensure that you eat healthily, engage in regular physical activity and get enough rest and sleep supports physical health and resilience.

Your physical health is very important – but making sure that you spend time doing things you enjoy provides a perfect complement to this, nurturing your general well-being and contributing to your identity outside of the workplace. Creative activities are especially valuable in working against burnout and stress. Try starting a new project or take up an old hobby, something you used to enjoy doing in the past.

Relaxation

Try to start your day each day in a gentle way. Don't spring immediately into action the second you wake up! Give yourself at least 15 minutes to meditate, do some gentle exercise or read before starting your day. People find different activities relaxing. Identify something you enjoy, whether it be yoga, other forms of exercise or simply making the time to read or do something else that helps you to wind down: make sure that you do it as regularly as you can.

5. Case studies from WTF's local partner organisations



5. Case studies from WTF's local partner organisations

In the years during which they have been operating, WTF's local partner organisations have built up a wealth of expertise in their specific regions. Here, we document their histories, missions, contexts and activities.

5.1 Hope Flowers School

Location: Bethlehem, OPT.

Mission: Hope Flowers works for peace building, trauma reduction, democratic development, community and the furthering of human rights.

Number of pupils: 250, aged between 4 and 11.

Number of staff: 25.

Number of schools using its methods: 105.

Webpage:

<http://www.hopeflowersschool.org/intro.html>

Other activities besides SBPs: Other activities are focussed in the Hope Flowers Center, which complements the work of the school by supporting the wider community in this area. Its activities are focussed on two main fields – income generation and the empowerment of women.

Of WTF's four local partner organisations described in this manual, Hope Flowers is unique in that it is not a local NGO implementing its mission through selected schools, but is itself a school that implements its mission on peace education through its own staff and through exporting its methods to other schools in the region.

The history of the area known now as the OPT has been affected by conflict for many years, especially since 1948 when war broke out between Palestinians and Israelis as an attempt to create a state of Israel was made. The reality on the ground in Bethlehem now is that Palestinian-held territory is often sectioned off by walls and checkpoints, and much of its population has been displaced. Its economy is undermined by the ongoing conflict in the region, so poverty is widespread.

Hussein Issa was born in Ramle near Tel Aviv and came as a child and a refugee to Deheisheh refugee camp near Bethlehem. He founded Hope Flowers

School to provide for refugee children the things that he himself had needed but had not received as a child and a refugee.

Pupils at Hope Flowers School come mainly from the nearby refugee camp, although pupils from throughout the area are welcome. Children with disabilities are fully integrated into the system and are educated alongside their peers.

Pupils are given the standard Palestinian curriculum during their school life – however, ongoing and consistent attention is paid to the subject of peace education. This philosophy permeates all of the pupil's dealing with the school and can be characterised by various factors:

- awareness of the individual's position in regard to community – that is, that each member of a community has a responsibility towards it;
- awareness that aggressive behaviour is not acceptable;
- development of conflict-resolution skills;
- emphasis upon respect and peaceful, nonviolent interaction with peers, teachers, parents and all other members of the community;
- the repeated message that violence does not provide a solution.

These philosophies are delivered to Hope Flower's teachers through initial trainings and are upheld through supervision.

Further, children who are identified as experiencing psychological difficulties are offered professional help. Besides these extra strands to the curriculum provided to pupils, Hope Flowers School is active on two other fundamental levels. It is acutely aware that its teachers have also been exposed to conflict-related problems and may be experiencing difficulties as a result. It therefore actively seeks to establish an open culture of support within the school, where expressing problems, concerns and other emotional issues is acceptable and where psychological support is available where necessary. Its philosophy in doing this focusses upon helping to improve the psychological well-being of the teachers, in the belief that this will enhance their interaction with the children.

Further, Hope Flowers is very active in working with parents. Its work with this group is designed to ensure

that the ethos and philosophy held by the school is not undone by the child's reality at home. To achieve this, Hope Flowers seeks to ensure that the parents are informed about the school's philosophy through consistent contact, building up a relationship between the parents and the school. Education is also offered by the school to parents on subjects that have been found in the school's experience to be useful, such as 'communicating positively with your child'. Further, if a specific problem is identified as having its roots in the home situation of the child (for example poverty, malnutrition, neglect or severe punishments), the school seeks to address this problem by discussing it with the parents and by providing support where possible.

Assistance offered to parents by the school goes beyond fostering good relations in the triangle between parent, school and child. Hope Flowers School attempts to address the root causes of problems within a child's life, and the Hope Flowers Center was established in 2004 to support this approach. Within the current situation in Palestine, poverty is often the underlying cause of difficulties for a family. The Hope Flowers Center teaches income-generating and professional skills to families and promotes empowerment for women, so that they can contribute fully to the family situation.

Having developed its methods through years of experience in working with this target group, Hope Flowers is working on exporting its philosophies to other schools in the region. To do this, it approaches other schools in a manner comparable to its interactions with government officials – in a politically neutral way and through a large personal network built up over years of active lobbying. Hope Flower's trainers offer their services to school directors of other schools within the West Bank and to a group of their teachers. This training raises the school directors' awareness of the importance of psychosocial issues, and their support for the sustainability of the programme is ensured. Once a group of teachers within a school has been trained, they spread the subject of their training to their colleagues within the school via an 'inkblot' method. Several concrete indicators of the functioning of this system are visible within the context of schools trained by Hope Flowers trainers, such as the organisation of parent information evenings or local women's empowerment groups.

Hope Flowers works with one head trainer and four co-trainers. During its cooperation with WTF, it has been implementing a specific SBP, made up of the

training of staff from other schools. Once a school that has an interest in working with Hope Flowers has been identified, the school director participates in three days of training, followed by training of teachers and school counsellors. Hope Flowers is unique among the local partner organisations in devoting this degree of attention to the personal psychological well-being of the school staff. The trainers work through lectures, role-play, group work, relaxation. The main subjects covered during these trainings are:

- knowledge of the symptoms of trauma;
- loss and mourning;
- communication skills;
- working towards peace of mind.

Following training, ongoing support is available face-to-face or by phone to the teachers who have participated in the trainings.

5.2 Denal

Location: Chechnya and Ingushetia.

Mission: Denal implements social programmes for the sake of improving the well-being of people in the northern Caucasus, relieving social tensions in the communities and strengthening the role of women.

Number of members of staff: 12.

Number of schools: 15.

Other activities: providing medical assistance to disabled people, vocational trainings and counselling centres, peace-building activities, aimed at developing leadership and exploring the creative and other innate resources of young people, coordinating voluntary work within SBPs and recently a new programme in Chechnya on encouraging more active and effective interaction between local governments, civilians and NGOs.

Unlike at Hope Flowers School, SBPPs are only one branch of Denal's activities. However, they play an important role in its overall mission of peace building and strengthening communities.

In 1995, Chechnya was a country deep in the grip of war. Russian forces were attempting to regain control over the republic, which had declared its independence four years earlier. It was against this backdrop of guerrilla warfare, armed incursions and widespread poverty due to an economy crippled by war and political unrest that Denal was established to address some of the needs of the populations of the most mountain-

ous areas, where international aid was limited by the inaccessibility of the terrain.

In its first phase, Denal offered emergency relief to this population, providing assistance geared towards meeting primary needs: food aid, medical supplies, clothing, sheets and other necessities of life. A year after its establishment, Denal began to offer psychosocial rehabilitation to its target group.

However, by 2004, the emergency situation in Chechnya was over, and the focus of Denal's work began to change. Instead of emergency aid, it began to seek to provide assistance aiming at sustainable recovery. Medical care is still a part of its work, but this is now limited to providing care for the disabled. Psychosocial support remains a lynchpin of its work and is offered through a variety of means, including SBPs. Besides school-based activities, the organisation provides trainings usually targeted at specific groups, such as young people, women or disabled people. Vocational training, provided to compensate for gaps in education and to offer participants a means for income generation, is offered through its work with women. Lastly, their work comprises also a social component. Under this title, Denal actively seeks to bring different groups together, trying to establish networks and alerting people to their potential within civil society by placing emphasis upon playing an active role in community.

Denal works with schools by providing training and support to its teachers, counsellors and directors. It currently has seven trainers as part of its team. These trainers come from a range of professions, including psychologists, social pedagogues and teachers. They are selected on the basis of their professional level, their experience of training work, their ability for diplomacy and being able to work as part of a team, their capacity to introduce initiatives and their active contribution to the work of the organisation.

Once selected, the trainers are trained in all of the methods and tools used by Denal to contribute to its mission within the SBPs.

The organisation currently works with a total of 15 schools: 10 in Chechnya and five schools in neighbouring Ingushetia. Schools are selected on certain criteria, such as location (Denal tries to focus its attention on remote locations that often receive the least aid, attention and support), demographic factors (a large ratio of pupils to other members of the population), the number of teachers and their professional level. Once a school has been selected, representatives

from Denal meet with school authorities and introduce Denal, its mission and ways of working, and they invite them to join the programme. Planned activities for the school are presented. Denal has no experience of a school refusing cooperating with their programme and its initiatives are widely welcomed. This positive experience represents both respect for Denal's work in the region and a recognition within the schools of the necessity for psychosocial support for their pupils.

Once a school has agreed to join Denal's programme, teachers are selected and trained. They are selected by the school administration, i.e. the school director, head of the teaching department or head teacher of a class, according to the affinity of the teachers with the subjects of the training programme or whether they are facing specific or urgent problems in their work, such as conflict with a pupil or another member of staff or trauma-related problems in their own lives. Teachers who express an interest in joining on their own initiative are welcome and Denal tries to achieve a mix of older, more experienced teachers and younger teachers in each group. Two teachers from each participating school can take part. This number is limited in such a way so as to allow a greater number of schools to be reached. Because such a small number of teachers being trained per school may limit the programme's impact within the school, Denal ensures that the content of the training is then spread to other members of staff by including them in intervision sessions.

Teachers are trained by Denal trainers through mini-lectures, plenary discussions, case studies and role play. Subjects covered could include:

- specifics of teaching children of puberty age;
- development of romantic relationships among school-aged children;
- hyperactive or slow children;
- children from incomplete families;
- disabled children;
- difficult cases (these are often examined in the form of role play);
- dealing with people who are experiencing psychological problems;
- other topics specifically requested by the trainee teachers.

The training team requests feedback from the participating teachers at the end of every session and uses this feedback to review the contents on which it trains. To ensure that the school has access to follow-up sup-

port from Denal, regular contact is maintained. This contact takes the form of telephone follow-up and quarterly outreach visits. Meetings take place on a monthly basis, during which, as mentioned above, the two teachers from each participating school share experiences and knowledge with the teachers who have not participated. Through both the outreach visits and the intervention method, the knowledge they have acquired could be established as a broader way of working within the school.

Further, Denal offers both psychological and professional support to the teachers in the participating schools. This support takes the form of direct treatment for teachers who are experiencing emotional difficulties and the possibility to consult Denal on a specific problem – for example over a particularly difficult pupil or class.

Following training, the teachers are able to provide a spectrum of support to the children under their care. They could offer psychosocial training and, if necessary, individual counselling on urgent problems and obstacles. If a child's needs for assistance go beyond the scope of that available from the teachers, the child could be referred to Denal for direct, individual psychological support.

Parents also are a crucial target group for Denal and, as we have seen in the subchapter on parents and the evidence from the other case studies, are often affected by exposure to war, poverty and other factors that have a negative impact upon their relationship with their children.

Denal seeks to make contact with parents through inviting them to parent's meetings, conducting information talks and meetings and involving them in school events. In their work with parents, Denal lays emphasis on therapeutic and training work, during which trainers work together with the parents to define the most helpful approaches to the problems they are experiencing with their children.

5.3 Dostizhenia

Location: North Ossetia.

Mission: to support academic excellent and the development of every pupil to his or her full potential.

Number of members of staff: 14.

Number of participating schools: 36.

Other activities besides school-based psychosocial programmes: none.

Dostizhenia as initially established by a leading economist, Chshieva Tatyana Lazarbekovna, to support excellence in economic education in her region. It is the only one of the local partner organisations of WTF whose initial mission was not connected to psychosocial support or to providing assistance in conflict or postconflict situations.

However, dramatic changes in the context in which it was operating led it to shift its focus of operations. The war in neighbouring Chechnya brought an influx of refugees, and the Beslan tragedy of 2004 left an entire generation of school children, teachers and parents traumatised. A decision was taken by Dostizhenia to broaden dramatically the scope of its activities and, while never leaving the emphasis on academic excellence behind, it also turned its attention to promoting a comfortable psychosocial atmosphere within schools, providing support to children and their families who were in need and offering direct psychological treatment to pupils whose functioning had been affected by the events in the area. At the time of writing, Dostizhenia is collaborating with 36 of the 201 state schools in North Ossetia.

In spite of its status as an NGO, Dostizhenia cooperates fully with the government of its region, agreeing its policies and activities with the Ministry of Education and working through state-run schools. Salaries of teachers attending Dostizhenia's workshops are paid by the government, and workshops are also attended by government officials. Dostizhenia provides a clear example that, although most NGOs are by name and nature not connected to the government, in some areas functioning totally independently from the government is simply not feasible.

Once a school that Dostizhenia would like to include in its programmes has been identified, representatives from Dostizhenia visit the school and present its programmes and aims. If the school then agrees to partic-

ipate, a contract with Dostizhenia is signed and teachers are asked who would like to be trained. The school director appoints a representative from among the school staff who is responsible for monitoring the process within the school and acts as the contact person for Dostizhenia.

Trainers are selected by Dostizhenia from throughout the region. The group, which consists of professional psychologists, was originally brought together in 2004, when professionals involved in SBPs from Slovenia and the Netherlands delivered training of trainers. The team now consists of 12 psychologists, selected on the basis of their professional expertise.

The subjects for the monthly seminars are designed in collaboration with a coordinator, often from abroad, visiting as a result of cooperation with foreign programmes. The organisation places a high value upon working with coordinators from outside the region, due to a sense that doing so allows an exchange of ideas and professionalism that goes beyond the region in which the local partner organisation is directly operating.

Dostizhenia offers a variety of subjects through its training. To continue to promote its mission of supporting academic excellence, part of its work is focussed on ensuring that teachers have the tools they need to master the advanced academic system including psychopedagogic support for educational development. Also, to contribute to this aspect of its mission, Dostizhenia frequently organises competitions for pupils and conferences within the region.

Seminars for teachers take place on a monthly basis and cover aspects that allow him or her to add to his professional capabilities regarding his or her subject. Various topics form the basis of these trainings, such as 'a traumatised child in my class', 'conflict resolution among pupils', 'teacher-parent interaction' and 'professional burnout'. In addition, participants could feed into the choice of topic for seminars through evaluation forms, in which they are asked to specify areas to which they would like to devote attention. These seminars are held for teachers from schools that are participating in the project, but information about upcoming seminars is circulated to all of the public schools within the republic, and all teachers who wish to join are welcome.

During the seminars, teachers are invited to exchange their experiences and seek solutions to the problems they face in their work with the support of the other participants.

Teachers who have been trained are always welcome then to request individual consultancy from Dostizhenia in the event that extra support is needed.

To meet the psychosocial needs of the children themselves, Dostizhenia works with a pool of psychologists. These psychologists are usually school psychologists or members of the Russian Association of Pedagogue-psychologists who can deliver direct psychological support.

Once a child who is experiencing difficulties has been identified by a teacher or by a school psychologist, he/she could be referred for further treatment under the programme. This treatment usually takes the form of individual therapy and training sessions. It is designed to focus upon the development of the child to his or her full potential, both at an academic level and a personal one. It works towards the elimination of anxiety and seeks to build up resilience and positive communication skills.

Dostizhenia holds a parents' meeting once or twice a year in each of its schools. This meeting is hosted by one of the teachers from the school. The purpose of these meetings is to establish communication with the parent group and to open communication around the subject of psychosocial care.

In case a child is identified as being in need of assistance, an initial approach is made to the parents through a teacher, who recommends that the parents make contact with Dostizhenia. Occasionally, trainers from Dostizhenia then visit the child's home. The aim of mediating between teachers and parents in this way is seen as supporting the fundamental link between the child's home life and school life. Trainers from Dostizhenia seek to establish and support a positive link between the family and the teachers so that support to the child could be coordinated and optimally provided.

Dostizhenia's work in the region provides support to teachers, pupils and parents on a number of levels. In bringing these groups together and augmenting the skills of the teachers on both academic and psychosocial levels, Dostizhenia furnishes them with the skills they need to recognise and address the needs of their pupils. The organisation promotes the full realisation of personal and academic potential among the student group through cooperation between the school and the home to create a comfortable psychosocial atmosphere, augmented if necessary by treatment, in which the child can fully develop.



5.4 QPEA

Location: Kosovo.

Mission: to protect the psychosocial well-being and promote the education of children, to contribute to the psychosocial and psychopedagogic quality of the education system of Kosovo and to mobilise human resources for the psychosocial protection and well-being of children.

Number of members of staff: 15.

Number of schools using its methods: more than 500 throughout Kosovo.

Other activities: none.

QPEA was established in 2000 in the immediate aftermath of the 1998-9 Kosovan war and the break up of Yugoslavia, when Ramush Lekaj, at that time employed by Institute of Pedagogy, decided to set up an NGO to address the psychosocial needs of children with whom he came into contact during the course of his work. During this immediate postconflict phase, the Kosovar population was receiving emergency support and was under the jurisdiction of UNMIK (United Nations Interim Administration Mission in Kosovo). New systems and institutions were swiftly installed and running, so that schools and other public institutions could cope with the influx of returning refugees; however, other, preexisting structures, such as the group employed by schools as pedagogic experts, who were providing psychosocial and educational care to pupils, were abolished. This left a gap in the provision of much needed care to the traumatised population of school-aged children.

QPEA now operates throughout Kosovo, providing psychosocial support and training in the delivery of appropriate care, and works to mobilise human resources for the psychosocial protection and well-being of children. It provides:

- psychosocial seminars for teachers, parents and volunteers;
- psychopedagogic seminars for teachers, pupils and education officials;
- counselling centres for children and parents;
- advanced training for educational and mental health professionals;
- mobilisation of resources in terms of voluntary work

(Lekaj et al., 2009a-c).

To implement these activities, QPEA works with a large number of schools, more than 500 throughout Kosovo. Its focus lies on reaching the most remote rural communities. Two approaches are used to identify schools that might usefully participate in its programmes.

First, QPEA approaches the local authorities responsible for education. Representatives from QPEA present their proposed programme to this authority and together they identify and contact potential schools. A second route through which schools could become involved in QPEA's programmes is through word of mouth. QPEA is now well known in Kosovo and is often approached by representatives from schools who have heard about its work and request QPEA's assistance.

In either case, the same process is followed with each new school to join the programme. Once a school has been identified as a potential participant, QPEA contacts the school authority, i.e. the administration and director, through the local department of education. Once the school has agreed to participate in the programme, representatives from QPEA visit the school and present the organisation and the programme to the administration and the director. Together with them, teachers who would be especially suitable to participate (either because they are themselves experiencing psychosocial difficulties or need to deal with difficult children) are selected. Training of trainers then takes place. The trainers are selected from a group of mental health professionals and pedagogic experts from QPEA. Local experts are also involved at this level when possible so that the expertise delivered through this training could be retained at a local level.

Teachers then take part in various seminars. A comprehensive overview of the content of the trainings of both the trainers and the teachers can be found in 'Training Teachers in Areas of Armed Conflict: a Manual' (Mikuş Kos, 2005). The main topics include:

- the psychosocial climate of the school and of the classroom;
- the protective role of the school and teachers for children at risk and for children with psychosocial problems;
- the relationship between the teacher and the pupils;
- the cooperation between the school and the parents;
- the impact of poverty and social exclusion of children and families; how can the teacher and the

school alleviate the impact of poverty on a child's learning and development;

- relationships between peers and education for pro-social behaviour;
- school violence and bullying;
- learning difficulties and learning disorders – how can the teacher motivate and help the child with learning difficulties?
- trauma and losses;
- children with psychological disorders – what can the teacher and the school do with them and for them?
- children with special needs – what can the teacher and the school do with them and for them?
- the sick child and the child with physical handicaps in school; cooperation between education and health services;
- the school and the community; cooperation with the community and mobilising external resources for the benefit of children and schools;
- volunteers helping children with psychosocial and learning difficulties, especially those from poor families;
- children as volunteers;
- the professional burdens and prevention of burn-out;
- children's rights.

After the selected teachers have taken part in the seminars, outreach visits take place. These outreach visits usually take the form of a combined programme of lectures, group work and sometimes individual counselling and therapy. They are designed as a way to access as broad a scope as possible of people involved in the school who have not as yet been reached by the programme. All the teachers, those trained and those not, are invited to come to the lectures, and children and parents are also often invited to attend. The lectures usually cover the topics that have been given in the seminars, but occasionally different subjects are given on request from the schools.

Following the training and the outreach visits, contact is maintained between the school and QPEA in a sustainable way. Every school appoints a teacher to be the school coordinator – this person is then responsible for maintaining contact between QPEA and the school and for referring children for counselling when necessary. The coordinator is also mentor of those who do voluntary work. School-based voluntary work carried out by young people is a fundamental part of QPEA's work, and at least 15 young volunteers students are introduced into each school during the pro-

gramme to develop different voluntary work activities for children in need and for their communities (peer tutoring, environmental activities, debates, etc.). One of the tasks of the coordinator is also to report regularly back to QPEA, allowing it to monitor the progress of the programme within the school.

To provide a service for children who are identified as needing treatment, counselling centres have been established in some schools. These are run by mental health professionals from that region, selected by QPEA.

Like the other local partner organisations that collaborate with WTF in implementing SBPs, QPEA comes up against cultural obstacles of shame and stigma when discussing issues around mental health. 'When a group of QPEA trainers were asked what their dream would be that the programme might achieve,' noted Arlinda Jusufi in an interview (May 2012), 'they said that it would be to reduce the stigma around mental health problems'.

In the experience of QPEA, this problem is most visible in its interactions with parents, who are reluctant to discuss mental health or behavioural problems in connection with their child and who are very aware of the stigma around consulting a mental health professional. QPEA takes two steps to address this problem.

First, mental health problems are discussed with parents; this is done not by representatives of QPEA who are unknown to the parents, but by the teachers, with whom they already have a personal relationship and who have been already trained in seminars organised by QPEA. In addressing the issue in this informal way, QPEA has found that parents become more open to it and are willing to attend lectures on subjects connected to mental health during the outreach visits, if they are directly invited by the teachers.

Second, the decision to locate the counselling centres physically within the school itself also contributes to the reduction of stigma in consulting a mental health-care specialist. This removes the obstacles of cost, location and stigma all in one move. Mental health-care specialists are usually not located close to the remote villages where the schools are often operating and are usually very expensive to use. Placing counselling centres in schools brings mental health support within reach, both physically and financially, of families with a child who is experiencing problems and

removes the stigma attached to physically travelling to a mental health professional or being seen entering or leaving a practice.

QPEA seeks to address the mental health needs of school children in Kosovo on a variety of levels. It attempts to reach schools in remote areas, for which psychosocial care would otherwise be out of reach. Its work with the schools is based upon supporting teachers, parents and pupils and seeks to provide each of these three players with the support they need to contribute to a positive atmosphere within the school.



5.5 WTF's work with SBPPs

Location: the Netherlands.

Mission: WTF is dedicated to the realisation of hope and peace of mind and the achievement of the full potential of communities, impacted by individual and collective trauma, as a result of war and organised violence.

Number of members of staff: 10.

Number of school-based psychosocial programmes: 4.

Other activities: WTF has four main areas of activity: skill development through technical training and supervision; development and promotion of local and regional networks; documentation and exchange of knowledge, experience and best practices; and organisational capacity building. Besides the four SBPPs described in this manual, WTF has programmes in the Democratic Republic of Congo, Burundi, Egypt, Sri Lanka and Sudan. Webpage: <http://www.wartrauma.nl/en>

WTF's work spans a broad range of activities that support its overall mission. For the purposes of this case study, just its interactions with partner organisations implementing SBPPs will be explored.

WTF did not, initially, set out with a specific plan to involve itself with SBPs or to take a conscious decision about this at policy level. Like much of its work with local organisations, it was based initially on contact with a small number of professionals working in the region. From within this group, other contacts arose, and gradually a network began to form.

In engaging with this network, it became clear to WTF that a wealth of expertise was already available in the regions and that their work with schools embodied a philosophy that WTF found convincing

and felt able to support: that schools form a central point in a community and provide a unique opportunity to offer support to children without singling them out from their peers, and by reaching also those around them - teachers, parents and other caregivers who contribute to providing a protective environment for the child.

Equally, WTF felt that it has areas of expertise that could be offered to the partner organisations to support their work. On the basis of this knowledge, the network of partner organisations who are implementing SBPPs has gradually been built up to include the four partner organisations whose work is described here.

Marieke Schouten, director of WTF, commented (in an interview in May 2012) on the way the Foundation sets about working with a partner organisation. 'Our way of working comes down to the old-fashioned word "dialogue". Our strength lies in working with organisations and discussing what their needs are and where to make a start. We recognise that there is knowledge locally. Through talking about it, being open, that's when the knowledge comes out. Then we see what we don't know. We set about creating networks - then we start designing the projects.'

The partner organisations involved in SBPPs whose work has been described in this manual were identified and involved with WTF through contact with experts in their region. Once contact and agreements on cooperation had been made, dialogue began on how WTF could best support the work of the partner organisation. In all of the four partner organisations, experts from WTF have visited those organisations to provide trainings, support and evaluation.

In the context of this cooperation, emphasis has been laid on organisational development, and organisational assessments have been carried out with the partner organisations using Most Significant Change and the 5 Capabilities model. In each case, the purpose of organisational assessment has been to identify areas in which the partner organisations wish to develop their capacity and how WTF could most effectively support this process.

In working with partner organisations, WTF seeks to be as relationship-focussed as possible. It does not see local partner organisations as a tool through which programmes could be rolled out, but seeks to build up a relationship based upon trust and respect for one another's knowledge.

Networking, especially seeking to embed partner organisations within local networks, is central to WTF's way of working. While sometimes partner organisations could be seen almost as working in isolation, the Foundation is keen to make an inventory of the capacities of other players in the area and to look at what they have to offer one another. Its future plans for working with SBPs include developing a policy on this kind of work, so that connections with partner organisations are found partly through a cascade effect from which WTF has so far been able to benefit, but partly also along an identified, planned path. In addition, attention is devoted to systematically identifying and connecting organisations within a region, so that they could support and augment one another's work.

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