



COALITION FOR WORK WITH PSYCHOTRAUMA AND PEACE
KOALICIJA ZA RAD SA PSIHOTRAUMOM I MIROM

**PLATFORM OF THE COALITION FOR WORK WITH PSYCHOTRAUMA AND PEACE/GLOBAL REGENERATION
FOR PEACE (CWWPP/GRP)**

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EXECUTIVE SUMMARY

This document was written in the context of the evaluation of the work of the Coalition for Work with Psychotrauma and Peace since 1995 and the setting of its course for the future. One aspect of this is the change in name to Global Regeneration for Peace (GRP). This name change is intended to reflect the expansion of the geographic orientation of the organization as well as the expansion of its vision. In general, further in this document, we shall refer to the organization using the name GRP.

Our vision is to facilitate individuals and groups to actively develop new positive life perspectives for themselves and to assist in the re-generation of their communities and the beneficiaries for whom they work. We believe that, by working for long periods with health and social and community-based education, we can encourage individuals and collectives to be active creators of their lives and environments.

Re-generation is the holistic process of change in a positive direction of the life of a person, a community and/or a society. It includes recovery and may go far beyond it, giving new directions. It certainly includes work on mental health, development of human responsibility, critical consciousness, spiritual life and emotional life as well as on practical aspects of life such as physical rebuilding, economics, etc. It includes the “human ecology” of life, including the environment (macro and micro environment). In short, it is the (re-) development of new perspectives, possibly, but not only, after traumatic events.

Our ideals and philosophies are based on the work of Adam Curle, John Paul Lederach and Vamik Volkan and others as well as on our experience in the Balkans since 1995. Central to our work is the creation of a synthesis of ideas, knowledge, skills and values from many sources. We believe in speaking truth to power, respecting the individual and his/her rights, ideas and dignity, and respecting the right of future generations to a safe and sustainable environment.

How we see the situation in the world. We see the world as a place where the rights of the individual and the rights and dignity of human beings count for little, where people take little responsibility for themselves, where the misuse of money and power rule, where ecology is not respected, where people are fearful of upsetting established power and where large organizations of various sorts serve that power and not people. On the other hand, we see the world as a beautiful place where human beings are full of potential and, were people to divest themselves of their fears, they could create a paradise.

In the Balkans, we see the central problem as the self-interest of politicians and those desiring power who, through the media and other methods of persuasion, have created war and continuing separation and hatred. These people continue to block progress toward regeneration in the region. There are thus problems of physical and mental health, low levels of civil society, fear of politicians and bureaucrats, a lack of reconciliation and regeneration and an excess of transmission of trauma and negative narratives to future generations.

In Liberia there is currently a “negative peace”, with violence just below the surface after conflicts that actively lasted for approximately 14 years. There are severe infrastructural difficulties, including transport, electricity, water and sanitation and communication. More than 70% of people cannot read or write, extremely high proportions of the population, including children as young as 6, took part in war and there were high levels of gender-based violence. Medical care is extremely poor and mental health care is almost non-existent. In the past, programs have been too short and cultural values have not been taken into account. Further, the problems of Liberia must be seen in a regional context.

Ghana, while being relatively stable, still has substantial problems with its mental health system and with the traumatization of former soldiers who served in other areas. Further, there are still significant problems with intra-tribal violence in the north of the country. The country also has a substantial problem with refugees. Work in Ghana also must be considered in a regional context.

In the USA, we wish to work with soldiers currently in the military and those returning from Iraq and Afghanistan who have substantial problems with mental health and with regenerating their own lives because of the lack of availability of such services. The situation is similar with regard to asylum seekers, refugees, migrants and marginalized groups.

In the European Union, there is little care for asylum seekers, refugees, migrants and marginalized groups. The influx of such people into the EU has escalated in recent years. Voluntary groups caring for such people exist in only a limited number of places. This is leading to violence in many places. Also, we are extremely concerned about the recent increase in nationalism and racism which is becoming ever more virulent.

Our experience has been at the grassroots/taproot level in Croatia, Bosnia-Herzegovina and Serbia since 1995. One of us worked previously as a physician with traumatized and marginalized persons. Another of us has extensive experience with education. A third has developed a holistic approach to regeneration. The essence of this experience is summarized in the paragraphs above on our vision and our ideals and philosophy and is given in detail later in this document. A separate document entitled *The CWWPP/GRP: Social Reconstruction and Health Toward the Future: Lessons Learned from Eastern Croatia 1995-2010* has been excerpted from this document.

We are setting out to create models of regeneration that can be used in various parts of the world with appropriate local adaptations, to assist local groups to use these models, to increase knowledge, skills and attitudes essential for regeneration in health, non-violent conflict transformation, civil society, human rights, human responsibility, restorative justice, human economics and human ecology and to combine knowledge and skills from a wide variety of sources.

We want to grow the wide spread of educational programs for people working in the field at the grassroots and taproot level (the Course for Workers in Areas of Regeneration – CWIAR) and at the BA and MA levels for people who will think critically and who will lead the regeneration of their regions. Further, we want to carry out research and grow a base of experience and resources that will be available to groups undergoing and facilitating regeneration. We further want to sensitize people in their communities to take proactive roles in the regeneration of those communities.

The breakthroughs that we see as key are a template for the training of trainers in the field of regeneration that is adaptable to local needs, the development of BA and MA programs that emphasize experiential practice, the development of models of regeneration informed by and adaptable to local conditions and the development of a worldwide network of practitioners and researchers who can continually interact.

In the Balkans, we want to work on sensitization/public education, on education of people at taproot/grassroots level in skills involved in the CWIAR course (see above and in the main text), to initiate the BA and MA programs, to encourage the formation of local groups that can carry out lay counseling and further work on regeneration, and the formation of polyvalent centers.

In Liberia education to create capacity for regeneration is our first priority. Within this, our highest priority is the CWIAR course at the middle level, that is, with members of NGOs, teachers, students, religious leaders, people from labor unions, etc. Further, we will work with the University of Liberia on the BA and MA programs. At other levels, we will work to educate current physicians, physicians' assistants, nurses, social workers, etc. in working with mental health. We will work also with the school of medicine and schools of nursing and social work to increase capacity of supervisors. We will also work with police and lawyers and similar persons. This is also the aim of a program to encourage the completion of the education of people who did not do so because of the war. Further, we will work at the grassroots/taproot level together with our local partners. Additionally, we will assist in the formation and mentoring of new and existing local organizations.

In Ghana we will assist with the formation of a Center for Regeneration and the Treatment of Trauma that will work on manmade and natural disasters. We will work with national and local stakeholder groups to assist in the education and supervision of existing personnel and the creation of newly educated people.

In the USA we will educate trainers who will, in turn, educate the leaders and supervisors of self-help groups for former and current soldiers involved in conflict, especially those returning from Iraq and Afghanistan. The education and supervision will be carried out onsite and online. Criteria for client selection and for backup of counselors will be developed.

In the European Union we will choose a country with severe problems with asylum seekers, refugees, migrants and marginalized groups. We will attempt to gain cooperation with staff of asylum seekers centers and educate and supervise them. We will educate and supervise members of non-governmental organizations and individuals working with such persons and encourage the formation of non-governmental organizations where they do not exist. We also will train and encourage the formation of groups of asylum seekers, refugees, migrants and marginalized groups.

Our general methodologies include the use of self-help groups and lay counselors, extensive and constant consultation within the community, online, onsite and combined teaching methodologies, accepted and regionally adjusted research methodologies, eclectic individual and group counseling methods, long-term involvement and constant evaluation of programs.

Further, a template manual for the CWIAR Course is being written. This will be adapted to various levels and needs. It also will be translated into online format. A catalogue for the BA and MA Programs already has been written. Accreditation will be sought in Europe, North America and elsewhere. Research will be carried out with the assistance of a methodologist. Standard methods of individual and group counseling will be used.

In the Balkans, standard methodologies will be used. It may be necessary to produce materials in the several "languages" (in reality dialects) of the Balkans. The emphasis will be on public education through forums, short courses and an Internet site that will function as a radio station, this partly to avoid political resistance. Polyvalent centers will be formed to attract persons to our programs and to reduce the stigma of coming for psychological assistance. Programs will be re-extended to un-served and under-served towns and villages.

In Liberia, all of the methodologies described above will be used. New methodologies must be developed. This will occur in the course of the programs and in close consultation with our partners. These must conform to cultural factors. Some adaptations will need to be made for infrastructural difficulties, including the lack of media. Adaptations will be made for the inability of people to read and write.

In Ghana, the methodology will be consultation with known psychologists, with the University of Ghana, with NGOs involved in psychology and peacebuilding, with the government and with a wide variety of stakeholders. We will then adapt the CWIAR Course to the needs of the country and begin to educate and supervise members of stakeholder groups.

In the USA we will consult with partner groups, adapt the CWIAR Course to the needs of those groups, hold training for trainers and then encourage trainers to begin further training and supervision.

In the European Union we will choose a country and area, determine the beneficiary groups, adapt the CWIAR Course to each of them, and train and supervise them. Where non-governmental organizations do not exist, we will encourage their formation.

We expect from our work that it will change the outlook of people in a number of communities in allowing them to obtain a deeper understanding of the forces that control their lives and in making them more critically conscious.

Our preferred future state is a situation in which communities and individuals are in spiritual harmony with themselves.

GRP is working toward a reduction of tension and violence in the world and toward the preferred future state given in the previous paragraph.

We see our stakeholders as all people in the world wishing harmony, development of reasonable lives for people and a reduction of the violence in the world. We see our stakeholders as such groups as physicians, nurses and social workers, NGOs, labor unions, state institutions such as hospitals and schools, employers and industries and inter-governmental organizations.

We see our beneficiaries as remainees, refugees, internally displaced persons, those who took part in the conflict, men, women, children, youth, elderly, families persons with chronic physical and/or mental illness, prisoners of war and other tortured people. We further see our beneficiaries as asylum seekers, refugees, migrants and marginalized groups.

The needs met by GRP and the functions carried out by GRP that are not being met by other organizations include the creation of holistic plans of regeneration, taking a long-term view of regeneration, working on capacity building in mental, emotional and spiritual health, particularly at grassroots/taproot level, working with former soldiers and working with perpetrators. Further, in the Balkans, funders and international organizations have left. In Liberia, the needs are massive, particularly in health and education. In Ghana, few other groups are working on mental health. In the USA, remarkably, few groups are working on the (mental) health problems of current and former soldiers. In the European Union, there is very little attention being given to the problems of asylum seekers, refugees, migrants and marginalized groups.

The risks involved include political risks in every location in which are working. There are the general risks of the situation combined with the unpopularity of the type of work that we are doing. These are also security risks and practical risks specific to each location. In many cases, the entire concept of civil society is completely unknown and foreign to the culture. There are also risks of a lack of understanding of what we are doing by local people, by funders and by others with other agendas, that is, there is sometimes deliberate misunderstanding. There are risks of funding. Further, the some of the largest risks are in our not listening adequately to our beneficiaries and not adapting our programs to their needs. The specific risks for each location are given in the main text.

Our general plan of action. With regard to education, our plan is to complete the development of the template manual for the CWIAR Course and translate it into online format, test it and begin working with it onsite and online. In parallel, we will seek association with one or more educational institutions and seek accreditation and funding for the CWIAR and the BA and MA programs. All programs will then be translated into online form and implemented.

In conclusion, this Platform represents significant progress for the organization. It demonstrates the understanding gained since 1993. We are very much aware of the amount of work and dedication that will be necessary to move the organization forward to sustainability. This is a joint task with our local and international partners, Board members and all who care about our work.

INTRODUCTION

A Bit of History

The Coalition for Work with Psychotrauma and Peace (CWWPP) was founded informally in about 1993. It arose out of work with asylum seekers and refugees in The Netherlands in a variety of contexts and out of an informal working group on concerns for the victims of the war that involved the breakup of the former Socialist Federal Republic of Yugoslavia (SFRY). This working group had been formed primarily, but certainly not exclusively, by members of the Dutch branches of Amnesty International and the International Physicians for the Prevention of Nuclear War. In June, 1995, Charles David Tauber, M.D. went to the countries formed by the breakup of the SFRY. The organization was registered in 1997 as a *stichting*, or foundation, the most common form of registration of non-profit non-governmental organizations in The Netherlands. A few years later, it was registered as a foreign organization in the Republic of Croatia. Almost since its founding, the organization has been closely associated with the Conflict Resolution Center International of Pittsburgh, Pennsylvania, USA, which is its fiscal agent there. Currently, the organization is in the process of registration for 501(c)(3) tax deductible status in the USA and of registration in Bosnia-Herzegovina as a foreign organization.

The course developed in the context of the work with people working with asylum seekers and refugees in The Netherlands – these could include a wide range from physicians, nurses, social workers and other professionals to housewives and others who were volunteering out of the goodness of their hearts – formed the basis for the so-called “Core Course”, which now is in the process of further development into the Course for Workers in Areas of Regeneration (CWIAR). This highly participatory course included, and still includes, work on communication, psychological trauma, civil society, non-violent conflict transformation, human rights and teaching. The course and its variants will be discussed in more detail further in this platform.

During its first years in The Balkans, the CWWPP has carried out two types of programs. The first was the “Core” Course noted above. The second was and is direct individual and group counseling. In both activities, we have been virtually unique in the region. Unfortunately, some 15 years (in 2010 when this document is being completed) after the end of the war, the need for both is still acute.

Further, during those 15 years, the CWWPP has learned a number of lessons. These are detailed further on in this document and in a separate booklet abstracted from it, entitled *The CWWPP/GRP: Social Reconstruction and Health Toward the Future: Lessons Learned from Eastern Croatia 1995-2010*, which is available on our website.

The CWWPP has been undergoing a continual process of professionalization since its informal founding in 1993. Since that time, many people have contributed to the work of the organization. Notable in this have been Erik Kupers and Charles David Tauber, M.D. for their consistency and hard work. Notable also is Paul Wahrhaftig, who has encouraged the organization from the first by sharing his more than 30 years of insight, in the early days by publishing the papers of the organization and more recently by securing long-term funding for the organization and by serving as a member of the Board. Also, in the early years of the organization, Johanna Steindl sometimes literally kept the organization alive with her encouragement and work.

Later, Randall Puljek-Shank and Kat and David Sohn contributed significantly to the work of the Board.

We must also mention the work of Professor Dennis Mills in his encouragement of the idea of a program for the BA and MA combining theory and practice of regeneration. He encouraged us to transform those programs and that of the CWIAR Course into online format and is offering his practical knowledge of doing so. He has also been extremely generous with his experience, his time and his funds. Furthermore, he has encouraged us to expand our activities to the USA.

More recently, Rachel Goddard has played an enormous role in moving the organization into a new space by asking probing questions about our operation and where we are going.

The Context of this Document

In the period since 1995, the CWWPP has gained great experience from its field work in eastern Croatia, Bosnia-Herzegovina and Serbia. We have exchanged experience with colleagues at various conferences, and members of the

staff have become members of InterChange (<http://www.interchange4peace.org/>), an organization with members worldwide working on similar issues. We have seen that our experience, knowledge, insights, skills and attitudes are valid in a wide variety of locations throughout the world.

This has caused us, first, to critically evaluate our work. A short summary of that evaluation is given in the *What is Our Experience?* section below. In light of all of these factors, we have decided to look again at organization as a whole, that is, its vision and philosophy, its activities and its methodology in order to set its course for the future. This document is the result of that process.

The changes are so large that we even propose to change the name of the organization from the Coalition for Work with Psychotrauma and Peace, which has gained a certain amount of positive notoriety in the world but is nonetheless a bit awkward, to Global Regeneration for Peace (GRP). The new name more accurately reflects the wider scope and philosophy of the current organization. For a while, at least, for logistical reasons and to allow people to get used to the new name, we will operate under both names. We now look forward to an exciting period of the development of the GRP.

The Form of This Document

This process of evaluation and envisaging the future of the GRP was carried out by us answering a number of key questions. In each of the sections below, we attempt to answer these.

WHAT IS THE VISION OF THE ORGANIZATION?

Our vision is to facilitate individuals and groups to actively develop new positive life perspectives for themselves and to assist in the re-generation of the communities and beneficiaries for whom they work. We believe that, working for long periods with health and social and community-based education, we can encourage individuals and collectives to be active creators of their lives and environments.

Central to this is the concept of all aspects of health. This certainly includes mental health, which we feel is frequently ignored in plans of regeneration. It also includes physical health both as an adjunct to mental health and in its own right. Further, this vision includes spiritual health as a third but not less important aspect.

Also central to our vision is mutual education, that is, the sharing of knowledge, skills, attitudes and resources in many directions.

We believe that it is necessary to work for very long periods of time, which may be several generations.

The very nature of the vision is the creation of whole people and whole communities. This, by its nature, is an approach that is inter-disciplinary.

Central to our approach is that communities and individuals take responsibility for themselves. In this sense, our role is that of facilitator and assistance with empowerment.

The last statement implies that, while communities, groups and individuals decide for themselves what they wish to do, our role is to teach, to share knowledge, ideas, skills, attitudes and values from our wider experience and to assist them to incorporate these in culturally appropriate ways to create a locally adapted and appropriate synthesis.

WHAT ARE OUR IDEALS AND PHILOSOPHIES AND ON WHAT ARE THESE BASED?

We base our ideals and philosophies on the work of Adam Curle, John Paul Lederach, Vamik Volkan, Annemiek Richters and other researchers. Further, we base our ideals and philosophies on the experience of the Coalition for Work with Psychotrauma and Peace since 1995 in the Balkans as well as on the work of our staff, several of whom have worked in the field in various countries and in various non-governmental organizations for long periods.

A fundamental ideal is that community groups and individual stake responsibility for their lives and for the regeneration process.

A fundamental ideal is that our role is one of facilitation.

As noted, the length of time that we might be present in a community/region is very long, even as long as several generations, depending on need.

A fundamental ideal is that our role is that of assistance in the creation of a synthesis of ideas, knowledge, skills and values from many sources, that is, sources internal to the location and external sources, as appropriate to the specific group and region.

A fundamental ideal is that we speak truth to power.

A fundamental philosophy is respect for the individual and his/her rights, ideas and dignity.

A fundamental philosophy is respect for the right of inheritance of future generations of a safe and sustainable environment.

HOW DO WE SEE THE SITUATION IN THE WORLD IN GENERAL AND HOW DO WE SEE THE SITUATIONS IN THE PLACES IN WHICH WE WISH TO WORK?

Our View of the World in General

Unfortunately, we see the world as a place where the individual human being and the rights and the dignity of human beings count for little and where people take little responsibility for themselves. In this world, the misuse of money and power rule. This includes governments, large corporations and industries and others who are involved in their own self-interest. We see the powers mentioned above as not respecting human beings and the supporting ecology, and doing with them what they want to for their own ends.

Unfortunately, we see most people as fearful of upsetting the powers mentioned above and feeling that they cannot create change.

We see people depending on power structures and not taking life and responsibility into their own hands though fear and social and political culture. Thus, people do not build up their own internal power structures.

We see the international organizations – governments, inter-governmental organizations and the large international non-governmental organizations – as serving the sources of power and not serving people and as therefore being ineffective in creating the types of re-generation required in the world.

On the other hand, we see the world as a beautiful place. We see human beings as full of potential. Human beings are creative, imaginative and intelligent and can make the world into a magnificent place if they take the chances that they are given, create other chances for themselves and divest themselves of the fears mentioned above.

The Balkans

We include within the Balkan region Croatia, Bosnia-Herzegovina, Serbia, Montenegro, Kosovo and Macedonia.

We see the fundamental problem of the region as one of self-interest of political leaders and people with economic interests that has been translated into ethnic and religious war and other conflict by the manipulation of the media and through other means of manipulation.

Currently, the forces noted above are attempting to maintain their positions by blocking efforts toward reconciliation and re-generation. We see this as potentially explosive in the short and long-term.

One method that these individuals and institutions use to maintain these positions is to exclude organizations which are based in the outside world.

We see the level of health in general and of mental health in particular as low. We see the level of health care and of compliance with international standards of treatment as low and ineffective.

We see the level of civil society as low.

We see no tradition of volunteering in the society.

We see a level of mistrust of civil society organizations by the general population. This includes the view by the general population and by those in political and social power that the purposes of such organizations are spying, infiltration, money laundering and general corruption and misuse of civil society and the public.

We see a high level of fear of the populace toward governments, bureaucrats and police.

We see high levels of discrimination toward minorities.

We see the continuation of the transmission of trauma and of negative narratives to future generations.

We see virtually no efforts toward reconciliation and re-generation taking place.

Liberia

Liberia has a population of roughly 3.5 million people.

The country has been in a negative peace after conflicts that lasted roughly 20 years and actively lasted for 14 years. The first war lasted from 1989-1996. The second lasted from 1999-2003.

There are severe intra-structural difficulties in Liberia. These include

- ▶ road and rail transportation;
- ▶ telephones and the Internet;
- ▶ electricity;
- ▶ water and sanitation.

The country has severe problems with human resources.

- ▶ It is estimated that over 70% of the population is unable to read and write.
- ▶ The number of children and young people who participated in the war is estimated by NGO workers at over 90%.
- ▶ There is an extremely high rate of gender-based violence. The incidence is estimated by NGO workers at more than 70% of the female population.
- ▶ The level of medical care is extremely poor.
- ▶ This applies particularly to mental health.
- ▶ At the time of assessment (2009), there was one person psychiatrist in the country.
- ▶ There is one mental hospital in the country.
- ▶ There are few psychologists in the country.
- ▶ There are few medical workers who even recognize mental health symptoms.
- ▶ There are traditional healers in the country whose work is not being taken into account in the programs being carried out by governmental and non-governmental organizations.

There are several organizations and individuals within the country who have a reasonable level of initiative and knowledge of peacebuilding and of the basics of mental health and re-generation but who do not have the external support and financial resources to increase their own numbers and to carry out the appropriate interventions. In our view, it would not be difficult to work with these organizations and individuals.

There are several educational institutions within the country, among them the University of Liberia, which are anxious to cooperate with external bodies.

According to NGO workers and others whom we have met, the inter-governmental organizations, government and international NGOs have stayed for too short a period of time, have parachuted programs into the country from other regions – these may or may not have been appropriate – and have worked for their own interest.

According to our potential partners, local cultural norms, values and practices have not been taken into account.

The problems are regional as well as local to Liberia. The countries involved include Sierra Leone, Guinea, Cote d'Ivoire, Burkina Faso and, to a limited degree, Ghana. In our view, it is not possible to deal with one country without dealing with the others.

The problems of the country were caused by a variety of factors.

Many of the problems had their root in the self-interest of the political, societal and military leaders.

There is also a colonial legacy that plays an important part in the conflict.

Another element is one of ethnicity, between the tribes and between the Americo-Liberians and the people who had previously inhabited the country.

Still another element of the conflict has its roots in the richness in the resources of the country. Resources include diamonds, rubber, gold and iron ore and the exploitation of those resources by foreign companies that do not re-direct the funds into the country.

Because of the problems with human resources, the country is still importing substantial numbers of people to carry out essential functions in all sectors. This includes the governmental sector, which is populated largely by returned Liberians and foreigners.

There is still a very large potential for violence in Liberia. The elections of 2011 provide a large opportunity for such violence, as does the impending conclusion of the Truth and Reconciliation Commission. The conflicts seem to be seething just below the surface.

In our view, education of various sorts is an extremely high priority in Liberia.

It should be noted that costs in Liberia are relatively high for foreign organizations.

Ghana

Ghana is one of the most stable countries in Africa. Yet, there are still quite a number of problems. The northern area of Ghana, from Tamale on north and particularly the area around Bawku has been suffering intra-tribal problems since the 1950s. These break out periodically, as they did in February and March of 2009.

There are substantial problems with mental health.

There is quite a number of former soldiers who have worked with ECOMOG, the West African joint military grouping that has carried out military actions in such areas as Liberia and Somalia.

There are few mental health services in the country in general.

There are few mental hospitals in the country.

There are few psychiatrists and mental health workers in the country.

There is little knowledge of mental health among medical personnel in the country.

Ghana also has a large refugee problem including a substantial number of refugees from Liberia.

Ghana has a number of neighbors, notably Cote d'Ivoire and Burkina Faso, which have problems similar to those of Ghana and Liberia.

There is a relatively new government in Ghana which formed in 2009. This government says that it is committed to reform of mental health and other services and to reconciliation and the solution of the problems in the north.

There are several educational institutions and organizations concerned with peacebuilding

It should be noted that costs in Ghana are relatively high – even higher than in Liberia – for foreign organizations.

The USA

There are a number of situations in the USA that are of interest to us. These are

- ▶ the situation with returning former soldiers;
- ▶ the situation in the inner cities;
- ▶ the situation with immigrants, particularly those who have been tortured.

We have been asked by one Board member to assist with the situation with regard to returning former soldiers.

Such soldiers are getting virtually no adequate mental health assistance. The assistance that they are receiving is inadequate in time and depth.

When such soldiers do get mental health assistance, they are marked, and have little chance of getting further employment with the military or anyone else.

The families of such former soldiers also are not receiving care.

Soldiers and former soldiers represent a relatively important group in the USA in the political sense, as they are highly subject to nationalist and right-wing manipulation.

Another group that requires assistance is the group of immigrants who have been tortured. While assistance exists in the major cities, other locations have little assistance.

We regard the USA as perhaps the simplest place to work because of the presence of a strong volunteer tradition and the presence of a strong tradition of civil society.

The European Union

With regard to the European Union, we wish to address the situation with regard to asylum seekers, refugees, migrants and other marginalized groups.

There seems to be a Union-wide policy on such people. This policy is expressed formally and/or informally.

There continues to be a large influx of asylum seekers, refugees and migrants into the European Union. These people are coming overland from Central Asia, over the sea from Africa and by air. The areas of the EU most greatly affected are those in southern and eastern Europe.

A large number of the asylum seekers have been traumatized in one way or another. Many have been tortured. Others are escaping situations of war. Others are escaping situations of extreme poverty.

There is little sympathy among people in the countries of refuge for such asylum seekers, refugees, migrants and marginalized groups. This has a number of causes

- ▶ the differences in culture, race and religion with the local population
- ▶ economics: the fear that, particularly in economically difficult periods, particularly in the less educated classes, asylum seekers, refugees, migrants and marginalized groups will take jobs that would otherwise go to "indigenous" people
- ▶ the fear of higher taxes as the result of the care for such people
- ▶ the fear of higher crime rates

One result of the above is the potential for high rates of unrest of the local population toward asylum seekers, refugees, migrants and marginalized people.

Another result is the poor treatment of such people by "authorities" and by the local population.

There is little expertise in dealing with asylum seekers and refugees in most of the affected countries.

There are few financial and human resources available for dealing with asylum seekers, refugees, migrants and marginalized people.

WHAT IS OUR EXPERIENCE?

Please note: This section of the Platform has been excerpted and expanded as a separate booklet entitled *The CWWPP/GRP: Social Reconstruction and Health Toward the Future: Lessons Learned from Eastern Croatia 1995-2010*. It is available on our website, <http://www.cwwpp.org>.

Lessons Learned in General

- ▶ Programs need to be sustainable for very long periods, that is, 20 years or more.
- ▶ Programs need to be interdisciplinary.
- ▶ Programs need to be adjusted to the needs of various groups and individuals and for various societies and cultures and must change accordingly – one program does not fit all. Even programs to be given to two very similar groups must be individualized.
- ▶ Cooperation with governmental and inter-governmental bodies needs to be proportionate, that is, expectations must be moderate and not all of the energy of the organization must be devoted to it.
- ▶ Governments present barriers to NGO work rather than assisting with it. We have experienced the following forms of obstruction
 - interference with obtaining residence and work permits for foreigners
 - interference through administrative means
 - direct interference through “security” and “intelligence” services
 - infiltration of the organization.
- ▶ Governments and quasi-governmental organizations strongly object and have expressed their objections formally and informally when we have “spoken truth to power”. We feel that it is our obligation and within our mandate to continue to do so.
- ▶ We have experienced fear from staff in dealing with governmental agencies and bureaucrats. We feel that it is part of the promotion of the democratic process to stand up to such institutions.
- ▶ Programs should address de-centralized and marginalized groups, including people outside the major population centers.
- ▶ During the coming period, we expect additional marginalization and social exclusion in urban areas and easier survival in rural areas because of traditional culture – social cohesion – and agriculture.
- ▶ During the coming period we expect increased social migration and change of roles, identity and other factors leading to violence in a number of regions due to economic factors and due to the increased amount of movement of peoples through open borders and immigration from areas of conflict. We can expect these problems in Croatia and Serbia because of their emerging European Union status and in areas that are currently border states of the European Union such as Hungary, Poland Romania and Bulgaria. It is also true of almost all of Africa.
- ▶ Programs need to use innovative approaches and approaches that are highly adapted to the specific situations of groups.
- ▶ Appropriate needs assessment and research must be carried out before implementing programs.
- ▶ There must be adequate standards for evaluation of programs and these must be implemented.
- ▶ There must be continual evaluation of the results of programs, also in the sense of research.
- ▶ Top-down approaches have relatively little effect. Grassroots approaches empower people. The danger of this approach is that it produces a brain drain. Approaches need to be parallel and balanced and adapted to specific situations.
- ▶ We must be clear as to whom we are directing programs and at what level.
- ▶ Expectations of participants in programs must be kept realistic.
- ▶ Expectations of the leaders of programs must be kept realistic.
- ▶ Supervision, both in the sense of work supervision and in the sense of psychological supervision, of program workers is essential.
- ▶ Mental health is an essential aspect of any regeneration program. It is quickly forgotten, even in programs of non-violent conflict transformation. Many donors and IGOs and governments feel that mental health is “peripheral”. We consider it to be a central component of regeneration.
- ▶ International organizations
 - frequently come into an area with little sensitivity to local needs, local customs and culture and local issues.
 - They attempt to apply short-term “quick fixes”.

- Further, they parachute programs from other regions with little adaptation and awareness of the local society and without social consensus.
- They apply current trends rather than attempting to meet actual needs.
- They do not evaluate the effects of their programs.
- Frequently, staff of such organizations have little training, little local knowledge, little knowledge of local language and little insight into local situations.
- Frequently, staff of such organizations have poor and patronizing attitudes.
- Furthermore, frequently, staff of such organizations are out for their own careers rather than for the welfare of the people of the area.
- Furthermore, such organizations have political rather than human agendas.
- In addition, their programs frequently are virtually exclusively top-down.
- In many cases, we have seen such organizations interfere with the work of local and international non-governmental organizations.
- Furthermore, we have seen frequently that such organizations do more harm than good.
- Dialogue between such organizations and local and international non-governmental organizations is frequently difficult. The international IGOs take a superior attitude and attempt to dictate rather than listening and coordinating activities.
- Furthermore, such organizations inappropriately take credit for the work of local and international NGOs.
- Unfortunately, many members of the staffs of such organizations are from the military and “intelligence” communities and have motives other than assistance.
- The behavior of many members of such organizations has been inappropriate to the culture and the circumstances in which they were living and has been highly offensive to local people.
- Furthermore, salary differentials between foreigners and locals are large. Sometimes, such differentials are inappropriate and cause resentments.
- In many cases, locals getting more salary than the majority of the local population become arrogant and superior and abuse their power. It is expected that large organizations will want the best people and will be expected to pay for them.
- ▶ Work levels for workers and participants within programs must be realistic.
- ▶ New funding methods must be found. These may include for-profit activities as long as the profits are returned to the organization.
- ▶ There must be increased efforts toward true dialogue with (potential) donors. In particular, we wish to address the following issues:
 - level of funding;
 - length of funding;
 - philosophy of funding;
 - information sources for the needs of programs and initial assessments;
 - methodology of evaluation.
- ▶ One of the questions with regard to donors is their demand for cooperation with governments. This is frequently difficult to obtain because of politics, lack of trust in civil society and lack of knowledge of civil society and self-interest. Governments most often see civil society and non-governmental organizations as rivals, not as partners. They also see civil society as a threat to their control. They also see NGOs as spies. Further, governments see non-governmental organizations as being against the regime. In addition, governments see all NGOs in the light of local political NGOs that are financed by foreign governments with goal of regime change and thus as the agents of foreign governments working against the government. Unfortunately, in some cases, the accusations of spying have been justified and thus some NGOs have shot the entire movement in their own feet.
- ▶ There is a delicate balance in the time spent by us on various aspects of our work as:
 - administration;
 - fundraising;
 - publicity;
 - program development;
 - program implementation;
 - evaluation;
 - research.

- ▶ We realize that one of the problems with government officials is that they are highly war-traumatized. One approach might be to offer them assistance in that regard. The question is how to reach these people.
- ▶ It is important to involve religious communities in the process of regeneration. Again, there is a problem of receptiveness, depending on location and group. There are also problems because of their agendas and politics and their relationships with governments.
- ▶ It is important to set limits to the mandate of the organization and to keep to these.
- ▶ Human resources must be kept constant, that is, there should not be excessive staff turnover. Such turnover leads to loss of momentum and discontinuity in programs. There are major questions as to how to achieve this given limited resources.
- ▶ There needs to be adequate external support for the organization in the form of a Board and/or “friends”. This needs to be moral support, management support, support with fundraising, suggestions on policy, support with publicity, support with evaluation and support with research. The Board needs to be actively engaged with the field.
- ▶ Management has to be culturally adjusted. However, cultural adjustment should not be an excuse for weak management.
- ▶ There must be sufficient staff so that there is no role overlap, confusion and conflict.
- ▶ Staff need to receive in-service training.
- ▶ We disagree among ourselves on whether the organization should support further and higher education for staff. Some of us believe that this will lead to a brain drain within the organization and to inefficient use of organizational resources. Others believe that such support leads to the strengthening of the personnel resources of organization if the person remains.
- ▶ We have been disappointed greatly by the unwillingness of governments and donors to finance programs of re-generation.
- ▶ Further, we have been disappointed by their conduct during the financing process, that is:
 - the length of funding available;
 - the amounts available;
 - the amounts given in relation to the amounts requested;
 - the conditions on funding;
 - the conditions on reporting, including the lack of standardization of reporting, which increases the amount of time spent on bureaucracy and administration rather than on project development and evaluation;
 - changes of conditions of funding in the middle of the project period;
 - the lack of the ability to experiment with programs;
 - the length of time required to obtain funding;
 - the promises given and/or implied about funding and not kept (see below);
 - the lack of prompt payment by funders.
 - We find these fundamental errors – intentional or not – in the design and funding of re-generation.
- ▶ Programs must be limited such that there are sufficient and assured financial and human resources to carry them out in an expert manner for sufficient periods.
- ▶ Programs cannot be started until funds are received.
- ▶ All cooperative arrangements and all funding arrangements must be in writing and by contract and signed by all parties.
- ▶ Careful attention must be paid to ethical aspects of documentation and client protection vs. research aspects and the (lack of) desire to adhere to local regulations. This must be considered on an individual and local basis.
- ▶ There must be clear policies of the organization with regard to dealing with “security” services, police, etc. These policies must be set at Board level. Field staff must be given support when dealing with such bodies.
- ▶ There must be clear and sufficient policies for protection of staff and property of the organization, continuously and particularly during periods of unrest.
- ▶ We have encountered corruption within the organization, in external non-governmental organizations and in governmental organizations in the course of our existence. It is clear that we must not permit corruption within our own organization. With regard to the outside world, there is disagreement as to how idealistic we must be and to what degree we accept corruption. This presents large moral dilemmas.
- ▶ Media
 - Extreme care must be used in the interaction with media. Media can put negative – and only occasionally positive – spin on the activities of the organization. This can affect the relationship with the community and with current

and potential beneficiaries and donors. This can easily be manipulated by politicians and others with self-interest, including “rival” NGOs and IGOs.

- The organization needs to create its own media presence, including a strong Internet presence and local and international policies and practice on regular information release. This is one area in which we have been weak because of time considerations.
- IT and media people are essential to the organization. The barrier until now has been funding.

► Volunteers

● Local

- > Expectations must be clear. Even when there is transparency, expectations of local volunteers tend to be excessive, especially with regard to future employment.
- > Agreements as to the amount of work, the times of work, control of work, etc. need to be clear and kept to by both sides.
- > Because of the nature of volunteering, it is very difficult to enforce any agreements made.
- > Volunteers must not be the core of the organization. There must be central personnel who can, if need be, take over the tasks assigned to them or the tasks must be non-essential.
- > Only one person must supervise volunteers.
- > Clients should not be used as volunteers except under specific programs of occupational therapy, which should be separate from the general needs of the organization.
- > We disagree as to the maximum length of volunteering. One of us believes that there should be no maximum, as the volunteer can develop excellent skills that are even more professional than the professionals. Another reason that this person says this is that he believes that it takes a certain amount of time to learn the appropriate skills and the culture of the organization. Others believe that a one year limit is necessary for personal development of the volunteer.
- > Volunteer management takes sufficient amounts of time and management that there are serious questions as to whether such volunteering is of benefit to the organization.

● Foreign

- > Clear agreements must be made as to length of time, duties, number of hours per week and other expectations, such as assistance with study.
- > Foreign volunteers require large amounts of time with regard to management.
- > Foreign volunteers require large amounts of time and effort to learn the language and the culture and to function effectively within the organization.
- > We also disagree as to the minimum time that a foreign volunteer needs to be within a regeneration situation to be of use. One of us says that this should be a minimum of one year, if at all. A former Board member says that 2 years is a minimum. Other staff members feel that the use of foreign volunteers presents great difficulties for the reasons cited above and feel that they should work for a maximum of one year.
- > Again, we all question strongly whether it is worth it for the organization to cooperate with foreign volunteers on efficiency grounds.
- > The current Croatian law provides strong barriers to the use of any foreigners within the organization. We find this law damaging.
- > Foreign volunteers require job supervision and psychological supervision.

► Foreign workers

- The current Croatian law strongly inhibits the use of foreign workers. It is virtually impossible for organizations such as ours to use them under current legal conditions for all but the shortest periods.
- One of us believes that there is great value in combining foreign and local workers over long periods. Foreign workers bring knowledge, insights, perspectives, experiences and techniques not held by locals.
- Foreign workers, as do foreign volunteers, depending on their job description, require adaptation to the local culture and language instruction, as well as adaptation to the organization. This requires large amounts of time and effort.
- One of us believes that there is a large pool of people, especially in such fields as psychology, other social sciences and management, willing to work for relatively small amounts of funding in areas of regeneration. These people fall into three categories – people starting out, people in a mid-career break and retired people.
- Foreign workers require job and psychological supervision.

► Visitors

- Visitors have high expectations of the organization and its staff. Generally, they expect staff to drop all other activities and devote time to them. This is simply not possible in a small organization with limited resources. There is little sensitivity by visitors when limits are expressed. This also applies to finances. This problem remains even when the situation is explained to them.
- Frequently, visitors come without clear expectations and goals. Thus, it is difficult for staff to work with them.
- Frequently, visitors come with the expectation of a vacation and expect staff to adapt to them.
- Except under very exceptional circumstances, the organization should not diminish its normal activities to the deference of visitors.
- Many organizations in the region in which we have been working simply refuse to accept visitors. While we continue to do so, a new pattern must be found for dealing with them.
- There must be a written contract with all visitors as to financial and time arrangements and about the responsibilities of both sides. General conditions for visitors should be posted on the website of the organization.
- ▶ Many people have made large promises to us that have not been fulfilled. These include promises of assistance, promises of finance and promises of moral support. We have found it difficult to deal with these promises and have grown quite cynical with regard to them such that we trust no promises until they are realized. This applies to (potential) Board members, donors, visitors and others.
- ▶ Burnout is a great danger for NGO workers. In the literature of the organization, we have listed measures to prevent it. Supervisors and Boards should be aware of the danger and should take appropriate measures in a timely manner and with due care for the worker for prevention and cure.
- ▶ In the past, we have tended to deprecate ourselves and our work. On the contrary, we find that the work that we have done is extremely valuable. We must learn to stand in our own self-worth. This is not an uncritical attitude but, rather, an acknowledgement of the value of what we have done and are doing.

Lessons Learned in Regard to Specific Aspects of Regeneration/Social Reconstruction

- ▶ Identity
 - Identity is an essential element in the traumatization process and the healing process. The movement of the client from a high level of collective identity to recognition of individual identity seems to be effective in therapy in many cases and also assists in reconciliation processes.
 - There are the important questions of collective and individual identity and the definition of those identities, especially in the war and post-war contexts and in former soldiers of whatever country.

- ▶ Coping mechanisms
 - These are both individually and culturally defined.
 - There seems to be some success with encouraging people in finding new coping mechanisms. This needs further exploration.
- ▶ Education
 - On one hand, it is important to maximize the input from participants and thus to have a relatively open program. In this way, we learn about their needs and about the groups we are dealing with.
 - On the other hand, it is important to set clear limits in time with regard to the courses, both in sessions and for the course as a whole. This can mean limiting discussion and/or practice and focusing them.
 - This is a delicate balance and must be carried out in consultation with the group. The balance will be individual to the specific group.
 - There are clear needs for education of the general public in areas of regeneration in the areas of:
 - > mental health;
 - > communication;
 - > civil society;
 - > human rights;
 - > non-violent conflict transformation;
 - > critical thinking;
 - > basic economics.
 - There are important questions as to how to carry out such education. Our suggestions are:
 - > a mixed onsite-online approach;
 - > high levels of interaction with the educators;
 - > differentiation of the levels of education;
 - > adaptation of the levels and types of education to the specific needs of the groups involved;
 - > wide use of the concept of lay educators;
 - > wide use of the concept of training for trainers.
 - There is a need for higher education among a select group of people.
 - > These people have not had the financial means to obtain that education.
 - > Further, they frequently need to work and thus do not have the time to study full-time.
 - > Thus, at very least BA and MA programs must be created, preferably in online and/or blended format.
 - There is a poor tradition of life-long learning in southern and eastern Europe.
- ▶ Notes on therapy
 - Notes on therapy are highly useful in a number of senses.
 - They provide documentation of the client processes and the processes within the society as a whole.
 - They allow the therapist the opportunity to organize his/her thoughts and feelings about the client and about the therapeutic process.
 - Notes also allow internal and external checks on the progress of therapy.
 - Utmost care must be used in the storing of notes and in their release. These privacy and security issues are critical and sometimes difficult.
- ▶ Therapy in general
 - The issue of boundaries is difficult. We have found that the classical approach involving great distance does not work in all instances of highly traumatized clients. Yet, great intimacy is also dangerous in many ways. The criterion must be that of objectivity. If objectivity cannot be maintained – with the usual predilection of the therapist for the client – then the relationship is too close.
 - Childhood experience and pre-morbid personality as well as family structure are crucial in therapeutic outcome, even more so than actual traumatization.
 - The role of the father is crucial in therapy. Virtually every client with whom we have worked has had an issue with his/her father to one degree or another.
 - The effectiveness of EMDR as a technique in therapy has not been proved one way or the other in our experience. We wish to continue to experiment with it as one of a number of techniques.
 - A highly eclectic therapy regime must be used in areas of regeneration.
 - Techniques must be adapted culturally and to specific circumstances. We find that there is very little such adaptation in the areas in which we have worked and about which we have heard.

- More work must be done on therapy with males. In particular, work on opening males to their emotions is important and neglected. Body techniques seem to have a positive effect. Males in many cultures including those of the Balkans are taught to repress emotions. These emotions tend to be translated into somatic symptoms and phenomena. Body work has the tendency to release these.
- The role of the mother is also important, particularly but not exclusively in one-parent families. This has to do with the traumatization of the mother as well as the lack of the father.
- Communication within families is a specific problem which seems to lie at the root of a great many problems that we have seen. Part of this has to do with the culture. Part of this has to do with the partners not wishing to hurt one another and not revealing their experiences and emotions to the other and thus not allowing empathy and identification to take place. This can be solved relatively easily through family therapy. The barrier here frequently is the willingness of one or both partners to participate in the therapy.
- One of the larger problems that we have seen is blocked mourning. In this, we must note that the numbers of types of loss encountered is large. This does not only include loss of persons but of jobs, lifestyle, home, prized possessions and memories, etc. Blocked mourning seems to have been an intra-war coping mechanism that has extended long into the post-war period.
- The repression of religion during the Communist period decreased the implementation of mourning rituals in society in general. This entire area needs to be explored further. We find this a disturbing trend as it leads to a great many repressed emotions that probably will be expressed at a later point.
- Ritual is an important part of the therapeutic process, not only in loss but in all aspects of life.
- Culturally traditional methods of coping with trauma have not been adequate to the level of traumatization caused by the war and the post-war period in the Balkans.
- Psychology and psychiatry were politically misused during the previous systems, leading to mistrust of these types of therapy. There also has been resistance to psychology and psychiatry because of the traditional patriarchal society.
- The lack of the availability of appropriate therapy and the taboos on going to psychologists and psychiatrists as noted above have led to large amounts of the misuse of alcohol. This is also due to high traditional use of alcohol in these cultures.
- There is a high misuse of prescription drugs leading to very high rates of addiction. This is largely due to physicians prescribing high levels of such drugs. The largest group of drugs involved is the benzodiazepines. Furthermore, physicians frequently prescribe combinations of drugs including anti-depressants (SSRIs) and neuroleptic drugs and even anti-epileptic drugs. There are a number of issues involved here:
 - > this is the primary modus of therapy in this region;
 - > this method of therapy is contrary to international standards;
 - > the reasons for such methodology is to due to lack of lack of capacity, lack of knowledge of other forms of therapy by professionals and because of the taboos on other forms of therapy as described above.
- Somatization is a highly significant element in the expression of trauma, in our experience, particularly in males. We feel that more attention needs to be paid to the connection between mental distress and physical illness. Furthermore, we feel that epidemiological work on this issue is urgently required.
- Another issue in current therapy in the region is the culture of non-participation in decisions on therapy by the client. This comes from the professional side – patronization and arrogance – and from the tradition that the client accepts what the professional says. Furthermore, there is very little tradition of patients’ rights. Patients have few legal rights and further there is fear of the actions of the doctor if the doctor’s desires and advice are questioned. This even extends to obtaining a second opinion.
- In the Balkan cultures, there is a high level of stigmatization of therapy as defined above. Sensitization programs are acutely needed.
- There is a cultural element in therapy that has not been taken into account in the “establishment” implementation of it.
- Specific goals of therapy should be defined in conjunction with the client. There should be at least a tentative plan, also agreed with the client. This should be examined and revised periodically.
- It is essential that the client takes responsibility for the therapeutic process.
- The therapist must guard against making the client therapy-dependent and must separate from the client at an appropriate moment.

- The use of well-trained well-supervised lay counselors can be extremely useful in increasing capacity in areas of regeneration and in any area of low capacity. The emphasis must be on good training and on good supervision and/or intervention.
- Supervision by internet can be effective and should be used in areas of low capacity. This is enhanced by the use of webcams. We recognize that areas of low professional capacity may also have inadequate IT infrastructure and thus that it may be difficult to provide such services.
- There are questions about the use of internet counseling:
 - > the selection of clients;
 - > the controllability of the situation;
 - > the problem of emergencies;
 - > the problem of backup for the client in periods of high tension and high risk;
 - > the degree of monitoring by governments and others and thus the privacy and danger for the client and the counselor.
 - > We also see advantages in it:
 - + anonymity;
 - + use in areas of low capacity;
 - + access to greater experience than may be present locally.
 - > We are still considering its use.
- Boundaries of expertise and practice are difficult in areas of low capacity. In some places where there is not adequate expertise, persons with inadequate training and/or experience may have the choice as to whether to give some service or to allow the person to suffer. These are extremely difficult decisions that cannot be made easily. External supervision may be of some assistance in such situations.
- Psychological pressure can be defined as the psychological stress that builds up with inadequate treatment. We have found that, if such pressure builds beyond a threshold that differs for each person, the person implodes or explodes. Most commonly, drug treatment is inadequate to deal with such pressure.
- Transmission of trauma and narratives. We recognize high levels of transmission of trauma and negative narratives at various levels. These range from the individual transmission within families to the transmission of such trauma and narratives in schools and in the society in general. We find such transmission highly dangerous and feel that urgent preventive measures need to be taken.
- Total Trauma. Total trauma can be defined as the trauma resulting from transmitted trauma, past trauma actually experienced and current trauma. Total trauma must be taken into account in the treatment of the client.
- ▶ Approaches
 - “Village” work, that is, community development work, is crucial. It is essential that we go to them rather than them coming to us. This is partly due to the stigmatization of mental health, partly due to issues of self-initiative and self-reliance and also is influenced by factors of finance and distance. There are further issues that need to be explored in this.
 - An inter-disciplinary approach is necessary. The entry point may be anywhere that the group or the individual wishes it to be, that is, trauma, human rights, return, etc. (also see below).
 - There must be a high flexibility in approaching such groups and new and/or unusual techniques may need to be used in approaching and working with them. A classic example of this is sitting in cafés and working with people there until they are ready to form a coherent group.
 - A large amount of persistence is sometimes necessary to form groups. Thus, it may be necessary to return to a specific location for up to a year or 18 months before a group may be formed.
- ▶ Ethnicity of groups. Depending on the situation, it is useful to have groups of separate ethnicities that are combined at a speed desired by the groups themselves.
- ▶ Gender of groups. Depending on the situation, it is useful to have groups of separate genders for specific purposes. Occasionally, such groups may be combined at frequencies desired by the groups themselves.
- ▶ Self-Reliance and Self-Initiative
 - In the opinion of one of us, self-initiative and self-reliance in the Balkans is lower than in other cultures. We agree that this is partly due to the previous totalitarian systems and collective identity.
 - Self-reliance and self-initiative are higher in rural areas than in urban areas because of cultural factors and the natural process of working the land.
 - Methods need to be found to encourage self-reliance and self-initiative to encourage self-efficacy, independence and reconciliation.

- ▶ The Role of the Church
 - Traditionally, mental health issues have been handled by the churches of all religions. During and after the war, religious workers and spiritual healers have been overwhelmed by the number of traumas and the severity of the traumatization that they have encountered. Remarkably, in this region, they have been resistant to training and to the use of lay parishioners.
 - Before the most recent war, the former Yugoslavia was a secular society. The churches formed ethno-religious alliances that have become extremely strong and have strong connections with politics and the State. This has led to very strong collective ethno-religious-nationalistic identities. These are very much misused by the State, by politicians and by commercial forces.
 - In contrast to the Communist period, school children who do not attend religious education are stigmatized within their communities. Even more, they are seen as members of an “enemy” ethnic group and they are “marked”. This leads to labeling within and outside the system.
- ▶ Schools and Education
 - For political reasons, it has been quite difficult to achieve cooperation with the schools. This has been true despite the proposal of internationally accepted concepts of trauma and conflict transformation.
 - Schools frequently have been the source of transmission of trauma and negative narratives.
 - Schools frequently have been the source of transmission of nationalism and prejudice.
- ▶ Young People
 - There have been no opportunities for young people to obtain advice from trained persons in a non-stigmatizing anonymous manner. We find this a difficult point.
 - One solution might be online counseling. Another possibility might be a polyvalent facility.
 - Especially with young people, a great deal of caution must be used in any organizational approach. Yet, there is the balance between regulations and the provision of a vitally needed service. This may be a matter of individual and professional responsibility.
- ▶ Ex-Soldiers
 - Despite protests to the contrary, it is possible to achieve good progress with such people.
 - Work with former soldiers requires large amounts of time and persistence.
 - There are questions of trust that must be overcome, and this is frequently difficult.
 - There are issues of nationalism to which the therapist must not surrender.
 - There is a great amount of provocation and testing of the therapist by ex-soldiers.
 - There is a great danger of exploitation of ex-soldiers by nationalists, including nationalist therapists.
 - Identity and the redefinition of personal, familial and societal roles are very important elements in therapy.
 - In many such people, physical injury is significant in the psychological scheme.
 - With former soldiers, a highly eclectic approach is required.
 - Rates of addiction to various types of medication and to alcohol are high.
 - Sexual inadequacy is very high in this group, adding to identity problems.
 - The question of sexuality and sexual misuse, particularly of male former soldiers but also of female former soldiers in torture and other contexts must be explored. Only a small amount of data on this issue has been presented in the Croatian and Bosnian situations.
- ▶ Former child soldiers
 - Despite legally being forbidden, there was a group of child soldiers in Croatia.
 - We suspect that there were similar groups in Bosnia-Herzegovina of various ethnicities.
 - Work with such former child soldiers requires special techniques that we need to explore in detail. This is also highly relevant to the African mission(s).
- ▶ We recognize that there will be strong cultural and situational differences that need to be explored.
- ▶ Serb former soldiers are reluctant to come forward because of the danger that they feel of being recognized, discriminated against and arrested. This is a difficult problem of diagnosis and treatment in the current political climate in Croatia.
- ▶ The definition of post-traumatic reactions
 - The definitions of PTSD in the DSM-IV and the ICD-10 are not necessarily adequate to describe the phenomena and the combinations of symptoms and syndromes that we have been seeing.
 - We therefore believe that further study and analysis is required to examine exactly what is going on and to define combinations that have diagnostic and therapeutic implications.

- There is also the question of specific combinations of symptoms and phenomena in various sub-groups and the therapeutic implications in these (sub-) groups.
- ▶ Women
 - Key in work with women is their changing roles during and after the war.
 - Another issue is extra-marital relationships during after the war due to the absence of their husbands as well as to the inability of their husbands to provide adequate emotional and sexual relationships.
 - There are consistent reports of high levels of violence against women and children. These issues are not being dealt with, despite lip service from the government and other bodies.
 - Because of its fundamental nature and its cruciality in the family system, we repeat the need for increased communication within the family and for a systems approach in dealing with men, women and families.
 - Because of the nature of the war, the question of rape and sexual misuse must be explored. While this is a greater issue in Bosnia-Herzegovina than in Croatia, we feel that it is significant in both countries.
- ▶ Torture
 - In this region, in “ordinary” people, there are taboos on admitting to torture, particularly sexual torture in general, and particularly among males.
 - There is political exploitation of victims of torture. This adds to the reluctance to admit to it.
 - Because of the above, the number of torture victims and the extent of the torture that they have undergone is difficult to assess. From the reports that we have received, we suspect that it is substantial.
 - We find the IRCT/Amnesty methods useful in dealing with many torture victims.
 - There is a lack of knowledge and skills and capacity among professionals and lay workers and institutions in dealing with torture victims.
- ▶ Perpetrators
 - There is virtually no experience in dealing with perpetrators in this region, and in very few other places, as far as we can determine.
 - There is no data on the number of perpetrators present. We suspect that the numbers are high.
 - There are legal, ethical and security complexities in working with perpetrators.
 - Our position is that we adhere to the Hippocratic Oath and do not reveal their identity to anyone, including “authorities”. We feel that this is the only way that they will come forward for treatment.
 - This requires utmost security in location of treatment and in the keeping of records.
 - While we suspect that the methodologies of dealing with perpetrators are similar to those of dealing with other traumatized persons, we need experience and guidelines to assist us.
- ▶ Interdisciplinarity; Inter-Twining Influences
 - We have found that it makes little sense to deal with one issue exclusively.
 - There has been little practical research on these inter-connected influences. Areas of importance include:
 - > the relationship between trauma and economics and vice versa (vv);
 - > the relationship between trauma and reconciliation and vv;
 - > the influence of trauma on politics and vv.
- ▶ Levels
 - We recognize that we must work at the levels of:
 - > the individual;
 - > the family;
 - > the group.
 - Work at these influences change in:
 - the neighborhood;
 - the community;
 - the region;
 - the meta-region;
 - the society.

Lessons Learned with Regard to Asylum Seekers, Refugees, Migrants and Marginalized Groups

- ▶ At least one member of staff worked directly with asylum seekers and refugees in the European Union for a period of seven years previous to joining this organization.
- ▶ In our experience, the staff of centers for asylum seekers and refugees are very poorly trained and have very little if any supervision in the psychological or occupational senses.

- ▶ In many cases, the psychological care of asylum seekers and refugees either does not exist or is left to non-governmental organizations or volunteers. With very few exceptions, such groups and individuals, while well-motivated, are poorly trained, if they are trained at all, and get little if any psychological or occupational supervision.
- ▶ The lack of training and supervision of staff and volunteers, as outlined above, has catastrophic psychological effects on the asylum seekers and refugees and on the staff working with them.
- ▶ Many workers in physical and mental health are unwilling to take the time and use the energy required to assist asylum seekers, refugees, migrants and members of marginalized groups. There are a few exceptions to this. This, combined with the lack of funds by governments, leads to inadequate physical and psychological health care for asylum seekers, refugees, migrants and marginalized groups.
- ▶ The combination of the lack of training and supervision of staff and volunteers and the poor psychological state of the asylum seekers, refugees, migrants and marginalized groups, as well as the cultural differences between the indigenous population and the asylum seekers, refugees, migrants and marginalized groups, easily lead to unrest and violence.
- ▶ A long-term program of assistance to asylum seekers, refugees, migrants and marginalized groups in learning the nature of their new societies, in learning the new language as well as treatment of their psychological difficulties can lead to good integration into the new society.
- ▶ A long-term program of assistance to lay volunteers, staff of the centers for asylum seekers and refugees and to physical and mental health staff can lead to a considerable reduction in tensions and violence in centers for asylum seekers and refugees and in the society in general.
- ▶ It is essential that lawyers be included in the process because of their frequent desire and need to be informed about the process and because of their own frustrations and secondary traumatization in dealing with asylum seekers, refugees, migrants and marginalized groups.

WHAT ARE WE SETTING OUT TO DO IN GENERAL? SPECIFICALLY, WHAT DO WE WANT TO GROW? WHAT ARE THE BREAKTHROUGHS THAT ARE KEY FOR THE WORLD?

What are We Setting Out to Do in General?

We are setting out to create models of social reconstruction that can be used in various parts of the world with appropriate adaptations for culture and local circumstances.

We are setting out to assist local groups to learn how to use these models and to facilitate such groups in implementing them.

We are setting out to increase knowledge and skills in a variety of fields that we feel are essential for social reconstruction. These fields include:

- ▶ health;
- ▶ non-violent conflict transformation;
- ▶ civil society;
- ▶ human rights;
- ▶ human responsibility;
- ▶ restorative justice.

The precise content of this knowledge and these skills will vary with culture in the broadest senses and with location.

We are setting out to integrate our own knowledge and skills gathered from Western and Eastern and other sources with that gathered from local sources.

Specifically, we are *not* setting out to impose our solutions onto local groups.

What Do We Want to Grow?

We want to grow educational programs for people working in the field and methods of transmitting these that will allow the wide spread of such programs. We are most interested in growing programs that will train trainers and create leaders.

We want to grow educational programs at the BA and MA levels that will produce people who can understand the problems of their regions in a wider context of the world and who will think critically and thus who will be able to lead the social reconstruction of their regions.

At the local level, we want to grow groups that will regenerate their regions.

We want the groups described in the previous two paragraphs to form into a worldwide network that will be able to exchange information and experience.

Through inter-group research, we want to grow a base of experience and resources that will be available to groups undergoing and facilitating regeneration.

As an end result, we want to sensitize people as individuals and in their communities to be aware of how to solve their own problems and to take proactive roles in their solution.

What are the Breakthroughs That are Key for the World?

One major breakthrough is the development of a template for the training of trainers in the field in areas of regeneration that is adaptable to local needs.

Another major breakthrough is the development of academic programs at the BA and MA levels that emphasize experiential practice and that are specifically designed for people wishing to work or already working in areas undergoing social reconstruction and regeneration.

Other major breakthroughs are means of transmission of both types of programs such that learners can interact.

Another major breakthrough is the development of models of social reconstruction that are adaptable to and informed by local cultures and local conditions.

Another major breakthrough is the development of a worldwide network of practitioners and researchers who can continually interact.

WHAT ARE OUR METHODOLOGIES IN GENERAL AND WHY DO WE USE THESE SPECIFIC METHODOLOGIES?

Use of Self-Help Groups and Lay Counselors

The specific methodology here is to use counselors who are members of the same peer group as the persons who are being counseled. The chief disadvantage is that such people generally have less training than people who are academically trained. The advantages are that it is easier for the people being counseled to identify with and relate to someone of “their own kind”. A further advantage is that the lay peer counselor may understand the problems of the people being counseled more easily than someone from the “outside”. Still further, it is faster to train a lay counselor than it is to train someone academically. Essential to this method is good occupational and personal supervision on a regular basis. We feel that the advantages of this method far outweigh the disadvantages of the lack of academic training, which we feel can be overcome.

Extensive and Constant Consultation Within the Community

This type of consultation involves formal and informal meetings with individuals and groups at various levels. It can be as simple as listening to people working with other NGOs over a cup of coffee or formal informational and other meetings held by governmental and inter-governmental organizations. We have found over the course of years that informal and individual gatherings usually produce more insights than do formal meetings, at which people frequently try to promote what they are doing.

Furthermore, it is useful to speak to individual members of the public, not only through our own groups but in other situations and contexts.

The point of all of this is to obtain as many insights as possible about continuing and changing needs, about the possibilities for cooperation and about possible personnel to run the programs upon which we are working.

Online Teaching Methods

Online teaching methods are relatively new to us. We will employ experts on our Board, on our staff and, if necessary and if funds allow, on a consultative basis as needed.

We see the advantages of online teaching methods as:

- ▶ availability in places which it would not otherwise be available;
- ▶ the reduced need for staff and expertise at the specific location of the course;
- ▶ increased availability of resources;
- ▶ lower costs for students;
- ▶ that students do not have to travel ;
- ▶ that students do not need to disrupt their current activities;
- ▶ substantial benefits to the organizers in the development of the program and in the maintenance of it, also in terms of human resources and time.

The disadvantages of online teaching methods are:

- ▶ less face to face interaction with instructors and other students;
- ▶ the lack of the availability of Internet in sufficient speed and quality – or at all – in many places;
- ▶ substantial costs to the organizers in the development of the program and in the maintenance of it, also in terms of human resources and time.

We perceive a number of needs when preparing such courses:

- ▶ the need for interaction between participants and the course facilitator;
- ▶ the need for interaction between participants themselves;
- ▶ the need for downloadable background materials in addition to that which is written in the course;
- ▶ the need for participatory exercises that the learner can carry out him/herself and/or exercises that can be evaluated and facilitated by the course facilitator;

- ▶ evaluation that requires critical thought , creative vision, integration and perception leading to critical consciousness.

Onsite Teaching Methods

At present, our onsite teaching methods emphasize participation to the greatest extent possible. This includes the following measures:

- ▶ a first section in which participants are encouraged to discuss the events in their lives, in particular but not exclusively in relation to the course;
- ▶ minimalization of lecturing; some direct lecturing is unavoidable, however. When it is carried out, it is carried out with a maximum of discussion of each point;
- ▶ large amounts of discussion of the material from the point of view of the participants and with an emphasis on critical thinking by the participants;
- ▶ large amounts of practice;
- ▶ combination of the theoretical and the practical, that is, looking at how the theoretical affects the practical, how the practical affects the theoretical, and what factors are important in both.

We have found that the attention span is optimally around 45 minutes and that 60 minutes seems to be about the maximum, after which a break of approximately 15 minutes is required.

We find that, in all aspects of the teaching process, the instructor must be extremely sensitive to what is going on within individual learners and within the group as a whole at any given moment. This is critical to the learning process.

We find testing useful both for the participants and for us. For the participants, despite resistance, it gives a sense of achievement in mastering the material. For us, it shows us more objectively than in written or oral evaluation where we have succeeded and where we have failed in conveying the material that we wished to convey.

Another aspect that is important in teaching methods is regularity of attendance by the participants and by ourselves. Long gaps taken by us for other duties do not work. Allowance of any excuse for non-attendance by the participants also does not work, as it makes the course seem less serious.

We have questioned the matter of payment for the course. While, in the past, most of our courses have been without payment, we feel that, in the future, we wish to charge at least a nominal fee for courses. We feel that this engenders a sense of responsibility on the part of the participants. If the charge is nominal, it will not defray the course costs and thus must be done for other reasons. We feel that scholarships may be available, but must be seen as such.

Methods in Counseling and Other Individual and Group Consultations

Methods used are fairly eclectic. In general, our methods use direct talk rather than workshops. This includes group and individual counseling. We have found that classical methods of allowing the client to talk and work out his/her own problems are highly effective. The approach can include psychoanalytic, Jungian, Rogerian and other elements. Further, frequently, behaviorist methods are used. Analysis by the client of his/her own work – writing, drawing, painting, ceramics, music, etc. – as well as analysis of dreams and other processes are also useful. We also use EMDR occasionally and are exploring other physical methods of therapy such as EFT and acupressure.

Further, in some cases, particularly in males, meditation and body work in the sense of self-massage and occasionally massage by the counselor, are useful.

We find that it is essential in any counseling that the person being counseled take responsibility for his/her process and for his/her life in general.

We also find that “homework” on the part of the person being counseled is important so that the counseling process becomes part of the life of the person rather than a something separate.

Long-Term Involvement

We have found ourselves – and have been told by others – that long-term involvement in a community is essential. It is resented when programs are too short and when the organization concerned leaves the area quickly. Furthermore, especially in areas such as the Balkans where there is suspicion of non-governmental organizations, being in an area for long periods of time builds confidence.

The manner of involvement is also important. Thus, the people from the organization – local and foreign – should become members of the community to some extent, at least. This is done not necessarily by participating in meetings and by media exposure, but by speaking to people in restaurants, cafés, etc. and on the street.

Constant Evaluation of Programs

We consider it good practice for beneficiaries to evaluate programs orally at every session and to evaluate them periodically – the period depending on the program – in writing. All of these evaluations include good and bad aspects as well as what the beneficiaries desire further. We also feel it is good practice for the team implementing the project to meet regularly – the regularity and the frequency depending on the intensity and the pace of the program – and to report to the staff meeting and to the Head of Mission. Ideally, the results of these meetings should be in writing, although this has not always been the case in the past.

We must stress that we do not completely believe in doing precisely what the beneficiaries *want* at any given moment but, rather, that we believe in including their and our input and an agreement on program. This is important, as beneficiaries do not always have the experience and the knowledge to know what is appropriate. This is the reason that we are here. We do not feel that this is patronizing, but is good use of our expertise. We feel that this needs to be done in the spirit of liberating guidance rather than containment.

WHAT DO WE (WANT TO) DO SPECIFICALLY AND WHY?

In General – Central Development

Internal Development

GENERAL GROWTH

The organization has grown and continues to grow in the sophistication of its ideas and in the consciousness of the outside world since its initial tentative founding in 1993. These ideas have outgrown the present structure as well as the funding of the organization. In the period since the founding of the organization, extensive experience, some of which has been documented above, has been gained. This has resulted in new directions and a new vision for the organization such that we feel that it is necessary to change its name to Global Generation for Peace (GRP). Thus, new strategies need to be developed that are congruent with the changing vision of the organization.

STRUCTURE AND OVERSIGHT OF THE ORGANIZATION

It is clear that the development of the organization must change. The change in structure represents an evolution from a one mission/program organization to an organization involving a number of missions and/or programs with a much stronger central office.

THE ROLE OF THE CENTRAL OFFICE

The role of the Central Office will be:

- ▶ the development of the program for the Missions/Programs;
- ▶ the coordination of Missions/Programs;
- ▶ the coordination of inter-Mission programs (education, research, etc.);
- ▶ the administration of the organization;
- ▶ fundraising;
- ▶ policymaking;
- ▶ publication, publicity and diplomacy.

LOCAL VS. CENTRAL

It is clear that the role of the Missions/Programs is to facilitate the development of local organizations. This allows local areas to regenerate in their own unique and independent ways. These organizations will be differentiated from and independent of the office of the GRP. Naturally, the GRP may support such independent organizations in various ways. However, the work of the GRP will be independent of the work of such bodies.

This is not to say that the organizations that have been facilitated by the GRP may not form into networks. However, the role of the GRP must be clear. It is not the role of the GRP to carry out programmatic work forever in a specific location. The GRP is a body that facilitates and coordinates and encourages local regeneration. While a child stays with its parents until it is mature, it eventually becomes independent.

Development of Models for Regeneration

At present, the GRP is working on a model of regeneration involving a combination of what has been known as Complex Rehabilitation developed by Dr. Charles Tauber and Dr. Arpad Barath. This involves:

- ▶ high levels of community involvement and consultation in the process;
- ▶ high levels of individual and community responsibility for the process;
- ▶ high levels of education;
- ▶ high levels of research;
- ▶ work over long periods;
- ▶ integration of disciplines;
- ▶ complementarity, in the sense of individuals and groups taking responsibility for what they do best;
- ▶ development of people who have been well-trained and are well-supervised to carry out most tasks.

Education

THE COURSE FOR WORKERS IN AREAS OF REGENERATION (CWIAR; PRONOUNCED C-WIRE)

This course eventually will be in a number of formats. The basis of it is to include basic skills and knowledge for people working or who wish to work as individuals and in groups in areas undergoing social reconstruction. It includes knowledge and skills of:

- ▶ communication;
- ▶ basic psychology and trauma;
- ▶ civil society;
- ▶ non-violent conflict transformation;
- ▶ human responsibility;
- ▶ human rights;
- ▶ restorative justice;
- ▶ teaching skills.

In the process, it also gives people skills and attitudes of critical thinking and self-development.

The course has been given onsite in one form or another for some 20 years.

The course has been and will be given in a number of formats:

- ▶ onsite. In this format, the course is adapted to the needs of the specific group;
- ▶ online. This format is still in development. The aim here is to make the course available in areas where it would not be otherwise due to lack of capacity – and thus to increase such capacity. Furthermore, the online version will make it possible for people in different situations to communicate with one another during the course and on a continuing basis to exchange information and experience.

The first stage in the further development of this course is the writing of a “template” manual which can then be adapted to various situations as required.

The levels of education that we envision are:

- ▶ capacity building;
- ▶ group leader;
- ▶ sensitization, that is, public education.

The reason that we consider this course our highest priority is the need for the building of capacity in precisely the knowledge, skills and attitudes covered in this course.

A BACHELORS AND A MASTERS PROGRAM IN HUMANITARIAN AND COMMUNITY DEVELOPMENT

The aim of this program is to build capacity at a higher level than the CWIAR course. The course is meant for those people who are working or who intend to work in areas of social reconstruction and who wish to take leadership and/or policymaking roles. The program emphasizes empiricism and practice, which is uncommon in current academic programs at this level. It gives a broad introduction to and will encourage people to explore deeply various aspects of areas in regeneration at a causal level.

The reason for the program is that many people who are capable of academic work and who need such qualifications have had neither the time nor the funds to obtain degrees in the own areas. This program will be carried out online with participation of the learners not only in academic assignments but also in groups that allow them to exchange experience and knowledge. We believe that this sort of interaction, and the corresponding formation of international networks, will be invaluable.

A separate document is available upon request giving the programs of the BA and the MA.

The next stages in the process are:

- ▶ finding subject matter experts to write each of the courses;
- ▶ finding external institutions to accredit the program;

- ▶ finding funders willing to invest in the future of the world through this program.

Research

We wish to carry out a wide research program in each of the Mission regions and between regions on various aspects of regeneration processes. The areas of such studies include, but are not limited to:

- ▶ needs assessments and general characteristics of the regions in which we work;
- ▶ local and traditional and cultural methods of work on mental and physical health;
- ▶ local methods of association and mutual assistance;
- ▶ identity;
- ▶ coping mechanisms;
- ▶ domestic violence;
- ▶ work with former soldiers;
- ▶ the interaction between trauma and economics;
- ▶ the interaction between trauma and politics;
- ▶ the interaction between trauma and ecology, in particular human ecology;
- ▶ the effectiveness of self-help groups and variants of them in areas of regeneration
- ▶ the effectiveness of various methods of working with mental health issues in areas of social reconstruction;
- ▶ the role of NGOs in social reconstruction;
- ▶ the role of IGOs in social reconstruction;
- ▶ the role of religion in social reconstruction;
- ▶ the role of culture in social reconstruction.

We should note that adequate monitoring and reporting on our own programs is an important part of this component of our work.

The first step in this process is extensive literature surveys. These are essential to avoid duplication and to prepare studies that will use comparable methodologies to previous ones or to justify new methodologies.

The reasons for such research are obvious, in our view. We need to be sure that what we are doing is in accordance with needs and with good practice. Further, we need to define strategies and methodologies for the future.

Collection, Creation and Provision of Resources on Various Aspects of Regeneration

One of the tasks of the Central Office is to collect various resources on diverse aspects of regeneration, primarily in electronic form and to convert analogue resources to electronic form. The Missions also will collect such resources and send them to the Central Office. These will be placed on the website, used in the educational programs and provided to people and organizations conducting research.

The reasons for collecting such resources is provide the greatest possible information possible to all persons and groups with whom the GRP is working and to provide optimal education programs.

Facilitation

One of the primary tasks of each of the Missions is to facilitate the work of local groups and to facilitate the formation of new ones. While it is the task of the local groups to facilitate the regeneration process, the GRP also may work in such facilitation work on a limited scale.

One task of the Central Office is to facilitate the work of the Missions and to hold periodic meetings online and in various locations to facilitate the work of the entire organization.

The Balkans

We anticipate continued work in Croatia, specifically in Vukovar and eastern Croatia, and in Bosnia-Herzegovina, specifically in Dobo.

The situation has been outlined above.

We see our work as the following:

- ▶ sensitization of the population to issues of mental health, non-violent conflict transformation and civil society, primarily the first two;
- ▶ education at various levels:
 - in addition to sensitization – in fact, public education – as indicated in the previous paragraph, several levels of education are desirable:
 - > education using a version of the CWIAR Course for the leaders of self-help groups. This will include members of specific beneficiary groups – former soldiers, women, etc. – as well as individuals;
 - > training of trainers, also using a version of the CWIAR course;
 - > academic education in the form of the BA and MA programs indicated above.
- ▶ it is envisioned that these programs would be given onsite and online both in a GRP polyvalent center (see further on in this section) and in villages and in the premises of other groups;
- ▶ facilitation of the formation of local groups in the towns and villages. The reasons for this is that few such groups exist and that other groups have been reluctant – and have not had the resources – to reach out to the villages. There are a number of barriers here which are dealt with in the section on risks;
- ▶ direct counseling:
 - some direct counseling will be given. However, the aims will be:
 - > to facilitate other groups to form that will carry out such work;
 - > to train individuals to train and supervise other groups and individuals to carry out such work (see above);
 - > to provide limited services in areas where they do not exist.
- ▶ facilitation of inter-ethnic and inter-religious dialogue over a long period. We see this as difficult in Bosnia-Herzegovina and in Croatia, probably more difficult in the latter;
- ▶ formation of a polyvalent center:
 - such a center would include a variety of functions such as education, counseling, dialogue groups, possibilities for discussions on a wide variety of topics, evenings with arts and music, exhibitions, etc. One of the points of such a center is that it would remove much of the stigmatization of psychological work. Further, it would provide a focal point for the community.

Ideally, funding permitting, we would work in both Vukovar and Dobož. It should be noted that there are a large number of locations in the Balkans that could benefit from this sort of work. This includes not only Croatia and Bosnia-Herzegovina but also Kosovo and Macedonia.

Liberia

In light of the lack of capacity in the country, the emphasis must be on education at a variety of levels. Furthermore, the emphasis must be on health, especially on mental health, and on civil society. The levels to be dealt with are:

- ▶ the highest level, that is, the level of those who have not completed their medical and/or psychological education because of the various conflicts, and those still studying medicine, psychology, nursing and social work. These people need to be teaching as well as practicing, and such arrangements should be made with funders and the government. In parallel, practicing physicians, nurses and physicians' assistants will be given in-service education to give them knowledge and skills of mental health. Further, we will work with police and lawyers and the legal profession in general to increase their understanding and encourage new practices. Again, in addition to practice, this group will be expected to teach;
- ▶ middle level, that is, teachers, NGO workers and pastoral and spiritual workers. These groups are key within Liberian society and are in the greatest contact with our potential beneficiaries. Again, the emphasis will be on training of trainers as well as on the imparting of direct skills and knowledge;
- ▶ low level, that is, people in direct contact with beneficiaries. While we would expect that the upper two levels will do most of the training of such people, there is a role for the GRP in training some local workers.

With regard to education, we have been requested to work on blended online-onsite BA and MA programs in conjunction with the University of Liberia. This will be a useful alliance, as it will assist in refining the programs with African perspectives.

Another aspect of work in Liberia is the sensitization of the general population to the issues involved. Because of the lack of media such as newspapers and even radio in some parts of the country and because of low rates of the ability to read and write, some of this work will have to be done using techniques such as theater and role-playing.

An important aspect of the work in Liberia will be facilitating the work of NGOs. We have been asked to do this, and it seems critical to the country to do so. Considering the state of the Liberian government, it has been suggested that we approach them with regard to facilitation as well.

Cooperation with human rights organizations also is an important aspect of work in Liberia.

One of the reasons for working in Liberia is as a model for other locations in Africa and other regions.

Furthermore, it is important that the work in Liberia be part of a regional scheme of similar projects in West Africa. The regional structure has yet to be worked out.

Ghana

For Ghana, we have discussed with a number of individuals and organizations, perspectives for a National Trauma Center. According to these, the functions of the center should be:

- ▶ counseling for people suffering from trauma with the goals of increased functionality and psychological health;
- ▶ training of people from existing institutions (labor unions, the National Disaster Center, hospitals and other medical clinics, social work institutions, etc.);
- ▶ training of independent people to work where existing institutions do not reach and/or are inadequate;
- ▶ research into the specificities of trauma in the African situation in general and the Ghanaian situation in particular. This includes cultural specificities of the trauma and the optimal methodologies of treatment;
- ▶ giving advice to government and other institutions;
- ▶ advocacy;
- ▶ referral of clients to other services;
- ▶ medical functions in conjunction with trauma;
- ▶ public education.

The training given will include work on trauma and will also include how people can assist others in regenerating their lives after trauma.

The beneficiaries should be:

- ▶ victims of political violence;
- ▶ victims of domestic violence;
- ▶ victims of natural and man-made disasters.

Further, with regard to the center:

- ▶ the trainees will go from the regions to the central institute, although there will also be training in the field;
- ▶ practical training will occur in the central institute and in the field;
- ▶ supervision, monitoring and evaluation will occur;
- ▶ the location is as yet undefined;
- ▶ there will be an emphasis on practice;
- ▶ an emergency response team should be part of the structure;
- ▶ outreach must be part of the structure.

This project will be carried out together with other non-governmental organizations and conceivably governmental and inter-governmental organizations.

The Ghana plan could serve as a model for other relatively stable countries. It should also become part of a regional West African project.

The USA

In the USA, in the first instance, the concentration will be on the training of soldiers returning from Afghanistan and Iraq to deal with their own psychological problems and problems of regenerating their lives. We will use the CWIAR course to train lay counselors. Further we will supervise supervisors and train others to do so. We will find professionals in the USA to take over the supervisory role in conjunction with us.

Later, as we see where needs lie, we may expand this mission to include work with asylum seekers, refugees, migrants and marginalized groups.

The reason for this mission in general is that we see unmet needs, ironically in one of the countries in the world most developed in counseling and civil society.

The European Union

As indicated above, the European Union has been undergoing a crisis with asylum seekers, refugees, migrants and marginalized groups for quite a long time. At least one member of the team has worked with this problem. We will carry out the following:

- ▶ we will choose a country with a substantial problem in this regard;
- ▶ we will map current assistance through staff of centers for asylum seekers, government and non-governmental organizations working with asylum seekers;
- ▶ we will make a plan for training various levels of those involved using the CWIAR course. The training will focus on:
 - communication;
 - counseling;
 - the specific problems of asylum seekers, refugees, migrants and marginalized groups;
 - work on integration of such people into the society;
 - work with people who wish to or are forced to return to their home societies.

Persons to be trained include:

- ▶ staff of the centers;
 - ▶ staff and volunteers of non-governmental organizations working with asylum seekers, refugees, migrants and marginalized groups;
 - ▶ governmental personnel, as desired by them.
- The trained persons – and others – will be supervised.

- ▶ **Networking:** Where no organizations currently exist or are weak, we will encourage the formation of new organizations and put them into contact with similar organizations in other European Union countries.

The reasons for this Mission are also obvious, namely:

- ▶ to increase integration of asylum seekers, refugees, migrants and marginalized groups into the host societies;
- ▶ to increase the heterogeneity of such societies, especially in the context of European ideals;
- ▶ to decrease violence and unrest within the societies of the European Union;
- ▶ to assist those seeking refuge from torture, war and poverty and wishing to better their own situations;
- ▶ to provide a model for similar programs elsewhere.

WHAT ARE OUR SPECIFIC METHODOLOGIES FOR THE SPECIFIC SITUATIONS?

The Internal Situation

Creation of the Central Office

There has been a strong suggestion that the central office be in a separate location from the Mission offices and that the two functions fundamentally be separated. The types of locations required for the Central Office and the Mission offices are different. One suggestion for the location of the Central Office is Ljubljana, Slovenia which is developing a strengthening NGO sector.

It has been suggested that the CEO of the organization and the staff carrying out the functions described above are moved to the Central Office as quickly as possible.

Another suggestion has been that the Central Office and one of the Missions remain in the same building but maintain separate offices. This may be useful while the organization is small. However, the requirements of a Mission location and that of the Central Office are different such that separation would seem to be more logical.

Moving costs will be significant, as will the costs of maintaining separate offices and staffs.

Education

THE CWIAR COURSE ONSITE

The writing of a template manual is in process. The template manual is being written at three levels, namely those of training of trainers, group leaders and public information. Once the versions of the manual are written, it is the responsibility of the Mission Education Officer to determine the curriculum for the specific groups being educated and produce appropriate versions of the manual adapted to these.

Further, the course is given using the guidelines in the *Onsite Teaching Methods* Section of the portion of this Platform entitled "What Are Our Methodologies In General And Why Do We Use These Specific Methodologies".

THE CWIAR COURSE ONLINE

The template manual will be used by instructional design interns to produce an online version of the course. Selected GRP staff and Board members will serve as subject matter experts for the course. Instructors will be hired at the ratio of 1:20 to assist learners. Learners also will be required to participate in online discussions – live if local technology permits – and in bulletin board format if it does not. Assignments will be given as part of the course, and these will be part of the evaluation process. An online test will be given as part of the evaluation process.

It is envisioned that affordable payment will be required of learners. Scholarships will be given frequently.

Initially, the course will be given in English. Later, it will be translated into other languages.

THE BA AND MA PROGRAMS

A preliminary catalogue of the programs has been produced. The programs will be given in online and onsite form. Further information on the methodology of the programs may be found in the catalogue. In preparation for the programs, subject matter experts will be found to write and supervise the courses. Instructors will be found to supervise students in the sense of working with them on theoretical and participatory assignments, advising them in general and facilitating group discussions. Where funding permits and in areas where there is a sufficient number of learners, live instruction will be given for limited periods of time. Furthermore, centers for learning will be formed in regions to be selected later, preferably in areas where there are GRP Missions. Testing will be carried out using GRP centers and personnel where possible. Where this is not possible, consulates and/or other NGOs will be used to monitor examinees. Some examinations will be carried out online.

Research

Research will be carried out using methodologies appropriate to the particular study. Literature studies also will be carried out using standard methodologies. Much of our own data from the field and the data of our associates and students will be used in the studies. Students, in particular graduate students, will be used for some studies. Some such studies may be used for credit in the BA and MA programs and/or in the programs of other institutions.

Collection, Creation and Provision of Resources on Various Aspects of Regeneration

Several types of resources will be collected and provided:

- ▶ links to various sites of interest; in such cases, the links will be provided directly;
- ▶ actual materials such as articles, videos, photos, etc.; in such cases, permission will be obtained where required and accreditation will be given where possible.

In some cases, materials will be produced by the GRP.

Collection methods will include surfing the Internet, use of information obtained on expert networks, information obtained through listservs, information obtained from staff and associates, subject matter experts, etc.

Facilitation

Several types of facilitation must be differentiated:

- ▶ counseling:
 - Most counseling situations facilitated by the GRP will use lay counselors;
 - Group and individual counseling will be carried out;
 - Methodologies used will include:
 - > standard methods of “talk” therapy with various theoretical and practical approaches such as Freudian, Jungian, Rogerian, Reality Therapy, etc.;
 - > behavioral therapy;
 - > psychodrama and related methods;
 - > EMDR, EFT and other physical methods;
 - > body therapy, massage, etc.;
 - > meditative methods;
 - > other methods appropriate to a specific clients.
- ▶ facilitation of inter-ethnic and inter-religious processes over a very long term:
 - in this process, depending on the location and the group, it may be necessary to form uni-ethnic and/or uni-ethnic groups and unite them later;
 - such work will be in cooperation with other groups, religious or otherwise, where such groups exist.
- ▶ facilitation of internal GRP processes of coordination and similar:
 - this will be done using standard facilitation methods, as outlined in the CWIAR manual and elsewhere.
- ▶ facilitation in consultancies:
 - again, the methodology will be that described in the CWIAR manual. We see such consultancies as one method of obtaining funds.

The Balkans

Each Mission presents particular challenges for social reconstruction and regeneration. Even though the armed conflicts ended in 1995 and 1999 (the bombing of the Federal Republic of Yugoslavia by NATO), ethnic tensions in the Western Balkans are still high and there are threats of further violence in the immediate and middle-term and long-term.

Location in the Balkans

The location or locations of the Mission to the Balkans will be chosen by the Board in consultation with the current Head of Mission and staff. Furthermore, the Board will establish criteria to choose between the two current possible locations – Vukovar, Croatia and Dobo, Bosnia-Herzegovina. As indicated above, there is sufficient reason to choose either or both or several other locations, some better known than others. The advantages and disadvantages of each are:

VUKOVAR, CROATIA

Advantages:

- ▶ CWWPP/GRP is well-known in the city and the region;
- ▶ CWWPP/GRP has established contacts in the region.
- ▶ CWWPP/GRP has facilities in the region;
- ▶ Vukovar has a known and iconic status. It is questionable as to whether this is an advantage or a disadvantage to our work. On the one hand, it leads to name recognition by funders and others. On the other, it leads to strong political manipulation (see under *Disadvantages*);
- ▶ the location, public transport and infrastructure are reasonably positive;
- ▶ while the problems of the city and the region are complex, they are less so in some aspects than in Bosnia and Herzegovina. In this sense, aside from smaller minorities, in Vukovar and eastern Croatia there are two major ethnic groups rather than three.

Disadvantages:

- ▶ the political situations in the region and in Croatia in general are poor;
- ▶ there is a high level of xenophobia in the region;
- ▶ there is a high level of xenophobia in the country, as reflected in the law on foreigners. This makes it difficult to obtain and retain foreign staff and volunteers;
- ▶ the political attitude toward foreign organizations is negative. As CWWPP/GRP is the only international independent organization in the region, instead of cooperation, we may expect harassment from local, regional national government. The full level of such harassment cannot be predicted at this point;
- ▶ in the same context, there are no other international organizations – non-governmental or inter-governmental – to protect us;
- ▶ there is no cooperation from local, regional or national government;
- ▶ because of the living conditions in the city and the region, it is even difficult to obtain and retain staff with Croatian citizenship;
- ▶ there is a negative attitude toward integration, living together and reconciliation;
- ▶ there is a high level of suspicion toward civil society;
- ▶ there is a poor attitude toward volunteering, which is virtually non-existent in the region;
- ▶ there is a high level of taboo against psychological assistance. The paradox in this is that previous and current methods of treatment are not working.

DOBOJ, BOSNIA AND HERZEGOVINA

Advantages:

- ▶ there seem to be reasonable partners with which to work. In the first instance, this is the Jewish Community of Doboj (JCD). The JCD has connections with all other religious groups in the region as well as with many non-governmental organizations throughout the region. There is also medical expertise within the JCD. Furthermore, even after minimal investigation, there seem to be other partners interested in working with the GRP, notably an organization working for the integration of Bosnia-Herzegovina into the European Union, an organization working with former soldiers and individuals who previously worked with an organization that was doing psychological work with youth.
- ▶ there seems to be at least some political will, at least at local level, to attract non-governmental organizations to work in the region. To a degree this may be forced on local government by the international community, but it seems to be present nonetheless;
- ▶ the international community is still present in some measure. This affords GRP a measure of protection;
- ▶ there seems to be some inter-community cooperation in the region. Such cooperation is reported among former soldiers, in agriculture, among women, among youth and in other groups. It should be noted that this is a region in which all ethnic groups fought one another. That even minimal work is occurring is significant, and could be built upon;
- ▶ all possible ethnic, religious and beneficiary groups (former soldiers, women, youth, refugees, displaced persons, elderly, etc.) are present. Although this makes the situation even more complex than Vukovar, it provides good opportunities for change and for research.

Disadvantages;

- ▶ transport to Dobož is not as easy or direct as it is to Vukovar. Public transport exists but it takes a fairly long period to reach other places. The condition of the roads is reasonable, but again it takes a fair amount of time to reach major highways and major cities. This is a particular problem in winter.
- ▶ the political situation in Bosnia-Herzegovina, in particular in the Republika Srpska, is unstable and may become even more so in the coming period;
- ▶ GRP is unknown in the region and thus would have to work to build trust.

Language

One issue that becomes important in policy terms for our methodology is language. This issue is more a political one than a linguistic issue. Croatian, Bosnian and Serbian are dialects of the same language and are mutually intelligible, the differences being similar those between British and American English or between Dutch and Flemish. In fact, it can be argued that there are greater differences in the language spoken by people in various regions of the countries concerned than between the so-called languages. Furthermore, two alphabets, Latin and Cyrillic, are used. Yet, unfortunately, for such political reasons, we fear that it will be necessary to have a number of versions of all materials that we produce.

Sensitization/Public Education

The following methods will be used for sensitization, otherwise known as public education:

- ▶ short brochures, two sided A4, easily reproduced, on various topics. A number of such brochures already have been produced by the CWWPP. The brochures will be – and have been – distributed in a wide variety of locations throughout the region;
- ▶ somewhat longer brochures, twice or three times the size of the brochures mentioned above, giving more detailed information on various topics. Again, there will be widespread distribution;
- ▶ public talks, discussions and forums. While some of these have been held, the number will be expanded. Some topics will be suggested by the participants;
- ▶ short courses, not more than a few evenings' duration, on various topics. These courses will be more for public information and discussion than for certification.
- ▶ media interviews. It would be ideal to have regular local print and electronic media interviews. Until now, there has been mixed reaction from the media to our work, some highly positive, some negative or ignoring our work. A good deal of the latter has been politically influenced;
- ▶ creation of a multi-media website in local language. This would include written, audio and video information about the organization, events and issues. Until now, the website has been almost exclusively in English.

Education

Onsite education will use the methodologies described in the General Methodology Section. Education at all levels will continue to be carried out in local language.

Online education also will use the methodologies described in the General Methodology Section. Initially, education at all levels will be in English. Later, the materials will be translated into local language for the CWIAR course in the first instance and, later, if there is sufficient demand and sufficient funding, for the BA and MA programs. Within the CWIAR course, there will be English language discussion groups so that that discussion is possible with people from other cultures and local language groups, partially to facilitate the formation of regional networks. It is uncertain at this time as to whether similar discussion groups in local language will be formed for the BA and MA programs.

Facilitation of the Formation of Local Groups in Towns and Villages

Where such groups already exist, GRP will assist them through spending time with them on a regular basis and mentoring them. The amount of time and the subjects of mentoring will be dependent on the group.

Where groups do not already exist, the GRP will attempt to find an organizer. Organizers will be found using contacts in other organizations, local physicians, social workers, teachers and other school personnel and other local contacts. The organizer will then bring the group together. The GRP will then assist the group to form more concretely. The aim is that at least one group will form in each village.

In some instances, GRP will need to facilitate the groups for some period of time until they have the skills, knowledge and attitudes to be independent. The subjects with which the groups will work will be dependent on the interests of the participants. The emphasis here will be on creating independence and inter-dependence.

Direct Counseling

Direct counseling differs little in the Balkans from the same activities elsewhere. In the Balkans, the emphasis is and will continue to be on self-help groups and on the promotion of lay counseling. Both have proved to be extremely effective and both build capacity.

The emphasis of GRP in the Balkans will be on the formation of independent groups that can carry out direct counseling themselves and can obtain supervision from local professionals.

Facilitation of Inter-Ethnic and Inter-Religious Dialogue Over a Long Period

The methodology of getting people together in the Balkans is difficult. Certainly, the process takes long periods of time. Our experience is that it is necessary to work with uni-ethnic and/or uni-religious groups, each at their own speed, until they are ready to come together. This can take several years. Furthermore, the process of dialogue, once the groups finally have agreed to come together, is slow. We do not discount that some groups and some individuals may be willing to come together more quickly. We would then facilitate that dialogue more quickly. Work on this issue affords us the opportunity to lead further development.

Formation of One or More Polyvalent Centers

There are several reasons for the formation of polyvalent centers:

- ▶ these can be community centers where people come together to be together. They thus increase contact between people in the community;
- ▶ such centers can increase the cultural life of the community by encouraging talks by local and outside people, music, again by local and outside people, education, therapy, etc.;
- ▶ such centers increase the possibility for inter-ethnic and inter-religious mixing without stigma;
- ▶ with regard to therapy, such centers decrease stigma – people can come to the center for other reasons.

A location must be found. Ideally, the municipality or another organization will donate the location.

Ideally, the municipality, as well as the community, though small payments and volunteering, will make the centers into sustainable entities. Some subsidy from government or other organizations may be necessary for maintenance and for various activities.

We see such centers as important for the increasing welfare of the community.

Liberia

In methodological terms, we anticipate Liberia to be one of the most important proving grounds for GRP work. English is the national language. It is spoken in a distinct Liberian dialect. Furthermore, there are a number of local tribal languages in the country which are not mutually intelligible. In addition, there are high rates of inability to read and write.

Furthermore, there are many local customs and traditions that need to be respected.

Still another issue is the tradition of patronization by Westerners, particularly whites, which has resulted in domination over a period of at least 200 years, if not longer.

We thus see the role of GRP as one of training, supervision and support over a long period of time, in mutuality. We must listen and learn about our role and about the methodologies to be applied. We see the local NGOs as the implementing bodies and as our teachers of methodologies of work.

Together with Ghana, we see Liberia as a model for other countries in Africa and elsewhere.

Education

As indicated above, education and consultation/supervision will be the central aspects of the GRP program in Liberia. In our view, it is essential to increase capacity dramatically in the country. We expect this to be a very long-term program and expect to learn much as we carry it out. We see the Liberian program as a model for the region and for work in other parts of Africa and other parts of the world.

As indicated above, training of trainers will be carried out in English. It is expected that all of those whom we train will train and work with other people.

While the GRP itself will not carry out literacy programs, it is essential that adult literacy be part of the total program considering the low numbers of people in the country who can read and write. Such work specifically must be aimed at adults specifically and can include other themes concurrently. The use of childhood literacy programs with adults has been one of the complaints of locals, who find such programs demeaning. Certainly, mental health and recovery from war could be one such theme. General health and HIV/AIDS could be another. Human rights could be a third. Human responsibility could be a fourth. Obviously, such programs must be developed in conjunction with local NGOs, which are very competent in Liberia, and with international experts.

The program in Liberia will work at a variety of levels. Good feedback is essential to the program, which will be adapted to local needs and desires. Thus, the program will be adjusted as it progresses. These adjustments will be carried out in response to changing and presently misperceived needs and to the needs of specific groups and regions.

It should be noted that the template CWIAR course will be the starting point for all work.

CAPACITY BUILDING AT THE HIGHEST LEVEL

EDUCATION OF NEW PEOPLE

There is one medical school, two schools of nursing and two schools of social work in Liberia. There is no psychological faculty in the country. We also feel that it is necessary to work with the law faculty and with the police academy and with prison officers to increase the understanding among the legal profession in general. Furthermore, there is a group of people in all of the fields mentioned who completed only part of their education during the war years.

The aim of this program will be to create a group of experts who can teach and supervise others throughout the country onsite and/or online.

The methodology will be:

- ▶ to work with each school to create a curriculum appropriate to their students. This curriculum would be a permanent part of the curriculum of the schools;
- ▶ to find a location and a modus for the completion of the education of persons who have not done so. It is estimated that there are approximately 90 such people. It is estimated by local experts that such a program would last for approximately two years;
- ▶ to create a Department of Psychology at the University of Liberia;
- ▶ to engage Liberians living abroad with this knowledge and these skills to return (a government program for such return already exists and is supported by foreign governments);
- ▶ to engage foreign experts to carry out the education required.

Governmental ministries seem open to cooperation with such programs.

It should be noted that this is perhaps the easiest and most limited part of the program. The challenge here will be to engage those educated in further supervisory and teaching activities.

EDUCATION OF PROFESSIONALS

This portion of the program involves the education of physicians, nurses, physicians' assistants (many of whom assume what would be the role of physicians in other countries) and social workers (of whom there are very few) in local and regional centers. Another group of professionals who require education are lawyers, police officers and prison governors and officers. It should be noted that many such persons cannot even recognize mental health symptoms, let alone know how to treat them.

Cooperation will be sought with the Ministry of Health and with local health officials. We expect that such cooperation will not be problematic.

Such courses will be part of in-service educational requirements.

Several types of onsite courses are envisioned. First, direct onsite education will be given in a series of days and weekends over the period of approximately one year such that a total of approximately 150 hours will be given. This would encompass roughly two days per month. This will include practice and feedback from practice. The feedback in both directions will provide two-way research involvement. These courses will be given in the field. An acceptable alternative will be to give the course in Monrovia at a single location. This would have the advantage of mixing practitioners from various regions of the country.

Online and/or static computer methodologies also are a possibility. The course will be set on DVD and/or online. Discussions will be held onsite and/or online. These methodologies must be tested to determine the most effective mode of working.

We estimate that roughly 40 persons in each of twenty locations will take part in this portion of the program. The program will continue in subsequent years for one day per month of in service training and exchange of experience.

CAPACITY BUILDING AT MIDDLE LEVEL

This is perhaps the most important part of the program. This will be the largest group of people trained and supervised. It is also a heterogeneous group, and thus sub-programs will need to be developed. The group involves a wide variety of types of people including teachers, students in secondary schools and universities, people from a variety of non-governmental organizations including those working with former soldiers (adult and child soldiers), women, human rights and labor reform as well as with local religious leaders. This group will also include local village health workers. As can be seen from this list, the group of beneficiaries is highly varied and large in number.

In light of the numbers involved, the education at this level will be carried out at two levels – the training and supervision of trainers of “capacity builders” and, using this group, the training of trainers.

The methodology of the training of capacity builders will be a mixture of onsite, online and static computer methods. Considering the numbers involved, some experimentation with the most effective methodology will need to be done. The curriculum of the CWIAR course will be adapted to general needs in consultation with the Liberian Consortium for Psychosocial Assistance (LCPA) in Monrovia. The specific curriculum for each group will be adapted in consultation with the LCPA and the specific group. As much work as possible will be carried out onsite, especially considering the problems of electricity and technology in Liberia. Where conditions permit, online discussions will be held. Onsite education, especially in areas where there are small numbers of trained people, will be supplemented by a DVD version of the course that gives the possibility for practice and feedback. Where there is low capacity but reasonable IT infrastructure, feedback with instructors and other learners will be implemented. It must be stressed that there must be experimentation with the methodology, and that methodology will need to be adapted to local conditions.

With regard to the training of trainers, similar considerations will apply. The capacity builders will be the instructors in this portion of the program. Particularly for this group, onsite education will be emphasized where possible.

It should be noted that GRP sees this middle level group of people as the implementers of virtually all field programs. This is discussed in more detail under *Facilitating the Work of NGOs* below.

CAPACITY BUILDING AT LOW LEVEL

This level of capacity building is one of the largest challenges in Liberia. This group includes many people at town and village level. GRP will work closely with LCPA and local groups to adapt the curriculum and to create materials for very specific local needs. These courses will be given by groups associated with the LCPA in local languages and with the literacy components discussed above. GRP will be present in consultative, supportive and facilitating roles in this portion

of the educational program. It is also very much in the interest of the GRP to observe the process in light of its application to other locations.

THE BA AND MA PROGRAMS IN LIBERIA

The BA and MA programs will be given in conjunction with the Kofi Annan Center for Peacebuilding (KACP) of the University of Liberia under the accreditation of that institution. The program will be blended, that is, partly online and partly onsite. The KACP is willing – and feels that it is part of its mandate – to give the programs in major cities as well as in Monrovia. Thus, educational centers will be set up with Internet access. DVDs will contain much relevant material. Solar paneling and batteries will be used to bring power to the centers, as there is little electricity, even in Monrovia. Tutors will be sent to cities and towns outside Monrovia on at least a monthly basis for a period of two days to assist students with assignments. Testing will take place under the auspices of the University of Liberia.

DIRECT EDUCATION IN VILLAGES – SENSITIZATION

GRP will support work at this level as part of the entire program of the organization in Liberia. We will work closely in the facilitation of the process and in observing and researching the techniques involved. Such sensitization/public education is crucial in large parts of Liberia as in many other countries. In Liberia, there is little ability to read and write and little radio broadcasting. In the past, short educational plays have been presented to describe issues such as HIV/AIDS, reconciliation and human rights. We will carry out such plays on mental health and general health issues. Expertise in this area exists in Liberia.

Another methodology that we will use is to increase the amount of radio present in Liberia. This will increase the level of public information generally. This involves work on equipment and on training people who will work in the radio stations. This builds on the experience of other countries. One of the methods within the use of radio will be interactive talk shows.

Facilitating the Work of NGOs

There are a number of excellent NGOs working in Liberia. These are already within the LCPA or would be expected to join it in the near future. Thus, we would expect that programs would be worked out with members of the LCPA or with the LCPA as a whole. The role of the GRP would thus be consultative and facilitative. Furthermore, GRP will coordinate research not only within the country but between regional centers.

Formation of a Regional Project

It is abundantly clear that Liberia is intimately connected with the rest of the region. Thus, connections must be made through the contacts of various organizations, some already known, some as yet to be determined, in Sierra Leone, Guinea and Cote d'Ivoire. There are also connections with Ghana. Other connections between organizations in Ghana and Liberia and regional organizations exist. Going a bit further afield, it would be good to establish relations with Burkina Faso, Benin, Togo and Nigeria. These methodologies will include networking with the appropriate individuals and organizations in the first instance and working out a plan for projects appropriate to each country and region of each country later.

Ghana

The Mission in Ghana again will be a pioneering one for Africa. It will be run by a combination of governmental, university and non-governmental institutions and take the form of a National Trauma Center. The role of the GRP will be to provide external coordination and coordination of research, as well as to provide and assist in revising the CWIAR course to make it appropriate to local needs.

The Formation of a National Trauma Center

The functions of the Center have been given in the Section of this Platform on *What We Want to Do Specifically and Why* and will not be repeated here. However, we would argue that courses and supervision should be given regionally and locally rather than being confined to Accra.

The following stages will be:

- ▶ to find a location for the Center;
- ▶ to revise the CWIAR course to be appropriate to local needs. Further revision will occur as the result of the first few courses and supervision and will be a continuous process;
- ▶ to find and hire local personnel to give the courses and run the Center;
- ▶ to establish further contact with participating and supporting organizations and to establish procedures.

Also, we wish to emphasize that this Center could serve as a model for other countries of Africa and elsewhere.

The USA

The work will create capacity to train trainers, self-help group leaders and lay counselors.

Several initial groups of trainers of trainers will be trained intensively onsite in a location as yet to be determined, probably in the Northwest. Further training will be online. The CWIAR course will be adapted in written and online format to the needs of these returning veterans and to persons still in the military. This will include psychological assistance and assistance in regenerating their lives. Thus, the course will be available by Internet in the countries where the fighting is taking place.

Group leaders and counselors trained will carry out self-help groups and individual counseling in their own locations, which may be widespread. Again, some of these locations may be in the regions of fighting. The question of online counseling has not yet been decided. For the arguments in relation to this issue, see the *Lessons Learned* section above.

Through the organizations concerned, professional backup will be found in any location where there is a substantial number of beneficiaries. Such backup is important for difficult cases and for supervision. Ideally, such backup will be on a voluntary basis. Further backup will be found for persons requiring it online. A principle to be maintained will be that there will be no counseling carried out by lay counselors where there is no backup. Further, criteria will be created for selection of beneficiaries.

Where possible, supervision will be given onsite and person to person. Where this is difficult or impossible, supervision will be given online.

The European Union – Work with Asylum Seekers, Refugees, Migrants and Marginalized People

The fundamental methodology to be used will be to support the staff of official organizations working with asylum seekers, refugees, migrants and marginalized people – if they are willing – and to support non-governmental organizations working with them. Such support will be in the form of the CWIAR Course and supervision. Further, asylum seekers, refugees and migrants will be encouraged to form their own organizations and self-help groups.

The first step will be to choose a country where there is potential for violence and where there are large numbers of asylum seekers and refugees. Suggestions have been made for Italy, Bulgaria and Poland. Italy has a large influx of Albanians and Africans and an extremely unsympathetic government. Bulgaria and Poland have large influxes of people from the east, that is, central Asia. Hungary has been excluded because of its unfriendly attitude toward NGOs and the potential difficulties of our operating there.

The next step will be to establish contact with non-governmental organizations working with asylum seekers, refugees and migrants to determine the situation and local conditions. Included in such conditions are possibilities for interpretation and translation for work with the asylum seekers, refugees, migrants and marginalized people. Another important question is the level of education and expertise of the staff working in centers and with such beneficiaries in official capacities and their willingness to engage with non-governmental organizations in the sorts of programs that GRP is offering. Where no independent groups exist, we will seek out individuals who can organize such groups.

The following step will be to adapt the CWIAR curriculum and manual to the needs of the groups with which we will work, including translation of the onsite and online courses.

Ideally, several intensive onsite courses will be given to trainers of trainers. These will be supported by online materials. The persons thus trained will then train and supervise volunteers and others in non-governmental organizations and official bodies.

Furthermore, a network of people working with asylum seekers, refugees and migrants throughout the European Union will be formed online, with frequent discussion and exchange of experience and resources.

WHAT DO WE EXPECT FROM OUR WORK?

What Impact and Influence Can We Imagine for World Change?

Our programs will change the outlook of people in a number of communities fundamentally. The people who participate in our programs will have a deeper understanding of the forces that control their lives. They will be more critically conscious toward their environments and toward their societies. Thus, we can imagine that, in turn, those societies will be more critically conscious and will be more able to deal inter-dependently and in their own ways with their challenges. In this sense, also, people will have basic knowledge of communication, health, non-violent conflict transformation, human rights and civil society which, when combined, create a new context. They will have the attitudes and skills to obtain the further knowledge and skills that they need to regenerate their communities and societies. We stress this bottom-up approach. We also stress that this can be a slow process.

In particular, we imagine the change as being in the direction of a holistic view of the world. We also see a change in the attitude toward mental health and trauma, that is, a de-stigmatization. Another change that we imagine is a realization that change will come through working at problems seriously, not by ignoring them, and by being creative in their solution, thinking in new ways.

In the practical sense, we imagine that the world will change through people who can think without their thought being clouded by the consequences of their traumas and who know enough about their communities and their processes their communities into a condition of well-being.

What Change Can People Expect in Themselves and in Their Lives and the Lives of Others by Engaging with Our Program?

People can expect more understanding of themselves, of their own lives and of the causes of their challenges and more understanding of others. They can expect that their functioning in the world will become more effective. They can expect that they will take more initiative for themselves. Through these changes in their own lives, people will serve as examples for the lives of others. Furthermore, people will be taught to teach others to do similar things. Thus, a snowball effect will be created, not only for the present but also for future generations.

What Change Can We Reasonably Expect from Our Investment of Our Knowledge, Education, Experience and Methodology Shared?

At the most basic level, we can expect change in the attitudes of a few individuals in a few communities who will create better lives for themselves and for their communities. We can reasonably expect that a few of these people will become leaders and/or by leadership and/or example will transform their communities.

What Value is this in the World?

The CWIAR Program, when properly adapted to specific groups, will have profound effects on individuals and communities. It will create new attitudes, knowledge and skills within individuals and communities that would otherwise never have access to them.

The BA and MA programs will create a thinking aware group of people who can be leaders within their communities and further afield.

The general and mentoring programs will create individuals and groups who are able to stand up for their own rights and the rights and values of others in their own societies and will make them independent. It will teach them how to devise and fulfill their own responsibilities.

Who will Our Programs Really Benefit?

The primary beneficiaries of the programs will be the individuals and groups with whom we work directly. These will be a wide variety of groups and individuals at higher and middle levels.

The secondary beneficiaries will be people who are taught and worked with through the primary beneficiaries.

The tertiary beneficiaries will be the societies in which those taught and assisted will work.

What Comes Out of the Historical Experience to Inform This Moment and the Future?

The lessons that we have learned are given as a separate section of this Platform and as a separate booklet that is available on our website. A summary of these indicates that we must work very hard for a very long time against strong “Establishment” forces – economic and political self-interest – to achieve what we wish to. Furthermore, we must be strong in our resolve. In addition, history tells us that work on psychological traumatization and the transmission of the traumatization itself and the accompanying narratives is essential if change and regeneration are to be achieved.

What is Our Preferred Future State?

Our preferred future state is a situation in which communities and individuals are in a state of harmony with themselves. This entails working within their own social and cultural contexts in ways in which there is creativity and sharing rather than cut throat competition and an emphasis on the material and on the misuse of power.

What is GRP Really Working for and Towards?

GRP is working toward a reduction of tension and violence in the world and toward the Preferred Future State of the world as given in the previous paragraph. This means a reduction in self-destructiveness in individuals and communities, a state of mental harmony within individuals and communities and peaceful resistance to outside forces that would disturb that kind of harmony.

WHAT ARE THE PARTICULAR BENEFITS THAT WE SEE FROM OUR WORK?

The Global Stakeholders

As direct stakeholders, there will be participants in the global programs of the GRP both in areas where the GRP is working directly and elsewhere. This is particularly true of the educational programs. These people will then work with secondary stakeholders and beneficiaries in their communities and regions.

The Local Stakeholders

Although there are slight differences in the local stakeholders in each region in which the GRP is working/will work, we may describe the following as stakeholders:

- ▶ such groups as physicians, nurses, social workers, lawyers, police officers, workers in prisons, NGOs of various sorts and labor unions;
- ▶ state institutions such as schools and hospitals, etc.;
- ▶ inter-governmental organizations;
- ▶ the business sector.

In the descriptions below, we will describe only the particular stakeholders for the specific areas.

The Balkans

Depending on the location, there are NGOs that are independent and those that are highly influenced by the State. In the latter category are many of the groups representing former soldiers. Unfortunately, there is a great deal of corruption among NGOs. Again unfortunately, in Croatia, especially, the government does not see the NGOs as appropriate partners and sees them as a threat. Thus, cooperation is difficult. In Bosnia-Herzegovina, the situation is somewhat easier in this regard.

Liberia

In Liberia, all of the potential stakeholders listed above should be included as relevant to the work of the GRP.

Ghana

In Ghana, all of the potential stakeholders listed above should be included as relevant to the work of the GRP.

The USA

In the USA, employers and the society as a whole are stakeholders in light of the level of disturbance of former soldiers and the disruption thus caused. Further stakeholders are the NGOs working with such people and the doctors, nurses and social workers who must deal with them.

The European Union

In the work of the GRP in the European Union, the most important stakeholders are the state institutions work with asylum seekers, refugees, migrants and marginalized groups and the NGOs working with them.

What is the Work That GRP is or Will Be Doing that Meets Needs Not Being Met by Any Other Organization

Globally

- ▶ There are very few organizations looking at integrated holistic plans of regeneration.
- ▶ There are very few organizations that take a very long-term view of regeneration/social reconstruction.
- ▶ There are very few organizations working with mental health and capacity building on mental health, particularly in areas of regeneration/social reconstruction.
- ▶ There are few if any organizations providing education that integrates theory and practice.
- ▶ There are few if any organizations providing education to people in areas of regeneration/social reconstruction at a price that they can afford and in a time frame that they can afford to work practically.
- ▶ There are few if any organizations promoting the formation of online dialogue between people in areas of transition and regeneration/social reconstruction.
- ▶ There are few if any organizations promoting restorative justice in the context of long-term regeneration/social reconstruction.
- ▶ There are few organizations in the world that have former soldiers as a priority beneficiary group.

- ▶ There are few organizations in the world that have perpetrators as a priority beneficiary group.

The Balkans

In the Balkans, the international community, and with it funding, are withdrawing quickly. In Croatia, that withdrawal is virtually complete. In Bosnia-Herzegovina, there is still some work and some funding, but it is minimal.

Thus, all of the points noted in the section entitled *Globally* apply to the Balkans. This is critical, as there is tension below the surface that almost certainly will explode sooner or later.

Another point in the Balkans is that no organization of which we know is encouraging the formation of local organizations, particularly those dealing with the issues that have priority for the GRP. This is thus another critical task where the GRP can make a highly significant contribution.

Liberia

In the past, there has been a certain amount of capacity building in Liberia. As in the Balkans, the country is in a part of the funding cycle in which funders are withdrawing. This is discouraging, as the country still has enormous problems.

The GRP would be working on all of the needs given in the section entitled *Globally* above. It should be noted that our experience in the Balkans indicates that it makes no sense to stay for short periods of time. Our potential Liberian partners have confirmed that, if and when we begin work there, we must be prepared to stay for very long periods, that is, 15 or 20 years.

Ghana

Ghana is in a bit of denial about what is happening in the country, in particular with regard to mental health. Thus, while there are more psychiatrists and psychologists in the country than elsewhere in the immediate region, mental health services are not good.

Therefore, the needs that we would be meeting in Ghana would be in the area of mental health, particularly but certainly not exclusively with regard to psychological trauma. Furthermore, in Ghana, we will be making the connection between mental health, peacebuilding and regeneration. This is important in the northern part of the country and it is also important in the mentality of the government.

Another need in Ghana that we can meet is advising the government in a role as a mediator and as an example for other countries in the region.

USA

We are surprised that the GRP would be meeting needs in the USA as there appears to be sufficient expertise there to do so and there appears to be sufficient initiative to form groups to harness that expertise.

Yet, the GRP has been requested by several groups to meet the need for education with regard to trauma and education on work in self-help groups, particularly for current and former soldiers and their families and environments. We have also been requested to meet a need for counseling of such persons, which we feel would be met in a better way through the self-help groups and lay counselors trained by us and supervised locally. This is still a matter for discussion.

The European Union

There are few groups working with asylum seekers, refugees, migrants and marginalized persons in any European Union country. Those that are often do not have the expertise required to do so. Thus, the GRP would be meeting basic needs in providing the required education for work and supervision of staff and volunteers working with asylum seekers, refugees, migrants and marginalized people. Furthermore, the GRP would meet a need in encouraging the formation of new groups to work with such people. We feel that these are critical roles.

WHAT ARE THE RISKS INVOLVED AND HOW DO WE MINIMIZE THEM?

In General

The risks involved in the work of any organization such as GRP are substantial. These risks are financial, professional and those having to do with security. There are also risks having to do with management. The general ways to minimize such risks are to have as much information before starting and to be flexible and prepared to change programs and conditions as required. Furthermore, there should not be a fear of experimenting and having to change strategies as the result of what we have learned.

At the Most General Level

Here, there are a number of risks of various types.

POLITICAL RISKS

There are strong risks that have been experienced by the CWWPP in the past of political resistance from a number of sources:

- ▶ international and governmental organizations wishing to use our organization for their own purposes and attempting to take it over. The ways to minimize such risks are to be vigilant and to resist any cooperation with “security” forces of any country and of any color. Our experience is that this may be difficult and require a great deal of perseverance. Furthermore, we must not allow any organization to represent our successes as theirs;
- ▶ international and governmental organizations having their own agendas that are quite different from ours and attempting to force us to modify our agendas to conform to theirs. Again, where dialogue is not possible, which is frequent, resistance and perseverance are the only ways to live through these problems;

RISKS OF A LACK OF UNDERSTANDING OF WHAT THE GRP IS DOING

There are substantial risks of the local and worldwide public – and of funders – not understanding the goals and working methods of the GRP. These are caused by the lack of good publicity of what we are doing, including our not putting our material into a form understandable by the groups that we are attempting to reach. This is a highly time-consuming, labor-intensive and monetarily expensive effort involving a variety of media, including print media, electronic media and the Internet. There are also privacy and data protection issues. Furthermore, there are ethical issues for clients. It also involves direct approaches to a number of individuals and groups whom we are attempting to reach. Furthermore, it involves publication locally and internationally of various materials, including books, journal articles, popular materials, etc. and appearances at as many international and local professional and public conferences as possible.

FUNDING RISKS

There are substantial risks of not obtaining sufficient funding for the general work and the specific funding programs of the GRP. The methodologies of fundraising that we have and will use are:

- ▶ the employment of one or more full-time fundraisers;
- ▶ looking on the Internet and on known websites and listservs for potential grants and potential individuals and foundations who might be prepared to finance us;
- ▶ direct contact with current and potential donors.

PROGRAMMATIC AND PROFESSIONAL RISKS

The greatest professional and programmatic risk is not doing our preliminary literature and personal research well and thus being unaware of cultural and other issues affecting our programs. The solution is obvious.

A second large risk is not doing sufficient evaluation of our programs with a sufficiently critical view. This is crucial to the development of our programs. Such evaluation must take place during and after completion of the programs and must be built into them.

A third risk is taking on too much at one time such that staff is overwhelmed. This is a tendency that we and other organizations have in an effort to do as much we can for our beneficiaries. The solution here is to be realistic in ourselves and to ask others to assist in evaluation of the workload.

Another risk is in the relationship with other organizations. Such organizations may not keep to agreements and/or may be corrupt. Close monitoring of the work and the finances of the cooperating institutions is the solution.

BOARD RISKS

One of the greatest risks for the organization is the lack of an active Executive Board and a strong Advisory Board. This leaves staff in the various Missions and the Central Office isolated. While the CEO and Central Office staff can make policy, this ultimately must be validated by the Board. Furthermore, the Executive Board can supplement and lead a number of functions such as fundraising, publicity and diplomacy. The solution here is an active policy of recruiting Board members.

A second risk is that the Board is not sufficiently informed about the internal state of the organization and its activities and policies. This is a great danger for policy decisions. It occurs easily through staff and CEO laxity. The solution is that regular and concise reporting documents are required by the Board. Furthermore, there must be availability of Board members to staff members on a regular basis and thus continual interaction in both directions between Board members and staff.

MANAGEMENT RISKS

One severe risk is finding competent personnel. To a degree, this problem is dependent on location, as is the case in the Balkans. Competent personnel are key to the proper working of the organization. There is no easy way to solve this risk. Extensive screening of potential staff is an absolute necessity. Timely and close evaluation is useful. It may be necessary to bring in staff from outside the region. Yet, the risk of incompetent staff remains.

Another risk lies in the maintenance of the quality and quantity of work by staff. Obviously, quality is primary factor to be emphasized. Many staff members have work ethics different from those of the organization. This includes control of quality of work, work times, fulfilling obligations and corruption. Close monitoring of staff is required by the CEO and the Board and by the line managers.

Development of Models of Regeneration/Social Reconstruction

The greatest risk with regard to the development of models of regeneration is that they are not sufficiently informed. A related risk is the lack of their adaptation to specific situations. These two related risks can cause the failure of the programs of GRP and can be catastrophic to the regions in which the programs are being implemented. The solution is the deepest possible consultation with as many different people as possible and the widest possible consultation with as many different disciplines as possible in a number of areas of regeneration and with as many people as possible in the specific areas of regeneration to which the model will be applied.

Education

IN GENERAL

There are a number of risks that we see, in general, with the programs of education of the GRP:

- ▶ the level at which the specific course is directed is inappropriate. This can occur for the program as a whole or for a specific group. The solution here is to speak carefully with the potential learners and to adjust the level during the course;
- ▶ the course does not meet the needs of the learners. Again, the solution is to speak with the individual learners and the group before the course begins and to adjust the material of the course as it is taught;
- ▶ the risk of inappropriateness of the material of the course, such as incorrect material, inadequate or inappropriate exercises, inadequate cultural adaptation. The solution is to let as many people as possible see the template manual in the first place and the adapted manual when completed. This is quite time consuming;
- ▶ the risk of not finding experts to write the courses. This risk can be minimized by issuing invitations widely on the Internet and by asking personal contacts. There is also a financial element, although this presents another risk in that, even though the course is not adequate, the writer of it will demand payment. The solution to this is clear contracts that are fair to the GRP and to the writer;
- ▶ the risk of not finding adequate instructors once the course is written. The risk here is in the misrepresentation of the instructors as to their skill and experience and in their performance during the course. The solution here again is to use university departments and the Internet to find such instructors, to check references carefully and to use clear contracts fair to the GRP and to the instructors;

- ▶ the risk of the use of our materials by other groups without authorization. This is always a substantial risk and there are few solutions to it;
- ▶ the risk of a lack of seriousness and/or responsibility by learners. Sometimes, the learners are there simply to obtain a diploma rather than actually to work with the material. The solution again is to speak with learners and to adjust the course as necessary. Another solution is to apply strict rules on such matters as attendance, lateness, assignments, etc. Another part of the solution is the requirement that the learners apply the material to actual situations. If there is no other solution, the course may be discontinued;
- ▶ the risk of a lack of participation in the course by learners. This participation may be with one another and/or may be a lack of engagement with the material. A portion of this may be cultural. The solutions again are not easy. One solution is to attempt to speak with the learners about the problem. Another solution is to attempt other means of motivation within the course, these means appropriate to the group;
- ▶ the risk of too many learners. Here the two solutions are to divide the course into groups or to select learners on the basis of specific criteria;
- ▶ the risk of too few learners. Here, the solutions include additional publicity and changing the nature of the course;
- ▶ the risk of inadequate time to complete the course. Here the course may be lengthened if this is acceptable to the learners, the amount of time may be increased and/or the material of the course may be diminished. If the content is imperative, then the amount of discussion may be diminished, which could be unfortunate;
- ▶ the risk that costs may be too high for learners. These costs may include costs of tuition, the costs of travel to the course, if the course is given onsite, the costs of an Internet connection, the costs of materials, etc. Every effort should be made to cover such costs while at the same time not overstressing the organization and/or negating the responsibility of the learner.

There are a number of risks inherent in online education:

- ▶ an inadequate, absent or too costly Internet connection. The only solutions here are to spend resources on a satellite connection or to wait. If any Internet is present at all, one solution may be to use e-mail for the assignments of the course;
- ▶ inadequate computer facilities. The solution here may be to finance computers for learners;
- ▶ inadequate electricity. The solution here may be either diesel or petrol generators, or solar panels;
- ▶ poor implementation of the translation of material from onsite to online learning. The solution here is good control and evaluation before the course is released;
- ▶ forgery of assignments and examinations. There is little that can be done about assignments. With regard to some examinations, good invigilation by trusted organizations may control some of it. There is software that can detect such forgery;

There are a number of risks inherent in onsite education:

- ▶ poor organization of the course, that is, poor recruiting, poor logistics, poor location, etc. The solution of this rests with the course organizer and ultimately with the local project manager;
- ▶ inadequate materials. This risk has been discussed above. The ultimate responsibility for translation and adaptation of materials rests with the project manager;
- ▶ poor facilitation. The solution is the adequate training, supervision and evaluation of facilitators.

THE CWIAR COURSE

The CWIAR course is subject to all of the risks of the previous subsection.

THE BA AND MA PROGRAMS

In addition to the risks given in the *In General* subsection, we see the following risks:

- ▶ getting a proper mix of courses and curriculum. The way to minimize this risk is the widest possible consultation. The same applies to the content of the courses;
- ▶ obtaining accreditation from a recognized body. The solution of this risk will take extensive discussion with university faculties and departments and administrations in a number of places. We do not rule out accreditation by multiple universities;
- ▶ the take-over of the course by other institutions. Although we welcome wide participation, we wish our work to be recognized as ours. There is no way to eliminate this risk completely. Minimizing it will require limited disclosure of materials, copyrights and firm contracts with other institutions.

Research

One of the large risks is that we will miss important topics and themes for research in our work. The solution to this is wide reading, attendance at conferences and discussion with people with as many different points of view as possible. The general professionalization of staff, with specific time allocations, also must be specified in job descriptions and in organizational budgets.

A related risk is missing important items in literature research. This is not completely avoidable. The solution is to read as much material and “secondary” references as possible and to discuss the papers as widely as possible. Another problem here is access to databases and materials. In general, this is a problem of funding and of system. One solution to this is an alliance with an academic institution.

With regard to empirical qualitative and quantitative research, there is always the risk of inadequate methodology. Consultation with good methodologists will solve such methodological issues to a certain extent.

Related to the general methodological issues are the location-related and culture-related methodological issues. These issues can be mitigated, at least, by consultation with people working in academic circles in the area. Such academics should not be the only source of advice on such issues, however, and anthropologists, inter-culturalists and others should be consulted.

Obviously, such issues as the bias of the researcher and the interaction of the researcher with the research always constitute risks. The solution here is the awareness of these issues by the original and subsequent researchers.

Collection, Creation and Provision of Resources on Various Aspects of Regeneration

The most obvious risk here is missing important resources. The ways to solve this are the widest possible reading and encouraging others to contribute their ideas.

A second risk here is the provision of resources that provide wrong information and/or information contrary to the goals of the GRP. While such references and materials may be given, they must be labeled appropriately, particularly for people starting to read in the field of expertise.

Another solution here is the allocation of sufficient time for these tasks.

Facilitation

The greatest risk for the work of the GRP in facilitation is inadequate training and inadequate functioning of personnel. The solution is testing before taking on the person and good supervision and evaluation.

A second risk that is related to the first is inadequate cultural knowledge and sensitivity. The solution is proper research and knowledge of culture and/or use of local people to carry out the facilitation. We note that, sometimes, it is more advantageous to use people who are not local to the situation, as they can be more neutral. However, when such people carry out facilitation, they must be all the more sensitive.

Still another risk is that of situations of which we are not aware. The solution here is to have the best possible briefing beforehand.

Another risk is that of facilitation of situations that are excessively complicated. In such situations, the solution is to admit our inability to deal with the situation and/or to consult with others.

An additional risk is that of the secondary traumatization of the facilitators. The solution here is personal and professional supervision.

Direct Counseling

A number of situations present risks in direct counseling:

- ▶ choice of clients inappropriate to the level of skill and knowledge of the counselor and/or inappropriate to the organization's capabilities and goals. The solutions here are not simple. We must establish clear criteria for the choice of clients and for the continuation of counseling. Further, there must be supervision and, at least occasionally, assessment of clients by an additional counselor;
- ▶ lack of adequate backup. This can be a problem in a number of areas in which the GRP is working/will be working. One solution for the counselor is online supervision. However, some provision must be made for the situation where the client is in crisis and there is no good backup for medical and/or custodial treatment;
- ▶ cultural appropriateness of approaches. This is a risk in all cultures, not only those of Africa and Asia. Each region – and each client – has a specific culture. The solution here is sensitivity to the culture and the specific situation of each client counseled. Still another solution is professional supervision;
- ▶ stigmatization of clients. The solutions here are not simple ones. At a societal level, the GRP must work to destigmatize work on mental health and emotional problems. At an individual and group level, the GRP and the counselor must maintain privacy. Still another solution, as we have indicated above, is to use a polyvalent center at which many services are available;
- ▶ clients using counseling for secondary benefit – pensions, disability benefit and the like – rather than for personal benefit. This implies that clients maintain their problems rather than taking the initiative to improve their situations. There is no easy solution to this. Frequently, motives are mixed and contradictory. However, when it is seen that the main motive is the maintenance or obtaining financial benefit rather than personal development, the GRP should not work with the client any further;
- ▶ secondary traumatization of participants. This occurs during group therapy. It would seem to be unavoidable to some degree. The solution is to discuss fully the situation of the person who is the subject of discussion and to deal with issues in other members of the group that may arise;
- ▶ secondary traumatization of counselors. The solution here is supervision.

The Balkans

General

Virtually all of the risks given in the *In General* section above apply to the Balkans. This is true of Croatia and Bosnia-Herzegovina and of the other countries in the region. This section does not repeat all of these risks but rather gives the specificities for the region.

POLITICAL RISKS

GENERAL

The general political climate in the region does not prioritize mental health issues as important items in the agenda in society.

Constant change and transition on the political scene is reflected in change of ministries through the political parties. The effect is permanent discontinuity of the educational structures as well as instability of the implementation of reforms.

CROATIA IN GENERAL AND VUKOVAR IN PARTICULAR

NGOs in general and foreign NGOs in particular are looked upon with great suspicion in Croatia by national, regional and local governments. There is little cooperation. In the past, there have been attempts at interference with our activities, and we have no reason not to expect such resistance in the future. There is a great deal of political corruption and strong right-wing activity in political circles. There have been explicit statements against integration and ecumenism. Furthermore, even post-traumatic stress reactions have been politicized, one prominent psychiatrist stating that aggressors cannot have such reactions. Furthermore, there is resistance to the idea of lay counseling from the medical establishment, their position being that only specialists can carry out the work. The solutions to these risks are not easy ones. They require alliances with embassies and others. They also require a great deal of strength and steadfastness on our part.

Another risk that we see in Vukovar is violence. This violence may be general civil violence, which we see being quelled fairly quickly – or it may be violence directed against us on the basis of the considerations of the previous paragraph. There have been some threats of this in the past. It is difficult for us to evaluate the extent of the threat in the future.

BOSNIA-HERZEGOVINA AND DOBOJ IN PARTICULAR

We see the political situation in Bosnia-Herzegovina as no less corrupt or difficult than in Croatia. Yet, there is somewhat less resistance to the kinds of activities that we are carrying out. This is partly due to the continued presence of the international community. Further, our potential partners have good political connections and thus we expect the pressure upon us to be somewhat less than it might be in Croatia. The solution to these risks is the same – steadfastness and resistance to pressure.

We see the potential for civil violence as higher in Bosnia-Herzegovina than in Croatia. Substantial nationalist and personal interests in such violence are very much present and could explode. We have no solutions here except care for ourselves and our beneficiaries.

FUNDING RISKS

The funding risks are high in the Balkans. Croatia is no longer in the phase of development funding. While some European Union funds, particularly accession funds, still are being tendered, even these go through governmental sources. Thus, the solution will be to search for other sources and to generate funds in other ways.

The situation in Bosnia-Herzegovina is only slightly better. Funding for programs in that country also has disappeared for the most part. Thus, other methods of funding must be found if these programs are to survive.

CULTURAL RISKS

One large risk in both countries where we are working and considering working is the resistance to and suspicion of NGOs in general and of foreign organizations in particular. This risk can be overcome only through a long-term presence and the building of trust.

Another risk in this regard is the suspicion of and resistance to psychology and psychiatry. The solutions here are public information and sensitization and lay counseling by another name. Overcoming these risks will take time.

MANAGEMENT RISKS

In Vukovar, one of the largest management risks obtaining competent personnel. Vukovar has been subject to a brain drain of large proportions and thus there are few persons with the skills and knowledge – and the attitudes – that we conceive of as necessary. Another obstacle in this regard is the Croatian law on foreigners, which makes it extremely difficult to obtain foreign staff for more than six months. Solving this risk is not simple. While, if adequate funding can be obtained (see above) we can offer somewhat higher salaries to persons working with us, this is no guarantee of obtaining people. Among other groups, the health center in Vukovar has had considerable problems obtaining people. We thus see this risk in Vukovar as substantial.

This situation is somewhat easier in Doboj, as there is a small university there.

Another management problem throughout the Balkans is that of work habits. Because of past traditions, there is little work ethic, and thus coming on time and leaving on time and control of the quality of work is a problem. We see no easy solution to this except for constant education and constant vigilance.

Choice of Location

Other risks in this choice are given in other parts of this section.

VUKOVAR

One risk of staying in Vukovar is stagnation. We have been in the region since 1995. Certainly, if we are to remain in Vukovar and the surrounding region, new programs will have to be created.

DOBOJ

The major risk in Doboj is beginning a new set of programs with an almost completely new staff.

ELSEWHERE

Work in any other location in the Balkans would have the same risks expressed under *Doboj*.

Sensitization/Public Education

The risks in sensitization and public education are primarily cultural ones. Thus, all materials, press releases, etc. must be checked carefully for cultural appropriateness.

The second set of risks is in distribution. As has been indicated elsewhere, the media are largely politically controlled. Furthermore, there is a limited number of places where brochures and written material can be distributed. Thus, one solution is to use the Internet and to post the location of the sites used as well as other methods of guerilla marketing.

Education

The risks for the Balkans do not differ substantially from those given in the *In General* section above.

There are some further general risks – in a sense political – with regard to education:

- ▶ if mental health care is not perceived as a common goal in society (awareness of mental health as a crucial precondition for society healing and development - regeneration), there is a risk that recognition and responsiveness of local universities and national education structures will depend on individual willingness, motivation and sensitivity of particular institutions and structures and individuals within those institutions and structures;
- ▶ Local educational structures do not express a need, interest, or value for mental health care as a contribution to community development, and thus show a lack of motivation to be involved in the education that the GRP is offering.

Several risks are cultural. One is that of responsibility. There are several aspects of this, namely attendance and actual desire to learn the material rather than simply obtaining a certificate. Again, there are no easy solutions to these. One possible solution is payment of at least a token sum for the course. A second is testing before a certificate is issued.

Another cultural aspect is the expectation of paid work once the course is finished. This is a difficult problem to solve, even when it is emphasized that no jobs will be given.

THE CWIAR COURSE

The major risk here in the onsite and online versions of the course is the translation and cultural adaptation of the materials to the parameters of the specific group and the specific location. Considering staff time, this may require a significant investment of funds, certainly in the later stages of the checking of the manual and other materials.

THE BA AND MA PROGRAMS

The risks are those given in the *In General* section above both for these specific programs and for Education.

It could be expected that local universities will not welcome an opportunity or recognize the need for Human and Community Development (HCD) education due to the virtual non-existence of the infrastructure of health/community services (i.e. community clubs/centers) where newly educated people will find their places within the system.

Since the curricula for HCD education is based on the concept of sharing the best practices from the models accepted from other countries/continents, the applicability of the model in the local context could be seen as a risk. In the first generation of the learners of HCD, there will be an obvious lack of a reference point for comparison and evaluation. In future generations of learners, standards and a reference framework will be set up as a foundation. Further, cultural differences potentially could inhibit implementation of new concepts such as Western models.

Facilitation of Groups in Towns and Villages

There are a number of risks in this portion of the Balkan Mission. The first is in finding an organizer. Most beneficiaries go to the nearest large town rather than the professionals going to the villages. Thus, it is a question of chance as to whether the professional knows someone in a specific village. Furthermore, there is much less involvement by other NGOs than there has been in previous years. The solution may be the owner of the pub or the general store or simply sitting in the pub.

Another risk is in getting a group together. This may take a considerable amount of time – up to 18 months – or may not happen at all. Part of the solution is the persistence of the GRP staff member, but this is only part of it. Another part of the question is the reason for the group. Such groups may be counseling groups, educational groups and/or groups for the general welfare of the town or village.

Direct Counseling

The major risks in direct counseling are the general cultural risks as given at the beginning of the section on the Balkans and the general risks with regard to counseling. There is some backup in the Balkans, in Doboj better than in Vukovar, in our view, but existing in both places. As we have indicated elsewhere, the solutions lie in sensitization and public education, in proper choice of clients and in professional supervision.

Facilitation of Inter-Ethnic and Inter-Religious Dialogue

The major risk here is political. As indicated elsewhere, the political groupings in the region, in particular in Vukovar and eastern Croatia, are against this sort of work.

Also, despite protestations to the contrary, the major churches – those in eastern Croatia, at least – are against this and prefer the status quo of segregation. The situation seems to be better in Doboj, with inter-religious events occurring regularly.

Furthermore, because of the influence of politics and the media, many people are against this sort of work and will not participate in it. There is thus a large risk of preaching to the convinced.

There are no simple solutions to these risks. The CWWPP has worked with groups of one ethnicity at a time. In a number of cases, these have come together. Yet, this work requires a great deal of persistence and patience.

Formation of a Polyvalent Center

One risk here is the financing of such a center over a long period of time. As indicated above, this is not easily obtained.

A second risk is that such a center will be seen as being of one ethnicity or another. This is not an easy issue to solve if it does occur.

A third risk is that such a center will be frowned upon by the political and other powers in the city. Again, we see no simple solution to this problem.

Liberia

General

The Mission or Project in Liberia will be a model for future GRP work. There is much there that is unknown. Thus, the risks stated in this section probably represent only a partial list. This in itself is a risk of which we must be aware. The only solution to that is a high degree of flexibility in responding to conditions as they arise.

FUNDING RISKS

From what we have been able to observe, the costs of operation in Liberia are much higher than those in either Europe or the USA. Furthermore, travel to Liberia from a central office in Europe is expensive. Maintaining such funding for the long periods of time required for such a Mission or Project is a distinct risk. The GRP thus will have to use means other than yearly project grants.

POLITICAL RISKS

As has been stated in the section on the situation in Liberia, the country is in what Johan Galtung calls “negative peace”. We believe that there is a strong chance of further violence sooner or later. The political instability may create a variety of problems for us in the short, medium or long terms. Although, upon initial assessment, conditions seem reasonably positive, these can change quickly. These factors are not under our control and the only solution is vigilance.

CULTURAL RISKS

Liberia has a non-Western culture, the details of which those directing the Mission/Project from the European Central Office do not know. Furthermore, there are a number of different cultures within Liberia. The only solution to these

risks is to be strongly guided by local people in the creation and implementation of all GRP work to ensure that it is adapted to cultural sensitivities. We expect to learn the cultural details in the course of the implementation of the Mission.

Another cultural risk throughout Africa is that of patronization. Just below the surface there are strong feelings of resentment against the West in general and Whites in particular. Thus, there is a strong risk of insulting people in this way, consciously or unconsciously. The solution to this is to be sensitive to it and to bring it out openly with our partners.

PRACTICAL RISKS

There are quite a number of practical risks in Liberia:

- ▶ Internet presence. While we expect the presence of the Internet to improve, its constancy is highly variable. This has implications for our education programs in particular. Some of these risks will be dealt with below. Another risk in this is with our own communication, particularly at critical moments. The definitive solution to this problem is through satellite communications systems, which are expensive;
- ▶ communication in general. The basic means of communication is the mobile telephonic network, which is also only moderately reliable and does not exist in all places. There are no real solutions to this, except by using satellite communications systems, which are expensive;
- ▶ electricity. This problem has important implications for all GRP programs. Most of Liberia is dependent on diesel generators, for which spares are required if reliability is to be ensured. Another solution to this is solar energy which is virtually unknown in Africa. The problems at this point with solar energy are the initial expense and the lack of expertise to maintain it;
- ▶ water. The availability and cleanliness of water are both problems in many places. While solutions are available, they tend to be expensive;
- ▶ funds transfer. Transfer of funds is slow and cumbersome and expensive and subject to theft and corruption. Solutions must be sought with local banks in Liberia and with our banks in the West;
- ▶ theft and crime. Despite our humanitarian goals, theft and crime are rampant in Liberia and many other places. The solution is to have some sort of security system that is correlated with our philosophy and that is culturally consonant. This will not be simple;
- ▶ personal security for staff. While Liberia is not the worst country in this regard, there are personal security issues, particularly for foreign staff;
- ▶ random and systematic corruption. It seems that corruption is rampant in Liberia and elsewhere in Africa, although we have not yet experienced it as an organization or personally. The Board will need to make policies on how far we go along with it, if at all, in order to accomplish our goals;
- ▶ health care for staff. Health care in Liberia is of a very low standard. Thus, staff needing assistance must travel to Europe to obtain adequate care. This has large financial and practical implications.

Education

There are a number of general risks with regard to the education programs in Liberia:

- ▶ cultural risks, as given above. The solution is consultation with the University of Liberia and with local people at various levels. Further, the programs must be adjusted constantly;
- ▶ problems of level and access. The solutions are similar to those of culture;
- ▶ problems of content relevant to the local situation. Again, the solutions are similar to those just given;
- ▶ ability to read and write. According to our local partners, over 70% of the Liberian population is unable to read and write in any language – English or local languages. While the GRP cannot itself deal with direct adult literacy programs, we must include these in our budgets when working with our local partners.

Further, the risks of Internet presence, communications and electricity as given above are highly relevant to the education programs.

AT THE HIGHEST LEVEL

We see a number of risks in the programs at the highest level:

- ▶ the risk of the number of people who wish to complete their education. The way to solve this risk and to find out if there is a sufficient number of people to run the program is to do widespread publicity throughout the Liberian diaspora community and to survey prospective applicants. Such a survey also would allow us to determine a reasonable price for the course and reasonable conditions afterward;
- ▶ finding experts willing to give the required courses. We consider this a relatively small risk given the number of expert volunteers willing to work in similar situations. However, there is a question here of funding for such people;
- ▶ the risk that people taking part in such courses will not stay in the country after the completion of the course or, if they do, that they would not work in the areas in which they are needed. This is a substantial risk, whatever papers people sign before starting the courses. Such people also must be offered substantial rewards. This is a matter for discussion with government and other agencies.

There is another set of risks regarding the incorporation of mental health work into the curricula of the medical school, the nursing schools and the schools of social work as well as the schools for lawyers, police and other parts of the legal profession:

- appropriateness of the curricula and cultural factors in them. There are a number of risks here:
 - > first, that the material included is not simply psychiatry and psychology in the standard format but contains material about the specific problems that will be encountered in the field;
 - > second, that there is sufficient material that is relevant to the cultures concerned.
- there may be resistance from the medical, nursing and social work establishments to some of these concepts, which we believe are essential to this work;
- availability of appropriate personnel to teach these courses. Some personnel may have to come in from elsewhere.

Still a third set of risks is present for the in-service courses for existing doctors, physicians' assistants and nurses:

- ▶ availability of personnel. In general, these personnel are already overworked. Thus, space in their schedules must be found. Further, there must be a requirement from their employers to attend;
- ▶ relevance of material. Again, the curriculum must be adapted to their needs and there must be a great deal of possibility for discussion. Again, cultural factors must be taken into account;
- ▶ sustainability. While the initial course is crucial, continued supervision and further discussions are also extremely important for this group. In our view, the solution here is to bring this program under a Liberian institution such as the Ministry of Health or, even better in our view, the medical school or the University of Liberia.

With regard to the BA and MA Programs, the risks are those given in the general section on education. Further, there are the risks of:

- ▶ numbers. We feel that there may be large numbers of people wanting to take these programs. In the first instance, at least, and possibly for a longer period, there will have to be a selection procedure;
- ▶ sustainability of persistence sufficient for learners to complete the programs. Many may start and few may finish. This is not only a question of motivation from the side of the GRP and its programs. It has to do with the motivation of the learners. The presence of the University of Liberia and some level of inter-personal interaction with the learners may alleviate this risk to some extent;
- ▶ sufficient infrastructure to employ the people educated in this way. An alumni association may assist in this. Again, the association with the University of Liberia will provide influence in the placement of such people;
- ▶ costs. The investment in these programs is substantial and must be justified to donors.

AT THE MIDDLE LEVEL

The basic risks here are similar to those above. Certainly, all of the risks in the general section on education apply here.

A specific risk is the content of the course in:

- ▶ relevance of the material to the local situation;
- ▶ cultural content and adaptation. This will be different in various parts of the country;
- ▶ level of the course.

The solution here will be to adapt the course to specific group. Much of this will have to be done by our local partners.

Another fundamental risk here is in the number of people for whom this course is relevant. This leads to the risks of:

- ▶ sufficient personnel to teach the course;
- ▶ the funding of the instructors of the course.

It is conceivable that special intensive courses will have to be given for instructors.

Quality control represents another risk here, albeit one that is not specific to Liberia. The solution will be to have good evaluation and supervision from the relevant structure.

AT A LOW LEVEL

As has been mentioned, this level will be implemented by local NGOs and GRP. The same risks are present here as have been given above, namely:

- ▶ content and cultural appropriateness and relevance;
- ▶ level of the work;
- ▶ numbers;
- ▶ motivation.

In addition, language is a risk here. Thus, material will need to be translated into local languages.

SENSITIZATION/PUBLIC EDUCATION

The major set of risks here is cultural. The solutions are to learn more about the cultures involved, to rely, at least in the first instance, on our local partners, and to experiment with what works and what doesn't. This must be accounted for in our planning.

Facilitating Work of NGOs

The largest risk here is the reliability of our local partners. The solution here is close monitoring. Furthermore, as our partners will be facilitating the work of local NGOs, we must also monitor those NGOs carefully to assure that what we wish to do is being accomplished.

Another risk here is cultural. Yet, in a related risk, we must be careful to distinguish cultural difference from bad practice and lack of efficiency and honesty.

Formation of a Regional Structure

There are quite a number of risks here. The first is that the structure will not do what it is intended to do and thus that the exercise will be meaningless. Thus, careful goals must be determined. Furthermore, the internal structure must be set out carefully so that the work of the structure is reasonably efficient.

It should be noted that, at this point, the formation of such a regional structure is an item for the future and is noted here *pro memoriam*.

Ghana

The risks in Ghana are as follows:

- ▶ the risks involved with cooperation with the government. The government is key to the plans for the Center, as it will be responsible for running it and for the greatest amount of financing of it, at least under current proposals. Thus, when the government changes, there is a question as to whether a new government would support it. In our view, other solutions must be explored. One such solution would be to put the project under other organizations. Financing would be even more of a problem in that case. However, the issue of sustainability would be settled more easily;
- ▶ involvement of stakeholder institutions. Another important aspect of this plan is the involvement of stakeholder institutions and the freeing of workers for those institutions to take part in the courses and the activities of the Center. The solution is intensive consultation with them;
- ▶ funding. Independent sources of funding for the Center need to be found;
- ▶ cultural aspects. There are quite a number of cultures in Ghana. The Center will need to adapt its materials, its courses and its work to those. This is crucial if these programs are to be successful.

- ▶ cooperation with other organizations, in particular in areas of conflict. We have heard reports that such organizations are highly sensitive about “territorial” issues. Discussions about roles, particularly in the conflict in the north of Ghana, will have to take place.

The USA

The USA is perhaps the simplest Mission/Project that we are envisioning. The risks are as follows:

- ▶ careful definition of the roles and responsibilities of the GRP. There is a question as to where the tasks of the GRP begin and end and what are the roles of our (potential) partners. These roles must be carefully defined in writing before the Mission/Project begins. This has to do with the GRP’s role in training and particularly with our possible roles in supervision, client selection, etc. These questions also have legal implications;
- ▶ funding risks. Again, this must be clear before starting.

The European Union

Work with asylum seekers, refugees, migrants and marginalized groups is one of the areas that we know best. There are a number of risks:

- ▶ choice of country and area in which to work. A fundamental decision must be made and criteria for a decision must be determined;
- ▶ acceptance by governments and officials. This will be a problem virtually everywhere and may hinder our access to centers for asylum seekers and our access to official staff. It will require long discussions that may not be successful. If we are not successful in this regard, we must work exclusively with NGOs consisting of volunteers and consisting of the asylum seekers, refugees, migrants and marginalized groups themselves and with other concerned organizations and individuals;
- ▶ adaptation of materials and programs. Materials and programs need to be adapted to the specific groups involved. These are fairly diverse including the asylum seekers, refugees, migrants, and marginalized groups themselves, NGOs and lay individuals working with them and professional groups including physicians, nurses, psychologists, teachers, etc. The problem here is adapting the materials to the host culture and to the culture of the apparent ultimate beneficiary group. The asylum seekers, refugees, migrants and marginalized groups are from very diverse cultures, and thus this becomes a significant challenge;
- ▶ languages of work and translation and interpretation. The GRP will need to work in the language of the country in which we are working. This will require initial courses in a language that we speak for persons working in the Central Office and for foreigners working in the host country. An additional challenge in this sense is translation and interpretation into the languages spoken by the asylum seekers, refugees, migrants and marginalized groups. While in The Netherlands there was in the past a state-funded system of telephonic interpretation, this certainly does not exist in all countries of the European Union. Furthermore, there are a variety of conditions on professional interpretation that must be observed for the protection of the beneficiaries. This also may prove costly;
- ▶ funding. There is not a great deal of funding available for this type of work and thus new sources must be found.

WHAT ARE OUR SPECIFIC PLANS OF ACTION?

The Central Office

Development of Models for Regeneration

Virtually immediately, work will be begun on writing models for regeneration/social reconstruction. We expect the first versions of these to be completed within about a year. These will be tested in the various missions.

Education

The priority is on the CWIAR Course, considering that it will reach the largest number of people. However, there will need to be work on the BA and MA programs in parallel.

THE CWIAR COURSE

The first step is the completion of the highest level template manual for the course. This is expected to take between six months and a year, depending on the interruption of other duties and cooperation of other people.

The following steps, in parallel are:

- ▶ the adaptation of the course to the middle level and, next the lowest level. We must be careful in this in that the both these levels may be drastically different in different cultures and locations;
- ▶ the translation of the course into online format, each level in turn;
- ▶ once funding is found, the following steps are to try out the online versions of the course, first on persons who know something about the subject (so-called alpha testing) and later on a first group of approximately 20 people who do not know the areas concerned (so-called beta testing) with appropriate feedback;
- ▶ the course then can be used in the Missions.

THE BA AND MA PROGRAMS

The following step is to find an institution with which we can associate that will have the authority to issue degrees. We shall also find at least one institution each in Africa, Europe and North America that will be able to issue degrees.

In agreement with the above-mentioned institution, we shall recruit subject matter experts to write the courses.

The following step will be to translate the courses into online format.

The following step will be to carry out alpha and beta testing of each course, as indicated for the CWIAR Course.

The following step will be to begin to implement the programs on an experimental basis with an as yet to be determined number of learners.

Finally, there will be full implementation of the programs.

Research

The first steps will be to carry out literature research on subjects of interest to us using any suitable persons available.

The following steps will be examine our own data for:

- ▶ important themes within the data;
- ▶ case studies.

The next step will be to determine the prioritization of topics to be researched further.

The following steps will be to carry out those studies, depending on the availability of funding.

Collection, Creation and Provision of Resources on Various Aspects of Regeneration/Social Reconstruction

This will be done on an *ad hoc* basis as such materials are found.

Publicity and Publication

- ▶ The website will be revised completely.
- ▶ Existing brochures will be revised.
- ▶ A central publicity policy will be determined and implementation will begin.
- ▶ Other publications of various sorts will be written and published.

The Balkans

As quickly as possible, the CWIAR Manual will be translated into local language.

In addition to existing educational programs, online CWIAR programs will be set up.

As they become available, the BA and the MA programs will be implemented.

Current educational programs at all three levels and programs of individual and group counseling will be continued.

Liberia

The first step will be to establish a presence in Liberia. This will consist of an office with one foreigner and two local persons, telephones, Internet, two automobiles, etc.

The next step will be work simultaneously on:

- ▶ the adaptation of the CWIAR manual for the middle level;
- ▶ determination of two or three locations for pilot programs for the middle level education;
- ▶ the BA and MA programs.

This will be done in close cooperation with the Consortium.

Pilot programs at the middle level of education will be carried out in two or three locations. At the same time, work on encouragement and mentoring of other NGOs will be carried out with our local partners. Once these pilot programs have proved successful and we have adapted the curriculum on the basis of the results of them, the program will be expanded to other locations.

The following step will be to work on education at the highest level, as outlined above, in the following order:

- ▶ existing doctors, nurses, social workers, lawyers, police, etc.;
- ▶ the curricula of the medical school, the nursing schools and the schools of social work, law, the police academy, etc.;
- ▶ establishment of a faculty of psychology at the University of Liberia;
- ▶ the return of and education of people who had not finished their education previously.

The following step will be to work at the lowest level, together with our partners.

The following step will be to set up regional alliances and a regional consortium.

Ghana

The first step will be to agree on a plan for the Center with various partners and stakeholders.

It would be useful for the GRP to set up an office in Accra at this point. This would consist of foreign representative and two local people.

The following step is to hold a stakeholders meeting.

Once funding for the Center has been obtained, the next step will be adaptation of the CWIAR Course for the specific needs of the beneficiary groups.

Simultaneously, the administrative and logistical structures of the Center will be set up.

The Center will then begin operation.

USA

The first step is to gain contact with the organization(s) in the USA to agree on the precise form of the Mission/Project.

The next step will be to agree on the adaptation of the CWIAR manual for the course.

As quickly as possible hereafter, the version of the CWIAR Course for the Mission/Project will be adapted to online use.

The next step will be to agree on the intensive training of an initial group of trainers in the USA.

The trainers thus trained will then train other trainers and counselors.

Counseling will begin.

Supervision will begin as quickly as possible.

The European Union

The first step is to choose an area for a pilot project.

The next step is to establish an office in that region. The personnel will consist of a foreigner and two local people.

The following step is to establish contact with local NGOs working with asylum seekers, refugees, migrants and marginalized groups and with governmental agencies working in the asylum seekers' centers and with local lawyers, physicians, social workers, etc. working with these groups. Where NGOs do not exist, individuals working with asylum seekers, refugees, migrants and marginalized groups will be encouraged to form such groups.

The next step is to adapt the CWIAR manual to the appropriate groups.

The next step is to give courses to the groups.

The next step is supervision.

CONCLUSION

This platform represents immense progress since 1993 in our conception of work in areas of regeneration. Its realization will take work and dedication on the part of our international and local partners (we include our funders in this), our Board members and all who care about this work. We look forward to the challenge.

GLOSSARY

CWIAR	Course for Workers in Areas of Regeneration
ECOMOG	Economic Community of West Africa Monitoring Group. This is the group that intervenes militarily on behalf of West African states.
Iatrogenic	Caused by the intervention of a physician.
Inter-Governmental Organization (IGO)	An organization that is formed by a number of states. Examples include the United Nations, the Organization for Security and Cooperation in Europe (OSCE) and the Red Cross.
Negative peace	Peace including the absence of violence but not the diminution of tension. Example: a ceasefire may be a negative peace because no shooting is going on but there is still a high level of tension and violence could break out.
Non-Governmental Organization (NGO)	An organization that is not part of a government. Theoretically, at least, NGOs are not controlled by governments, although some of them are very close to being so. An NGO must get at least some of its funding from non-governmental sources. Some organizations are considered to be quasi-autonomous governmental organizations (QUANGOs) because they are not completely independent of governments.
Polyvalent	Multi-functional. A polyvalent center is one in which many different activities may occur.
Re-Generation	Re-generation is the holistic process of change in a positive direction of the life of a person, a community and/or a society. It includes recovery and may go far beyond it, giving new directions. It certainly includes work on mental health, development of human responsibility, critical consciousness, spiritual life and emotional life as well as on practical aspects of life such as physical rebuilding, economics, etc. It includes the “human ecology” of life, including the environment (macro and micro environment). In short, it is the (re-) development of new perspectives, possibly, but not only, after traumatic events.
Personal and occupational supervision	<p>In terms of health, spiritual and emotional functions, supervision is the process in which one professional works with another to provide an independent and more objective voice in the work that a person is carrying out with clients; the interaction between the professional life and the personal life of the worker.</p> <p>In the first instance, this is a check on the work and can contribute viewpoints about which the worker had not thought.</p> <p>In the second instance, the people involved in the supervision look at how aspects of work are interacting with the person’s private life and vice versa.</p>