



Kinderpostzegels Nederlands Schipholweg 97 2316 XA Leiden Nederlands	In Foundation Foundation for the promotion of social inclusion for children and youth in BiH (INF) P.P. 45 78102 Banja Luka Bosnia-Herzegovina
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APPLICATION FORM – EXTENSION OF PROJECTS

Former project number: **9525755**

A. Core information

Name of the organisation:	Foundation for Aid to Victims of War Krila nade/Wings of Hope
Address:	Dr. Mustafe Denišlića 8
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Country:	Bosnia and Herzegovina
Name of the contact person and position within the organisation:	Belma Žiga, psychologist and project coordinator
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Website (if available):	http://www.wings-of-hope.ba
Registration number:	04-05-2-1604/03
Name (title) of the project:	Cognitive – Behavioral Treatment Program for Violent Behavior in School Children
For the period:	1 October 2015 – 31 July 2016
Requested budget from INF/KPZ in Euros:	8.210,00 Eur

B. Organisation

Organisation/Organizacija:

1. Developments within the organisation. Please, give information on changes in the internal structure of the organisation, members of the board or director. New information on your strategic plan.



From the beginning of 2015, Foundation Wings of Hope and its partner [CFD](#) Switzerland adopted a new Human Rights-based approach to work with clients. The Centre for psychotherapy and education in Wings of Hope remains the main program with the addition of the Human Rights-based approach. Within this approach, Wings of Hope adopted a new Rulebook on Internal Organisation and Job Classification, outlining the organisational structure and the roles of the employees working within the Department of Administration, the Centre for Education, and the Centre for Research and Development. The Rulebook identified the hire of a lawyer, who has joined the Wings of Hope team in order to support project participants with the legal aspects of claiming their human rights. The lawyer has gotten to know all other members of the team and has developed a strategy for contributing to Wings of Hope's multi-systemic approach.

Since January 2015, Wings of Hope has signed new partnership agreements with:

- Foundation of Local Democracy, BiH (<http://www.fld.ba/>),
- Foundation Cure, BiH (<http://www.fondacijacure.org/>),
- Association Metanoia, BiH (<http://www.ngometanoia.org/>),
- Association of Juvenile Veterans of the War – project partner for the “Children of War – Children of Peace” project, part of the Dialogue for Future UN Platform
- Coventry University, UK (<http://www.coventry.ac.uk/>)
- Sarajevo Open Centre (SOC). In this partnership Foundation Wings of Hope is providing psychological support to LGBT clients, funded by SOC.
- Psihointegrum (organizes education for Gestalt Psychotherapy - Wings of Hope offer possibility to psychotherapist to work with clients, which eases the work of WOH team and in turn, Psihointegrum psychotherapists will gain practice in work)

WoH's psychologist (CBT therapist) and project coordinator signed up for additional education for **Integrative Therapy with Children and Young People**. The lecturers, among others, will be Gordana Buljan Flander, lecturer for IN Foundation seminar on violence, held in March 2015 (<http://www.psychotherapy.ba/> and <http://www.eiatcyp.eu/>). By finishing this two year long course, the WoH psychologist will gain **European Certificate in Therapy with Children and Young People**.

2. What activities have taken place within your organisation with regard to the involvement of volunteers and training of your staff and what have been the results?

In May 2015, Wings of Hope organized training for all of its new members/psychotherapists, in order to open a discussion about project work based on the Human Rights approach, as well as the implementation of the WoH multi-systemic approach.

On the same occasion, psychotherapists were introduced to **Ethic Code and Child Protection Policy of Foundation Wings of Hope**. WoH's lawyer held a legal training session covering laws regarding violence toward children and family and discussed the necessary steps to be taken in cases of violence.

3. Does your organization have, or has developed gender policy for your staff and how it is being implemented, please describe?

All Wings of Hope staff participated in trainings for gender equity and equality, organized by [CFD](#), the main Foundation Wings of Hope donor for the past five years. Gender equity and equality is part of Wings of Hope general Code of Conduct. All of the Foundation's programs and projects are designed and implemented with respect to principles of gender equity and equality.

4. In which way did you improve the participation of the beneficiaries in the planning, monitoring and evaluation of the activities in both your organisation and the project?



All project activities are adjusted to the project participants needs. Needs and changes within the group of beneficiaries are closely monitored during trainings with the professional school staff by listening to feedback and issuing evaluation questionnaires. Needs and changes in project participants during CBT treatment are monitored as part of the psychotherapy process, in which adjustments are made in order to accomplish goals set by client and psychotherapist.

The qualitative evaluation implemented within the project ensured collection of information about the second specific objective (assessed impact of cognitive behavioral treatment model in respect to reduction of violent behavior). The evaluation reviewed the accomplishments with children, parents, teachers, and psycho-pedagogical staff, with a total of 16 individuals. Evaluation results enabled WOH team to modify the project approach and activities to be fine-tuned to the project participants needs. Recommendations based on the evaluation outcomes revealed a need for greater education of teachers. Teachers need to be more sensitive on issues connected to mental health and violence, and need to be educated enough to make adequate referrals to school pedagogues or directors and even further, to centers for mental health, like Wings of Hope or similar professional organizations. If the teachers are not sensitive enough, problems might go undetected and develop in more serious ways.

The following project contours take into account the evaluation's recommendation and place an emphasis on teacher's education and the duration of the CBT treatment with children. Additionally, the contours emphasize the need for the involvement of the fathers in the treatment process.

C. Project contours

5. What have been the results planned in your project (see former application) and which are the results reached?

Following results were planned in former application:

Result 1.1: Psycho-pedagogical support team and teachers in schools are able to adequately manage cases of violent behavior.

Result 2.1: Children with more severe violent behavior gain skills for nonviolent conflict resolution.

Result 2.2: Children, victims of violent behavior, gain alternative coping skills.

For result 1.1 indicators of project achievement were collected through evaluation questionnaires which revealed that after the completion of training for psycho-pedagogues team, participants assessed the influence of the training **on their increased sensitization to violence, resulting in an average level of 4.9, which is about 82% of the maximum score**; thus indicating exceptional influence. Also, evaluation questionnaires for teachers showed that after the training, participants assessed **the influence of the training** on their increased sensitization to topic, increased competence to apply appropriate techniques, increased interest in acquiring additional knowledge on training topics and increased motivation in applying acquired knowledge **as exceptional influence**.

For results 2.1. and 2.2 parents and teachers reports showed that children increased competencies for non-violent conflict resolution as a positive effect of CBT treatment, and the self-evaluation questionnaires showed an increase in coping skills. These indicators were collected within the parents and teachers reports and self-evaluation questionnaires used within the therapy and through interviews during the final evaluation.

6. Which advocacy activities (activities aiming at changing policy) have taken place? What are the results?



During the four day long training with members of the school's professional team, important themes were discussed regarding school policies. For the purpose of the training WoH team made analyses of school policies which revealed that the school possessed many different policies including: general code of conduct, dress code, teachers' ethics, policy in case of violence etc. Many different policies cover multiple themes but they are not connected and not inclusive. Foundation Wings of Hope's team proposed the **Policy of Healthy Development** that will address all members of the school community, thus being more inclusive and focused on the mental health of all included.

7. What co-operation with other stakeholders has been developed?

The Association of Psychologists of the Federation of BiH is the main partner of Foundation Wings of Hope on this project.

Foundation Wings of Hope presented this project under the supervision of an education group for CBT therapists, organized by the local **NGO "Domino"**. Two psychotherapists (in supervision roles) took part in the Cognitive Behavioral Therapy for children within this project. This provided additional professional support to the project implementation.

This project has also been presented to the representatives of **XY Association**, the main implementation partner of the Mental Health Project in BiH.

During interviews held with the project coordinator and the CBT psychotherapist, the project was presented to journalists from the website **tacno.net** with the theme of violence towards and among children. Foundation Wings of Hope and tacno.net made a preliminary agreement to prepare a series of articles centered around violence towards and among children: types of violence, early signs, treatment and consequences of violence.

Foundation Wings of Hope has informed the Ministry of Education, Science and Youth of Canton Sarajevo about the project. WoH is currently preparing a presentation of the evaluation report in cooperation with the three schools involved in the project; WoH will present the evaluation report to the Ministry at the beginning of the new school year.

Within the CBT treatment for children, Foundation collaborated with the **Pediatric clinic in Sarajevo** for six cases from partner schools. Cooperation is established due to the need for additional psychological or medical assessments of the children involved. Reasons for this cooperation vary: conduct disorders, low intellectual and school achievement and recurring headaches and insomnia.

8. What are the activities from the previous project period that you are going to continue with?

Activity 1: Education for teachers and psycho-pedagogical support team in the schools

Based on the findings of the project evaluation, two activities from the initial project phase are to be merged and redesigned: "Program for psycho-pedagogical support team in the schools" and "Education for Teachers". Evaluations showed that teachers needed more information and knowledge related to mental health and aggressive behavior in order to adequately respond to specific situations, seek out professional support for specific cases, and cooperate with parents in a positive manner. The redesign relates to the need to reorganize trainings into smaller groups and to adjust the project to the needs identified in the initial project phase. School staff will be divided into the two groups and each group will participate in two training sessions for a total of six hours. Themes that will be encompassed in the training will be presented by Gordana Buljan Flander, psychologist/psychotherapist who held the training for IN Foundation partners in Banja Luka, in March 2015. These themes include:

- Mental health disorders and violence in schools
- Multi-systemic approach to peer violence
- School counseling and referral system
- Attachment and anger, aggression and violence



- Cycle of violence
- Different forms of peer violence
- Work with children included in peer violence
- Developing pro-social behavior in school
- Specific individual and group measures in schools for children at risk

Trainings will be held by two experienced psychologists/psychotherapists. Trainings will take place on school premises during the period from January to March 2016.

Activity 2. CBT treatment

CBT treatment will be continued for the existing 11 children and their parents that have already been included in the psychotherapy project. An additional 9 children will be included at the beginning of the new project cycle. All other children will be included on request from the school, depending on the available resources of WoH Foundation, but no less than 25 children in every cycle.

CBT treatment will consist of two components: Child component and Parent Component.

1. Child Component:

The CBT Child Component consists of **20 structured cognitive-behavioral individual/or group sessions lasting approx. eight months**. Individual sessions will last for 60 minutes.

Psychologists and pedagogues in schools, empowered through planned education, will be involved in the treatment of children by identifying and setting goals of treatment and by the implementation of certain techniques in school. Depending on the needs of the students, pedagogues and psychologists will occasionally attend individual sessions. This approach ensures lasting behavioral changes in children.

At the beginning of each treatment, the psychologist will make a complete **psychological assessment** in order to determine the causes and functions of the troubling behavior. Assessment includes: impulse control, degree of affective reactivity and capacity for modulation of affect, predominant parenting style, parent-child relationships, and types of aggressive behavior or problems connected with being bullied.

Based on data collected during the assessment, **individualized conceptualization of the case and goals of the treatment** will be made. Specific cognitive behavioral techniques in therapy will depend on individual assessment and conceptualization of the case and may include:

a. Treatment

- Anger management skills: identifying early signs of anger and developing strategies to manage anger
- Cognitive interventions which target cognitive processes such as hostile appraisals and attributions, irrational beliefs and inflammatory thinking
- Social skills which target deficits in assertiveness and conflict resolution skills
- Relaxation training: techniques to help induce feelings of tranquility and relaxation in clients. These can include progressive muscle relaxation, breathing training, and creative visualization.
- Problem-solving skills
- Ability to resist peer pressure
- Ability to set short and long term goals
- Organization and study skills
- Entry into positive peer groups

2. Parent Component



The CBT Parent Component consists of approx. 10 individual/group sessions aimed at developing and reinforcing parents' use of:

- Praise and positive attention
- Clear rules and expectations
- Promotion of study skills in children
- Appropriate disciplinary practices
- Parental stress management
- Family communication and problem-solving
- Reinforcement of problem-solving skills in the children

WoH will require the involvement of both parents in the program as a condition of participation in the program. As shown by the evaluation of results achieved in the initial project phase, the involvement of fathers is at a significantly lower level when compared with mothers. This will be addressed in the upcoming phase through careful design of activities and expectations set before clients. This activity will start at the beginning of the new project cycle and will last until specific treatment is finished.

9. What are the new activities planned for the coming period?

In addition to the three schools included into the initial phase of the project, one **more school will be included in the new project phase**. Thereby, the new phase will encompass a total of four schools in Sarajevo Canton. The number of children provided with support will therefore be increased, in line with inherent limitation of resources at WoH Foundation. The aim of the introduction of the new school is that it will be the pilot school in order to test the replication of the process. The model developed through this project is expected to be mainstreamed in most of or all schools of the Sarajevo Canton. Piloting the introduction of new schools will enable us to effectively and efficiently plan resources for future up-scaling of the project.

Activity 3. Internet campaign

An internet campaign on violence will be conducted through WoH internet communication channels (i.e. web site and Facebook page) as well as through our partner internet portal **tacno.net**. The aim of the campaign is to raise awareness about violence towards children and violence among children. The campaign is to provide answers and direct persons in need (professionals, parents, school children) towards available services developed through the project. The general public is to be informed of activities undertaken and the potential for mainstreaming the developed model is to be adapted to a greater number of schools/students.

Activity 4. Round table

Mainstreaming of the project-developed services will be the topic of the **Round table** aimed at educating decision makers of the Sarajevo Canton. School directors, pedagogues and teachers, representatives of ministries and municipalities, NGOs and international projects (such as Mental Health Project of the Swiss Embassy in BiH) will be invited to discuss the potential for joint action in delivering developed services to as many students/schools in Sarajevo Canton. The Round table will be the opportunity to advocate for policy changes in the treatment of peer violence in schools and improved inter-sectoral cooperation in service delivery for youth.

10. What will be the results in the coming period?

- 1: Teachers, psycho-pedagogical support team and school management are trained and able to identify and manage cases of violent behavior.
- 2: Children with more severe violent behavior gained skills for nonviolent conflict resolution.



- 3: Children, victims of violent behavior, gained effective coping skills.
- 4: Raised awareness within the general public in the Sarajevo on violence on and among children. General public informed of existing services and available steps to be undertaken if involved.
- 5: Policy debate on mainstreaming the services for youth initiated. Key decision makers in Sarajevo Canton informed and lobbied for support to continue and expand the service provision for youth.

11. Will there be any changes in the target group?

Based on the experience from the initial project phase, the focus will be somewhat shifted towards the teachers. Being in a position to identify and in many ways handle occurrences of violent behaviour, this group requires more comprehensive training and support. Additionally, in dealings with parents, additional care will be dedicated to the mobilization and engagement of fathers.

12. Please fill in the table below

Number of beneficiaries	Aimed (planned) number	Resulted (achieved) number
Number of children - direct beneficiaries	25	
Number of parents	20 – 40	
Number of children indirect beneficiaries	1700	
Number of volunteers	4	
Number of professionals	6	

13. Does your organization have developed gender policy related to your target group and how is it implemented in this project. Please describe it in relation to the activities and their participation in the project.

In this project, there is gender imbalance in two components: both within the training for psycho-pedagogical support teams as well as within the Cognitive Behavioral Therapy. More female participants attended trainings as there are usually more female teachers at school and more boys are participating in the therapy process as more boys present aggressive behavior. On the other hand, more mothers are involved in psychotherapy due to the problems their children are facing. Where it is possible, Wings of Hope will strive to accomplish gender balance.

D. Financial sustainability

13. What were the activities/measures planned (see former application) in order to realise financial sustainability? What activities have taken place? What were the results (detailed)?



Project's activities such as education for school management, teachers and psycho-pedagogical support, will lead to improved measures in the school which will ensure that the achieved results last after project implementation and will be transferred to new generations of students.

The approach in securing the sustainability of the key project activities is based on building the support for establishment of the "Resource Center", within WoH Foundation, aimed at the provision of support to schools as per this project. The management of schools initiated this approach. By combining the funding of municipalities, the Ministry of Education and schools, the continued provision of services might be within reach.

14. What activities/measures are planned for the coming period in order to realise financial sustainability?

One of the recommendations given by the school staff, during evaluation, was that Foundation Wings of Hope and partners' school prepare a joint **Project for Recourses Centre** and jointly seek funding, especially from Ministry of Education and local municipalities.

Finances

15. Please use the INF/KPZ form (INF KPZ Application Form budget.xls) to make a budget and attach it to this application form in Enclosure 1.

Budget is attached to this Application Form in Enclosure 1.

16. *Enclose also the activity plan (enclosure no. 2)*

Activity plan is attached to this Application Form in Enclosure 2

F. List of enclosures

1. Project budget in Euros (5 copies and in digital format);
2. WoH Project implementation plan (5 copies);

G. Signatures/Potpisi

Date/ Datum:	3.8.2015.
Name of the person responsible for the project	Belma Žiga
Signature of the person responsible for the project	
Name of the president of the organisation	Marija Šarić



Signature of the president of the organisation	
Organisational stamp	