

SUMMARIES<sup>1</sup>

*Peter Berliner, Søren Lyberth, Maren Markussen, Silja Henderson, Line Natascha Larsen & Søren Vestergaard Mikkelsen: Paamiut Asasara – Community mobilization, participation, and joy of life.*

Current research, reports, as well as UNICEF has identified a need to examine and advance children's life conditions in Greenland. The Greenlandic town Paamiut has during the last several decades struggled with alcohol abuse, a high violence rate, a high suicide rate, and a number of cases of child neglect in the form of sexual assault and other forms of violence against children. Addressing this, the town has adopted and launched a 5-year community mobilization programme, *Paamiut Asasara*. The programme is based in information collected through interviews and community meetings. The activities are anchored in locally defined values. The overall objective of *Paamiut Asasara* is to mobilize and strengthen the community to provide well-being and quality of life for all citizens in Paamiut. Furthermore, the programme is informed by the UN Declaration of the Rights of the Child and the WHO defined principles of citizen participation. The development and implementation of the programme follow international guidelines for psychosocial interventions as well as research-informed recommendations for community interventions and research.

Documentation and research is a core issue in the programme. The aim of the research is – in close cooperation with the municipality and its citizens – to evaluate the impact of the interventions and to provide relevant and applicable knowledge for the development of the programme. *Paamiut Asasara* is funded by Bikubenfonden, Kommuneqarfik Sermersooq and the Greenland Home Rule.

*Tine Meyer Thomsen & Rasmus Bjerngaard: Psykologi under humanitær indsats og væbnet konflikt*

I perioden fra 2004 til udgangen af 2006 drev Médecins sans Frontières (MSF) et center for såkaldte »natpendlende« børn i det krigshærgede, nordlige Uganda. Oprindeligt husede centret hver nat op til 4000 børn. Af frygt for at blive bortført af oprørerne og tvunget til et liv som børnesoldater, sekslaver og bærere, vandrede børnene hver aften fra deres udsatte landsbyer til børnecentret.

Som sikkerhedssituationen forbedredes, og antallet af overnattende børn faldt i løbet af 2006, gennemførte MSF en kvalitativ forskningsbaseret screening af de tilbageværende 745 børn med henblik på at identificere de psykosociale behov og graden af sårbarhed hos børnene. Screeningen havde til formål at skabe grundlag for advocacy og på kort sigt en direkte intervention.

Det medicinske og mentale sundhedsarbejde, særligt i relation til arbejdet omkring screeningen, gav anledning til generelle observationer og overvejelser om de udfordringer, muligheder og begrænsninger, som den kliniske psykolog møder under en humanitær indsats i konfliktramte områder. Disse gengives i en række »lessons learned«, hvor et af de vigtigste punkter er behovet for en integreret mental sundhedstilgang, der kommunikerer inden for et forenklet »diagnostisk« kultur-sensitivt system baseret på psykosociale interventioner.

---

1 As most of this issue of Psyke & Logos is published in English only the one Theme article published in Danish has an English summary here. Two authors have supplied a Danish summary which is also published here (red.).

*Peter Berliner, George B. Radics, Nadia B. Pulmano, Finn Kjaerulf & Ernesto A. Anasarias: Lokale fortællinger om socialt traume – et casestudie.*

I et case studie af en sitio (»landsby«) i Pikit på Mindanao i Filippinerne vises det gennem en analyse af lokale narrativer, hvordan konflikter beskrives og udfoldes. Narrativerne beskriver særlige hændelser som betydningsfulde begivenheder, og det vises, hvorledes de forskellige aktørers muligheder skabes gennem disse beskrivelser. Socialt trauma er i det socialt narrative perspektiv, når de fremsatte fortællinger åbner for konflikt, fravær af social støtte og tab af tidligere fredelige sameksistens mellem muslimer og kristne i sitio'en.

Samtidigt åbner beskrivelsen af dette tab for den fredsofbygning, der finder sted i sitio'en – organiseret ud fra sloganet: Vores fortid er vores fremtid. I artiklen argumenteres der for betydningen af at studere krigsrelaterede traumer i et narrativt og fænomenologisk perspektiv.

*Louise Svendsen: Intervention for Children in Crises and Disasters*

Children in crisis and disaster are particularly vulnerable. Children's cognitive ability is undeveloped, they have limited coping strategies and resilience, and their basic assumptions are immature and easy to shatter. A predictable daily life, psychosocial stimulation and protective adults are crucial for children's well being; and these are the things that lacks during a disaster. Children exposed to traumatic events and deprivation does not develop adequately and will be marked for life. Emergency programs should be directly targeting children, as well as their primary and secondary networks. Generally it is easiest to strengthen resilience and restoring daily rhythm after an acute disaster. It is more difficult to help during long lasting crises when the threats and problems can't be solved. In these situations programs can only provide relief and improvement of conditions in everyday life. Interventions may be predominantly clinical or psychosocial and can be targeting individuals or groups. The composition of each program depends on the needs, context and political priorities. A program should start with an initial assessment to map problems and needs, build on an alliance with local partners and staff and a close cooperation during the planning and development of the intervention. Psychology may contribute to various cluster programs by helping them incorporate psychosocial aspects into their interventions, as well as it is the basis for the development of mental health and psychosocial programs.

*Christine Weinreich: Changing possibilities for African street children in relief and development work*

This article was written on the basis of empirical research of Danish-African relief- and development work which was meant to make street children participate in a community. The Article shows:

- How the relief- and development work with African street children can be positioned as an imposition on the children and as based on very temporary solutions, where it is difficult to point out positive changes or developments in the lives of the street children.
- Why the African street children often end up in the streets again after participating in seemingly successful interventions and development work.
- How Danish and African leaders, through these interventions, get the narratives and material means with which to negotiate a more powerful position in the surrounding communities.

The theoretical background is community psychology. The primary analytical concepts are based on social constructionism. I looked for narratives and discursive practices

which established the legitimate subject positionings and which lead to in- or exclusion processes or were used to negotiate power relations. The method was based on participant observation and later I invited the children to take photographs of their living lives before and after they came to the community. Finally I interviewed the street children and their leaders.

*Kirsten Baltzer, Birgit Dyssegaard, Kirsten Nielsen: School Development in Nepal*

Inclusive Education and the principle of a school for all were first introduced to the international education forum in the Salamanca Statement and Framework for Action (Salamanca, 1994). The guiding principle that informs this Framework is that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Danish psychologists and researchers of education have participated in Danida supported educational development projects based on inclusive values, policies and practices in Kenya, Uganda, Mongolia, Nepal, South Africa and Eritrea.

The development project in Nepal documents that even in conditions with scarce resources and difficult political situations, it is possible to create a foundation for sustainable school development.

This project combined bottom-up and a top- down approaches including both school level and administrative and policy level.

Main emphasis was on development at school level with focus on demonstration of new strategies and best practices at classroom level. It was demonstrated that new methods and new materials provided new possibilities for learning for all children. It was emphasized that new educational materials should be low or no cost, produced by the teachers themselves or locally and at low cost.

The results of the project were documented through a formative research follow-up project based on indicators for inclusive development. These indicators provided the most essential base for the research design and the research instruments in the form of questionnaires, interview and observation guides.

A sustainable formative research design was developed. It was tested by a wide group of institutions in the pilot project. It can now be utilized by consultants and other resource persons of the education system to facilitate follow-up, documentation and evidence based development of a school.

*Camilla Bruun & Louise Winther Larsen: The Tibetan Warriors*

Tibet has been occupied by China since 1949, and since then human rights have been violated continuously, with severe damage done to Tibet's culture and people. As a result many Tibetans have fled to a life in exile. In this article we present the results from our qualitative study of Tibetan torture survivors in exile (Bruun & Vinther-Larsen, 2007). We will argue that our interviewees seem to excel in maintaining integrity, human dignity and strength under extreme circumstances e.g. torture. We will present seven coping factors, around which the coping strategies of our interviewees seem to be largely focused. These factors are: control, responsibility, values, meaning, activities, sociality and transcendence. We will exemplify these factors through quotes from our interviews, and we will argue that these factors have a protective quality in relation to victimisation. We link our results to a theoretical discussion of victimisation and the seven deduced factors. We will also point to some of the difficulties for some of our interviewees, and discuss perspectives on intervention.

*Louise Harder: »Prostitutes« included – On the possibilities of a community psychological intervention addressed to prostitution in Cambodia.*

This article is a rewriting of a candidate thesis and is about, how an intervention focused on young girls and women, who have been victims of sex-trafficking, can help break the silence, that surround prostitution. This subject is inspired by a stay in Cambodia as volunteer in a local crises centre dealing with sex-trafficking as one of several gender problems in this country. Hence the article is about exploring the possibilities of intervention of prostitution within a Cambodian context and look at, how a community psychological approach can be coupled with such an intervention. In this article community psychology is anchored theoretically and is further connected to themes of exclusion and »otherness«, which are selected as problematic consequences of the understanding of sex-trafficking. There are argued for, that these themes calls upon a type of intervention which challenges and transgresses this exclusion through an inclusive approach and that community psychology demonstrates exceptional contributions to the subject of intervention related to prostitution. In this article prostitution is seen as a complex, social problematic as well as an excluding practice and this understanding explore what the involvement in prostitution implies and what it brings about. There are argued for, that that the most significant consequence of such involvement is the difficulties of breaking with prostitution and in the article an intervention, that centre's »breaking with prostitution« as its primary subject-matter is proposed. The proposals of intervention are modeled according to and appears as potentiality to the before mentioned Cambodian crises center and the help they offer. With a main focus on breaking with prostitution concrete proposals is suggested as to how the center might facilitate accessibility in terms of the young girls and women, who is or have been involved in prostitution and therefore offering an inclusive intervention.

*Sara Korngut: Depression – a global problem*

Depression is one of the most common psychiatric disorders in the Western world and is therefore a significant societal issue. Also, increased globalization and migration means that Western and non-Western cultures are increasingly intertwined. This poses new challenges for both the diagnosis and treatment of depression within a multicultural framework. The article integrates various perspectives on depression with a particular focus on the role of culture and the importance of an interdisciplinary approach to the illness. Firstly, the article examines Western explanation models for depression as presented in various psychological theories. These theories are based on Western ideas and assumptions about human beings and the nature of the world, and therefore such assumptions are elaborated upon. Furthermore, the role of culture in the diagnostic system DSM is explored and several important issues described in order to promote an interdisciplinary cultural framework. Secondly, the article applies an interdisciplinary view of depression to the consequences for treatment of ethnic minorities in Western countries. Here, several problems with using traditional psychotherapy are discussed and the idea of multicultural therapy as a way to create a better understanding is introduced. The article thereby promotes a broad perspective on both diagnosis and treatment.

*Jens Mammen: Can a specific Danish psychology be identified?*

My farewell lecture presents my own journey through Danish university psychology since 1961, and also the evolution of Danish general psychology with which it is closely aligned. My tour begins with the unique Copenhagen School of Phenomenology, in which my generation was educated, continues with ethology, the ecological psychology of perception of J.J. Gibson, the Activity Theory of A.N. Leontiev, An-

thropological psychology as it has been developed at my department in Aarhus, my co-operation with colleagues here and in Copenhagen, and ends with an account of my own contribution and some of its possible applications. The Copenhagen School of Phenomenology was seriously criticized by my generation for a very subjectivist epistemology but it also contained invaluable insights for psychology which we didn't forget and which still pervades Danish psychology. Central is the project of defining the subject of psychology as something integrated with the natural sciences, the social sciences, and the humanities, *and still something specific to psychology*. The specific subject matter is subjectivity as both freedom and directed attention and endeavour towards the world. This subjectivity is conceived as a specific and genuine phenomenon in the evolution of nature. It makes a real difference in the world and is prior to any scientific and professional project in psychology; it therefore *itself* determines how it should be studied scientifically and managed professionally. Finally a definition is offered, which Niels Engelsted and I have investigated from slightly different starting points; the definition identifies a special duality in the relation to the surrounding world of both animals and humans. (see <http://mammen.engelsted.net>).