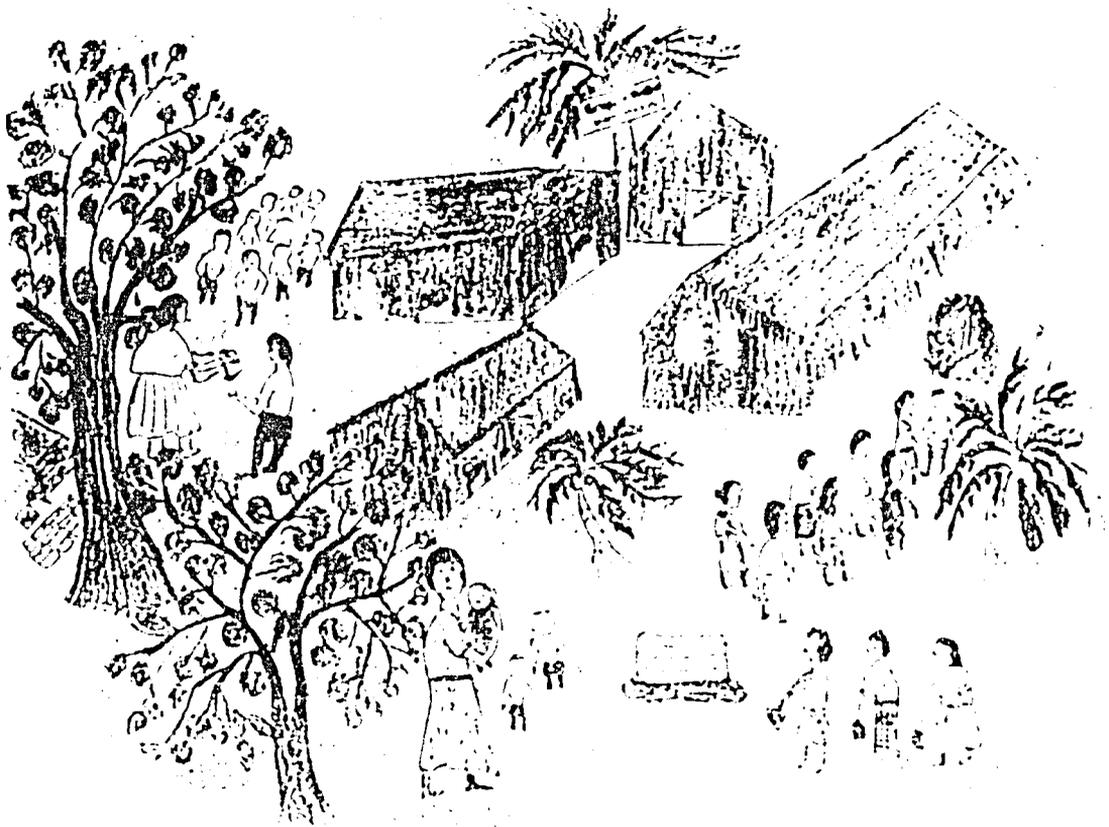


PSYCHO-SOCIAL NEEDS ASSESSMENT

*THE VOICE OF
INTERNALLY DISPLACED PEOPLE
IN THE NON-CONFLICT AREA OF SRI LANKA*



(Drawn by 15 year old girl)

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for

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REPORT OF PSYCHO-SOCIAL NEEDS ASSESSMENT

This assessment was undertaken to determine the psycho-social needs of the children and families living in the displacement camps in the non-conflict areas of Sri Lanka.

It was organized by the Sri Lanka Red Cross Society (SLRCS) in cooperation with the International Federation of Red Cross & Red Crescent Societies (IFRC) and funded through the generosity of U.S.AID. Since IFRC is mandated to provide service only in the non-conflict area, this was the only population assessed. (See Attachment A).

The goal of the study was to ascertain the Internally Displaced Persons (IDPs) psycho-social needs and to use this data to develop a series of innovative programs to meet these needs.

1. OVERVIEW OF THE DISPLACED POPULATION

Approximately 600,000 people or 140,000 families, are presently displaced throughout the country due to the ongoing conflict. From this about 71,000 families or 240,000 people are living in displacement camps, more commonly referred to in Sri Lanka as "Refugee Camps". The rest live independently or with family or friends.

In the non-conflict zone there are approximately 12,000 families or 47,000 people living in approximately 200 Government registered camps. They live separated by ethnic group. The present estimates: less than 1% Sinhalese, less than 1% Tamil, 98% Muslim.

The people's needs are jointly met by the government who provides the people with dry rations and a series of NGOs including: Sri Lanka Red Cross Society, Italian Health Cooperation, Volunteer Service Organization, Paddarna, Family Rehabilitation Centre, UNICEF, Rural Development Fund, Save the Children, FORUT, OXFAM and Sarvodaya who provide for the rest of their needs.

The Sri Lanka Red Cross Society has accepted the majority of the responsibility to meet the needs for

- 1) shelter
- 2) latrines
- 3) health care
- 4) household goods

1.1 HISTORY OF THE PROBLEM

In 1990 there was a severe outbreak of violence. At that time the majority of people presently living in these camps became displaced. Again in 1992 there was violence and some new camps were established.

The reasons for displacement fall into three categories:

- 1) Those people who were displaced due to the potential for violence near or in their homes. Example: People in adjacent villages had been injured. To avoid further injury the people of neighbouring communities were directed to flee their homes.
- 2) Those people who witnessed or suffered directly from violence intended for them. Example: Rival groups entering an opposing ethnic community and massacring the members.
- 3) Those people who witnessed or suffered directly from violence but the attack was intended for military or rival groups located nearby.

Only the people in category 1 were able to retain some personal possessions. The rest left all of their belongings and anything of value i.e. cash - jewellery - gold was confiscated. Their homes have mostly been destroyed or taken over by strangers.

For some the move to the camp was quiet and the government or rival group provided lorries. Others had a more terrifying journey. One 11 year old girl reported, "We walked for 5 days in the jungle. I was shivering with fright. We kept shouting to scare away the elephants. People died. I think we were paying for our sins."

At the time of the initial displacement the people, adults and children, were severely frightened and many were traumatized. Many children had terrifying nightmares, flashbacks and were fearful of strangers, loud noises etc. All to be expected after such a horror. Over time the fears reduced as the people became more confident by their safety in the camps. Those displaced four years ago are generally less emotionally affected than those displaced more recently. Time and safety provided some healing. According to child expert, Neil Boothby, "When a trauma is sporadic and experienced in the presence of parents, extended family or other familiar community members, the fear and anxiety that most children do manifest appears to subside fairly rapidly."¹

The trauma of violence, however, has been replaced by the ongoing stress suffered as a result of living in difficult conditions and having no idea as to when the conflicts will end so they can safely return home.

The SLRCS/IFRC requested this Psycho-Social Needs Assessment because they were aware that the people's needs had changed over the course of living in the camps for years. They were concerned that the longer term psycho-social interests were being neglected and desired a fresh approach. It is highly commendable that the SLRCS/IFRC administration recognized the value of this type of assessment. It is hoped that these results can be utilized by all of the NGOs providing service to the IDP in the non-conflict area.

2. METHOD OF ASSESSMENT

The various cultural, ethnic and religious diversities of the population were studied prior to the undertaking of the assessment. Every effort was made to respect and acknowledge these variations.

In order to evaluate psycho-social need, it is necessary to speak to the people in an intimate and personal manner. Since the interviewer was a foreigner and unknown to the people, it was important to establish a non-threatening and comfortable means for communication. A qualitative method of study was designed to maximize this personal contact.

2.1 SUBJECT SELECTION

In 1993, the SLRCS had a drawing competition for 12,000 children living in displacement camps in the non-conflict area. Children were asked to draw "As I See the World", so the drawings depict a variety of scenes. Many are wistful pictures of life in the peaceful rural homes and surroundings in which they lived prior to the conflict. Approximately 800, show the horrors of violence as witnessed by the children. There are also numerous drawings of present life in the crowded deprivation of the displacement camps. Some representative drawings are attached. (Attachment B).

Undertaking this art programme by the SLRCS was a creative venture in which to initially explore the psycho-social needs of the children. A public exhibition displaying the children's art work was well received by the community. It served to educate the general society about the plight of the IDP.

Since the goal of the assessment was to delve into the daily life and feelings of the children and families in order to evaluate their psycho-social needs, a comfortable means of introduction was necessary. It was determined that these drawings could be used as this introduction. The drawings were first reviewed and from them some initial determinations about the possible psycho-social conditions suggested. It was decided to interview a sample of the child artists; primarily selected from those who drew scenes of violence.

The drawings were categorized by area and camp. Though we had many drawings, finding the particular children, matched to their drawings was often a difficult task since the competition had taken place 8 months earlier and there has been a great deal of resettlement and movement from the camps.

The drawings were a useful method to enter a camp and conveniently select a child to interview. For some children it made the telling of their life story easier to have the drawing as a reference point. Since the drawings were originally done for an artistic competition and by people other than this interviewer, there were limitations as to what could be assessed from them about the children.

One might guess that children who are witness to extreme violence and continue to have fears of repeated violence might draw their experiences when asked to depict "As I See the World". This was true for some. However, other children who drew scenes of violence had never directly experienced it and their pictures were scenes imagined or told by a sibling. Pretty scenes minus any violence were also drawn by children who were direct witnesses of the horrors. Some children's drawings were age inappropriate, more immature than their chronological age. Often this can suggest an emotional problem. In the interviews of these children, occasionally it was found that the drawing might be suggestive of emotional confusion or fears. Just as frequently these drawings were by children with poor literacy skills or unaccustomed to the medium of art.

CHART 1: CHILDREN INTERVIEWED: DRAWINGS DEPICTING VIOLENCE

The breakdown of the categories of the interviewed children's drawings:

	Direct Witness to Violence of People or Surroundings:	Not Direct Witness to Violence
DREW VIOLENT PICTURE: 28 Boys: 17 Girls: 11	TOTAL : 24 Boys: 15 Girls: 10	TOTAL : 4 Boys: 2 Girls: 2
DREW NON-VIOLENT PICTURE: 6 Boys: 3 Girls: 3	TOTAL : 5 Boys: 3 Girls: 2	TOTAL : 1 Boys: 0 Girls: 1
NO DRAWING: 8 Boys: 4 Girls: 4	TOTAL : 5 Boys: 3 Girls: 2	TOTAL : 3 Boys: 1 Girls: 2
TOTAL: 42	TOTAL: 34	TOTAL: 8

The children enjoyed drawing and many were able to depict experiences and express feelings through their art. The use of art as a medium of self-expression and to use in future work with children is unquestionably beneficial.

2.2 IDENTIFYING INFORMATION OF SUBJECTS

The following chart describes the basic information for the individual child subjects:

CHART 2: CHILDREN INTERVIEWED: INDIVIDUAL SUBJECT DATA

Child Gender	Child Age			Adult Interviewed				Ethnic Group			Years of Displacement		Reason Parent absent from home	
	8-11	12-15	16-19	Mother	Father	Grandmother	Older Sister	Sin	Tam	Mus	<4 yrs	2 or less yrs	Father	Mother
Boys: 23	5	15	3	8	8	1	3	2	1	20	15	8	(1)Deserted (2)Dead (1)Missing	(1)Mid-East
Girls: 19	4	10	5	6	5	1		3	1	15	15	4	(1)Missing (1)Deserted (1)Dead	(1)Mid-East
Total: 42	9	25	8	14	13	2	3	5	2	35	30	12	7	2

CHART 3: CHILDREN INTERVIEWED: IDP CAMP LOCATIONS

The interviews took place in 30 camps. The following chart shows the districts visited:

Area	No. of Camps Visited	Total No. of Camps
Pu: alam	8	14
Polonnaruwa	6	6
Anuradhapura	7	44
Colombo	2	7
Kurunegala	5	38
Gampaha	2	2

The sample group seems to be a fair representation of the generalized population from these 30 camps. Initially 2 or 3 children were interviewed in one camp, but it was quickly determined that due to the homogeneity of the population and the relative commonality of problem areas one child and parent and the camp leaders were able to portray a fairly accurate general composite of these camps' psycho-social composition.

Generalizing to the overall population of 47,000 is not statistically sound, due to the small-sample size. However, the efforts of this report are not to statistically determine need but rather to use a sample of people to help in determining possible future program development. Prior to initiating any of the recommended programs in a particular area, an additional assessment of area need should be completed.

2.3 INDIVIDUAL INTERVIEW FORMAT

Since the goal was to determine psycho-social needs it was best to have intimate conversations with people as a means to understand their feelings and opinions. An overview of the types of questions asked are attached. (Attachment C).

The interviewer arranged to be accompanied to a camp by a SLRCS representative who was known to the people as a supportive agent. The SLRCS Relief Officers were very helpful in arranging the camp meetings.

Upon our arrival, the people of the camp flocked to meet us. We explained the purpose of our visit: to interview at least one child, parent and other representative adults to discuss the psycho-social needs of the camp. There was no promise of financial or other aid but rather understood that we were studying their life conditions in an effort to design some new programs.

The people were eager to cooperate. We asked for a specific child by name as selected by the drawings. If that child was not available, another child's drawing was chosen. In some situations none of the children whose drawings we had were available, so we interviewed a child that was present. Some new camps had not participated in the drawing competition so children were randomly selected.

The camp leader arranged an interview setting. Securing a private, uninterrupted space was often difficult. Certainly, the most intimate interviews occurred in the most private spaces.

This author directed each interview and was translated by a professional interpreter. Six interviews were translated by one person and the rest by another. Accurate translation is often a problem for foreign consultants. This interpreter was in tune with the program's purpose and had a personal commitment to provide help for the IDPs. As an older retired Tamil man, with a prestigious government employment history, he was well respected by even the predominant Muslim population.

To allow for fuller disclosure, the parent and child were interviewed separately. The interviewers tried to help the child and adult to feel relaxed and comfortable. Each was asked if they were willing to participate and given the option to refuse. No one declined to participate but some were more vocal than others. Private interviews are unusual for the people since it is common in this culture for Doctors and others to speak publicly. The people seemed to appreciate the efforts to respect privacy.

The interview purpose was to glean information and not designed to be therapeutic. At times people became tearful or the revelations were emotionally painful. When necessary, we re-directed the interviews away from the painful areas and were empathetic to the feelings of the individual and provided encouragement and comfort.

Some individuals had personal issues and requested help. Whenever practical, attempts were made to address these problems.

2.4 ADDITIONAL INTERVIEWS

To gain a full picture of the IDP situation, numerous other interviews were held. They included: the leader of every camp; hundreds of camp residents informally gave opinions; group talk with 30 children in one camp; meeting with 21 widows in a new resettlement; visit to the residents of a recent camp fire; a session with a family whose child was killed and another injured by an elephant attack; six local school teachers; 2 religious leaders; sewing project with about 65 families; nightmare project of 3 visits with 2 camps each with 12 children and 12 parents; story reading with 10 children and parents.

This interviewer was based in the IFRC office and had regular contact over a period of 4 months with the SLRCS and IFRC staff. To better understand the internal systems of these organisations representatives of each including Mr. M D Sumanadasa - Secretary General SLRCS, Mr. Gamini Pinnalawatte - Assistant Director Relief SLRCS, Mr. Dilip Choudhury - Head of Delegation IFRC, Ms. Seija Tornqvist - Health Delegate IFRC, Mr. Alan Bradbury - Relief Delegate IFRC, were informally interviewed.

The SLRCS Relief Officers were a continual source of information since they accompanied the interviewer to all the camps and interviews were also held with the SLRCS Mobile Health Team members.

Discussions were held with NGO representatives: Ms. Barbara Grey - Save the Children, Dr. Sergio Rizzo - Italian Health Cooperation, Ms. Getsie Shanmugam and Ms. Nancy Moss - Redd Barna, Dr. Ester Amarasekera - WHO, Mr. Leif Thybell - FORUT, Ms. Eleanor Cozens - V.S.O. and Dr. Hirantha Wijemanne - UNICEF.

3. HOLISTIC ASSESSMENT PHILOSOPHY

Questions may be asked as to why a psycho-social assessment includes discussion about relief, health care and economics. This report provides a holistic assessment. It follows a philosophy that believes that each individual is a conglomerate of intertwined needs. The needs for basic survival - economic maintenance - social welfare - and psychological well-being are all interconnected. Problems in one area cause problems throughout and help in once area provides help throughout.

It may also be questioned why an assessment of children's needs also extensively discusses the interests of adults. In examining a child using a holistic approach the child's interests can not be separated from the family's needs. The feelings, reactions and behaviour of the parent directly effect how the child feels. Improving a family situation directly influences the emotional well-being of the child.

The ability to provide adequate help to meet the needs of a large group living in distant locations within an economically depressed and politically tenuous country is a difficult task. The Sri Lankan government and local and international NGOs have put forward good efforts. However, the needs of people living in such troubled circumstances are often greater than our best efforts.

Extending services from basic relief and health care to additionally promoting psycho-social well-being is an extensive task. To do so it is necessary to listen to the voice of the people as they describe their needs and then to assess their requests.

Therefore, in this assessment the voices and opinions of IDP are combined with the professional expertise of a psychologist. The recommendations provide a comprehensive integrated approach to meet some of the needs through new program development. Numerous programs are suggested but all evolve from two basic themes:

1. Overall the people living in the camps are suffering from ongoing stress due to their living conditions and uncertainty about the future. Some of the recommended programs aim at reducing that stress.
2. Once proud and independent people the IDPs ongoing status as dependent victim is emotionally debilitating. All of the recommended programs promote the re-building of the IDP's self-esteem and renewal of their ability to be self-sufficient.

Numerous ideas are proposed but only a small percentage can be practically implemented at any one time by the NGOs. The priorities are marked with a *.

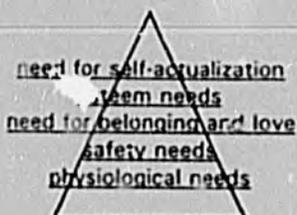
Prior to implementing any program it is suggested that the specific physical location and population be further assessed to ensure the program's feasibility. An expert particular to that programmatic scheme should be used to further design and implement the specific projects.

4. ASSESSMENT OF BASIC SURVIVAL NEEDS

4.1 OVERVIEW OF SURVIVAL NEEDS

Regardless of the question asked, initially the IDP wanted to talk about their basic survival needs.

In 1962, Maslow, developed a Hierarchy of Needs Model. He designed a pyramid with five areas of human need.



The needs at the base, those for physiology and safety must first be satisfied. Until a person is adequately fed and feels physically safe it is impossible to concentrate on meeting his other needs. It is not that these people are uninterested in improving their emotional well-being but rather that they are unable to focus their attention on these emotional areas until the more basic needs of survival are secured.

In addition the IDP is not accustomed to talking about psycho-social needs. Most wanted to first express their feelings about survival needs because they felt they were foremost but also because this is the culturally known mode for describing distress. The IDP had to be encouraged to examine psycho-social interests. Without exception, when encouraged, the IDP offered their feelings and opinions and seemed pleased to be asked.

Efforts have been made by the government and NGOs to provide for the people's basic needs. The peoples expectations and demands are often beyond the availability of resources. The IDP are often bitter about their displacement and feel entitled to better living conditions. Many of their complaints are valid some are exaggerated.

In most of the camps, the living conditions are below a standard acceptable to its residents. Even after years of residence, people continue to worry about meeting their survival needs. Though the psycho-social needs are many, it is difficult for the people to address these because the basics are not consistently attained. According to the IDPs, the mechanisms for efficient relief distribution to meet the most basic needs remain unreliable.

The ideal resolve for the IDPs is, of course, an end to the ethnic conflict and to send everyone home. Barring that, the next choice is to close all the camps and to either provide a safe return home or plans for permanent resettlement. Unfortunately, neither is presently feasible. The Sri Lankan government has taken the position that the camps are transient and expect to eventually return all the displaced people to their homes of origin. Yet until safety is secured by the government forces, the people will remain in the camps. The camps, therefore, are run like temporary shelters. Particularly in the newer camps the supplies are delayed and latrines are not built because "The people MAY be soon resettled." It is difficult to plan ahead for the NGOs, government and especially, the people.

Many of the IDPs believe that their homes of origin can never be guaranteed as safe. Over the past 12 years many of these same groups of people have been in camps repeatedly. For some groups, when violence was experienced in 1983 they were moved into camps. They later returned home with assurances of safety. In 1990, the violence was repeated and for many was more severe. Therefore, though the government can initially assure safety, the people lack confidence in the ability to maintain safety over time. Where safety can not be ensured in their previous homes, the majority of the people desire a move to new settlements.

Clearly NGOs must respect the government's optimistic position, but after four years in the camps, the people are in need of permanency. Whenever possible, the NGOs can advocate for responsible permanency planning: a safe return home, permanent resettlement in a safe new area, or establishing the camps as permanent homes.

The new programs suggested in this section are second best and attempt to improve the camps. In some camps people complain vehemently, in others the people say "What's the use of complaining," and have become resigned to the deprivation. Regardless of their prior life circumstances and experiences, all of the people are now under stress due to the conditions in the camps and the uncertainty of their life direction.

4.2 RELATIONSHIP BETWEEN PHYSICAL CAMP CONDITIONS AND EMOTIONAL WELL-BEING

The provision of relief is usually implemented according to the provider's pre-determined knowledge that comes from long experience with IDP needs. Time lines and schedules are based on supply, finance and staff availability. Though the technical aspects of provision may be difficult to alter, the emotional ramifications that the style of distribution has on the IDP can be understood.

The IDPs have undergone a severe loss due to their displacement. They have been harshly removed from the stability and comfort of their homes. Homes built from their hard labour. They have been torn from the familiarity of their villages and farm land that has fed them for generations. Even after years of camp living, this base of emotional upheaval can not be forgotten.

The IDP was once an independent, hard working person and has now due to circumstances outside of his control become a dependent victim.

Provision of relief inadvertently promotes continued dependence and maintains feelings of helplessness. One child said "Every time they bring the supplies I get upset. It reminds me of all we lost."

Over time feelings of helplessness may breed apathy. An apathetic IDP camp will not care for its present living environment and becomes less and less involved in self-care.

Though the IDP is grateful to their distributors for being their lifeline and may intellectually realize that heavy commitments cause relief supplies to be delayed, we must understand the reasons for the IDPs strong emotional reactions. Some supplies that are days or weeks later than promised may not have severe physical repercussions but for the IDP a delay signifies that their needs are not a priority and they quickly begin to fear for their overall survival. Always standing on the edge of an emotional cliff the IDP panics and overreacts. Already feeling helpless to provide for themselves or their families this accentuates their demoralized sense of self. They feel humiliated as once proud people to have to depend on and ask about late supplies.

The complicated issue is how to provide relief and simultaneously encourage a renewal of self-sufficiency. Whenever possible providers can ask the people what they need and make efforts to provide it. Asking their opinions helps to reinforce their ability for self-care. If the IDP feels involved in the process of providing for their needs they will also take a more active interest in its success. In many camps with good physical and sanitation upkeep the people feel responsible for

their environment. Poor upkeep can often be seen in camps where the overall tone is depressed due to feelings of despair and helplessness.

Whenever possible styles of distribution should take into account the potential influence they have over the emotional well-being of the residents. The following is a review of the camp conditions and their influence on emotional well-being.

Crucial to the distribution of relief is the role of the relief provider. The SLRCS has wisely established a team of Relief Officers. These men are based in the local communities and as field officers assess and implement relief needs. Their role is critical to SLRCS relief distribution. Some recommendations for enhancing the role of relief provider are given.

4.2.1. SAFETY

The most positive condition in the camps is safety. Without exception, in the camps visited, people feel safe and believe that no violent harm will occur in that environment.

4.2.2 FOOD SUPPLY

Families in every camp are appreciative that the government rations are provided but complained about the inadequacy of food supplies.

Each family is entitled to receive dry rations or ration vouchers from the government twice a month. As was shown by the ration cards, the supplies are often not delivered according to schedule.

Those families that are able and can secure employment do so, and most of this income is used for food. Families of widows, disabled or elderly, or the people in areas with no available employment, must make do. Often they have devised schemes to sell some of their rations or vouchers to purchase the other needed rations.

Though the people in many camps were previously agricultural workers and are willing to farm, land is usually not made available. In a few camps where the land is large enough, fertile, and has available water; they are successfully supplementing their supplies. In particular the SLRCS Mobile Health Teams have encouraged nutritional home gardens in the Puttalam area.

PROPOSED PROGRAMS:

These project designs attempt to meet immediate needs and promote self-sufficiency.

i. Advocacy for Food Distribution: NGOs must be aware of the status of food distribution. To encourage self-sufficiency, NGO staff can help the IDPs to have a voice and aide them to meet with governmental officials by providing encouragement and transportation.

ii. Empowerment Through Self-Feeding: Temporary programs where the people can take responsibility for supplementing their food supplies are essential. During the time of camp residence the people could easily provide for some of their needs.

Similar programs were suggested by numerous camp residents. Camps consisting of agricultural workers have the motivation and necessary skills. It would be advisable to select a few camps to experiment with the model. If successful, then it can be implemented on a wider scale. A few possible camps to be the initial models: Gallgamuwa in Kurunegala and Kusumgamuwa in Polonnaruwa.

Project Rationalization:

- 1) Most importantly, these projects will provide the necessary dietary supplements. Results are possible in a few months.
- 2) The people are idle and would benefit greatly from a constructive way to use their time.
- 3) The most debilitating emotional problem for the people is a sense of helplessness and loss of control over their lives. Taking an active role in meeting the most basic need of food, would enhance the self-esteem of the adults.
- 4) Children's feelings of safety and stability come from knowing that their parents are able to care for them. This sense of confidence in adults and essential feeling of inner security has been badly shaken due to the experience of forced displacement. The parent was unable to provide the children with safety and could not preserve the security of the home. It is, therefore, critical to design programs to help the parent to regain this role as protector and to re-establish the feelings of parental competence and protection for the children.

This project is simple and inexpensive:

1. Design a simple proposal form that can be given to a select group of camps.
2. Provide them with a proposed budget amount that will be granted. Utilizing the proposed budget, the camp members must develop a proposal. The plan must be designed and able to be implemented wholly by the camp members.
3. In their proposal they must provide a breakdown of a budget that identifies the total cost for initiating a Self-Feeding program including costs for: temporary land rental, seed, fertilizer, equipment etc.
4. They must find a plot of land that can be rented and is feasible for growing crops that are eatable and necessary to supplement their diets and/or can be sold on an available market (without disrupting the balance of crops in the local area) and the profits used for food purchase.
5. An NGO representative can review the budget. If approved, the money can be distributed directly to the camp leaders.
6. A system for the NGO to monitor the progress of the program monthly must be established.

4.2.3 HOUSING

The camps are generally located adjacent to a local community of a like ethnic group. Often they are located in rural areas, with poor accessibility to a larger community. The camp land has been donated by either the government or a generous mosque or individual.

The people's homes are usually small huts built of coconut palm leaves (cadjans). If land space allows, each house is a separate unit though placed close together. When the land area is too small, many families live in a single unit. One camp was located in a group of deserted warehouses. The Colombo camps, however, are located in the city and as many as 600+ live in a single building.

People in all of the camps complain about their living conditions and state that improved housing is of the utmost importance. Complaints include: drinking water supply is two miles from camp, cadjans for roofing are old and the structures leak, the house space is cramped, and the land space

inadequate. Though the people sometimes exaggerate their complaints in order to promote prompt action, many of them are valid. People are in fact more complacent about the conditions since they have been living like this for as much as 4 years.

PROPOSED PROGRAMS:

Generally many of the camps need a physical overhaul.

iii. Sanitation Enhancement: Full provision of sanitary facilities has been problematic. New mechanisms for improving provision of these services are continually devised. The IDPs need to be consulted about their sanitation needs and educated about its importance.

iv. Clean-Up Campaigns: The people would benefit from being more involved in their physical environment and accepting responsibility for its improvement. In many camps the people are so unhappy with the state of the environment that they put little effort into its upkeep.

Some camps are physically dirty. Camp members could be supported by NGO volunteers in regular efforts to clean the camps. These projects could be designed for children and adults and would include an educational component on the need for cleanliness. Higher sanitary standards might well improve health conditions.

v. Camp Beautification Project: NGOs can suggest that the camps develop projects that could enhance the environment, assess their plans and provide funding for any viable project. These could include: planting flowers, and shrubs; vegetable gardens, fruit trees etc. These projects could be coordinated with adults and children.

vi. Learning from the Camp Residents: Certain camps, especially in Puttalam, have developed effective models of internal operation. Some have good leadership, utilize the land for gardens, keep the environment clean, advocate successfully for their children in the schools etc. NGOs could examine the best of the camps and try to duplicate this success in others. Camp members with a successful method could be asked to help residents in another camp. Certainly this would be good for building the feelings of self-confidence and self-esteem in the IDPs as well as provide help to the NGO efforts.

4.2.4 ROLE OF THE RELIEF OFFICER

Each NGO has its own system for administering services. The SLRCS use of Relief Officers is a good model. The vital link from SLRCS Administration to the IDP is through the Relief Officer. To enhance this model's effectiveness:

1. Relief Officer's Qualification: A competent and committed Relief Officer is a critical element. Relief staff need to be mature, energetic people with a strong compassionate commitment to helping others. They should be experienced staff and skilled in areas of physical maintenance, have organization, advocacy and community development skills, and experience with sanitation and health care.

2. Clarification of Job Responsibilities: To enhance performance it is useful to have a concrete job description delineating all duties and responsibilities.

3. Accountability: A clarified job description allows for better accountability and commendation.

4. Supervision: Regular field supervision is essential.

5. Administrative Link: An efficient method by which the relief officer can assess need and receive the necessary supplies is critical to their successful deployment of duties.

6. **Staff Support:** Relief work is emotionally draining and staff burnout can easily occur. Day after day these officers go into the camps and experience the deprivation of the people. It is depressing and difficult work. A good Relief Officer may know what the people need and have compassion for their plight but over time becomes callous to the people's needs out of his frustration over his limited ability to provide for them.

7. **Relief Staff Training:** Ongoing training will enhance their knowledge. Specific sessions about the emotional well-being of the IDP would be useful.

PROPOSED PROGRAM:

• vii. Mental Health Awareness Training for Relief Workers: Items for this training include:

Emotional Understanding:

Many of the relief workers do not understand the importance of their role in the life of the IDP. Since the IDPs are unable to provide for all of their own needs and must depend on others to provide for them, the relief worker is viewed as their beam of hope. When the relief worker is unable to provide, the people have no where else to turn.

Understanding the emotional significance the role of relief worker has on the IDP varies by the individual. In one situation three days after a camp fire a relief team was despondent because they had no supplies to distribute. The IDPs said the relief workers had been to see them briefly the night of the fire. They had no idea when they would return.

In another emergency situation relief workers responded to a camp fire by staying in the camp for two days and talking and playing with the children. Through training all of the workers need to learn that their personal presence can be a mechanism of support to the people. Seeing the relief workers in the midst of their despair, lets these victims know that he is aware and trying to help. Personal compassion can often have a more lasting benefit than a material possession.

Promote Renewed Self-Sufficiency and Re-Building of Self-Esteem:

Better understanding of how to promote the IDP's self-esteem can be taught to the relief provider. He needs to learn how to aide in the process of promoting the IDP toward renewed self-sufficiency. When the IDP needs help getting services, the relief worker can help them to help themselves. The IDP may have limited experience and skill in speaking to authorities. The relief worker can teach them these self-advocacy skills. There is no reason for the relief worker to do things for an IDP that they can do for themselves. As they begin to do for themselves their self-esteem will increase. Only when unable to secure necessary services should the relief provider intervene and advocate on their behalf.

The role of the relief worker is crucial to provision of efficient relief. Proper support, supervision and training can better prepare these providers.

5. ASSESSMENT OF HEALTH CARE

Health care is provided to most of the camps at least monthly by the SLRCS Mobile Health Teams (MHT). Extensive training and close supervision by the IFRC Health Delegate and SLRCS Community Health Staff have aided the Teams' effectiveness.

The people are appreciative of these services and mostly satisfied. The largest complaint is that they would like the team to visit more frequently.

Other health services are provided by: the Italian Health Cooperation, who provides support to a local hospital; Volunteer Service Organization (VSO), which provides a health educator for the

Puttalam area; and Redd Baria, with health education; and Rural Development Foundation (RDF), with community health workers.

Consistent with a societal model that depends on professional care, the IDP depends on the knowledgeable Doctor to satisfy all his medical needs. The displaced people's desire for pills, even for conditions where none is necessary, is consistent with the reported overall cultural attitudes. Unfortunately this seems to be perpetuated by Doctors who admittedly report that they distribute an overabundance of medication in an effort to appease the patients. An overall Sri Lankan problem. The SLRCS Mobile Health Teams are flooded with requests.

The sanitation conditions and overcrowding also cause a never ending stream of medical needs.

PROPOSED PROGRAMS:

- viii. Self-Care Promotes Health: Establishment of an educational program that teaches the IDP children and adults recognition of the health conditions that can be treated by self-care. Because the repercussions of untreated illness can be severe, people have little confidence in their independent health skills. Proper education is necessary to enhance self-confidence.

Presently a Health Awareness Training Program on First Aid is being implemented by SLRCS, for camp residents. An additional training for two members in each camp in basic health care will begin later this year. It is planned that these volunteers will be given a basic self-care medication kit that can be distributed by them on the camp premises. These volunteers along with others trained by V.S.O and R.D.F could become the facilitators for a self-care program. With proper training, they can be skilled to assess health needs. They could hold a weekly in-residence health clinic in their respective camps and provide: self-care, preventative care and Family Planning education; basic First Aid; and referral for people needing immediate care by a medical doctor or hospital.

All SLRCS MHT patient visits could eventually result out of referral from the in-residence clinic. The development of this referral system will greatly reduce the number of cases waiting to be seen by the MHT.

The MHTs devote much time to huge numbers of people not needing a doctor but rather needing the security that comes from getting some attention when you feel ill and reassurance that the illness is not serious. The IDP has an overriding feeling of helplessness. When even minimally ill they overreact due to this generalized feeling of fear at their inability to help themselves.

Parents also pursue a doctor for their children because they have been so demoralized by the displacement that they no longer have confidence in their ability to help their child. They seek an authority's advice because they feel insecure about their own judgement.

Many IDPs also suffer from psychosomatic illness perpetuated by the continuing stress of their living situation.

An internal clinic of trained camp members would efficiently provide individualized support and reassurance. The MHT would then have more time for cases truly needing medical treatment.

ix. Mosquito Nuisance Relief: Masses of mosquitoes are spreading diseases in some areas. Monthly distribution of coils and allocations of mosquito nets to families would be an appreciated preventative method to control this problem.

x. Emotional Care of Chronic Patients: In a number of camps people with chronic health conditions, were brought to our attention. A training for the MHT on the emotional consequences of chronic conditions might be useful.

Some of these conditions may be permanent and no cure possible. In these situations, the MHT needs to take responsibility to speak with the patient and fully clarify the situation. It is detrimental for the people to live with false hope for improvement. People will cope better with their health conditions if told the full truth. Also some of the people feel angry and helpless because they believe that the only reason they can not be cured is due to their poverty. In situations where this is not the case and no cure is possible, the person will feel less stress if told the truth. How sad for a parent to despair because he believes he cannot provide the care necessary for his child due to poverty, when in truth, no cure is possible. The parent would be relieved by this information and better able to help the child to cope with the medical condition.

In some chronic cases, medical care beyond the MHT might be beneficial. Possibly these cases could be presented at a monthly meeting and methods for providing this care outside of the local areas examined. Easy to use mechanisms to provide transport, and funding for expensive drugs and specialized care could be pre-arranged.

xi. Strength to Local Hospital Program: Dr. Rizzo, Director of the Italian Health Cooperation, described their program for providing support to a community hospital in Kalpitiya, Puttalam. Recognizing the need to bridge the resources available for the IDPs and the local community, they organized a program that would bring help to everyone. They have provided financial support to the local hospital by paying for needed drugs and equipment. It has proved to be a highly successful endeavour. Since the Italian group will be leaving Sri Lanka in one year, it seems desirable to maintain this program. Other NGOs could consider taking over its organization and funding.

It is also a model that could be considered for other communities with a large IDP population. It would greatly supplement the MHTs' efforts and been useful to build unity between the camps and host communities.

6. ASSESSMENT OF ECONOMIC NEEDS

The IDPs originate from every economic and social class. At this time they share a common economic position. Their homes have been destroyed and all of their material possessions are gone. A few clothes and cooking utensils are all most possess.

The ability to rebuild economically varies. Those that were previously poor have adjusted to the camp most easily. The middle class have emotionally been the most distraught. A few prefer life in the camp. For the widows and disabled the security of the rations and other relief supplies have improved their lives. The majority, however, despair over a life without a future. They believe that the present ethnic hostilities will continue indefinitely and for many this means that a return home is not likely in the near future. There are distinct differences in the needs of those who may soon return home and those who will not.

Whenever possible the government is promoting a return home. The people are promised money to rebuild their homes and repant their land. Though the people feel the sums offered are inadequate, their greater concern is about their safety. Many cite instances occurring in recent years, where groups have returned home only to again experience violence. The people are attempting to negotiate with the necessary government officials to ensure their safety. They are making practical requests for military protection and electric lights. NGOs can be an advocate to help to ensure safe resettlement.

The groups for which this study is concerned are those without the likelihood of an imminent return home. For the length of time they will remain in the camp a means to generate income is essential to their physical and emotional well-being.

6.1 EMPLOYMENT

The motivation to generate income is high for the male heads of households. The majority seem to have secured some types of employment on at least a seasonal basis. The amounts earned, however, are minimal (about 50 - 100 Rs. per day) and merely helps most to remain at a subsistence level.

The men have strong feelings of frustration and demoralization. "I feel helpless. I'm poor and not in a position to help my children. I can barely feed them." "We live on another person's land and on handouts." "We're helpless and must be silent." "We can't represent ourselves to the government; our voice is not heard." "Previously I had a good house and worked on my own land. Now I have nothing and it may never change."

Those men who were previously agricultural workers fare best because the available work is usually in the fields. The labour required is usually back-breaking and the salary minimal but standard for the area.

Some of the previous businessmen like salesmen, shop keepers, traders and street vendors and skilled labourers like tailors have found similar work but many are idle and find the available labour jobs too strenuous. This displaced middle class, particularly in Puttalam, seems to have fared the worst. Most remain motivated to start again but are frustrated by the lack of opportunities.

The majority of the women are not employed. Most of the families are Muslim and traditionally it is not acceptable for the woman to be employed outside of the home. Some of the women have felt a need to change custom based on their present circumstances. This is particularly true if the woman is the head of the household. The work that the women find acceptable are in the fields, sewing or mat weaving at home, or to sell home cooking. A few of the women have gone to work in the Middle East as housemaids.

PROPOSED PROGRAMS:

Economic assistance programs promote self-sufficiency and enhance self-esteem. Their development must be systematic so an expert field officer skilled in economic development should be utilized to oversee these programs.

In the past years numerous small scale programs have been initiated by various NGOs. SLRCS has previously started short term small scale mat weaving and fishing projects. A more comprehensive plan, however, with extensive follow-up is needed.

xii. Self-Employment for Self-Sufficiency:

Some of the IDP residents suggestions: Tailoring is a traditionally Muslim skill. In some of the camps the majority of men were previously tailors. They could work together to begin a cooperative business. This business could benefit the entire camp and utilize the labour of many. Together, they could determine a market, borrow funds to purchase the necessary equipment and supplies, and manufacture the goods within the camp. Different people could cut, press, sew, design, market, clean-up and sell.

The women traditionally do not go out to work but are interested in income generation schemes at home. A group of widows suggested that they could each begin a poultry business. Chickens cost 100 Rs. a piece and to be lucrative each woman should begin with 30. They felt assured of a regular market for egg sales. Other women felt money could be made from mat weaving.

A few model programs could immediately begin. Once fine tuned, other programs could be systematically started. Each business venture needs to be independently assessed and care taken

to not adversely impact the host community and glut the market. Once successfully started they could help the next person's business with loans and teaching skills.

When the time comes for a return home, the people can bring their new business with them.

The advantages to the emotional well-being of the participants is obvious !

xiii. Entrepreneurial Business: Ideas are described under Recreation section for: Creation of Toys and Playground to Promote Unity.

6.2 VOCATIONAL TRAINING BUILDS SELF-ESTEEM

Skill training is necessary for a number of segments of the population.

1. Re-training for Adults: Adults who have skills no longer viable need to be re-trained so that they are employable. A man whose lineage includes generations of fishermen and now lives far from the sea must be re-trained. Without this, they are limited to unskilled irregular labour jobs. This has repercussions much greater than just the individual. Children often follow the parents employment. For the IDPs, this means that they have no prospects to offer to their child. Many would welcome vocational training so that the skills they learn and work they secure can then be handed down to the children. Education of the children is one way to ensure their future but not every child is suited to be a scholar. Employment opportunities for educated people are also limited in Sri Lanka so practical skills are important.

2. Job Skills for Women: Women also need to be trained for practical job skills and taught about entrepreneurial small business development.

3. Job Training for Youth: The young adults who do not go on to higher education need job skills training. These youth are frustrated and feel hopeless about their future prospects. Sitting idly, they are vulnerable to negative community influences like drugs, alcohol and political rebellion.

In order to prevent the youth from developing more serious problems, provision for their job training is essential.

PROPOSED PROGRAMS:

xiv. Utilizing Existing Vocational Programs: There are a limited number of training programs already available in Sri Lanka. The IDPs need to be assisted to find these programs and monetary support be provided. Often it is necessary to pay for training, supplies and to live in a hostel away from home.

7. ASSESSMENT OF SOCIAL NEEDS

The rest of this report reviews the IDPs psycho-social needs and presents a series of possible programs. Most of the NGO staff presently providing relief are fully occupied. In order to best implement these psycho-social programs, staff who specialize in social service are necessary. A suggested model is a Mobile Social Work Team (MSWT).

PROPOSED PROGRAM:

xv. Mobile Social Worker Team (MSWT) for Action

Depending on the size of the geographic area one or two people could be hired for each of the six areas in the non-conflict zone.

The hiring requirements:

- 1) Bi-lingual. She or he must speak mostly Tamil to the camp residents, and Sinhalese to provide community advocacy.
- 2) Social work education and/or training.
- 3) Extensive experience in the field of helping.
- 4) High energy and willingness to do constant field work. There would be little reason, other than to complete a monthly report and to receive supervision, for him or her to be in an office.
- 5) Compassionate understanding of the plight of the IDP and a strong commitment to helping.
- 6) Ability to work independently.
- 7) Creative skills to design and implement programs.
- 8) Efficient organizational abilities.
- 9) Skills in advocacy.
- 10) Accept the position as temporary; to last for as long as the IDPs are living in the camps.

This group of social workers would ideally have a supervisor. The person should possess the same skills as the social worker and in addition must:

- 1) Be tri-lingual and also be able to speak English to the international community.
- 2) Have extensive experience as a supervisor of social workers.
- 3) Possess strong skills in organization, advocacy and program development so that she can provide ongoing staff training.

The MSWT would be able to implement programs and develop strategies to meet the needs of the people as listed in this paper under social and psychological.

7.1 EDUCATION

When the people felt that their basic survival needs were not adequately met, the first area of need demanding discussion during the interview was always that. Even the children when asked "What do children need in this camp to make them happy?" responded, "Cadjan, so we don't get wet." Once the basic needs were discussed, the next area of greatest concern was the children's education.

In Sri Lankan society, regardless of the economic or social class of the family, there is a tremendous importance placed on education. Everyone takes great pride in educational accomplishments. Competition is stiff. In the poor families, often only the best student is encouraged to study through exams and the others study until they are old enough to work.

Most IDP families are equally interested in educating the girls at the primary level but only promote advanced education for the very intelligent. Advanced education for girls is often more difficult to secure for the IDPs because the schools are located far away and the cost to attend is high.

The academic setting used by most of the IDP children is felt by the parents to be less than satisfactory. With only a few exceptions, they felt that education in their previous home communities was superior to what was now available. In schools, particularly in the Puttalam area, the IDPs attend classes separately from the community. Local children attend from 7.30 a.m. to 2 p.m. and IDPs from 2 - 5 p.m. In many of the communities where the groups have been blended, the inclusion of the IDPs has caused overcrowding and high student : teacher ratios. In Puttalam, the camp people proudly say and the teachers confirm that the IDPs score higher on the standardized exams than the community children even though they are provided with less classes.

This study was unable to review the school curriculum, so the adequacy of the content areas of study is unknown. The parents are also unable to judge this.

The complaints abound. They include: inadequacy of desks, chairs, writing supplies and books; teachers don't attend class or don't teach; high student : teacher ratio; no food for lunch; walks of up to 3 miles to school; no available classes for O or A level study. Some teachers were accused of discrimination for favouring the community children, ostracizing the IDPs publicly, allowing the IDP children to be taunted by the community, and selective use of the cane only for the IDPs. A few teachers were interviewed who verified the accuracy of many of the complaints.

For the Sri Lankan child a sense of future promise and self-respect comes from donning a clean white school uniform and with their exercise books and pencils in hand attend school. Sitting quietly in class - memorizing school materials - additional classes in the evening - hours of homework - are part of an accepted and desired routine.

In every camp they complained about being unable to provide sufficient uniforms or school equipment. This lack of adequate supplies has a detrimental effect on the IDP children. School is the primary avenue for building hope and feeling worthwhile and when this is lacking these children and parents experience a tremendous sense of hopelessness. Parents work hard at back-breaking labour to sustain the family. All efforts must concentrate on food but the parent knows the importance of education and how much having the proper supplies means to the well-being of their children. They try their best to find the extra rupees for some school goods. The feeling of helplessness abounds as the parents say, "I know what my child needs, but I don't have it to give."

A 16 year old girl in Saraswathy Hall in Colombo desperately wants to attend the University and become a doctor. In her one room resident with 600+ people, the only evening study closet is filled with male students. Her father refuses to allow her to attend. Instead, she sleeps from 8.30 p.m. to 1.30 a.m. Then in the quiet of the night she lights a kerosene lamp and studies. The family of 6 live in a space about 8x8 feet. One night her sleeping younger sister kicked her foot and the lamp toppled. Her sister was burned and the camp threatened by fire. Now she is prohibited from studying at night.

PROPOSED PROGRAM:

- xvi. Advocacy for School Supplies: Recognition of the extreme importance of regular provision of an adequate amount of school supplies and mechanism for timely provision.

The much awaited UNICEF distribution this month was appreciated but inadequate to meet the needs of the full academic term. The government's promise of school uniforms is necessary but supplies are inconsistent. Other NGOs irregularly provide some supplies.

It is impossible for children to receive an education without a supply of paper and pencils. NGOs can assist the parents to advocate to the government to supply these goods. If this is not possible then all can help to design a comprehensive, long term program with prompt and adequate deliveries.

xvii. Advocacy for Educational Conditions: The IDPs have limited experience and often lack confidence to meet with the authorities. NGOs can help the parents to advocate for improved conditions for their children's educations.

xviii. Improvement of In-School Education: Since many parents and teachers feel that the in-school education is inadequate, parents throughout Sri Lanka pay for their children to take extra classes after school hours. Many teachers supplement their income through providing these classes. The families of the poor children are unable to provide these classes and feel that in this competitive educational system their children are at a disadvantage.

To improve the in-school education, a program could provide salaries and training for additional teachers. This would benefit the IDPs and local communities.

The Italian Health Cooperation has already established two new schools and trained teachers in Puttalam. This successful model could be studied and replicated for other areas.

NGOs could also advocate to the U.S Peace Corps and British Volunteers Service Organization for provision of international volunteers to train teachers who work in the community schools attended by the IDP children.

xix. Higher Education Scholarships: Provision of money for students to attend advanced level classes and university. An entire generation of deserving children will be deprived of higher education. A number of excellent older students were interviewed who dreamed of becoming teachers and doctors. The lack of funding discourages some from continuing their studies. Yet many retain their motivation and scholarship funds would be well utilized.

xx. School Transport: Many of the younger children are walking 2-3 miles to attend school. In their home communities the children attended schools close to home so they are unaccustomed to this walk. This affects regular school attendance. Bus transport could be arranged for IDP and neighbouring community children walking an unreasonable distance.

Advanced level schools are often an extreme distance from home. One 16 year old boy explained that he walks 5 miles alone since all of his friends quit to go to work. "I want my education. I have lots of ambition but hard luck." For motivated older students NGOs could provide push bicycles.

xxi. Adult Education: The level of education attained for many of the adults was suitable for life in their previous home communities. Those that never learned to read or write are handicapped from finding new employment. Small classes could be provided for interested adults by volunteer teachers.

Also, some adults are hampered from finding employment due to their inability to speak the prevalent local language. Provision of language classes could be done at the request of the people.

7.2 RECREATION

Despite the difficult conditions the children show a tremendous resilience. After four years of life in a new environment many have accepted the conditions as their "destiny" and make the most of it. Life, however, is serious and children feel a great pressure to achieve in school so that they can secure a job in the future.

Due to the severity of the deprivation and the fear for the future combined with a cultural style, most of their after-school hours are spent at study or prayers. In their free time, the children occasionally play running games but most are idle.

Play, however, holds primary importance in the lives of all children. From play children learn life skills: fair competition, cooperation, compromise, fair play, success and failure, acceptance of personal strengths and weaknesses etc. Without play, life is drudgery.

We may not be able to change the amount of time allocated for play but the quality of their present play can be enhanced. In most camps, there is no recreational equipment. When asked, the children desire footballs, cricket equipment, volleyballs, badminton, carom boards, art supplies etc. The little girls miss the dolls they left behind. The parents recognize the children need play supplies and would welcome them.

Various NGOs have recognized the need for such distributions but provision has been limited and irregular.

PROPOSED PROGRAMS:

xxii. Education About the Necessity of Play: Parents need to be educated about the necessity of stimulation and play to healthy child development. Most IDP infants and young children are loved and cared for to the best of the parent's ability. In their previous home setting, child stimulation came from the natural environment. In the deprivation of the camps, however, the infants and young children are often under stimulated. Many sit too quietly in their mothers' arms.

xxiii. Purchase of Toys for Skill Development: There are almost no toys to be seen in any of the camps. Money is spent only on practicalities. In only one camp a two year old happily bathed a plastic doll and another zoomed around on a tricycle. Each benefiting from the skills learned and having great fun. When asked, the young children respond favourably to the idea of toys though many of the youngest have never owned any.

An examination of available local toys needs to be made and some selected and distributed that are fun and promote skill development.

- xxiv. Parental Creation of Toys:** There are many toys that could be made by the parents. This would be wonderful for the children but also useful to the idle adults. This idleness breeds apathy and feelings of helplessness. Parents need to feel that they can provide for their children. Their lack of confidence in their parental competence is detrimental to the children's feeling of familial safety and security. Any activity that promotes the parents to provide for their children is beneficial to all. James Garbarino, a noted expert on IDP children said, "...young children can cope well with the stress of social disasters like war if they retains strong positive attachments to their families, and if parents can continue to project a sense of stability, permanence, and competence to their children."²

The parents have little confidence in their creative abilities so they need to be taught and encouraged.

Soft Toy Creatins: Soft toys can provide stimulation and cuddling for infants and young children. Sewing groups within the camp can be initiated. This would be a time to learn to sew and be creative. There are few cloth remnants that aren't being worn so that supplies must be provided. If enough supplies were available, this could be an activity shared between IDPs and adjacent communities to strengthen positive ties.

Initially to promote interest and skill, the groups need to be organized and lead by an outside person with sewing skills. It would be hoped that over time the groups would continue without the direction of an outside leader.

The organization of a meeting of a group of women can have secondary advantages. In a comfortable setting the women will laugh and play, which is obviously beneficial in a life with little joy. A good group leader could also initiate conversation between members that would promote good will, encourage mutual emotional support, problem solve common difficulties and provide education.

In order to design programs this assessment included experimenting with some program models. A sewing session was held in a camp in which all of the residents had witnessed serious violence. With great joy the entire camp participated in the production of soft toys for the young children.

People worked cooperatively and with great determination and laughter. About 45 soft animals were completed. Upon receiving their toys the children smiled with delight giving the mothers a proud feeling of satisfaction. A week later they reported that the children continually cradle the toys and sleep with them. (See Attachment D).

Toy Design: Everyone, adults and children, could be encouraged to build toys from found objects. Wood could be provided for building games and doll houses.

Competitions: Contests could be held to encourage participation. The adults could be asked to make two toys. One for their child to play and the other to enter the competition. Certain toys would be selected as winners and prizes awarded. Local toy distributors could participate in the contest selection. All the competing toys could be brought to a hall in Colombo and offered for sale, with the profits given to the individual.

Future Income Generation: It is likely that some of the IDPs will become skilled and develop creations that could be offered for sale. Financial loans and advocacy for marketing could be provided.

xxv. Recreation Equipment Distribution: A one time distribution of supplies is an inadequate temporary measure. Ongoing distributions of ample amounts of recreational equipment should be made to all of the camps. These supplies should be supervised by the camp leader. The goal should be to maintain a constant supply of goods in the camp so a system is essential that repairs and replaces equipment due to basic wear and tear.

xxvi. Organization of Team Sports: Adults and children benefit from play. Based on culture it is unlikely the mother will play but father-son or father-daughter leagues could be started with teams competing within the camp and local community. A vision of the children and adults playing a sport watched by laughing observers would be a welcome sight. All children leagues supervised by adults would be fun.

xxvii. Development of Pre-Schools: The children below school age sit idly and are minimally stimulated. Even with the creation of toys every child can benefit from a pre-school, preferably daily. Many of the older established camps, particularly in Puttalam, have pre-schools available and children and parents recognize the benefit.

The pre-school could be for children above 3 or 4 until school age. It would provide them with activity, constructive social interaction and intellectual stimulation. One school in an accessible location could be made available for IDP and community children together.

The pre-school could at times provide the mother with a needed respite. In a life filled with difficult time-consuming chores and the constant demands of many children, an occasional break is useful. Though the mothers are devoted to their children, their exhaustion shows and their tempers flare. Some shared that since their displacement they are less patient due to frustrations and unhappiness. Given a daily respite from some of her children will increase the mother's patience and interest.

The pre-school teachers can also become good role models and educate the mothers to properly stimulate and care for their children.

Save the Children and Redd Barna are involved with developing day care and pre-schools. It would be advantageous to consult with them in an effort to organize additional programs.

xxviii. Play Activity Programs: Last year in cooperation with the Family Rehabilitation Centre this interviewer trained about 200+ camp residents to run weekly play activity programs. Some of the camps visited benefit from these programs, many do not. This weekly supervised play program which includes games, art, and story telling would benefit each camp. The play leaders are also trained to be sensitive to the special needs of the children.

Arranging a play group requires identification of interested camp volunteers and 2 days of training. The ongoing costs are minimal: stipend for the leader, art supplies, balls and biscuits.

xxix. Playgrounds to Promote Unity: This program has multi-faceted purposes. A team of IDP men with some carpentry skills could study designs for playground construction. A creative plan would combine common equipment like swings and slides with nicely build wooden structures for climbing and hiding etc. With the help of an architect, designs would be drawn.

The playground then would be built by the IDPs in areas adjacent to their camps but within the local community. The facility would be open to public use and could be established as a gift from the IDPs to the community. The playground would remain after the IDPs moved.

The hope would be that it would become a neutral meeting ground for IDPs and community people. The children would benefit from a specially designed playground. Children's activities could be provided for all by volunteers. Community cooperation and unity would result from sharing the park and playing together.

A further possibility is that the skill of playground building could become an income generating project for the IDP men. There are very few playgrounds within the country and most schools and public parks would welcome one. Save the Children and Redd Barna work with pre-school children. They and other NGOs might welcome teams to build them playgrounds.

7.3 SOCIAL CONCERNS

7.3.1 Privacy

A predominant complaint by the women is about the lack of privacy. From the onset of womanhood the Muslim women are accustomed to maintaining their modesty by strict separation between men and women. The adjustment to public bathing and lack of toilet facilities is very difficult. One elderly grandmother told of the necessity of preserving her granddaughter's modesty to ensure her future marriage opportunities. Grandma never lets her out of her sight and scolded the boys not to raise their eyes when she walked by.

In respect for the people's culture, each camp should have separate wells and toilet facilities. Unfortunately, this has not been feasible and the people have had no choice but to learn to adjust.

7.3.2 Dowries

Another major concern for parents and daughters is about marriage prospects. A substantial dowry is a requirement for many Sri Lankan marriages. The general preference is that marriages are arranged within their own communities. Young boys feel that a dowry is an opportunity to help them to get ahead and many are hesitating to marry the young women without means in the camps. Many of the IDP fathers are despairing over their inability to provide and asked for help to

secure dowries for their daughters. Again the communities are finding some ways to adjust but this is an area of concern.

7.3.3 Community Discord

When the IDPs were initially forced from their homes, local communities welcomed them and did their best to help. Now years later the welcomes have cooled and the IDP camp is often viewed as a burden.

These problems seem most problematic in the Puttalam area. After much investigation it can be deduced that the issue stems from competition between the social classes. Though all are Muslim, the brotherhood of a religious bond is less strong than the competition between the social classes.

There are historically established distinctions in social class and status between the people from different geographical areas. This is influenced by variances in levels of education, income and social standing.

The desolate, but proud, IDPs came to Puttalam. Initially, brotherhood prevailed as the Puttalam Muslim provided relief. Now that the IDPs have become more permanent residents, the local people feel threatened because the IDP children excel in school, and the IDP men have slowly begun to work and begun small business ventures. Labour wages are occasionally halved for the IDP worker. In some areas there are restrictions against the IDPs starting businesses. The children are often only provided a half-time education. Community arguments are kept to a minimum because the IDPs realize their situation is tenuous and remain silent. For people once proud of their heritage and success this is particularly humiliating.

This community conflict is also a problem for many of the children. The stories abound: "I feel sad that they don't accept me. I feel like crying but I don't show it." "They call me 'refugee' and make fun of my clothes." "They tell us to go home." "We must keep our mouths shut because this is not our country. We are outsiders. We have no power."

Adjusting to a new social community is particularly difficult for the Sri Lankan IDP. His personal sense of identity is directly related to social connections. He doesn't think of himself as Abdul with an individual personality, but rather as a Muslim from Mannar whose father, grandfather and community were literate, hard working, religiously devout, economically sound, fishermen.

The IDP has completely lost this social sense of identity. He is removed from his home, his job, his family, his community; all that is known and familiar. One child bemoaned "No one knows me here."

Most groups dislocated in their own countries are referred to as "displaced". It is the feeling of these people, however, that they are "refugees". They feel like strangers in a different country. A number of children said "This is not my country." "In my village I was free. We had certain ways of doing things. Here, everything is foreign."

Though all Sri Lankan, people are often not comfortable within a new area and not accepted. It is too easy to suggest that the IDP should merely move to a safer part of the country. Many are considering such a move out of desperation but only if everyone from the same home community moves together.

PROPOSED PROGRAM:

This is a society with a long history of ethnic differences. Clearly this can not be alleviated by the efforts of a foreign source. Of course, this problem is not only common to Sri Lanka but exists

throughout the world. In various countries, efforts have been successfully made to improve community unity through educating the children.

In the long term, a program sponsored by the Ministry of Education geared to the school children could have potential benefit.

8. ASSESSMENT OF PSYCHOLOGICAL NEEDS

As is shown throughout the body of this report the psychological needs of the IDPs can not be separated from the survival, social and economic needs.

The following is a generalized profile of the camp people.

8.1 MEN

Regardless of their social or economic history, in speaking with the men one readily feels their common frustration and helplessness. Sadly, they speak of lost homes and land.

Painfully they relate their humiliation. They are well aware of what is necessary to improve their situation but most feel helpless to act.

All speak of the need for the children to be well educated and many share their despair over the poor academic environments and their inability to change it.

When encouraged, they describe possible economic schemes that could be developed to allow them to again be self-sufficient; but retreat quietly realizing there are no funds.

The predominant religion is Muslim and these believers feel that this situation is their fate and have faith that Allah knows what is best for them. Combine these beliefs with a prolonged deprived camp existence and a level of complacency has evolved. "Once we are born to this world, we have to expect anything. Allah watches over us."

Most are willing to cooperate in any scheme that could better the lives of their families but feel unable to initiate much on their own.

The infrastructure of leadership in most of the camps is quite impressive and well organized by the men. It is a system the people respect. The men also seem to have a successful internal mechanism in which they provide help to each other.

8.2 WOMEN

Generally, the women retain their traditional roles. In the predominantly Muslim population this gives them primary responsibility over the household chores and child care. Due to the poor living conditions, life in the camps makes these tasks more difficult and time consuming.

They are outspoken in their complaints about their living conditions. They despair over the plight of their children and cry about the past, present and future. They are vehement about the need to provide the children with education.

Few believe in Family Planning. Those unable to continue with school are married by 16 or 17 and immediately have children. Most have babies yearly. Generally the children are loved and as well cared for as possible.

PROPOSED PROGRAM:

* xxiv. Parental Creation of Toys: Women's Support Group: Hard work, child care and rules of modesty often isolate the women. The sewing group outlined under recreation will have the secondary benefit of encouraging the women to meet as a group to provide support and empathy for each other.

8.3 MARRIAGE

The majority of marriages in the IDP community are arranged. Traditionally the husband has full control over the activities of the wife and children. This is usually an acceptable plan for all.

The interviewer questioned whether life in the camp changed marital relations. The people said that the lack of privacy and space makes life more difficult but that most learned to adjust. The birth rate remains constant.

The level of arguing between couples is reported to be somewhat higher. The quarrels mostly revolve around their deprivation. Husbands blame wives for their inability to prepare proper food and wives complain about the lack of supplies.

Most camps have a structured system for handling marital conflict. Neighbours do not interfere and expect the couples to work out their own problems. If the couple feels unable to come to a resolve, either is expected to seek the help of the camp leader or priest. The people feel confident that these people can help them resolve most conflicts.

A husband hitting a wife is acceptable behaviour to the majority. Again, neighbours will not interfere but there are limits to the amount of force acceptable. After the altercation the husband may be reprimanded by the camp authorities. A widow told me that when a wife is punished for her inability to provide her husband with curry; after the conflict is over, a neighbour woman will bring her what was missing.

8.4 WIDOWS

Due to the ethnic conflicts there are thousands of widows. Their future lot will be very difficult. In the camp, they are provided with rations and support from neighbours. A return home will find most more desperate. The extended family is often helpful but when everyone is poor the widow still must fend for herself and her children.

Forced to be resourceful, many alter their accustomed style of life. In a widow's resettlement community, the women forcefully presented plans for self-employment schemes. Yet shared their fear that if someone became ill in the middle of the night, they had no one to go for help.

PROPOSED PROGRAM:

xxx. Widows as Priority: Numerous successful self-employment and mental health support programs have been developed by groups like ReJd Barna and the Family Rehabilitation Centre. The continuation of these services is essential. NGO representatives must continue to acknowledge widows as a priority group and be certain that they benefit from all services.

8.5 ELDERLY

When the elderly people live within the camp with their children and grandchildren, they seem to be adequately cared for and provide help with child care and household chores. On a few occasions, elderly women complained that their food supplies were inadequate because they lived

alone and had no help from children. Often the elderly people looked thin and some say that they prefer to feed the children rather than themselves.

Generally, the camp leader was a young man and rarely were the elderly people active participants in camp discussions.

PROPOSED PROGRAM:

xxx. Advocacy for Elders: Whenever possible the elderly can be assisted to live with their children or other family members. Advocacy for sufficient food and proper medical care can be encouraged.

8.6 PARENTING

Parents in the IDP camps are devoted to providing the best possible care for their children. Even in situations of desperation the needs of the child are foremost. There is a tremendous amount of love and attention provided.

Particularly in the Muslim families, there is a belief in strict discipline and respect and children are firmly taught proper ways of behaviour. In most of the camps they have developed community methods to maintain the desired children's behaviour. Since they are living in close quarters there are community agreements that parents are allowed to discipline each other's children. "I feel that all of the children in the camp are mine." Camp leaders handle situations not resolved at home.

Only in Colombo were the parents fearful of the negative influences of the surrounding community. In these camps, where overcrowding is an issue, they feel less able to maintain control.

PROPOSED PROGRAM:

xxxii. Parenting Education: Seminars for parents to teach skills necessary for camp living like: medical self-care hints, basic First Aid, discussion about the necessity to include play in the children's daily life, ideas for making toys and others are mentioned throughout this report.

"... in tackling the issue of the psychological well-being of IDP children, an effort must be made to provide their parents with the necessary resources, to develop their own ability to adapt and work toward bettering their lives..." (Dagnino, Nicole).³

8.7 CHILDREN

Upon arrival in any camp, one is immediately overwhelmed by the great number of children.

In an effort to develop programs some models were tested. Trying to work with a small manageable number of children was nearly impossible. Within a mass group all desperately pushed each other in an effort to get for themselves. One is reminded of the survival of the fittest.

Yet one on one or in small groups the children were well behaved, polite, and eager to participate. They were keen on any activity.

Most want to be good students and glean future benefits for their efforts. Like most children they smile in play but different than the affluent child they readily relinquish their play and understand the need for the arduous task of long study hours.

Most of the children who were displaced four years ago tell old stories of horrible nightmares and fears but at least half say they no longer suffer and the others say they suffer much less severely. The repercussions of their experiences seem to have become a part of the fibre of their personality. It is hard to know how they have changed not having known them before the displacement but one

can assume differences. Their self-confidence and self-esteem may be more tenuous; their faith and trust in the goodness of mankind shaky; their hopes and plans for their futures shadowed by fear.

The children displaced two years ago say they continue to suffer emotionally from the incidents that caused their displacement. Though the nightmares and fears have lessened most of the children questioned continue to be plagued by bad memories.

8.7.1. Meeting the Children's Emotional Needs

The emotional repercussions of living through experiences of violence differ by the individual. Some children show an amazing resilience and appear emotionally stable despite the surrounding horrors. Some families' abilities to be supportive, and to provide security and maintain a normalized life routine greatly enhance the children's emotional well-being. Some children say, "This is our fate" and "We must adjust" and "I don't remember life before. So I can be happy here."

Reports by parents and children suggest that many children had traumatic reactions immediately following the incidences of violence and displacement. They shared stories of children shivering and frightened, terrified of loud noises, screaming in their sleep, horrible nightmares, fainting spells and obvious signs of emotional distress. Most consoled the children and encouraged them to forget the past. The belief being the sooner they could forget the quicker they would be out of distress. Over time the more obvious symptoms of trauma were reduced. It seems most likely that this occurred because of the natural healing that comes over time, when children repeatedly experience that they are again safe. One parent said that the children felt better because they were gradually moving the homes further apart from each other, thereby, proving that the camp elders felt safe.

Though the experiences causing the trauma and the resulting symptoms have abated, an ongoing feeling of stress remains. Being forced from the security of your home and experiencing your parents' loss of power has longer lasting effects. Living for an extended time in difficult conditions and with little hope for improvement leaves a dramatic residue.

People try to maintain a "normal" life style. On the surface they appear emotionally stable yet this overplays a feeling of constant stress resulting from their poor living conditions, future uncertainty, and fears of returning home. Because of this underlying stress often small problems or concerns continue to prompt explosive or exaggerated responses. Some children continue to react with terror to nightmares, respond with profuse fears to even minimal frustrations and feel despair over inadequate relief supplies.

Programs that help to reduce this stress and promote renewed confidence in child and parent self-sufficiency are critical.

CHART 4: CHILDREN INTERVIEWED: EXPERIENCE WITH VIOLENCE

<u>Direct Witness to Violence to People</u>		
Boys: 17	Girls: 12	Total: 29
<u>Direct Witness to Violence to Surroundings</u>		
Boys: 20	Girls: 14	Total: 34
Total Subject: 42		

8.7.2. Children's Emotional Stress

The parents discussed three present areas of emotional concern:

8.7.2.1 Coping with Loss:

Parents and children shared their feelings of sadness about the loss of loved ones. These experiences coupled with ongoing fear that further losses may occur in the near future cause much distress.

A mother shared, "My husband has been missing for a year. He went fishing and disappeared. I've told the older children he is probably dead. But I lied to the youngest. He's 12. I don't know what to say. In the Koran it says to never lie but I'm afraid of hurting him more. Some children die of heart-break. I couldn't bear to lose him too. But I know it's no good to lie. He will be angry with me when someone else tells him."

CHART 5: CHILDREN INTERVIEWED: RELATIONSHIP WITH DEATH

<u>Experienced Death of an Important Person</u>	<u>Not Experienced Death of an Important Person</u>	<u>No Close Death, but Fear of Death</u>	<u>Total: Death Important Concern</u>	<u>Total: Children Interviewed</u>
19	23	11	30	42

PROPOSED PROGRAM:

xxxiii. **A Tool for Reducing Stress and Empowering Parents and Children:** As part of this assessment the interviewer tested some models for reducing stress and empowering parents. Each child has a unique set of feelings and needs. The best way to provide individualized support to the child is by helping the parent to be the supportive helping agent. "No intervention for psychological resolution is likely to be more important than supporting the strengthening families in their efforts to facilitate psychological resolution for their children." (UNICEF, Children in War)⁴.

In an effort to help, an illustrated simply written book was designed to be easily read between parent and child. The book in story form explains about death and provides children with encouragement to build their courage and self-sufficiency.

When discussed the parents appreciated having use of a tool to explain death. They felt a story with pictures made the telling easier for them and the children.

Experimental readings of the book with groups of parents and children showed that it has further value. Its concepts are beneficial and easily understood.

One concept is to promote children's self-sufficiency and ability to problem-solve by finding their inner courage. After one reading the children were asked, "Can you tell us about a time when you had courage?" One 9 year old girl immediately said, "When bombs started to fall I was in school. I saw people dying. I ran and found my mother. She was crying and afraid to move. I took her by the hand and told her we had to be strong and we ran for shelter." The mother shared her pride at her daughter's courage.

Another concept is to empower the parents and aid them to provide their children with support and encouragement. One father shared his demoralized feelings, "I no longer have anything to give my child." Another parent was quick to challenge him and she explained that parents need to give of their heart not just materially.

Throughout Sri Lanka, IDP families are suffering from ongoing stress which comes from living in deprivation and uncertainty. Adults and children alike, feel a loss of control over their inability to direct the course of their lives. A tool that empowers the parents and helps them to address

emotional issues with their children will help to reinstate their feelings of competence. As the parents feel more competent the children's stress will reduce. They will feel more safe and secure with renewed confidence in the parent as their protector.

A well written story book massively distributed can provide this support to the large number of families feeling stress. But as the experimental seminar exemplified some of the parents have been demoralized by their displacement and need help to rebuild their confidence and competence. A program that additionally educates parents about how to handle their own stress and despair as well as teaches methods to help their children will have the greatest benefit.

To best provide the large number of parents with this training and support a systematically designed parent training guide book can be used and instruction given by a team of skilled educators. It would be most efficient and assure sustainability to also make use of already established and long lasting helping relationships. Local NGOs includes SLRCS relief officers and MHT if properly trained could work in conjunction with professional educators to provide this parent training.

8.7.2.2 Reducing Nightmares and Fears:

Parents and children continually despair about ongoing nightmares. A recent one week diary of a 12 year old girl who witnessed the massacre of half of her village two years ago is Attachment E.

Most camps are frustrated by their inability to help the children reduce their fears. One Sinhalese camp, however, successfully utilized the skills of a woman healer. She had a "Devil Dance" ceremony that alleviated the nightmares of three children. In the Muslim communities efforts, using chants and holy water, are made by priests. Usually, the results are temporary.

CHART 6: CHILDREN INTERVIEWED: PROBLEM WITH NIGHTMARES

<u>In the Past</u>	<u>In the Present</u>	<u>Total Children Interviewed</u>
35	23	42

As part of the assessment a group of children, parents and religious leaders willingly participated in an experimental program. A simple behavioural model was developed utilizing art, positive thinking and spiritual belief that helps the parent and child to work together to regain Control over their fearful thoughts.

PROPOSED PROGRAM:

A variety of new skills can be taught to the parent so they can more competently help their child to reduce stress.

A model to promote reduction in nightmares can be one of the skills taught in the parent education component of A Tool for Reducing Stress & Empowering Parents & Children.

8.7.2.3 Emotional Preparation for a Return Home:

The plan for most of the camps is an eventual return home. Since the parents are frightened and insecure, of course, the children feel similarly. Even if the child has emotionally stabilized in the camp, once they return home, it is highly likely that many will re-experience feelings of anxiety. "... past traumatic stress responses may not be evident during calm periods, only to emerge when the person is again stressed or reminded in some way of the experience." (UNICEF, Children in War.)⁵

PROPOSED PROGRAM:

The program previously mentioned that promotes self-strength and courage would be useful preparation for a return home.

9. IN CONCLUSION

This holistic assessment provides an integrated approach to meet some of the needs of the displaced people in the camps in the non-conflict area.

In all of our helping efforts, NGOs must develop comprehensive plans with long term sustainability and follow-up.

The psycho-social programs in this report work towards:

1. Reducing the stress caused by ongoing displacement and uncertainty of the future.
2. Promoting the rebuilding of the IDP's self-esteem and renewed ability to be self-sufficient.

The priorities for implementation are:

1. Survival Needs:
 - ii. Empowerment Through Self-Feeding Program (Page 9)
 - vii. Mental Health Awareness Training for Relief Workers (Page 12)
2. Psychological Needs:
 - xxxiii. A Tool for Reducing Stress and Empowering Parents and Children (Page 28)
3. Social Needs:
 - xv. Mobile Social Worker Team (MSWT) For Action (Page 16)
4. Economic Needs:
 - xii. Self Employment For Self-Sufficiency (Page 15)
 - xiv. Utilizing Existing Vocational Programs (Page 16)
5. Social Needs (Education):
 - xviii. Improvement for In-School Education (Page 19)
 - xvi. Advocacy for School Supplies (Page 18)
6. Health Needs:
 - viii. Self-Care Promotes Health (Page 13)
7. Social Needs (Recreation):
 - xxvii. Development of Pre-Schools (Page 21)
 - xxiv. Parental Creation of Toys (Page 20 and 25)
 - xxix. Playgrounds to Promote Unity (Page 22)

Respectfully submitted,

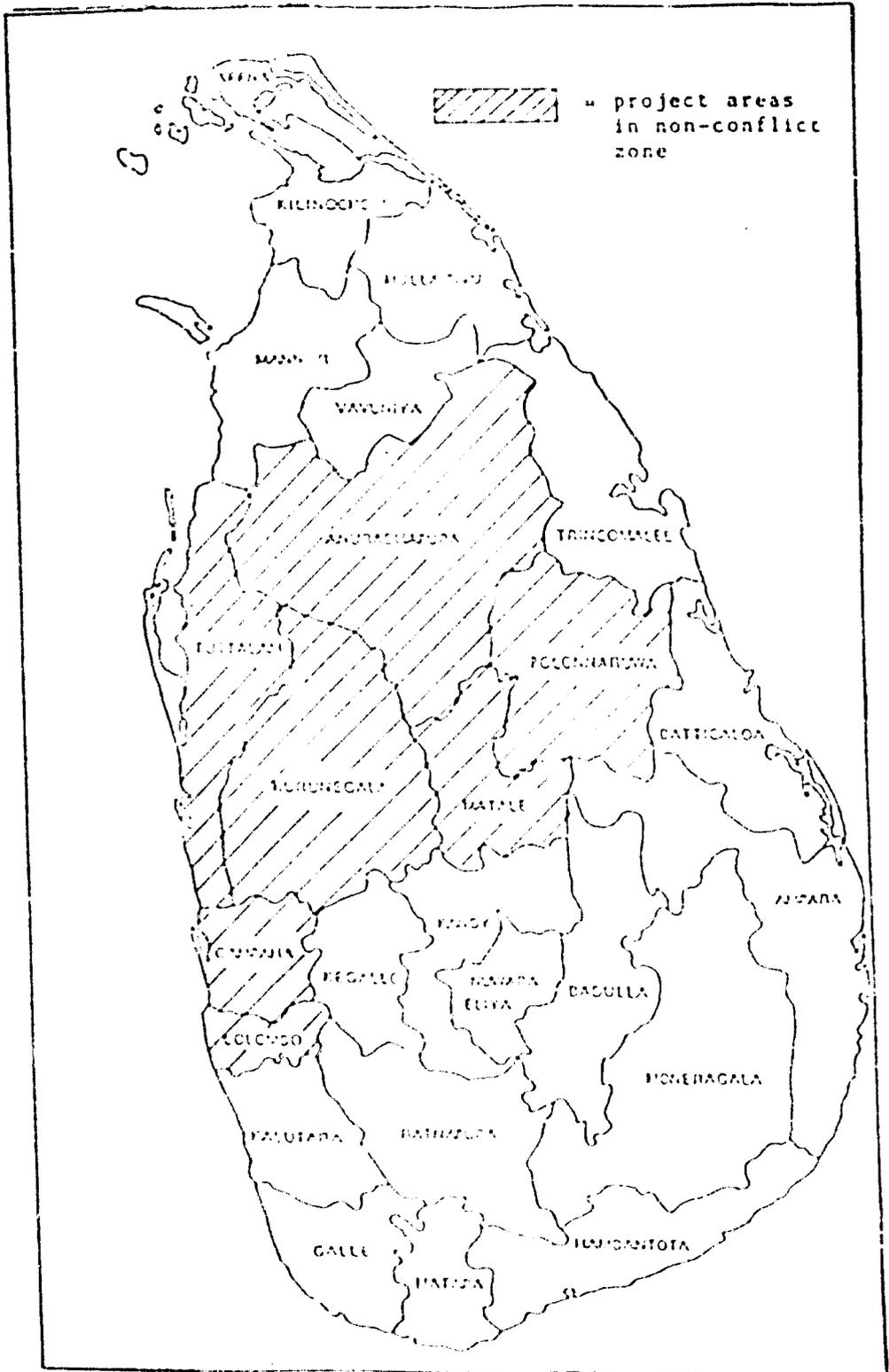
Nancy Baron

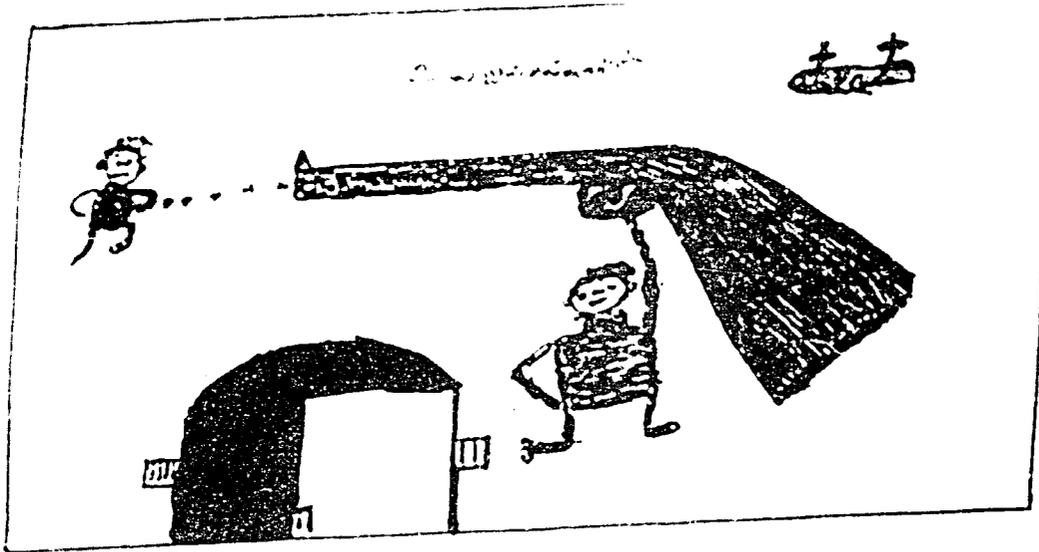
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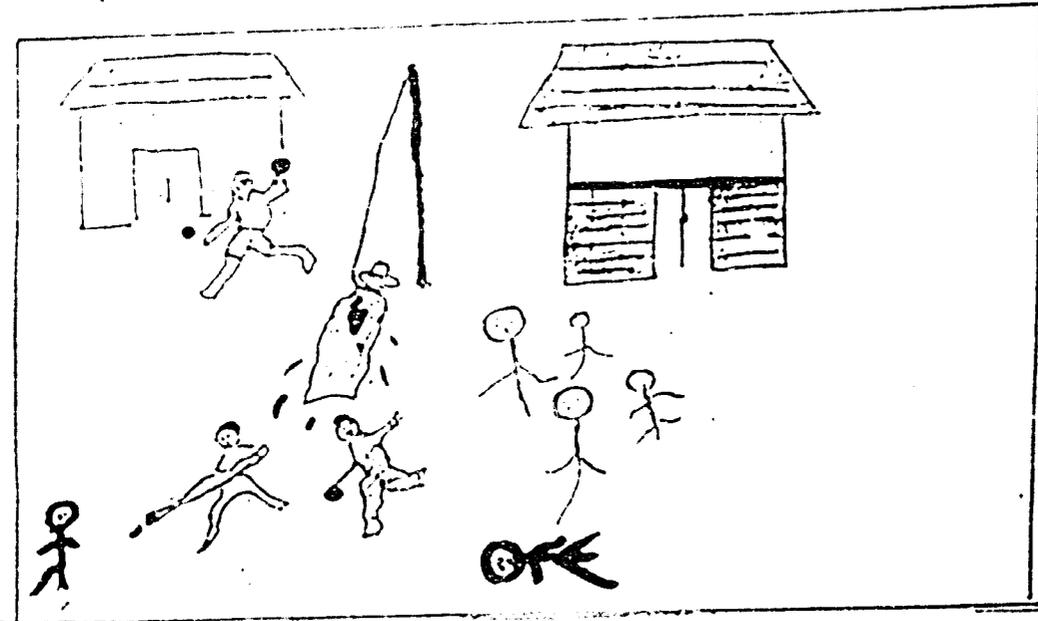
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5. *ibid*, p. 176.

MAP OF PROJECT AREAS (7 DISTRICTS)





Drawings by:
12 year old boy



14 year old girl

Dr. Nancy Baron, Psychological Consultant
IFRC, 120 Park Road
Colombo 5
Sri Lanka

PSYCHO-SOCIAL ASSESSMENT INTERVIEW FORMAT

INTRODUCTION:

Foreign Consultant:

I am from America. I work here in Sri Lanka to try to help people living in IDP camps. I am a Dr., but not a medical Dr. The kind of Dr. who helps people with their feelings and emotions.

Introduce Interpreter Explain how he works.

PURPOSE OF ASSESSMENT:

"Last year Sri Lanka Red Cross held a drawing competition. Remember the theme was: "AS I SEE THE WORLD." Some children's drawings were selected for an exhibition. This year I am examining the drawings and interviewing the children who drew them to understand their lives better. We want to develop some new programs to help in the camps so these interviews are a way for us to talk directly to you to find out more about what you really need.

We do not come bearing gifts nor promises of gifts rather we are here to talk, study, and find out what you and your community's needs. We know that you have lots of needs and rather than just set up programs we are here to ask what you need so we can set up programs that are really useful."

IDENTIFY THE CHILD:

Use selected drawings to identify child to be interviewed.

Explain to child and parent:

We would like to ask you, the child and the family, some questions about your life and experiences. Are you willing to talk with us.

(Arrange a quiet, private spot to talk.)

(Interviews for child and parent/adult are separate)

BIO-DATA:

How old is child?

School grade?

How long in camp?

Where did you come from?

Who do you live with?

(We see the residence.)

ABOUT THE DRAWING

When you made the drawing "As I See the World" you told a story with your picture.

We ask for details: What is this and this etc..? Where are you? Who is this? What are they doing?

? Can you Tell us how you felt? Why? What happened? How did others feel?

LIFE COMPARISON

Tell us about your life now.
What makes you happy, unhappy.
How does this compare to before coming here?
Are there parts of this life that are better? more difficult ?

ABOUT THE VIOLENCE

If they told us about the violence when we looked at the drawing, no need for these questions.
Tell us about your move to the camp.
Why did you come?
What happened in your home community?
Tell us about your experiences.
What happened to your home?
What happened to your family members?
What was the worst?
If you close your eyes and think about this time what happens? What do you see?
Do you see this often in your daily life now?

FUTURE

How do you envision your life two years from now? five? ten?
What will stand in your way?
Do you think you can overcome it? How?
What about the lives of the rest of your family?

PROSPECTS FOR PEACE

How do you suggest the conflicts in this country can be stopped?
What can you do? do you do this? Why, not?

PROGRAMS

What can be done to help you and your family?
Other than material help?
If no ideas, give them some ideas. Recreation. School. Talking groups.

PROBLEMS

What types of problems exist in the camp?
Let them tell us about material needs then explain psycho-social. Are there these kind of problems?
Interpersonal problems. People getting along with each other?
Who argues most? About what? Who helps them to get along? What happens when people argue?

RECREATION

What do people do for fun?
Types of play the children enjoy? and the adults? and together/
What stops more play?
Was there more in the villages before coming here?
What did people do for pleasure and relaxation before camp? What prevents that now?
Are there community organized happy occasions? births, weddings etc.

SCHOOL

- Do you go? Regularly? If not, why?
- What do you learn?
- Do you do well?
- Compare this school to your previous school?
- Any problems with school?
- What do you like best?
- How long will you go to school?
- Is that how long you would want?
- If want advanced education, what would you study?

EMOTIONAL NEEDS

- Can you describe how you feel when you wake up in the morning.
- Is this the way you want to feel?
- How is this different from before coming here?
- When you want to do things do you just get up and do them?
- What stops you?
- What is something you would really like to do?
- What stops you?
- Sleep without problem?
- Have you had Nightmares in the past or present? What are the stories? Did this really happen?
- What do you or parent do to help make nightmares go away? Does this work?
- Do you have "nightmares" in the day time (i.e. flashbacks)?
- About what? What do you or parent do to make them stop? Does it work?
- What makes you laugh?
- What makes you cry?
- What is your feeling most of the time?

FEELINGS CHANGE

- What would make you feel better?
- What can you do to achieve this?
- What can others do?

FAMILY INTERVIEW:

- Ages of parent(s) and others living at home.
- Previous employment. How do they sustain themselves now?
- Are there plans to return home or elsewhere?
- What prevents leaving the camp?
- Differences in lifestyle before camp and now.
- Tell us about the child we interviewed. Temperament.
- Changes since coming to the camp. What would help him?
- In what ways do you feel children, yours and others, have changed since coming to camp?
- If you could design a program to help your child and others what would you design?

MAKING SOFT TOYS



