



Faculty of Humanities



Psychology

in the Promotion and Protection of Human Rights



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Book of abstracts

Psychology in the Promotion and Protection of Human Rights

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PREFACE

Dear colleagues,

in an unusual sequence of events, this Book of Abstracts is being released after the publication of the full papers volume. How did that happen? In the Summer of 2025, a book containing twenty-two chapters was published, as the first collection to address topics related to human rights in Croatian psychology. As editors, we were immensely proud to have taken such a pioneering step from the Croatian perspective, shortly after the first books linking psychology and human rights were published internationally. The initiative for the book was launched in 2017, soon after the Section for Human Rights and Psychology within the Croatian Psychological Association was established.

While engaging with our colleagues abroad, we have presented the book on several occasions. It resonated particularly strongly on the Global Network of Psychologists for Human Rights platform, where the idea emerged that such a book could inspire and serve as a model for colleagues in other countries to produce something similar. In Croatia, preparing the book provided an excellent opportunity for reflection on the value frameworks that guide our work.

Given that the book was written in Croatian, because we believe the use of local languages has numerous advantages, we wished to publish abstracts in English to enable more colleagues to learn about its content. Notably, the printed Croatian edition already includes English abstracts. As that was a printed edition, with this electronic version we aimed to enhance accessibility for colleagues beyond Croatia.

Once again, we thank the authors, the author of the cover image Marija Škorić, the graphic designer Robert Stanojević, our reviewers Jasminka Despot Lučanin and Jasminka Juretić, as well as the proofreader Danijela Bilić Rojnić. We are grateful to the publishers – Juraj Dobrila University of Pula, the Faculty of Humanities and Social Sciences in Rijeka – University of Rijeka, and the Croatian Psychological Association – for recognising the relevance of the topic and the provided support.

As we write this, we are already preparing the next book in Croatian, as there are many more topics that we are eager to explore.

We hope this Book of Abstracts will serve as inspiration!

Iva, Marlena, Barbara and Josip
In Pula, Rijeka, Zagreb and Dubrovnik in Spring 2026

Psychology and human rights: state of the art and education



STATE OF THE ART OF A HUMAN RIGHTS BASED-AND-ORIENTED PSYCHOLOGY

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Abstract

The annual conference of the Croatian Psychological Association in November 2017 in Zadar was dedicated to ‘Psychology in the promotion and protection of human rights and social justice’. As far as is known, it is the first and therefore unique conference about human rights and psychology. As the then convenor of the EFPA Board Human Rights & Psychology, I had the honour of giving a presentation about the state of the art of human rights and psychology. This article focuses on the State of the Art of a Human Rights Based-and-Oriented Psychology. It describes the importance of human rights for psychology and the contributions that psychology can and should make to protect and promote human rights. Starting with the United Nations Universal Declaration of Human Rights (UDHR, 1948), some of the history and the impact of the UDHR on law and politics will be briefly explained. The basic principles and values of the UDHR are important and form the basis for human rights policy, not only for law but for all of society, and in particular for psychology. Although the UDHR has been mainly elaborated by lawyers in conventions and laws, there is a growing awareness of the significance and importance of the UDHR for the profession of psychology. A social science approach in addition to the more legal applications will be discussed. In particular, Amartya Sen (1999, 2005, 2009) has placed human rights in a social science perspective and added duties and ethics of professionals.¹

Keywords: dignity, psychology and human rights, UN Declaration of Human Rights, Universal Declaration of Ethical Principles for Psychologists

¹ This is based on the keynote lecture at the 25th Annual Conference of Croatian Psychologists: Psychology in the Promotion and Protection of Human Rights and Social Justice, 8 – 11 November 2017 in Zadar, and was updated in November 2023.

RECOGNISING THE NEED FOR THE INVOLVEMENT OF PSYCHOLOGY AND PSYCHOLOGISTS IN THE PROTECTION OF HUMAN RIGHTS

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Abstract

Respect for human rights and their promotion is an essential part of a psychologist's work in practical and scientific work. As a result, many professional organisations in Europe and worldwide have implemented the foundations of human rights values in their laws and ethical codes. An overview of the development of awareness of the protection and promotion of human rights within psychology at the international level was presented through examples of good practices of professional organisations in the USA and the European Union (EU). The level of knowledge and recognition of the involvement of psychologists in the Republic of Croatia on an individual level and within the framework of professional organisations in the protection and promotion of human rights is presented in order to improve the contribution of the psychological profession. As a result of these changes, it was necessary to establish a separate section for the protection and promotion of human rights within professional societies as a platform for education, interdisciplinary and interdepartmental cooperation in the adoption of legal regulations in the country and internationally. A high-priority activity is the introduction of mandatory curricula in the field of human rights at all levels of study programmes in psychology. It is particularly important to educate psychology professionals

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on the promotion and protection of human rights. Considering the fact that psychological and somatic health are closely related to human rights respect or violation and the rising world migration (mainly for economic and political reasons), it is of crucial importance that future generations of psychologists as citizens of the world, know, understand and respect the values associated with human rights and social justice.

Keywords: education, human rights, promotion, protection, psychology

HUMAN RIGHTS EDUCATION FOR PSYCHOLOGISTS

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Abstract

Although they can be a teaching goal in themselves, human rights are also a way to achieve other goals, such as better coexistence, higher quality of life or better mental health. In goals that are clearly intertwined with those of applied psychology, human rights education can help psychologists to further empower themselves to increase people's well-being, both at the individual and at the broader, societal level. A more systematic education for human rights has been intensifying over the past forty years through formal and non-formal contexts. Today it is said that it refers to education *about* human rights, *through* human rights and *for* human rights. Although there are not enough long-term evaluations, many results of monitoring and evaluation of human rights education programmes show their contribution in terms of knowledge, values and behaviour. It is possible to identify several models of human rights education: the socialisation model, the professional development model and the transformational model (Tibbitts, 2017). Each of them is suitable for the education of psychologists, either in initial education or in further professional development. There are various effective teaching methods and techniques, and they are dominantly highly participatory and include cognitive, affective and conative segments. People who teach about human rights, it turns out, should be *subjects of rights* themselves and support, promote, and protect human rights as role models. Recently there have been several professional initiatives in which psychologists have connected to promote the protection of human rights in psychology.

Keywords: education, EFPA, Global Network of Psychologists for Human Rights, human rights, psychology

Psychology and human rights in the institutions



HUMAN RIGHTS IN THE PRISON SYSTEM AND THE UZOR COMMUNITY²

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Abstract

The application of psychology occupies a special place in the protection and promotion of human rights in the prison environment. Prisoners are a particularly vulnerable group considering that they have been sentenced to prison for the criminal offence they committed, their freedom of movement is limited, and they are denied the right to privacy. This is precisely why, in addition to knowing the psychological characteristics of prisoners, as well as the psychological consequences of their legal restriction in basic rights, it is important to know the effects of the violation of other human rights of prisoners on the psychological well-being and possible patterns of behaviour of prisoners. Also, it is important to know the effects within the prison system that can result from the creation of a context that supports

2 The basic idea of establishing the UZOR Community (Croatian acronym for *Success, Unity, Responsibility, Work*) emerged from the project *Support to the Prison System of the Republic of Croatia* (Twinning, no. HR IB JH 01), within which officials of the Directorate for the Prison System and Probation of the Ministry of Justice, Public Administration and Digital Transformation were introduced to the model of organising the life of prisoners in the penitentiaries of the partner country in the project, Spain, called the *Modulo de respeto*, which has been applied in most penitentiaries of the Spanish prison system since 2001.

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rights awareness and the active advocacy of prisoners for their own rights. The paper presents the way in which the prison system relates to the protection of the rights of prisoners, with a special emphasis on the UZOR community. It is an organisation of prisoners' daily life that enables a quality of life similar to that of freedom, in which the mutual respect for dignity and active commitment to human rights play the key role.

Keywords: human rights, prisoners, UZOR community

MONITORING THE HUMAN RIGHTS OF ELDERLY PERSONS IN INSTITUTIONAL CARE

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Abstract

Psychology has an important place in the protection of the human rights of the elderly in institutional care, where not only specific knowledge about the psychological characteristics of the elderly is important, but also knowledge about the possible ways of reacting and the consequences of violating their human rights. The field of human rights is a multidisciplinary field and requires additional training of psychologists, especially regarding the regulations governing the rights of elderly persons in institutional care. The paper provides a brief description of the approach of the National Preventive Mechanism for the Prevention of Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment to monitoring the human rights of elderly persons in institutional care, with an emphasis on the role of psychologists.

Keywords: elderly people in institutional care, human rights, National Preventive Mechanism, psychologists

PROVISION OF PSYCHOSOCIAL SUPPORT WITH THE MEDIATION OF A TRANSLATOR

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Abstract

Over the past 30 years, the number of migrants in the world has almost doubled (IOM, 2023). Out of a total of 281 million migrants in the world, as many as 103 million migrants (UNHCR, 2022) are forcibly displaced persons who fall into the categories of refugees, exiles, migration amid climate change or migration due to human rights violations. Such trends increasingly raise the question of availability of psychosocial support for people from less dominant cultures who do not speak the dominant language of the community in which they live. Host communities, which receive migrants, have the power (and thus the responsibility) to adjust the availability of psychosocial support services to those who need them. If the local community has an already developed network of psychosocial support services, then its availability for foreigners depends on the translation of psychosocial support services and the cultural competence of helpers and translators. In this paper, the main guidelines for translators and helpers on (working together in) providing psychosocial support will be summarised. Also, although the guidelines are valid for working with all types of migrants/foreigners, additional emphasis will be put on the specifics of providing support to refugees due to the particularly high number of risks they are exposed to.

Keywords: acculturation, migrations, psychosocial support, translation

PSYCHOLOGISTS IN HUMAN RIGHTS INSTITUTIONS WITH THE EMPHASIS ON INSTITUTIONS FOR CHILDREN'S RIGHTS

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Abstract

Most countries in Europe and the world have ratified international documents which oblige a country to protect human rights, as well as adopted a number of programmes and action plans and committed strategically to rule of law and human rights protection. However, practice shows that the provisions of such documents are not equally efficiently implemented and embedded in legal and operational systems. People of different professions can be found among those working in the field of human rights: mostly lawyers, but there are also psychologists. It seems to us there are not enough psychologists, as the extent of the phenomena handled by human rights institutions, especially children's rights, requires a multidisciplinary and interdisciplinary approach, especially the presence of psychology and psychologists since it most often includes human behaviour, which is the subject matter of psychology both as a science and a practical discipline and profession. In human rights institutions, all professional employees, including psychologists, are expected to advocate, promote, protect and investigate human rights, including children's rights, as well as to influence decision makers, present results of human rights studies and affect changes. This paper presents the research aimed at finding out more about the perception of the role of psychologists in the field of human rights and social justice, especially in the activities and work related to human rights institutions, such as Ombudspersons. In Europe there are two dominant models of autonomous human rights institutions. One model refers to

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independent, specialised institutions dealing with human rights of certain groups of citizens, such as children and persons with disabilities. Other institutions dealing with human rights protection and freedom of all citizens in general have units, departments or deputies of ombudspersons in charge of rights of certain groups. Despite a limited amount of collected data, it is clear that a small number of psychologists are employed in independent human rights institutions, although the need for engagement and role of psychologists in the field of human rights is nevertheless recognised.

Keywords: children's rights, human rights, human rights institutions, psychologists, psychology

(DIS)RESPECTING THE HUMAN RIGHTS OF PSYCHIATRIC PATIENTS

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Abstract

In their core, human rights are guaranteed to each human being on the basis of their existence as a human being; they are inalienable and cannot be taken away. Their importance is reflected in the life of each human being; among other things, because they protect us as persons. Their connection to physical, and especially mental health, is unquestionable. The violation of human rights creates multi-layered issues that manifest themselves on both the individual and the social level. In the past decades, especially in the past few years, the topic of the importance of mental health has come into global focus. Among other things, there are attempts to resort to legal regulations to integrate into society the importance of mental health for the well-being of both individuals and society. That is why we found it necessary to discuss the position of psychiatric patients in the context of respect for human rights. This is an especially vulnerable group, and the violation of their human rights is thought to be justifiable under circumstances when it refers to the well-being of the person themselves. A review of research dealing with the phenomenology of oppressive measures has shown that the latter significantly more often overshadow the efforts to provide help and carry out the treatment, and the long-term consequences are negatively reflected in the area of psychological well-being, social integration, and, finally, in the areas of mental and physical health. As individuals and as a society, we have a moral, social and professional responsibility to use every opportunity to raise awareness of human rights, and to implement new findings into practical use.

Keywords: human rights, mental health, psychiatric patients

STIGMATIZATION OF PEOPLE WITH OVERWEIGHT AND OBESITY BY HEALTH PROFESSIONALS IN THE CONTEXT OF FUNDAMENTAL HUMAN RIGHTS

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The number of children and adults with overweight as well as people with obesity has increased in recent times. These people are very often stigmatised in various areas of life, including the healthcare system. Obesity not only has a negative impact on the health and well-being of those affected, but these people are also often subject to stigmatisation. Discrimination manifests itself in various inappropriate and derogatory remarks, physical barriers, staring, shunning, ostracising or ignoring. People with overweight and obesity are perceived as less self-disciplined, compliant, boring and less intelligent than people of normal weight. In the context of the healthcare system, this means that people with overweight and obesity do not receive the treatment they deserve, which violates their basic human rights, especially the right to healthcare. The stigmatisation of people with overweight and obesity in the healthcare system poses a significant risk to the health and adaptation of these people. Discrimination usually manifests itself in inappropriate treatment by medical staff, which ultimately leads to non-utilisation of health services. There are measures in place to

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try to change the attitudes of medical staff, but the evaluations of these measures show that the changes in attitudes are short-lived. It is clear that mechanisms need to be put in place that will lead to a long-term change in the attitudes of medical staff, which would result in a reduction in stigmatisation and thus fair treatment of people with overweight and obesity while respecting their basic human rights.

Keywords: health system, people with obesity, people with overweight, right to health care, stigmatisation

Psychology and human rights in partner relationships and minority groups



FAIRNESS AND EQUALITY IN PARTNER RELATIONSHIPS – SITUATION AND PERSPECTIVES

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The term “equality” basically means equal rights and freedoms in different spheres of society, it is a prerequisite for democracy and social justice, it is the basis of the constitutional order in many countries, including Croatia, where it is an integral part of Article 3 of Basic Provisions (Official Gazette no. 56/90, 05/14). It applies to all parts of life, including partner relationships, as well as to the harmonisation of work and family life. This form of human rights belongs to the first generation of human rights in the form of civil and social rights, also stated in the Charter of Fundamental Rights of the European Union from 2000. Is this really so? Monitoring of family policy and trends in family functioning in Croatia shows that, in addition to the traditional way of community functioning through heterosexual (mostly spousal) relationships and parenting, there is an increasing number of extramarital (hetero and homosexual) unions and family unions in the form of single-parent families, adoptive families and extended families created by new unions of divorced persons and their children from previous marriages. Despite this, value changes are still slow and traditional family models are retained in terms of equality in relationships. Over the past fifty years, women’s emancipation is mainly observed in the field of education and (in principle) in a part of labour market inclusion, while the perception of typical female and typical male jobs, as well as the organisation of care for children and older family members, as mostly performed by women, is still dominant within the family. Difficulties in adapting to new circumstances are observed in partners who show the need to learn new skills that will enable them to cope more easily in the increasingly difficult living conditions. Over the past three decades, numerous changes have been observed in the functioning of partner relationships,

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marriage and family in Croatia. In this paper, we will look at the perception of equality, as well as discrimination in partner relationships, the perception of fairness and equality in the distribution of household responsibilities, and the impact of partner support on partner relationship satisfaction, as well as the connection of psychology with this area.

Keywords: adaptation to new circumstances, equality, partnership relations, traditionalism

VIOLENCE AGAINST WOMEN: A HUMAN RIGHTS ISSUE

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Abstract

Violence against women and girls is not only one of the most aggravating forms of discrimination, but also the most prevalent and cross-cutting form of violation of human rights worldwide (United Nations, 2022). It involves an extremely large number of different forms of violence girls, young women and women are exposed to everywhere around the world. One in three women will experience physical and/or sexual violence, most often by their partner (UN, 2019; The Council of Europe, 2011; World Health Organisation, 2021). This paper describes why it is crucial to understand that violence against women is a human right violation and an extreme form of discrimination against women, in addition to what the understanding of this phenomenon contributes to approaching the issue, developing the policies and, above all, to direct service provision to women survivors of violence. Numerous international and national documents clearly state that violence against women is a violation of human rights and a manifestation of historically unequal power relationship between women and men, and some of them are legally binding in Croatia, too. In spite of this fact, we witness the practices where the violence against women is treated as a woman's individual problem and an isolated violent incident, which indicates a lack of understanding violence in its dynamics and its characteristic of being structurally conditioned. Such practices result in treating victims without understanding and respecting the context, equalising the power of the victim and the perpetrator, and seeking the victim's co-responsibility, as well as failing to understand the mechanisms that make it difficult or impossible for the victim to leave violent relationships. In addition, failing to recognise violence against women as a violation of human rights leads to minimising the responsibility of the state as the primary bearer of human rights protection of its citizens.

Keywords: discrimination, violence against women, violation of human rights

COMING OUT, ACCEPTANCE AND LIFE SATISFACTION AMONG LGBT PERSONS

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Abstract

In the past twenty years, several positive shifts have taken place in Croatia for LGBT persons. Albeit their rights and visibility have improved, setbacks such as the formation of conservative currents and attacks on human rights have also taken place. Previous research shows that restricting rights and conveying negative attitudes in the social environment can significantly impair the quality of life for LGBT people. The aim of this study was to describe the coming out experience, the perception of limited life opportunities and satisfaction with LGBT people's acceptance in different life contexts along with examining their correlation with life satisfaction among LGBT people. Based on reports of 479 LGBT people, study results show that participants are more open about their LGBT identity in their immediate surroundings than in the wider ones. The participants were generally not satisfied with the level of acceptance of LGBT people in different life contexts and they believed their life opportunities were limited due to their LGBT identity, but they were generally satisfied with their lives. Life satisfaction was associated with greater openness about the LGBT identity

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and more frequent coming out, as well as with greater satisfaction with the acceptance of LGBT people in different life contexts. The results were interpreted in the context of social changes, relevant international research and the role of human rights in protecting mental health. The research implications concern recommendations on how psychologists can contribute to the protection of LGBT people's human rights by becoming their allies and fostering work environments where LGBT individuals can feel free and accepted.

Keywords: acceptance, coming out, LGBT, life satisfaction

RIGHTS AND SUPPORT NEEDED FOR LGBTIQ+ PARENTHOOD

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Abstract

It is often assumed that LGBTIQ+ people are not and cannot be parents, and the discussions about their parental role often contain strong negative reactions. Nevertheless, research shows that more and more LGBTIQ+ people are becoming parents, and that they are also part of Croatian society. The aim of this paper is to present recent research conducted in Croatia and abroad which provides insights into the experiences, as well as the necessary rights and support of LGBTIQ+ persons who are parents. Previous research showed that slightly less than half of LGBTIQ+ people want to become parents, for reasons similar to heterosexual cis-gender people. At the same time, socially conditioned fears and worries, as well as complex legal barriers, sometimes prevent and/or demotivate LGBTIQ+ people from having children. Same-sex couples in Croatia and elsewhere do not have the option of adopting and fostering children. They are also not allowed to access medically assisted reproduction, nor is there a possibility of parenthood through surrogacy. Contrary to negative views, research systematically shows that children living with two same-sex parents do not differ from

children living with two parents of different sexes in a wide range of outcomes important for child well-being, such as academic achievement, cognitive development, social skills and mental health. These studies demonstrate that the quality of family relationships is the crucial aspect of well-being of children and parents rather than family structure or the sexual orientation of parents/caregivers. What makes these families different is not the family dynamics, but the deprivation of rights and support and pervasive prejudice. Like everyone else, LGBTIQ+ parents have the right to raise their children in a safe and supportive environment and have access to the same resources and information, which is currently not completely regulated in Croatia because families with LGBTIQ+ parents are formally unrecognised. In this context, psychologists as mental health experts have an important role, primarily in promoting scientific and professional knowledge, as well as human rights of LGBTIQ+ parents in order to reduce discrimination.

Keywords: LGBTIQ+, motivation for parenthood, parenthood, rights of LGBTIQ+ persons

A PSYCHOLOGICAL PERSPECTIVE ON HUMAN RIGHTS AND SOCIAL JUSTICE OF LGBTQ+ PERSONS

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Abstract

Human rights are fundamental rights that protect basic human freedoms and human dignity of all persons, regardless of their nationality, sex, gender, ethnicity, religion, language and other social statuses. Human rights are indivisible, interdependent, universal and inalienable insofar as they cannot be denied and are granted to individuals as well as groups. For that exact reason, many psychological organisations and societies explicitly state human rights as the basis of their professional work. The paper emphasises the specific cultural features that have shaped the education of the young generation of psychologists about sexuality; the level of information of psychologists about human rights; the issues of development and integration of the identity of sexual and gender minorities; the professional, ethical and legal regulations the psychologists are subject to. Finally, there are professional guidelines and recommendations that emphasise continuous development based on scientific facts and the ethical aspects of psychology that recognises the needs of sexual and gender minorities. These guidelines, recommendations and education are aimed at preventing possible risks related to the involvement of psychologists either in research with the LGBTQ+ population or in practical work that can lead to bias towards LGBTQ+ people, methodologically questionable results, damage to the mental health of LGBTQ+ clients or actions of psychologists based on their own beliefs that can additionally harm the position of LGBTQ+ people in a particular society with specific cultural and socio-political characteristics. The task of psychologists is to focus on this phenomenon and help overcome possible negative counter-reactions of those who discriminate and oppress LGBTQ+ people, denying their human rights.

Keywords: gender identity, human rights, LGBTQ+, sexuality, sexual orientation

HUMAN RIGHTS AND REFUGEES IN CROATIA

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Abstract

Society's attitude towards refugees can be considered a measure of respect for universal human rights within that society. Open democratic societies strive for the integration of refugees as the most favourable acculturation strategy, because this allows refugees to become part of the community in which they live while retaining the characteristics of their original culture and identity. In this paper, through the lens of social identity, we examine the refugees' need to be accepted in a new environment, as well as the benefits this acceptance brings to the majority group. Since integration is a two-way process, it is important to recognise and respond to the needs of refugees and to send a clear welcome message, both as a society and as individuals. In addition to individuals who provide irreplaceable support to refugees navigating language and administrative barriers, it is essential to ensure cooperation of competent institutions. In the paper we focused on school as an institution that plays a central role in the lives of both children and their parents, which can send a clear message of acceptance of new fellow citizens and initiate positive changes in the community. By presenting two concrete programmes that encourage socialisation between refugees and their host communities – both within and outside of schools – we demonstrate how schools can initiate activities that include not only the pupils of a particular school, but also their parents and other family members, and thus connect refugee families with other members of that community or neighbourhood. In such actions it is important to emphasise the resources and contributions of everyone working for the benefit of the community, including refugees – our new neighbours who can contribute to this country and society through their work, knowledge, and skills.

Keywords: human rights, integration, multicultural societies, refugees, role of school

Psychology and human rights in the general population



PARTICIPATION AS A NEED OF CHILDREN

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Abstract

In the modern world, children and young people are considered an important part of the society, the bearers of innovation and our future. However, an approach in which children and young people are viewed only as a temporary age group, and that concentrates on the future, can be rigid and exclusive. Documents such as the Convention on the Rights of the Child encourage the states to incorporate ways into their mechanisms that will enable children and young people to express themselves, and give them the opportunity to have their voice heard in the decisions that concern them. Children's rights are based on the realisation of their needs, so if the basic children's rights are not respected, their basic needs are not met. In order to create the conditions for realising all children's rights, including the right to participate, the support and guidance of adults are necessary. This paper presents the perception and experience of children and young people from four communities – Velika Gorica, Vukovar, Belišće and Zelina – in the current level of involvement, and analyses the causes and consequences of not respecting their involvement in decision-making at the community level. Despite this significant prevention resource, children's participation in Croatia is not enough represented and recognised. This paper gives suggestions that could help to make better use of this resource in the future.

Keywords: children's participation, examples of good practice, local community, self-determination theory

FUTURE TEACHERS' WISDOM AND ATTITUDES TOWARDS THE RIGHT TO EDUCATION

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Abstract

Teacher education students should be ready to promote human rights in the educational process so that their pupils can acquire knowledge about them, develop abilities and skills for their promotion and protection, and behave in accordance with the protection of human rights. Wisdom is often associated with the promotion of societal well-being, so the aim of this research was to explore if there is a connection between future teachers' wisdom and their attitudes towards the promotion of the right to education. There were 215 students in the research. The Self-Assessed Wisdom Scale (SAWS) with the following dimensions: experience, emotional regulation, reminiscence/reflexivity, humour and openness was applied. Also attitudes towards six articles of the Universal Declaration of Human Rights related to the promotion of the right to education were examined. No significant correlation was established between students' wisdom and attitudes. However, when students were divided into highest and lowest scorers in SAWS, those with the highest scores in the overall SAWS and especially in emotional regulation had, on average, more positive attitudes towards the promotion of the right to education. Evaluating elements of attitudes: comprehensibility; enforceability at government level; clarity of individual responsibility; the possibility of support from political parties; importance; own commitment to respecting

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the right; agreement; and willingness to participate in its promotion, the majority of them were more positively affected by a higher score on the humour subscale. Willingness to participate in the promotion of the right to education proved to be the most sensitive to certain dimensions of wisdom: it was higher among students with the highest scores on the dimensions of experience, reminiscence, humour and openness. Wisdom, it seems, can influence the formation of more positive assessments and attitudes towards the promotion and protection of human rights.

Keywords: cultural rights, economic and social rights, human rights, right to education, wisdom

PROMOTION AND PROTECTION OF HUMAN RIGHTS IN ORGANISATIONS

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Abstract

How can psychologists contribute to the protection and promotion of human rights in the work environment? Human rights are ways to talk about basic human needs and ways to satisfy them, as established by declarations, laws and professional standards. By exemplifying professional knowledge and skills in individual, team and organisational work, psychologists can contribute to making organisations and workplaces more inclusive, safer for the individual, supportive for communities and the overall further development of work and social values so that human rights are consistently recognised, realised and protected. We present professional principles and examples of practices that psychologists can and should follow in order to protect and promote human rights in the work context.

Keywords: examples of practice, human rights, organisational psychology and work psychology, protection of health

DEMOCRACY ON HOLD: THE IMPORTANCE OF DEMOCRATIC VALUES AND CIVIL LIBERTIES AND THE WILLINGNESS TO ABANDON THEM DURING THE CORONAVIRUS PANDEMIC

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Abstract

Based on the fact that the protection of human rights, freedoms and dignity of individuals and groups is fundamental to the work of psychologists, this paper examines how important democratic values and civil liberties were to Croatian citizens during the coronavirus pandemic, when these rights were largely restricted, and how willing citizens were to give up these values and freedoms over time. Using a national probabilistic sample of 743 adult participants, the changes in the perceived importance of democratic values and civil liberties and the willingness to give them up were tracked over the period of a year and a half, from August 2020 to March 2022. The results showed that democratic values remained (mostly) consistently important to Croatian citizens, but also showed a trend of declining importance of democratic values compared to previous studies in Croatia. Some changes were also observed in the willingness to give up democratic values and civil liberties. Although not substantial, these changes are interpreted in the context of the pandemic. They show an increase in the willingness of citizens to readily agree to the restriction of their own space of civil liberties, control and decision-making in times of crisis and to leave decision-making to the responsible elites without participating in the democratic process. These findings are discussed in the context of the paper's central thesis, emphasising the importance of

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democratic framework and the protection of individual (and group) rights and freedoms for the professional work of psychologists.

Keywords: civil liberties, coronavirus pandemic, democracy and the work of psychologists, democratic values, longitudinal study

SPORTS, HUMAN RIGHTS AND PSYCHOLOGY

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Abstract

Sport as an important human and social activity certainly deserves constant questioning of human rights in accordance with its beginnings and foundations on equality. We can ask ourselves how much sports psychology or sports psychologists have contributed to the protection of human rights in sports. Fortunately, there is increasing global awareness of the importance of protecting human rights through and in sports, as evidenced by the efforts of national sports associations, as well as international sports associations through various campaigns aimed at raising awareness and encouraging all participants involved in sports to protect human rights. The UN Convention on the Rights of the Child (1989), with regard to the physical and psychological immaturity of children and considering the fact that everyone is born with equal fundamental freedoms and rights for all human beings, indicates the need to protect children in order to enjoy these rights from birth to maturation. We have a positive example of protection of children's rights in sports in Norway, whose national Olympic and Paralympic Committee adopted sports rules that are based on the UN Convention on the Rights of the Child and are binding for all coaches who work with children up to the age of 13. Mega-sporting events such as European and world championships, the Olympic and Paralympic games, often involve the possibility of promoting all positive aspects of sports, although they also surprisingly involve human right violations. As sports and the movement for human rights develop hand in hand with educational programmes on sports ethics and sports law, including human rights as a subtopic, the number of courses and workshops on sports and human rights is also increasing. Gender inequality in sports has been present since the very beginning of sports. The necessity of gender equality in sports has also been recognised by the European Parliament that is systematically committed to its achievement. Some reflections on the issue of LGBT athletes suggest a deeper analysis and an integrative

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approach to explaining and understanding the multi-level factors that influence the experiences of LGBT athletes in sports, from attitudes of the general population towards LGBT people and athletes, data on the LGBT demographic, etc. One of the most recognised is the issue of racism in sports. Although it is most recognisable in the behaviour of fans in football, it is not uncommon among the players themselves. It is present in tennis and athletics, as well as in a number of other sports. The media coverage of the Paralympic Games, one of the major sports events, led to an increased awareness of the possibilities of playing sports for people with disabilities and the related need to adapt and provide prerequisites for exercise as a preventive health component for people with disabilities.

Keywords: human rights, psychology of sport, sports

PSYCHOLOGY IN THE PROMOTION AND PROTECTION OF HUMAN RIGHTS OF PERSONS SUFFERING FROM AND BEING TREATED FOR ONCOLOGICAL DISEASES

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By supporting the alleviation of psychological difficulties, psychoeducation and patient empowerment, advocating patients' rights and improving communication between patients and health care providers, psychologists can help cancer patients receive the necessary care and respect for their rights on different grounds at various levels of the system and in civil society. An overview of the development of psycho-oncology and presentation of good practice in a civil society organisation *EVERYTHING for HER* is presented.

Keywords: distress, *EVERYTHING for HER*, IPOS, NSOPR, psycho-oncology

PSYCHOTHERAPY AND HUMAN RIGHTS

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Abstract

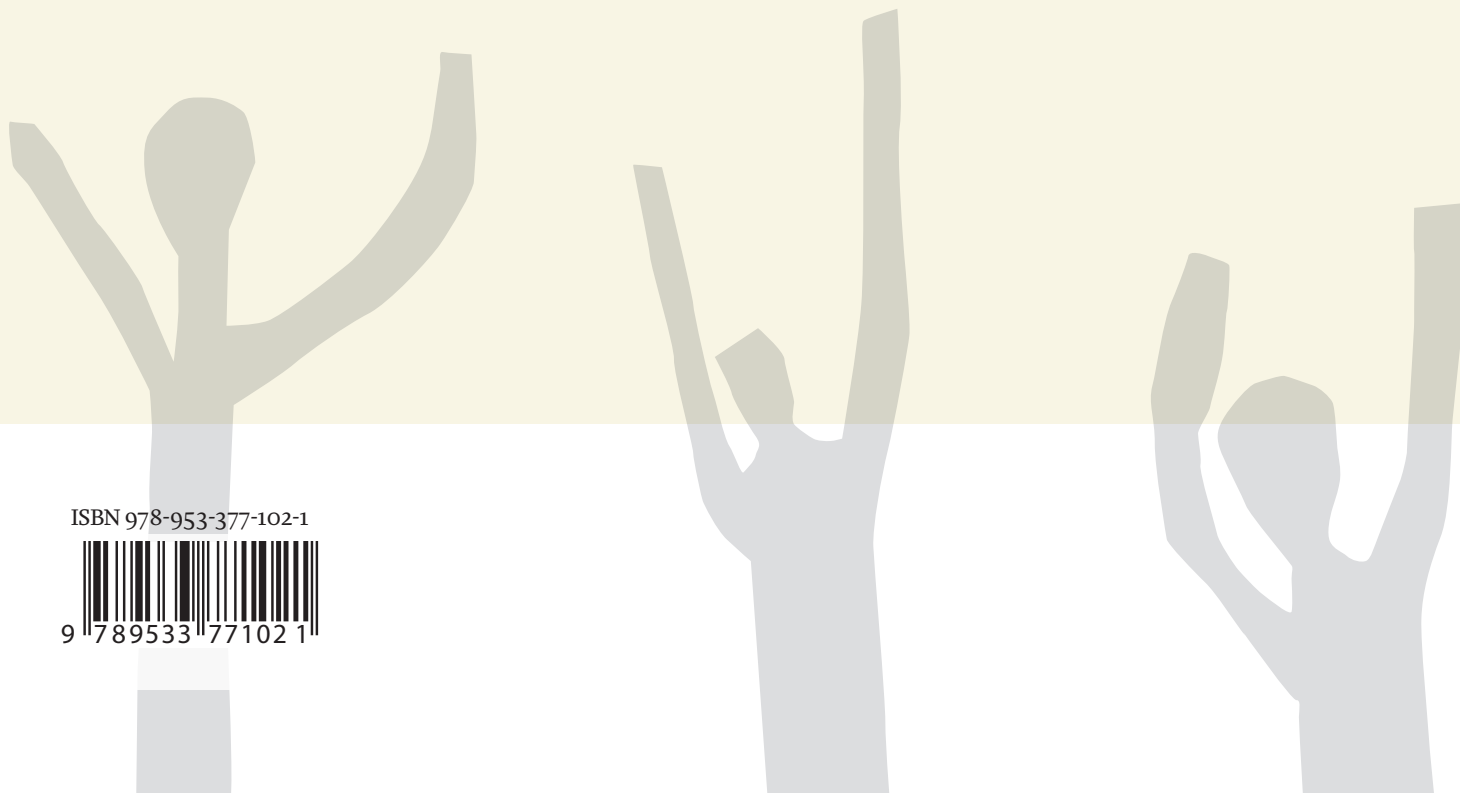
Human rights, although seemingly inseparable from psychotherapy, are rarely explicitly mentioned in psychotherapy textbooks, scientific papers and publications. The codes of ethics of psychotherapy schools and umbrella psychotherapy and counselling organisations and societies at the national level mainly deal with topics related to the promotion and protection of human rights and social justice. Only recently, human rights have become a concept that is discussed within psychotherapy professional circles through the topics of anti-oppressive practices, affirmative practices, reflective practices, intersectionality and intercultural competence. The paradigm of intersectionality enables different identities of clients, such as racial, national, religious, gender, sexual orientation, to be considered together and thereby expand the theoretical insights and discourses of identity politics, placing the processes of self-formation and interactions with differences and diversities in the relational space of psychotherapy, instead of within individual dynamics. A clear positioning of human rights in psychotherapy is essential and invaluable for psychotherapy at the moment when it begins to accept and analyse the challenges of analysing the social, historical and political contexts that organise the psychological experience of people who come to psychotherapy, especially regarding the effects of collective trauma and its transgenerational transmission. It is also important to begin a critical review of research results and scientific methodology based on the theory of psychotherapy directions developed by Western professional scientists, white, male, heterosexual and cisgender, their focus of research being based on the white, Western population. In psychotherapy as a modern profession and scientific discipline, there is the increasingly important awareness of the need to integrate a perspective that recognises the factors that influence psychological functioning, interpenetrated through different identities at the intersection of race, gender, social status, ethnicity, nationality, religion, sexual orientation and gender identity. The reflective position of a psychotherapist and a scientist who has intercultural competences allows one to dive into the intersection

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of identities through which both the psychotherapist and the client are formed, and into the way in which they express the influence of society and socialisation on psychological functioning and clinical practice.

Keywords: ethics, guidelines, human rights, intercultural competencies, intersectionality, psychotherapy, reflective practice



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