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## A Virtual Training Institute in Eastern Europe

This paper should perhaps be seen as 'work in progress' as more detailed studies of such a rapidly evolving and multi-faceted situation are required. In this paper I will mainly discuss "The Han Groen Prakken Psychoanalytic Institute for Eastern Europe" (PIEE) which has been operative since April 2002; however, the preceding fifteen years, during which the foundations for the development of psychoanalysis in Eastern Europe were laid, should not be overlooked. With the set up of the PIEE, a multitude of projects led by committees, national institutions and societies as well as small groups of individual analysts converged in a single organism or found in this organism either coordination or a reference point.

In this study, by Eastern Europe we mean post-communist Europe including the non-European countries that came into being in the wake of the dissolution of the USSR. It is a huge area, inhabited by 420 million people whose most important common trait is decades of totalitarianism and the resulting economic difficulties. A part of this area, with some 120 million inhabitants, has now joined the European Union.

The **collapse of the iron curtain** stirred deep emotions, some of which were tangible and direct while others were latent and more difficult to decipher. The profound geographic and political - but above all human - divide brought about by wars and brutal totalitarian regimes which had drained and numbed the European continent in the twentieth-century was spanned. Over the decades two realities, which in Freud's time were interlinked and familiar, had become increasingly unfamiliar and distant, and then suddenly became aware of each other again. This led to the amazing meeting of people from both sides of the divide who shared an interest in psychoanalysis. All brought not only their enthusiasm but also pieces of their history, arousing unconscious and intense, sometimes even disturbing and not always easily manageable, fantasies and affections. From the West people brought familiar ancient roots, traumas, senses of guilt, solidarity, curiosity and bewilderment over the fact that a reality, which was now so familiar and close, had been so distant for more than half a century. The East brought curiosity, enthusiasm, a backlog of problems to solve and a thirst for learning, accompanied by all the idealization and sense of humiliation that came with it.

After all, Sigmund Freud had "eastern" origins too, being born in Pribor in the Czech Republic and, like him, so did many of the pioneers of psychoanalysis and the first patients who are now famous. "Freud's family belongs to the generation of Jews, spread all over the territory of the South-Eastern Europe. His parents were coming from Galicia: his father was born in a little town called Tismenitsa (located in Ivano-Frankivsk oblast of Ukraine), and his mother was born in Brody (Lviv oblast). Once young Freud's mother was living in Odessa, later on his father was trying to conduct business in this city. It is known that Freud himself did well know the realities of Ukrainian life and could even say several words in Ukrainian. [...] As E. Jones has noticed, the majority of Freud's patients were coming from Eastern Europe. It is difficult to comprehend the reasons of

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<sup>1</sup> This paper is the result of long and painstaking work with the members of the Board and Staff of PIEE and it is thus difficult to attribute individual contributions to their authors. The text should therefore be considered a joint effort.

such a circumstance. Among those could be high paying capacity of patients, their susceptibility to the psychoanalytic method of discovering of unconscious (as Freud thought), their increased need in such a treatment or Eastern European ancestry of many analysts, including Freud himself as well as M. Eitingon, Lou Andreas-Salome, W. Reich, and others. It is very likely that the most famous Freud's Ukrainian patient was Sergey Konstantinovich Pankeev (1886-1979), the son of a landowner from Kherson, known in the psychoanalytic world as a Wolf-man." (Pushkareva and Romanov, 2002, p. 116)

In the Nineties the question was raised of whether **eastern cultures** and societies would be able to embrace psychoanalysis, seen at that time as being purely western almost as if the unconscious, the drives, the conflicts and the defence mechanisms were not common to mankind in general. More recently, similar perplexities have been voiced about China and other cultures which are now venturing into the psychoanalytic world. Such objections appear paradoxical considering all the efforts made in the twentieth century to demonstrate the universality of the Oedipus. It is amusing today to read a circular written by the secretary of the IPA, Otto Rank, in 1923: "the professor [Freud] thinks that we should recognize the group in Moscow. Of course, they are terrible both personally and professionally, but at least we would have some control over them. They can't possibly be any worse than the group in New York." Kafka (2007), commenting on this, wrote: "While healthy skepticism is well-entrenched in our psychoanalytic culture, the subsequent developments of psychoanalysis in New York nor, as we can see today, in Eastern Europe, show that the skeptics have not had the last word."

There would be much to discuss and write about on these and other aspects, as well as on the rich history of the development of psychoanalysis in those twenty years in such a vast and variegated area in terms of languages spoken, cultures and history. However, this in itself would deserve a treatise apart and so on this occasion I will limit myself to just a few brief remarks.

### **A brief history**

The only communist country where psychoanalysis miraculously survived and was not forced underground was **Hungary** where, back in 1975, the IPA acknowledged a Study Group, which became again a Component Society in 1989. IPA analysts working undercover and with a limited scope of action had operated before 1989 in the Czech Republic, Poland, Serbia and Croatia, creating enclaves which would re-emerge after the fall of the Berlin Wall. In the other countries, instead, everything had to be built almost from scratch.

**Eastern Germany** is a different case as it became part of Germany in 1989 and for this reason it was not included in the international programs for Eastern Europe.

In 1987 **Han Groen Prakken**, president of the EPF at the time, and the Hungarian Gyorgy Hidas, liaison officer for the IPA in Eastern Europe, organized a first meeting in Budapest with representatives of potential Eastern European candidates. In 1990 Han Groen Prakken and Eero Rechartt travelled to Lithuania, invited by a group of psychotherapists interested in psychoanalysis, and by chance arrived on the day on which the country declared its independence. Eero Rechartt answered a Lithuanian television reporter who asked how psychoanalysis could be defined saying, "Psychoanalysis is freedom of the mind". The great adventure had begun!

Difficulties, obstinacy and **initial misunderstandings within the IPA** and EPF did not manage to suppress the enthusiasm and incredible motivation of the Easterners nor

discourage the Westerners who were fascinated by the extraordinary attitude of their newly discovered colleagues. Seminars organized by the EPF were held in rapid succession in Eastern Europe (Budapest 1989, Belgrade 1990, Pultusk-Poland 1991, Vienna 1993, Vilnius 1994, Constanta-Romania 1995, Moscow 1998, Kiev 2000, Prague 2002) during which, for a weekend, analysts from the West and aspiring candidates from the East discussed psychoanalysis and tried to find ways of organizing analytic training. In 1990 five Lithuanians moved to Helsinki and began their training there while other candidates moved to Paris, the USA and elsewhere. However, it soon became clear that this strategy would not benefit development in the East because, except for some rare and notable exceptions, the length of the training meant that candidates often decided to settle permanently in the host countries instead of returning to their homeland. It was only in 1993 that the IPA's attitude changed and, with Eero Rechartt chair of the EPF East European Committee (EEC) and Han Groen Prakken and John Kafka co-chairs of IPA EEC, a prolific and lively partnership was forged, promoting the definitive take-off of projects in the East.

The *EPF East European Summer School of Psychoanalysis* was held in Estonia in 1994, the first of 16 that would be organized throughout Eastern Europe (Lithuania, Latvia, Slovenia, Croatia, Bulgaria, Romania, Ukraine), directed for many years by Tamara Štajner-Popović. These schools began by teaching "what is psychoanalysis" in an outreach project whose main goal was to lay the basis for the study of psychoanalysis; however, it also aimed to provide wider and more general information. Last but not least, and one that grew in importance over time, was the goal of proposing high quality "IPA branded" psychoanalysis in order to distinguish it from the fairly primitive "imitations" that had quickly begun to proliferate in the area.

In 1996 Hans-Volker Werthmann and Horst Kaechele, along with other German colleagues and the financial support of the DPV, organized the first "shuttle analysis" in Frankfurt and Ulm for some Muscovite candidates.

In 1999 the *EPF East European School for Child and Adolescent Psychoanalysis*, conceived by Lilo Plaschkes, was organized. The School, which operated for 10 years in Croatia before moving to Slovenia, initially only had outreach ambitions. However, in 2009, as a result of the inclusion of a series of other seminars, it became the headquarters of the official PIEE training on Child and Adolescent Psychoanalysis.<sup>2</sup>

In 2000 and organized by Michael Rotmann, who succeeded Rechartt as chair of the EPF EEC, the first *East European Candidates Seminar* was held in Poland exclusively for candidates. Run by Aira Laine in the following years, the seminars were then extended to direct members under a permanent education programme. So far these seminars have been held in Hungary, Serbia, Estonia, Russia, Latvia, Romania, Italy and Lithuania.

All **three annual schools** last six days for a total of 30 teaching hours comprising plenary sessions followed by small group discussions, discussions of clinical cases, workshops, individual consultations on clinical work, screening and discussion of films. Each school is attended by 60 to 110 students and 10 to 20 teachers/training analysts. Informal interaction during breaks, mealtimes, free time and in the evenings is perhaps a less evident but nonetheless important aspect. More than providing the widely used opportunity to "ask what you never dared to ask" in formal situations, in these moments a lot of information about which authors to read, tricks of the trade in clinical work,

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<sup>2</sup> The PIEE has a Committee for Development of Child and Adolescent Psychoanalysis in Eastern Europe, of which Lilo Plaschkes (Israel) is Chair, Leena Klockars (Finland) is secretary and of which Marta Badoni (Italy), Renate Kelleter (Germany), Jaap Ubbels (Netherlands) and Andres Zachrisson (Norway) are members. The committee also has the function of Training Committee for the psychoanalysis of children and adolescents.

experiences and more is shared. These moments also give candidates a chance to see the teachers in a less official, less idealized context, which in my view can favour the distinction between the transfer on the personal analyst and that on the idealized institution and on the “wise men’s” group which would tend to infantilize the candidates.

I believe that a relaxed atmosphere of positive affectivity can also promote learning, without going into what happens at deeper levels of the group psychism with the significance of rituals, shared meals, etc.

The plenary sessions, 37 so far, are published on the PIEE website ([www.hgp-piee.org](http://www.hgp-piee.org)) in English and in some cases also in Russian so that the participants can use them also in their groups of origin.

In 1999 two self-financed parallel seminar programs held by groups of volunteer analysts were organized for eastern European candidates. The four-year “**Amsterdam Psychoanalytic Training Programme for Eastern Europe**”, set up by Han Groen Prakken and directed by Antonius Stufkens (who was also a member of the PIEE staff for six years), was held with over forty Dutch analysts teaching four classes. 33 candidates took part in the programme and 20 of these have now become Direct Members.

In the same period Eero Rechartd set up the “**Helsinki project**” under which training analyses were also organized. 10 candidates from Eastern Europe, of which 8 have become Direct Members, took part in this project and benefited from the teaching of thirty Finnish analysts. These four-year courses have sprouted up spontaneously, with the approval first of the Committees of IPA and EFP and then of the PIEE, and have been supplemented by teaching provided by the PIEE Schools.

A comprehensive outreach activity has been undertaken by the **Paris Institute** in various countries along with the gradual development of training for Eastern European candidates, even although these are not integrated with the other activities organized by the IPA and EPF EEC due to language barriers. Many of these activities were absorbed by the PIEE when it was established and above all when Gilbert Diatkine - who in the Nineties coordinated the activities of the Paris Institute for the East - took over the role of PIEE Associate Director for Training. Many French analysts have been very active both in outreach activities and in the training of almost thirty candidates, seven of whom have already become analysts. In particular, the extensive programme of seminars organized by the Paris Institute, bearing in mind the French approach to training, has always been open to French-speaking candidates from Eastern Europe.

### **The PIEE**

In 1999 the IPA Board stated that one of its three objectives was: ““Helping psychoanalysis to remain alive, develop and take its place in the contemporary world, particularly in countries where it is not currently practiced. [...] It is likely that the future, albeit modest, growth of the IPA will come from the European region over the next few years, given particularly the IPA and EPF investment in Eastern Europe.”

An important expression of this trend emerged in 2002 when the IPA (with Daniel Wildlocher and Alain Gibeault) and the EPF (with David Tuckett) signed a memorandum agreement on the establishment of *The Han Groen Prakken Psychoanalytic Institute for Eastern Europe (PIEE)*, gathering therein the activities of the East European Committees of the EPF (in practice, the Schools) and the activities of the IPA (training know-how), assigning it new tasks such as research and providing it with further means

such as loans for the candidates.<sup>3</sup> The geographic area assigned to the PIEE encompasses the Eastern European countries where there are still no IPA Study Groups or Component Societies; the area does not therefore include Hungary, the Czech Republic, Poland or Serbia as these countries already have their own training institutes, or Romania which is already recognized as a Study Group country. Indeed, there is no PIEE training where Study Groups have already been set up because these, with the support of the Sponsoring Committees, organize their own training programmes. So far the PIEE has helped Moscow, Croatia and Lithuania to set up Study Groups. It is estimated that in the coming years other 6-7 local Study Groups will be set up in countries from which PIEE candidates arrive. The PIEE will be dissolved when a sufficient number of Study Groups are active in the assigned area.

The Study Groups and the PIEE generally collaborate because, particularly at the outset, the teaching potential of the small groups is limited and because attending PIEE Schools is still of basic importance for candidates and new members. The PIEE currently operates in Russia outside Moscow (Saint Petersburg, Rostov, Stavropol and Irkutsk), Ukraine, Belarus, Moldova, Bulgaria, Slovenia, Latvia, Estonia, Armenia, Georgia and Kazakhstan.

According to the PIEE Training Guidelines: "Everybody who is living and working in an area, where no established IPA group (Study Group, Provisional or Component Society) is active, and who wants to become an IPA analyst, has basically **two ways** to realize it. One possibility is, like everybody all around the world, to be accepted by any Institute of an IPA Component Society in any country and then fulfil its requirements to become Member of that Society. At the end of this training the Candidate may apply for membership in this Component Society and thus obtain membership in the IPA. In this case the concerned Society's Institute will provide all the training. A second possibility of psychoanalytic training is through the PIEE, which leads to IPA Direct Membership. In this case the Institute takes care of the training, of the interviews and of the evaluation." (PIEE Guidelines for Training 2002).

In the seven years since its foundation the PIEE has trained 44 Direct Members while 78 Candidates are currently being trained. 25 Direct Members from 9 countries who do not belong to the Study Groups report to the PIEE which offers them part of the post-graduate programme with the Schools and assistance in the organization of their groups. Today there are around 200 IPA Members in the East European area, taking into consideration the PIEE, the Societies and the Study Groups.

### **Outreach**

At the beginning of the Nineties it became clear that for the time being the work had to be done mainly through the EPF East European Seminars and Schools in order to create the productive environment needed for motivation to grow and in which the training of new analysts would be possible and successful.

Many analysts think that the general discussion on the present day crisis of psychoanalysis has clearly shown that the crisis is worse in regions where analysts work

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<sup>3</sup> The PIEE has a Director, Paolo Fonda (Italy) and four Associate Directors. Two Associate Directors are responsible for training: Aira Laine (Finland) who is responsible for seminars and Gilbert Diatkine (France) who is responsible for the individual curriculum of candidates. One director is responsible for outreach activities, Tamara Štajner-Popović (Serbia), and one is responsible for research, Gabor Syonzi (Hungary). All of them are members of the Board, supported by a staff of collaborators: Gary Goldsmith (USA), Eike Hinze (Germany) and Igor Kadrov (Russia). The PIEE has two advisors: John Kafka (USA) and Eero Rechardt (Finland). The Board and Staff meet three times a year, generally when the Schools are being held.

in isolation, independently from the universities, from the health institutions and from a broader psychotherapeutic and cultural context.

At the beginning we were convinced that psychoanalysis could not take root at all in Eastern Europe even if a few good trained analysts were parachuted into an environment where nobody knew anything about psychoanalysis, where all the institutions (universities, hospitals etc.) and almost all the psychiatrists and psychologists neither accepted nor recognized psychoanalysis, where the groups of psychotherapists interested in psychoanalysis became hostile as they were totally ignored by the analysts and by analytical institutions. In such isolation where would the first analysts get their patients from? And again: in such isolation they could neither publish a review nor translate books on psychoanalysis (because there weren't enough writers or enough readers). Neither was it possible to imagine how people could find the motivation to become analysts if they didn't know anything about psychoanalysis and, above all, what clinical analytical work is.

We needed the East European Seminars and Schools also because on those occasions we were able to meet and get to know the people from the East and the different socio-cultural environment they live in and work in better, in order to better support the more gifted and motivated of them in their psychoanalytic training.

One of the functions of the outreach activities, and of the training, is that of analyzing and reviewing the "myth of psychoanalysis", of the awe in which many hold it and which, while seductive at the start, leads to a misinterpretation of the instrument to be appropriated.

In recent years the PIEE's activities have begun to shift from outreach to training and it has gradually handed over more and more outreach activities in the different areas to the newly formed analysts and local groups, that are now better qualified to manage these activities. Many local seminars, mainly addressed to psychotherapists and mental health professionals, have also been organized and managed by members and PIEE candidates. These activities are self-financed and the PIEE, as their patron, has the sole task of facilitating contact between the organizers and qualified analysts who could do the teaching. This is now the breeding ground where new motivations for training can be found. However, in some areas outreach activities are still at an embryonic stage and local colleagues still have to be suitably trained.

Hence, in the Summer Schools, the most demanding annual event, the section dedicated to training has expanded, with more and more candidates and Direct Members asking to take part. Pressure from the numerous groups from areas where training has not yet begun has not lessened and there has been an unrelenting demand for outreach activities. The number of participants thus rose to 110 some years ago. At that point a limit on the number of participants had to be set and dozens of requests were turned down every year so as to maintain the organizational standards and the indispensable traditional atmosphere.

### **Training**

The biggest problem to solve when organizing training, which principally follows the Eitingon model, has without doubt been that of **personal analysis** because in East Europe (with the exception of Hungary) there were no training analysts and the experience of the migration of candidates to the West for the training period soon proved unsatisfactory. Considering that at the end of the day the pioneers of almost all the western Societies had had unconventional analyses in terms of setting and duration and that a certain flexibility was needed to establish a first group of analysts in a particular country, different models had to be developed.

Some candidates from the Baltic states and Saint Petersburg went to their training analysts in Helsinki for “**concentrated analyses**”, following four sessions in two days over a weekend or more sessions every other weekend.

Instead, “**shuttle analyses**”, pioneered in Germany, consisted of blocks of sessions held over three annual periods of about six to eight weeks each during which the candidate temporarily lived in his analyst’s city and followed a number of sessions per week which exceeded the usual four. Other options followed such as concentrating the sessions in ten days each month. After around ten years during which this approach to analysis was followed and which regarded around 70% of the candidates in the PIEE (the others followed standard analysis), we can generically say that, considering the evaluations in the second interviews, the opinions of the supervisors and the evaluations of the analytic work in the first cases of treatment, the result appears to fulfil the training needs. However, this analysis model needs to be better understood and be more systematically studied now that a sufficient number of cases exists. In any case, this approach has always been considered as a temporary expedient to be overcome with the introduction of the traditional analysis models that are now becoming available in almost all the countries in which the PIEE operates. The standard procedure should thus be definitively adopted everywhere in the coming years. It should be noted that Skype or telephone sessions are not prohibited in the intervals between the shuttle periods but these do not count towards the minimum 100 sessions per year required for the validation of the “shuttle” training. It has been noted with satisfaction that after the final evaluation many Members continued their analysis and some also followed a second analysis, as frequently happens in the west. It should be noted that, while at the beginning there was some concern that excessive enthusiasm may have tempted candidates to move ahead too quickly, in practice training with “shuttle analysis” normally lasts 8-10 years.

Nine Bulgarian candidates, unfortunately the only ones able to benefit from this experience in Eastern Europe so far, followed standard analysis consisting of four weekly sessions in their mother tongue with Nikolai Kolev, training analyst of Bulgarian origin from the Swedish Society who moved to Sofia for a few years. Thanks to this contribution Bulgaria can now request Study Group status.

Today, standard training analysis is available to candidates, more than in the various Component Societies and Study Groups (Hungary, Czech Republic, Serbia, Poland, Romania, Croatia, Lithuania and Moscow), but also in Bulgaria, Latvia, Estonia, Slovenia and Saint Petersburg. The need for “shuttle” analysis is thus rapidly disappearing.

The **selection of candidates** is not always easy due to language barriers during the selection interviews and the socio-cultural divide between the interviewer and the interviewee. Another difficulty is linked to the lack of consolidated reference points when evaluating a candidate’s suitability for shuttle analysis in which periods of full immersion analysis alternate with long breaks between the blocks of sessions (Šebek, 2000). The effects of the multi-year “shuttle life”, where a candidate lives for long periods of time in a foreign and unfamiliar country of which he often doesn’t know the language and where he doesn’t have any useful occupation are not easy to foresee.

In any case, two initial interviews are held, followed by another two a few years later when authorization is granted for the start of supervised cases.

The question of **supervisions** has been less problematic because this can take place during the “shuttle” periods and partly by email. Skype, which offers good visual contact and immediate interactivity, now has many advantages over email. However, a minimum number of live supervised sessions are essential. After twenty years a growing number

of local training analysts are offering local training analysis and regular supervision and, more importantly, in the mother tongue of the candidates and their patients.

The organization of **theoretical seminars** has also not been too difficult. The PIEE Schools have gradually shifted their activities from outreach to the training of candidates. Selection, final evaluation and mentoring activities take place during the schools. Indeed, each candidate has to choose a mentor from among the members of the Board and Staff of PIEE which boasts the contribution of more than forty training analysts from different European and American countries who, with the natural physiological turnover, teach in the schools and seminars, offer individual clinical consultation and collaborate in interviews and evaluations. More importantly, they also offer candidates an international outlook with different theoretical and clinical approaches, favouring dialogue and exchanges of opinions instead of non-communication and confrontation between the different schools. The future analysts are thus rapidly immersed in an international psychoanalytical environment. In this way the danger of clusters of small autarkical and self-referential groups forming in the vast Eastern European area, in which narcissistic tendencies of local leaders could possibly develop, is averted. It is also a way of contrasting the illusion of an ideological conception of psychoanalysis as Šebek (1999, p. 986) said: "The plurality of psychoanalytic knowledge was frustrating for those who conflated psychoanalysis with an unconscious utopianism and the illusion of an ultimately correct 'ideology' - the powerful object that might strengthen an uncertain personal identity."

Diversification and dialogue are also reinforced by the fact that other candidates, depending on the foreign languages they know, take part in seminars held at training institutes in Paris, Germany, Finland, Austria and Italy.

In 2006, when the Dutch and Finnish programs were completed, the PIEE organized **seminars** in Odessa in Russian which were similar to the "Amsterdam Psychoanalytic Training Programme", proposed again with a rhythm of four intensive weekends annually, over four years, offering a total of 240 teaching hours to each class, supplemented with the three annual schools. In 2009 the second course began with 22 candidates, and in 2010 13 candidates from the first course completed their four-year programme. The participants were provided with a general reading list, along with a series of lectures on the arguments dealt with in each seminar, where various articles from the international psychoanalytic literature were translated and then made available for publication in books and reviews.

We should remember that many candidates and members have provided a valuable contribution in translating and editing texts in various East European languages, above all Russian, which continues to hold the role of key language also outside Russia. Indeed, today hundreds of texts on psychoanalysis have been translated into this language.

The **final evaluation** of the two cases handled during the supervised sessions is the key moment during which the conclusions on the training based on the tripartite model are drawn. At the same time, this moment also represents feedback on the validity of the PIEE's training.

The members of the PIEE Training Committee are Board and Staff members, plus the training analysts who take part in the interviews with candidates and their evaluation.

Since it takes many years to train up a training analyst, it was decided to temporarily remedy the shortage of local trainers by introducing the figure of the "**analyst authorized to analyze candidates**". At least one year following election as a Direct

member, analysts can request to evaluate a third case in order to obtain authorization to analyze a small number of candidates. In this way there is a further selection with the aim of offering candidates standard analysis in their mother tongue and at the place of residence, as an alternative to shuttle analysis. Although the PIEE generally adopts the Eitingon model, this choice is more than justified in specific circumstances where new groups are forming, also considering that, within the IPA, the opinion that the analysis of candidates should be carried out only by trainer analysts is far from unanimous. However, the supervision, selection of candidates and their final evaluation, as well as the shuttle analyses, considered to be the most demanding tasks, are still the remit of the training analysts.

In 2009, at the end of the “Amsterdam Psychoanalytic Training Programme for Eastern Europe”, a group of Dutch teachers, led by Thijs de Wolf and in collaboration with the PIEE, started a new programme, synthetically called “**Training for Trainers**”, consisting of six weekly seminars over a two-year period, addressed to new Members of the PIEE and of the Study Groups preparing to take over training functions. The programme, however, is not directly linked to any appointment as a training analyst. The fact that around thirty Direct Members have expressed their interest in this programme demonstrates the need for post-graduate initiatives which should be further developed in the future.

### **Research**

Supervision during and after shuttle training has been studied through data collection and this has led to the reformulation of supervision guidelines. A first paper was published by Gábor Szonyi, Tamara Štajner-Popović (2008).

The following research aspects, concerning different levels of realization, from being just an idea to a running study with connections to PIEE, were discussed:

- 1) *Comparison of PIEE candidates and candidates of regular training institutes* at the end of the training (qualification, e.g. comparative blind assessment of qualification papers and examination committees' opinions).
- 2) Using the EPF Working Parties for Education, namely the project on competencies, to *compare similarities-differences in the members' retrospective assessment of the importance of education components* in the different competencies. This is an ongoing program: it may also involve analysts and candidates trained at PIEE adopting the shuttle format, and comparison with other groups.
- 3) *Retrospective questionnaire on shuttle analysis* for current members who have been trained using the shuttle approach. This is in a trial phase, combining a questionnaire on experiences of personal analysis with questions on shuttle analysis, in co-operation with the EPF Working Party on education. Single case studies will be added.

The topics will be circulated among PIEE members and candidates, and among members and candidates of established East European Societies and Study Groups, to attract people interested in taking part in the study.

This could also contribute to discussions on training, which often preoccupy and concern the IPA.

### **Financial aspects**

What came to light immediately after the East opened up was the difference between the high cultural level of these countries and the extremely poor economic conditions that the various regimes had left behind them. The affective investment of the aspiring

candidates on their analytical projects was inversely proportional to their economical possibilities.

Nevertheless, these countries have always contributed financially to the various initiatives (seminars, conferences, training) and, besides the fairly high travelling costs, their contribution has risen greatly, from the almost symbolic contribution they gave at the beginning to the increasing amounts of today as the economies improve. At present, with their fees the participants contribute to P.I.E.E.'s revenue for a percentage of 27%, while the rest is financed as follows: 31% by the IPA and 34% by the EPF. The trend is currently growing, even if slowed down by the current economic crisis which has hit the weaker eastern economies in particular. The German Psychoanalytic Association, the Italian Psychoanalytical Society and the Association for Child Psychoanalysis also contribute directly to financing the P.I.E.E. as well. Other societies collaborate both by financially backing some candidates and offering logistic support during shuttle analysis, favouring their participation in seminars and conferences.

At the beginning the IPA, through the P.I.E.E., granted some loans to candidates to support their training. A total of 23 were granted for an amount of more than 150,000 US\$. So far 11 of the recipients have become Direct Members and have begun to pay back the loan and others will soon follow. These loans were essential because in some countries the only option was the expensive shuttle analysis approach. The granting of the Sigourney Award to the P.I.E.E. in 2003 was extremely important as it allowed some scholarships to be set up, allowing training to take off in Ukraine, a vast but hapless country in economic terms. The situation has improved almost everywhere now, both economically and as regards the availability of local training. At present P.I.E.E. candidates, like the candidates from other geographical areas, can apply for training loans only through the IPA Candidates Loan Panel.

### **New groups**

During a preliminary phase, in the wake of the initial enthusiasm, priority was by necessity given to the training of individual analysts, without dwelling on how they would form an efficient Study Group after completing their training. Things were not always easy. As in the best tradition of psychoanalytic groups the world over, also in the East it was noted that people, because they have been analyzed, are not necessarily able to form a good working party. Tension and conflicts sometimes arise among pioneers which can paralyze activities or even provoke the premature dissolution of groups. This is a crucial aspect because the goal of the P.I.E.E., as a temporary organization, is not to train up a large number of analysts but to promote the formation of Study Groups which are able in the short-term to take over the complex and difficult preparation of the future generations of analysts.

The problems caused by the distance - not just purely geographical - between the Institute and the local groups being set up are now coming to the fore. At present, these groups play no part in the choice of their future colleagues; they are bound by the P.I.E.E.'s decision on which analysts will belong to a certain group. In the end, it is the Component Societies themselves, delegating their training analysts, that choose their colleagues and verify this choice at the moment of the vote when it is decided whether to accept these analysts as members or not. Therefore it is not a foregone conclusion that the people selected by the P.I.E.E. will necessarily be well accepted or will adapt and fit in well with the rest of the local group. For this reason the P.I.E.E. has recently paid special attention to the formation and functioning of the Members' and Candidates' groups during the stage preceding the application for the status of Study Group.

One of the advantages of the P.I.E.E. is that, unlike other psychoanalytical institutes, it selects and trains candidates who will never be members of the same Society with which

members of the Board and Staff of the Institute are associated. The risk of conspiracies and affiliations with subgroups with unsolved transfer problems that so often create tension within the Institutes is thus avoided. The fixation of individual trainers to create groups of students in order to reinforce their position in the pecking order, nor the societies' pressure on students to conform to the prevailing theoretical choices disturb the training process. We believe that the absence of these dynamics, which in some traditional institutes contribute greatly to the infantilization of candidates (Kernberg, 1996, 2000), along with the attention paid to considering candidates not only as students but as colleagues with a rich professional career behind them, is bearing fruit.

### **Some considerations**

It was noticed that from the outset the interest in psychoanalysis in Eastern Europe was much greater than what was imported or what the activities of western psychoanalysts offered. Surprisingly, there has been an exponential rise in interest in this area where Freud's books were held under lock and key in the libraries, and where the perception of this "bourgeois science" had only ever been negative.

"If as a measure of the popularity of psychoanalysis in Russia we take the amount of translated material published here, psychoanalysis enjoyed extraordinary popularity at the beginning of the 20<sup>th</sup> century, as it does again now. [...] An edition of 40.000 copies of Freud's "Introductory lectures on psycho-analysis" published in 1989 sold out instantly. The same year, three parallel editions of Freud's principal theoretical writings appeared in Moscow in a total of more than 500.000 copies (Etkind, 1992, Fisher, Fisher, 1995)." (Kadyrov, 2005, p. 469)

We can say that in the Nineties there was almost no city in Eastern Europe without a psychotherapists' group that expressed an interest in psychoanalysis. Many of these groups still continue to send representatives to PIEE's Summer Schools and new groups continuously ask to attend.

This remarkable interest seems to be linked to the high demand of part of the population for psychotherapeutic treatment. The reasons for this demand are complex. One of the hypotheses is that a totalitarian society, which for many years forced people into passivity, providing sufficient, even if poor living conditions and which suddenly disintegrated, passed on to its survivors problems and choices, creating anxiety which had previously been delegated to the social structures. Everybody now had to rely on their strengths, on their Ego's strength. The Ego, under the pressure of this new burden, cannot avoid suffering where it is weakest, showing signs of sufferance and anxiety. Furthermore, as Kafka (2003, p. 11) said: "The connection between rapid social change and the growth of psychoanalysis is not accidental. An examination of our history reveals that analysis never developed and flourished in a steady average expectable environment. Psychoanalysis, after all, had its start in the birthplace of modernity, Freud's Vienna, an environment characterized by unsurpassed rapidity and depth of ideological, social and political change. While the changes are different, the depth and the speed of change in Eastern Europe since the fall of the iron curtain come close to those seen at the very birth of psychoanalysis."

Initially, some members of the IPA worried that some non-IPA western psychoanalytical groups with particularly aggressive "missionary" activities, could become dominant in the East and would then be difficult to break. In the end this fear was unfounded. In practice, numerous "homemade" psychoanalysis and psychotherapy training institutes sprouted up spontaneously, initially naively based on a few cursory readings of the literature which they then developed to a greater or lesser extent. A range of analytical training initiatives thus developed parallel to what the IPA had tried so hard to create. Some only trained psychotherapists with an eye to analysis while others ambitiously attempted to

enter the field of psychoanalytical training. Many of these institutes have tried to forge relationships with PIEE or with IPA analysts; sometimes this is a stratagem to obtain a sort of international legitimization while at other times there is a sincere desire to learn and raise their teaching standards. Both students and teachers of these institutes, seeing the limits of the environment in which they are learning or teaching, sometimes join the PIEE's training cycle with high motivation. Local partners with whom collaboration could be useful and effective, and those that should be avoided because of their lack of seriousness, have to be identified.

In this situation the PIEE is faced with a challenge. Considering the potential requests of both patients and aspiring analysts, it is realistic to believe that the number of IPA analysts who could be trained in the coming decades will be insufficient. At this point the goal of our efforts cannot be that of monopolizing psychoanalysis in these countries, something that doesn't happen anywhere in the world. On the other hand, what would be the point of increasing the number of candidates, letting loose stereotyped and mass-produced figures or, even worse, analysts with lower standards than those trained by non-IPA groups?

The only reasonable aim is to train up "IPA branded" analysts who could, thanks to their "registered brand" and in a free and competitive market, stand out for the quality of their training (received and which they provide), their clinical work, their research and their publications. The question is not that of arrogantly claiming a vacuous identity based on nothing more than a name or history but of creating assets to offer to those who could use them. What distinguishes IPA analysts and their community are not their genealogical roots, but the quality of their scientific work, of the "nourishing environment" which, for its abundance of stimuli and knowledge, allows for the formation of new generations of qualified analysts. The PIEE's mandate is to reproduce all this.

Establishing the PIEE was a new venture for the IPA and for the EPF. The challenge was, in short, not to leave such a vast and culturally well-equipped area to spontaneous development which, given the long isolation and the economic difficulties, could have taken decades to take root.

Initially, one aspect of the problem was whether to consider the IPA, the EPF and the psychoanalytical Societies mere associations devoted to defending their members' profession or to undertake initiatives driven by ideal motivations that consider psychoanalysis a valuable instrument not only for treating patients but also for the scientific and cultural development of a modern society. Such enormous geographic areas could not be left without this instrument. The generous answer to the fund-raising campaign for the Eastern European activities which asked IPA Members to donate "the equivalent of an hour of analysis", demonstrates that the second hypothesis is strongly felt. Besides the individual contributions, the support from many Component Societies, Institutes and groups of analysts which proposed initiatives, always based on **voluntary work**, has been generous over the years. Thanks to this motivational drive, for almost twenty years dozens of European and also American expert analysts have taught voluntarily in the three schools, in the seminars for the candidates and have frequently held seminars in local groups. It is only thanks to their efforts that almost everything existing today in the East has been possible.

This approach obviously has its limits. The willingness to give and receive help cannot last forever and it also implies risks such as paternalism, infantilization, dependence, propitiating grudges, etc. The moment inexorably comes when the mythical golden age, or in Oedipus terms, the honeymoon, fulfils its function and the nature of the relationship has to change. The initiation, a sort of step into adolescence, is the crucial moment represented by the promotion to the status of Study Group, which entails separation from the PIEE and the assumption of new, also procreative, responsibilities, but with the

assistance of a Sponsoring Committee until full autonomy as a Component Society is gained. This is also a tricky moment because the new members and candidates often find themselves working together for the first time; analysts who had previously worked in different long-established psychotherapists' groups, at times in competition with each other, converge in the Study Group. Relationships with pre-existing groups are not easy to set aside or change. In these moments it may be crucial for the members of the Sponsoring Committees to be familiar with the local context and with the general conditions in which psychoanalysis developed in the East. Bearing in mind that at present five Study Groups exist in the East, but that in a couple of years this number could more than double, the annual reunions of the Sponsoring Committees, recently organized by the International New Groups Committee, appear extremely useful; during these reunions issues such as the separation from the PIEE and other tricky problems deriving from the growth of the new groups could be discussed and experiences and strategies could be exchanged.

Another problem emerging within the PIEE is: what are the limits of PIEE's task and up to what point should the analytical groups be diffused? This question concerns Russia above all, given the country's dimensions, because requests for training continue to arrive from many big cities with prestigious universities and it is not possible, for the moment, to redirect them all to the two newly set up muscovite Study Groups as they are still not able to cope with the load. While, on one hand, it is unthinkable that the PIEE, and thus the IPA and the EPF, should manage the diffusion of the analytical groups in all Russian cities, on the other hand it makes no sense to fill up such a vast area with isolated analysts who are unable to meet up with groups of colleagues located thousands of kilometres away. Outside Moscow the PIEE will therefore have to decide to limit and concentrate its activities in a few locations where candidates and members already exist, such as Saint Petersburg and the area of Rostov-Stavropol in the south, and also, perhaps, Irkutsk in Siberia.

Other remarks also have to be made. In the initial phase, requests for training were accepted regardless of where they came from and they were mainly sent by doctors and psychologists with an excellent cultural and academic level and high motivation. With the expansion of knowledge of psychoanalysis and of psychoanalytical and psychotherapeutic practice and the unforeseen growth in popularity, the number of requests for training has risen exponentially. Now the problem is that of selecting from these requests a new generation of candidates who are not inferior to the first generation in terms of quality and motivation, so as to maintain the same level of suppliers of an international certification which seems to be much appreciated on the market. Considering the need for careful selection of a limited number of candidates bearing in mind quality standards, the available teaching structures' capacity and the geographic location which would not force them into a sort of professional isolation, the PIEE has seen the need to further reaffirm some selection criteria: "An ad hoc appointed Committee will mainly consider the following aspects: suitability of the personality for psychoanalytical work, bent for psychological thinking, motivation, integration and activity in the local group of colleagues, age (preferably 30-45), general cultural background, kind of University degree (preferably with training in health profession), knowledge of foreign languages, clinical experience in psychotherapy, clinical experience with psychiatric patients, number of attended PIEE Schools and psychoanalytic education activities, possibility to regularly attend PIEE Schools and Seminars, feasibility of his/her project for psychoanalytic training, financial possibility to complete the training. Qualities in one area may compensate lack in others, but the general impression should be high. On this basis the PIEE will select each year a limited

number of new trainees.” (PIEE Guidelines for Training 2008). The evaluations of the two interviewers are discussed within the Training Committee.

The PIEE’s attention should not only be focused on the reproduction of analysts and analytical institutions, but also on the integration both of the analysts and their groups in two directions. The first, towards the international analytical community, an increasingly urgent need in the evermore globalized world. The second, but not less important, is the integration in the local social and cultural environment in order to avoid analysts becoming strangers in their own country.

Integration in the broader community has been pursued since the beginning both through a profuse international presence in all of the PIEE’s activities and by promoting and supporting the participation of Eastern European candidates and members in international congresses and congresses organized by societies with consolidated and long-standing traditions. PIEE candidates also attend the events organized by the IPSO.

Following the set up of the Latin American Psychoanalytical Institute (ILAP), there have been regular exchanges of experience. Some members of the two Boards have taught in the twin institutes and reaped the benefit of shared musing on the work underway.

### **Some prospects**

Today, some twenty years after the first candidates were trained and after many accomplishments – the development of new Societies and Study Groups, an increase in the number of analysts and above all of training analysts – the question now is where to go from here.

In Eastern Europe a cluster of medium and small sized Study Groups and Societies are forming. It could be useful to support these to avoid problems during their growth. Looking at the development of analytical groups in other areas of the world in the one hundred years of psychoanalysis, we can perhaps identify some growth strategies which have slow but almost ineluctable steps. At the beginning, the pioneers learned “the psychoanalysis of others”, became skilled in this and practised it, gaining experience and knowledge. In the first decades each group grows and reinforces its identity, implying a profuse amalgamation of psychoanalysis with the local culture. Conditions are thus created for the formation of schools of thought on psychoanalysis, with a sort of national slant, as well as conditions that favour the emergence of personal talents since they are rooted in a fertile terrain that can bear fruit. However, it is this long period of ripening that has to be followed and supported in order to achieve even better results, avoiding colonialist intrusion from the outside and savage hybridization with the local cultures. The fear that in the East second rate analysts could form seems to me to be unfounded and should not be confused with the above-mentioned need for a long period of ripening of the groups and of their scientific productivity.

The PIEE is accumulating experience which must not be dissipated but transmitted to the new groups of analysts that are forming and which should, in the coming years, form their own training institutes. In the PIEE’s winding up stage this will be of crucial importance. This process has already begun with the gradual introduction in the schools, seminars and PIEE of a growing number of Eastern training analysts as they gain their qualification. Easterns are more and more appearing on the scene helping with the developments and giving back what they have received.

After the dissolution of the PIEE it may be useful to continue some of its activities such as the schools and seminars for the candidates as support and supplement to the training of groups which are still too small to provide adequate teaching, and as intermediation between the still restricted local confines and a wider space for international interaction. These activities could be managed by a consortium of groups, with the support of the EPF and the IPA which would decrease as the groups become

stronger. It is however important to avoid the creation of an Eastern European ghetto separated from the West; on the contrary this should represent a further occasion of integration with the rest of Europe and the world.

This will also help reinforce the premises for training and research activities on a supranational level which complement and enrich the local ones. This is a vision of concentric circle type on analytical institutions, from regional to national, multinational, continental and worldwide areas. Indeed, it is not possible to imagine the relationship of the single individual with the global world without the intermediation of the intermediate group realities and this applies both to humanity in general and to the analytical community.

In child-parent interaction it is not only the parents that give to their children, they also receive and in turn are moulded and enriched. Parents transmit to their children what the extended group delegates them to provide (codes, behavioural patterns, unconscious myths, etc.) and through the children individual potential and potential rooted in the group dimension is activated within them. Something similar happens also between candidates and teachers, in that the former bring to the teaching process their professional peculiarities, their cultural origins, their existential experience. But not only! The candidates, like their teachers, are part of wider processes, both conscious and unconscious, in the dimension of the big groups and their cultures. They are conveyors and players of an unstoppable drive towards growth, evolution and continuous adaptation to the ever changing conditions of life of the societies they belong to. This drive increasingly entails the unsuppressable need of individuals to understand themselves and the mechanisms of their psyche. It is in this dimension that the intense libidic charges seem rooted and which have made this great adventure last – the extension into Eastern Europe, and others which will follow in the unrelenting globalization of psychoanalysis. All this will certainly have an impact on the worldwide analytical community. The IPA of the 21<sup>st</sup> century, in “its second hundred years”, will certainly not be the same as it is now. Some may regret this, but others consider ourselves lucky to have been a part of these extraordinary events.

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