





**ARDD**

النهضة العربية للديمقراطية والتنمية  
Arab Renaissance for Democracy & Development

**Law Corps**  
**A Handbook for Youth Legal Empowerment**  
**2021**

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### **Declaration of Solidarity and Call to Action**

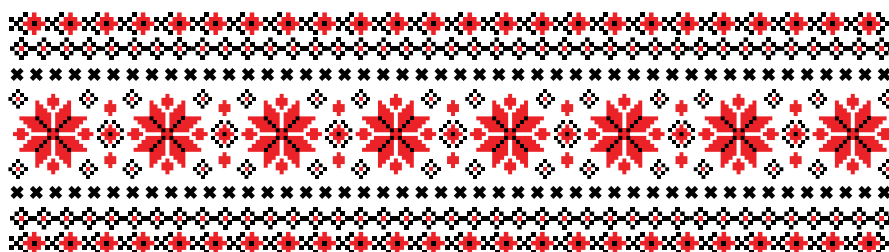
ARDD stands with the Palestinian people and calls on Palestinian youth to pursue their dreams and channel their energy toward developing their own communities, hand in hand with the wider community.

Palestinian youth have already demonstrated, in many instances, their maturity in resisting and denouncing any calls for extremism and violence, and ARDD encourages them to continue doing so by using civil society channels to advance much-needed dialogue.

ARDD is committed to work with and support Palestinian youth, to disseminate knowledge concerning refugee rights, enhance their representation, and build their capacity for advocacy and action.

ARDD calls on the youth to be the force of change and hope for a better future that our region and its people so greatly need and wholeheartedly deserve.

*(adapted from ARDD, An Appeal for the Protection of Palestinian Refugee Camps, April 2021)*



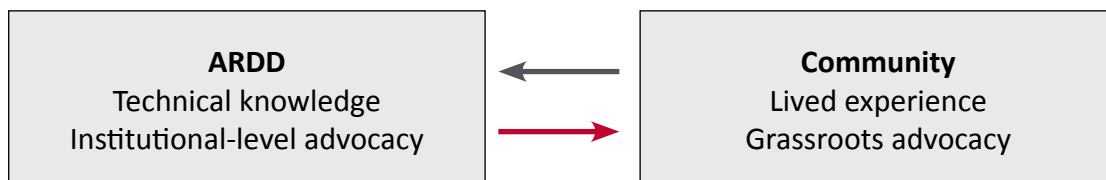
## Introduction

### Who is this handbook for?

This handbook is for young Palestinian professionals living in camps in Jordan who have been selected for training in: (1) the identification of legal needs in their communities, (2) how to effectively refer individuals to ARDD for legal assistance and (3) to represent the needs of Palestinian youth in civil society and governmental forums (4) to empower other community members. This handbook aims to be a reference for law corps in their day-to-day engagement with their communities.

### Theory of change

As an organization, ARDD adopts a participatory approach to social transformation which is informed by the values of freedom, justice and equality. ARDD defends the rights of marginalized communities through legal education seminars, legal aid consultations, advocacy, grassroots mobilization and the provision of psychosocial support. Community members play an important role in keeping ARDD informed of their needs by sharing their lived experiences and through grassroots community activities. In this way, the production of knowledge and the realization of social change is a democratized process between ARDD and community members.



### Why legal and civic education?

ARDD's own research has shown how a lack of legal knowledge can exacerbate existing barriers to access to justice for marginalized communities. In response to this, ARDD focuses not only on the provision of legal services, but also on empowering community members at a grassroots level as a pathway to achieving comprehensive and transformative social change.

This project is inspired by "street law" initiatives around the world which engage with youth on a legal and civic level in order to improve their lives. A participatory approach to legal and civic education empowers individuals to implement change individually through the development of essential life skills and communally through engagement in beneficial community activities. In this way, the factors which contribute to law-breaking behaviour and a loss of social cohesion are ameliorated.

Participants are encouraged to reflect on the causes and impact of violence and law-breaking in their own communities in order to develop bottom-up solutions informed by lived experience. At the same time, participants are taught essential skills and legal knowledge to engage with legal and other service providers to create cross-level engagement and creation of solutions to the challenges facing their communities.

## **Unmet Legal Needs**

In the last two years, the number of theft cases coming to ARDD's Legal Aid team has doubled. Similarly, each year the number of juveniles with drug-related legal matters has also been increasing. The team has also received a large number of requests for assists from families whose children have been the victim of cybercrimes. Due to the economic deterioration related to the COVID-19 pandemic, rates of child labour and begging. The number of cases for which legal services have been provided by ARDD related to children's labor rights and during 2020 and up until the end of March 2021 included 76 legal consultations on claiming the employment rights of children (whether unpaid wages or compensation for work injuries) and 49 cases of legal mediation to resolve differences between the employer and the parents of the child to recover the rights of the child. These are just some of the many legal issues that ARDD has assisted with in recent years.

Research by ARDD has found that Palestinian youth living in camps in the region have diverse unmet legal needs which evolve as they transition from childhood to adulthood. These needs also vary based on gender and location (ARDD, 2021). The variation of needs from camp-to-camp reflects the direct impact legal, political and geographical realities have on the legal needs of youth.

In ARDD's research into the needs of Palestinian youth across Jordan, Lebanon and the occupied Palestinian territories, the 'triangle' of needs related to the right to work, the right to education and the right to health have emerged as the key priority areas for youth in the region (ARDD, 2021). These findings reflect the impact of harsh socioeconomic realities on youth, in particular the lack of opportunities for safe and fair work, the lack of enjoyment of a high standard of physical and mental health as well as the existence of barriers which prevent youth from pursuing their potential through higher education. For this reason, these three topics are key issues explored in this handbook.

Further, other research conducted by ARDD has also shown that Palestinian youth living in the camps often face a lack of adequate social and cultural outlets and also face safety issues related to crime, violence and substance abuse within the camps (ARDD, February 2020, *Rapid needs assessment*). As such, these topics are also explored within the handbook.

## **Who are law corps?**

Law corps are empowered individuals who are part of a bottom-up social transformation through the understanding and use of the law. Law corps play a vital role in identifying legal and psychosocial needs in their community and referring cases for legal advice when required. They are engaged community members that respect and enhance their community. They are

astute in recognising the dynamics that contribute to crime and anti-social behaviour and be proactive in communicating their community's needs to stakeholders. One key part of their role is to encourage and empower others to also become active in their communities. The role of law corps is explored in further detail in module 2.

### **Structure of handbook**

This handbook is divided into two main sections. Part I explores key issues facing the community and Part II focuses on developing specific skills which equip young people to implement change in their communities.

### **Training sessions**

The training sessions related to this handbook are not designed to be one-sided lectures. Rather, participants are encouraged to engage in dialogue and share their own perspectives and experiences with the goal of enhancing mutual understanding, building connections with other youth and reflecting on possible solutions to challenges facing the community.

### **Accompanying material**

In addition to this handbook, you should be provided with handouts of:

- The language guide *Qool wa la qool* (Say and don't say) published by the Higher Council for Persons with Disabilities
- A referral list with the contact details of different organisations



## **Part I:**

### **FOUNDATIONS:**

## **Our communities, our rights**



# SECTION 1: LAW CORPS IN CONTEXT

## Module 1: Our streets

<b>Description:</b>	This module introduces the key legal needs facing youth living in Palestinian camps in Jordan.
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To reflect on the key legal issues facing youth in Jordan</li><li>2. To establish a context and background for future reflections in this handbook.</li><li>3. To explore your experiences and perceptions of the legal needs of your communities</li><li>4. To build connections with other youth</li></ol>

### Ground rules

Throughout these sessions, there may be some contentious or sensitive issues raised. Reflect as a group on what ground-rules you would like during the sessions.

Write what the group agrees to below:

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## 1. Ourselves and Others

### Survey and Reflection: Ourselves and Others

This module begins with a survey (Annex 1) to explore you and your colleagues' experiences and perceptions of legal needs in your communities. Complete the survey and reflect on your responses.

#### Reflection:

- Reflect on the survey and note any commonalities or differences between you and the other law corps. What stands out as the most pressing issues?
- Are there any important legal issues not mentioned in the survey?
- How might different personal characteristics affect people's legal needs? Complete the table below.

Demographic	Impact on legal needs
Age	
Gender	
Marital status	
Education level	
Employment status	
Geographic location	

#### Read and Reflect: Perceptions of others and ourselves – Are we the exception?

One study which included 2,500 Palestinian youth living in the occupied Palestinian territories found that the youth studied perceived that their peers were engaging in more risky behaviours than they themselves were (e.g., alcohol consumption, drug use, sexual activity) (Glick et al, 2018).

A study in the US found that youth tend to assume that their peers will be more influenced by the media than they themselves will be (Laser and Nicotera, 2011).

#### Reflection:

- What do these studies suggest about the tendency of someone to view themselves compared to others in their peer group?
- In what ways is it easy to assume that bad things will happen to others and not to us? How might this cause us to be ill-prepared when confronted with un-expected challenges? How might this make us more judgmental of others when they are confronted with issues?

## 2. Key Issues Affecting Youth

### *Read and Reflect: The Youth*

ARDD's research and consultation with Palestinian youth in the region (Lebanon, Jordan and the occupied Palestinian territories) has found:

- (1) Youth operate within an undetermined/restricted 'political space' in camps and host societies at large
- (2) Youth feel 'pushed' to mobilize and engage politically and or socially, often as a reaction to marginalization, discrimination and the denial of rights
- (3) Social media are considered efficient tools of social participation despite the censorship and control exerted by the administrators of social media outlets (Facebook for instance) and the host authorities
- (4) Youth empowerment activities and 'volunteer' experiences in community-based organizations provide important (and alternative) ways of participating in the community affairs, despite the limitations of these initiatives"

(ARDD, June 2020, voices of Palestinian youth)

Reflection:

- How does the above reflect or differ from your own personal experiences?
- In what way does the above describe the youth as both empowered and disempowered?
- Read the following quote and reflect on what is written: "Helping underprivileged camp residents improve their situation, helps [me] feel part of a larger society and have hope and horizon." Female respondent, Baqaa camp (ARDD, June 2020, Voices of Palestinian Youth)

### *Social media*

In research conducted by ARDD, only 13% of youth respondents in Jordan had knowledge of specialized legal services available to them and many relied on social media for accessing information (ARDD, 2021).

Read and Reflect: Social media as a tool for collaboration

"We try on social media to create a space for youth to share from a youth perspective on all kinds of aspects of life. Trying to do something for the homeland, also trying to shed light on some other (social) issues, for example unemployment and to brainstorm on ideas about how to generate income" - Male respondent, Balata camp, West Bank (ARDD, June 2020, voices of Palestinian youth)

Reflection:

- What are the benefits of using social media to access information?
- What are the risks of using social media for accessing information?
- Where else can someone go to obtain reliable information and advice?

## *Right to work, education and health*

In ARDD's research into the needs of Palestinian youth across Jordan, Lebanon and the occupied Palestinian territories, the 'triangle' of needs of employment, education and health has emerged as a key priority for youth in the region (ARDD, 2021). For this reason, the rest of this first module explores these three issues in further detail.

### Right to work

#### Read and Reflect: The right to work under international law

Under the Universal Declaration of Human Rights:

- Everyone has the right to work in just and favourable conditions - Article 23(1)
- Everyone has the right to equal pay for equal work – Article 23(2)

Under the International Covenant on Economic, Social and Cultural Rights

- States must take steps to achieve the right to work by providing guidance and training as well as economic, social and cultural policies – Article 6(2)
- Every person has the right to just and favourable work conditions including fair wages, safe and healthy working conditions, an ability to make a decent living as well as rest, leisure and the reasonable limitation of working hours – Article 7

Similarly, the Arab Charter on Human Rights states that:

- Every citizen has the right to work which guarantees a standard of living that provides the basic life necessities and ensures the rights to a comprehensive social security – Article 30
- Everyone has the right to freedom to choose employment – Article 31
- States must ensure that citizens have equal opportunity in employment and receive equal pay for work of equal value – Article 32

#### **Constitution of Jordan**

- Compulsory labour may not be imposed on any person, but any person may be required to do any work or to render any service in circumstances prescribed by law, as stated hereunder:
  1. In a state of necessity, such as a state of war, the occurrence of a public danger, or fire, flood, famine, earthquake, serious epidemic among human beings or animals or animal diseases, insects or pests or any other similar events, or in any other circumstances which might endanger the safety of the population, in whole or in part. – Article 13(1)
  2. As a result of the conviction of the person concerned by a court of law, provided that the work is done and the service rendered under the supervision of an official authority and provided further that no convicted person shall be hired to, or be placed at the disposal of, any persons, companies, societies or public bodies. – Article 13(2)
- Work is the right of every citizen, and the State shall provide opportunities for work to all citizens by directing the national economy and raising its standards. - Article 23(1)
- The State shall protect labour and enact legislation therefore based on the following principles: - Article 23(2)
  - a) Every worker shall receive wages commensurate with the quantity and quality of his work.
  - b) The number of hours of work per week shall be defined. Workers shall be given weekly and annual days of paid rest.
  - c) Special compensation shall be given to workers supporting families and on dismissal, illness, old age and emergencies arising out of the nature of their work.
  - d) Special conditions shall be made for the employment of women and juveniles.
  - e) Factories and workshops shall be subject to health safeguards.
  - f) Free trade unions may be formed within the limits of the law.

#### **Jordanian Labor Law No. 8 of 1996**

- This law outlines the specific rights for workers in Jordan, such as the right to leave from work, rights regarding the termination of work, guidance on permitted work hours, etc.

### Read and Reflect: Youth employment in Jordan

The youth in Jordan have the highest rates of unemployment of any other age group. In 2019, before the COVID-19 pandemic, the unemployment rate for people aged 15-19 years was 48.3% and for people aged 20-24 years it was 39.7%. This increased to 53.1% and 45.0% respectively by the end of 2020. (Department of Statistics, 2019 & 2020).

#### Reflection:

- What does the right to work include?
- To what extent do the youth living in camps enjoy these rights?
- What challenges do the youth face in finding work?
- What sorts of issues do youth face once they enter the workforce? Have you or others you know faced issues at work such as: poor working conditions, refusal to pay wages, harassment at work, unsafe work conditions or any other issues?

### *Rights of women and girls*

#### Read and Reflect: The camp lives of women and girls

Women and men experience the world in very different ways. During ARDD's research into the socioeconomic needs of youth living across the different camps in Jordan, women from the camps recounted their experiences.

"[Y]oung women are aware and perceive [patriarchal culture] as problematic. All aspects of their lives are affected ranging from how they dress to their continuation of school. Shame is seen to be associated with women whatever they do while everything is allowed for men. There is a perception that women live as servants and are treated by the husbands as such during the day then used for marital duties at night and that girls are deprived of their dreams." (ARDD, Feb, 2020)

"Women's access to work opportunities is low due to social norms in the camps and negative attitudes towards women's work ... Accordingly, women work from home or are self-employed, but are unable to market their products. The identified barriers include: location of work as the preferred location is inside the camps or in the public sector; the male-female mixed work environment; the long hours and preference for morning shifts only; the low wages and lack of adherence by the private sector to the labour law; the lack of available jobs, the culture of shame and male dominance." (ARDD, Feb 2020)

Reflection:

- Does the above information reflect your own perceptions and experiences?
- What is the relationship between employment, economic conditions and other social issues?
- What areas of women's lives are impacted by the concept of shame?

### *Right to health*

Read and Reflect: The right to health under international law

Under the Universal Declaration of Human Rights:

- Everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food, clothing, housing and medical care and necessary social services – Article 25(1)
- Everyone has the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control – Article 25(1).
- Motherhood and childhood are entitled to special care and assistance – Article 25(2)

Under the International Covenant on Economic, Social and Cultural Rights:

- Everyone has the right to the enjoyment of the highest attainable standard of physical and mental health – and states must take specific action to achieve this – Article 12(1) and (2)

Reflection:

- How do the economic and environmental realities of living in the camps impact people's physical and mental wellbeing?
- To what extent are the above rights realised for those living in the camps?
- How might these issues be prevented or ameliorated?

### *Drug-use and addiction*

The spread of drug-use within the camps, particularly among young men, has been raised as a serious concern for those living in the camps and is associated with decreased general safety within the camps (ARDD, Feb 2020).

Reflection:

- Have you personally seen this issue in your community?
- How does this issue impact the community?

## Right to education

Read and Reflect: The right to education under international law

Under the Universal Declaration of Human Rights:

- Everyone has the right to education – Article 26(1)
- Elementary education must be free and compulsory – Article 26(1)
- Higher education should be equally accessible on the basis of merit – Article 26(1)
- Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms – Article 26(2).
- Education shall promote understanding, tolerance and friendship among all nations, racial or religious groups – Article 26(2)

Under the Arab Charter on Human Rights:

- Education is the right of every citizen – Article 34
- Education is to be compulsory and free – Article 34
- Secondary and university education must be accessible to all – Article 34
- Illiteracy must be eradicated – Article 34
- Citizens have the right to live in an intellectual and cultural atmosphere that reveres Arab nationalism and cherishes human rights. Racial, religious and other forms of discrimination are rejected, while international cooperation and world peace are upheld – Article 35.
- Everyone has the right to participate in the cultural life, enjoy literary and artistic production, and be given the chance to advance his artistic thought and creative talent – Article 36.
- Minorities shall not be deprived of their right to enjoy their own culture or follow their own religious teachings – Article 37.

Jordanian Law of Education

- Under Article 7 of the Law of Education No. 3 of 1994, educational institutions in Jordan are classified according to their stages into the following types:
  - o Kindergarten stage, lasting two years at most.
  - o The stage of basic education, lasting ten years.
  - o Secondary education, lasting two years.

Jordanian Constitution

- Basic education is compulsory for Jordanians and is free in government schools – Article 20

Reflection:

- Are the youth living in camps able to enjoy these rights?
- How do high university fees and lack of scholarships impact this right?
- What other barriers does your community face to accessing education?
- What needs to change for the situation to improve?

## Other challenges

We have focused on education, health and employment. Are there other important areas in which your community faces challenges?

## 3. What's next?

Now that we have completed an overview of some of the key legal issues facing youth in the region, we will next explore your role and responsibilities of law corps before moving on to the specific at-risk situations you should be on the look-out for in your communities. After that, we'll focus on some key skills that'll help you in your efforts to represent the interests of your community.

In the meantime, keep reflecting on the legal needs in your community and bring any new ideas or questions to the next session.



## Module 2: Role of Law Corps

A large number of people living in Jordan do not engage with formal legal mechanisms to resolve legal disputes (ARDD, 2017). Reasons for this vary, including a lack of awareness of legal processes, an inability to afford legal representation or to obtain legal aid or other issues such as a fear of retaliation from people involved in the matter or feelings of shame related to the circumstances of the dispute. The provision of legal aid is crucial to tackling these challenges, and your role as a law corp is crucial for ensuring that community members are referred for legal advice, when appropriate.

<b>Description:</b>	This module explores the role of law corps
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To learn about the role and duties of law corps</li><li>2. To identify the challenges and opportunities in your community</li><li>3. To learn about how and when to refer someone for legal or psychosocial support</li><li>4. To learn to think critically about yourself and your role in the community</li><li>5. To build connections with other youth</li></ol>

### 1. Personal characteristics of effective law corps

Effective law corps are:

- Passionate and takes initiative
- Sets and maintains boundaries
- Community-oriented and actively involved in the community
- Non-judgmental
- Self-reflective and always willing to learn
- A critical thinker
- Well-organized
- Kind, empathetic and respectful

#### Self-reflection activity

Read and Respond: What are your strengths and weaknesses?

Reflect on the above characteristics. Complete the questionnaire below individually and then reflect on your answers with your colleagues. Indicate how often the statement applies to you (or how true the statement is about you) by circling the relevant number on the scale from '1' (never true) to '5' (always true).

I have a long-term commitment to my community and feel strongly about making a difference	1 Never	2	3 Sometimes	4	5 Always
I do not get pressured or guilted into getting involved in situations beyond what I am comfortable with.	1 Never	2	3 Sometimes	4	5 Always
I want to see people in my community become more confident and informed about their rights.	1 Never	2	3 Sometimes	4	5 Always
I share information freely to empower others	1 Never	2	3 Sometimes	4	5 Always
I seek to understand people before jumping to a judgment of them.	1 Never	2	3 Sometimes	4	5 Always
I understand that people are different to me and that they may think differently to me, and that's okay.	1 Never	2	3 Sometimes	4	5 Always
I can recognise when I have not acted as I should have in a situation or when I could have handled a situation better.	1 Never	2	3 Sometimes	4	5 Always
I think about how things can be improved, including myself.	1 Never	2	3 Sometimes	4	5 Always
I like to question why things are the way they are and question whether things should change.	1 Never	2	3 Sometimes	4	5 Always
I am well-connected to the community and know what the key challenges are for people living in my community.	1 Never	2	3 Sometimes	4	5 Always
I write down important information and note what I need to remember or to do in the future.	1 Never	2	3 Sometimes	4	5 Always
Each day, I know what I want to do and what I want to achieve that day.	1 Never	2	3 Sometimes	4	5 Always
If I see an issue, I don't complain. Instead, I try to think of a constructive way to resolve it.	1 Never	2	3 Sometimes	4	5 Always
I think about and am aware of how my words and behaviours affect other people.	1 Never	2	3 Sometimes	4	5 Always

When I see someone being mistreated or suffering, I often think about how it might feel to be in that person's position.	1 Never	2	3 Sometimes	4	5 Always
I never suggest that a person is less deserving of respect because of their age, gender, background or other traits which they cannot control.	1 Never	2	3 Sometimes	4	5 Always

#### Reflection:

- Reflect as a group on the different characteristics described above. Is it easy to maintain these traits or difficult?
- Which of these traits do you think are the most important for being a leader in the community? Why?
- Are there any particular traits you would like to improve?

#### *“SWOT” Analysis*

In your own time after today's session, take time to further reflect on your strengths and weaknesses by completing what we call a “SWOT” analysis. It can be difficult to see our own strengths and weaknesses objectively, so consider asking someone you trust for a second opinion.

SWOT is an acronym in English for Strengths, Weaknesses, Opportunities and Threats. It is a way of analysing how a person or organisation's characteristics interact with the surrounding context or external environment (Hazzen et al, 2018). The goal of the analysis is to identify how specific strengths or weaknesses interact with challenges and opportunities and how to respond or benefit from this knowledge (Salem Press Encyclopedia, 2020).

<i>Internal factors (your characteristics)</i>	
Strengths	Weaknesses
<i>What are things that you do well? What knowledge, skills, experience and connections do you have?</i>	<i>What are some areas that you need to work on or where you lack knowledge, skills or experience?</i>

<i>External factors (the external environment)</i>	
Opportunities	Threats
<i>What opportunities are there in your external environment? How can you use your strengths to find further opportunities? How can you minimise your weaknesses and maximise your strengths to make the most of opportunities?</i>	<i>What challenges do you face in achieving your goals? What difficult circumstances are you dealing with (family, personal, neighbourhood, the economy, etc)? How can you minimize threats by utilising your strengths or improving your weaknesses?</i>

## 2. Roles of Law Corps

To be an effective law corps, you must understand what is and what is not within your role. A member of the law corps:

1. Identifies challenges within the community
2. Communicates developments and presents issues to legal experts to obtain legal advice before taking any action
3. Refers particular cases to legal experts
4. Respects the confidentiality of community members
5. Establishes clear boundaries
6. Pursues ongoing personal and professional development
7. Empowers other young community members

A member of the law corps does not:

- Provide legal advice
- Provide psychosocial counselling services
- Directly mediate disputes
- Law corps are not legal counsel and are not authorized to practice law or provide legal services. Law corps must not provide legal services or present themselves as legal counsel or as authorized to practice law.

### *Identifies challenges within the community*

#### **“Prevention is better than the cure”**

This saying doesn’t only apply to health and wellbeing but also legal issues. If a person understands the law and their rights and responsibilities, then they are able to identify and resolve issues by seeking legal advice as soon as possible and hopefully before matters escalate.

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Knowing one's community is about learning to analyse risks and opportunities. As an active member in your community, you play a key role in early detection and response to legal and protection issues. Consider the following steps, adapted from natural disaster early warning principles of: observation and risk identification, monitoring and prediction, and response (IFRC, 2012).

### Observation and risk identification

Look for the early signs that a person may face a legal issue. This includes identifying those who are at greater risk of having legal issues as well as identifying life events or circumstances which might be associated with certain legal challenges.

Examples of high-risk groups and warning signs:

- children with disabilities (higher risk of being exposed to violence and being excluded from education)
- a young girl drops out of school without explanation (risk of child marriage, denial of right to an education)
- child marriage (higher risk of violence within the marriage, risk of a denial to education, risk of not being able to obtain dowry or inheritance as the marriage is not legal)
- a father loses his job and his family falls into poverty (risk of falling into debt, increased tensions in the household could lead to family disputes, desperation might mean he is more likely to accept unsafe work to earn an income, risk of child marriage of his daughters to reduce economic burden on family)
- a child is begging in the streets (higher chance of exploitation, denial of right to an education, risk of conflict with the law because of the criminalization of begging)

Reflection:

- What do you think of these example warning signs?
- What are other possible signs that a person in your community might face legal or psychosocial challenges in the future?

### Monitoring and prediction

Monitoring involves observing the situation, measuring any changes and making predictions of whether you think a legal issue will arise from the circumstances involved (and therefore whether the person should be referred for legal advice).

### Response mechanisms

Before the legal issue comes to a head, members of the community should be empowered with knowledge of how to respond. As soon as a legal issue arises, they should know what their rights are and where to seek legal aid.

### Example scenario

You observe that a young man is working for an employer in an unsafe workplace. You speak to him and learn that he is often frustrated by how the employer treats him, but because his family desperately needs the money, he does not want to risk losing the work by raising his concerns with his employer. You can see that the young man's need for the work to support his family creates a large power imbalance between him and his employer (*observation and risk identification*).

The young man increasingly reports tensions and disputes at work. Then two times in a row, the employer is one month late paying his wages (*monitoring*).

From this, you might predict that the delays in pay might continue or that the conflict at work might escalate to the point where the employer refuses to pay the young man his wages at all (*prediction*).

In this situation, you do not need to wait until the employer starts refusing to pay the man his wages to make a referral. You could inform the man about his legal aid options to assist with employment disputes before the situation escalates. This means that the man can pre-emptively seek advice or, as soon as the dispute escalates, the young man knows exactly where he can obtain legal advice.

### *Communicates developments*

Knowing about risks, challenges and opportunities is key for relevant authorities and institutions to plan and respond. You will play a vital role in advocating for your community to ensure that their needs are met. However, you should always consult with legal experts before taking any direct action.

### **“Nothing about us without us!”**

A slogan that gained prominence during the disability rights movement in the US which has been adopted in other contexts. The idea is that anyone affected by laws and policies should have a say and have their interests represented in the decision-making which affects them. In the same way, your involvement as a part of the law corps is a way to ensure that the needs of your community are taken into account.

### *Refers cases to legal experts*

Referring means facilitating the contact between a person with a need with the appropriate service to assist them with that need, such as legal aid services or psychosocial support. It may include providing the person with the contact details of the relevant service provider, or it might include contacting the service provider on behalf of the person - but only with their consent - to inform the service provider of the person's need for assistance.

You will be given contact details of an ARDD team member who will be your focal point for communication. Further, there is also a phone line available 24 hours a day.

## Legal advice

The whole community benefits from legal awareness. The greater the awareness and the more the community understands their legal rights and obligations, the greater the protection of human rights and access to justice for all.

Different studies have highlighted how most people in Jordan ask first their family and friends how to solve different legal issues that arise in daily life (ARDD 2017, Hiil 2017). While family and friends are a first network of support, they are not necessarily the best sources of information regarding legal issues.

Although as part of your role you will be learning about specific laws and legal issues affecting the community **you must remember that your role is limited to identifying possible legal needs and making referrals to ARDD when appropriate. You must not provide legal advice.**

## Dos and don'ts: Legal advice

Dos	Don'ts
<ul style="list-style-type: none"> <li><input type="checkbox"/> Do use your knowledge of the law to keep an eye out for possible legal issues</li> <li><input type="checkbox"/> Do make referrals when you think a person may benefit from legal advice</li> <li><input type="checkbox"/> Provide general advice if a person engages in illegal behavior, but ensure you do not provide legal advice when doing so</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do not tell someone how the law impacts their particular situation</li> <li><input type="checkbox"/> Do not advise someone on what steps they should take to resolve a particular legal matter (unless you are advising them to obtain legal advice)</li> <li><input type="checkbox"/> Do not give an opinion to someone about their legal status or whether a crime or other infringement of law has happened</li> <li><input type="checkbox"/> Do not comment on the person's prospects of success if they litigate a particular matter</li> </ul>

## Why should I refer someone for psychosocial support?

Psychosocial support is just one form of advice and guidance that may help resolve an issue or improve a situation. Just as you might go to a doctor about a physical health issue or to a lawyer for legal advice, seeking psychological or social support is one valuable action a person can take to manage a situation and improve their wellbeing. It is about recognising tension in yourself and your circumstances and being proactive in finding solutions..

A psychosocial counsellor might provide helpful stress management strategies, help a person gain a new perspective on a certain issue or just create a safe, confidential space for the person to talk through their experiences without fear of judgment.

To encourage someone to seek support, you could say something like “It sounds like you are dealing with a lot, do you have anyone you can safely talk to about these issues?” or, “Some people find it helpful to speak to someone who is kind and understanding but outside of their social group, such as a counsellor”.

### What is counselling?

“[Counselling is a] dynamic process of interaction between two people during which the counselor helps a survivor to identify and process symptoms they are experiencing, and to take decisions to help alleviate their suffering. It involves active listening, giving comfort in an atmosphere of empathy, and helping survivors to work out what to do about their problems with a focus on empowering them.” (GBV-Sub Cluster (Turkey Hub – Syria), 2018)

### When to debrief

If you face any stressful situations or are finding any particular difficulties, you can debrief with your fellow members of the law corps, just remember to ensure that any information you share is general in nature and does not identify anyone. For example, “I tried to refer someone and they got angry and yelled at me” or “I keep thinking about this awful case I learnt about, the situation really shocked me, have you had the same issue before?”.

**Focus on what you can control. You cannot control what other people do, you can only control your own decisions and behaviour. If you try to refer someone for assistance and they don't react how you expect, that is okay. Your role is to inform them of their options, not to force them to take any particular course of action.**

If you'd like to speak to someone about your experiences, especially if there is a particular case that has affected you but which you cannot discuss in detail with colleagues, then don't hesitate to reach out. Counsellors have an obligation of confidentiality and so you can share more detailed information with them about what has happened whilst still respecting confidentiality.

### *Respects confidentiality*

In your role, you may learn many interesting personal details about people. You must keep the personal information you learn in your role as part of the law corps confidential, unless the person specifically consents to you sharing information. If they consent, their consent must be free and informed, meaning they understand what they are consenting to and have agreed to this freely, without undue pressure.

“Personal information” in this context includes any information that could identify the person involved. For example, their name, their address, their background, their specific age, what family they are from and details about their legal issue. Even just a small detail might be enough to identify someone, especially in a small community.

Maintaining confidentiality includes not making comments such as “she has some issues with her family” or expressing judgment of a person's honour on the basis of something you only know of because of your role as part of the law corps. You should ask yourself “would I say this if I hadn't learnt about this person's situation in my role as part of the law corps?”

When speaking to a community member, you could assure them by saying something like, “I understand that this is a sensitive issue and you might be concerned how it could impact your relationship with other people in the community. Don't worry, I will not disclose to anyone

what you've told me. It is your personal business. I'm not here to make a judgment, I just want to put you in touch with people who might be able to give you some helpful advice."

"Confidentiality reflects the belief that **people have the right to choose to whom they will or will not tell their story**. Maintaining confidentiality means not disclosing any information at any time to any party without the informed consent of the person concerned. Confidentiality promotes **safety, trust and empowerment**." (GBV SOPs, 2018)

### *Establishes boundaries*

Establishing boundaries ensures that you are able to focus on your highest impact work (ensuring at-risk cases are referred for legal advice) rather than getting bogged down in matters which are beyond your role and expertise (such as legal advice or psychological counselling) or which might put you in a compromising position (for example, by blurring your relationship with community members or by getting you involved in sensitive disputes which compromise your neutrality).

Below are common situations you may face and suggestions for how to respond:

#### **Someone is distressed and starts disclosing personal or distressing information to you in detail**

Give the person a moment to vent briefly about their situation and listen attentively. However, you are not a professional counsellor and you also need to look after your own wellbeing by setting boundaries. This may be especially difficult if the person is older than you, but regardless you must find a way to tactfully keep these interactions confined. A useful approach is to follow the below steps:

1. Acknowledge the difficulty of the situation
2. Recognize the person's strength and what they have achieved so far
3. Orient them for the future

For example, after allowing the person to vent for a short time, you might like to say something like: *What you are describing sounds like a very difficult situation and I can see you are under a lot of stress. I can also see that you are doing the best you can in the circumstances to manage the situation. I know of some organisations which might be able to provide advice and support, would you like their contact information?*

Activity:

- Role play different scenarios with your colleagues and practice what how you will respond.

#### **Someone is pressuring you to give them advice about a legal issue they are facing**

As noted above, you must not give legal advice. If someone is pressuring you for advice or looking for assurance about their legal situation, you could say something like:

*I'm not a lawyer, so I'm not sure what is best in this situation, but I know an organisation that provides free legal advice. I've heard that they are really helpful. Would you like their contact details?*

Activity:

- Role play different scenarios with your colleagues and practice what how you will respond.

**You want to call out a specific situation, but don't want to give legal advice**

You might come across a situation where you want to call-out or label certain behaviour as illegal. You can do this by speaking in a general way rather than referring specifically to the person's behaviour, for example:

*It is illegal to harass people in the street, even if it is verbally not physically.*

*It is illegal to murder anyone, including a person's sister, regardless of whether there have been any issues related to honour (not: "that's unacceptable that you think it is okay for a man to kill his sister or daughter")*

*I'm a bit worried about your situation. Maybe you should speak to a lawyer.*

*It's illegal for a man to be violent to his wife. Maybe you could speak to a lawyer, I know an organisation that might be able to help.*

Activity:

- Role play different scenarios with your colleagues and practice what how you will respond.

**It's okay not to know everything. If someone asks you a question and you don't know the answer, it is completely fine. In fact, it is a perfect opportunity for you to tell the person that you don't know, but you know someone who might, and refer the person onwards.**

### *Pursues personal and professional development*

Learning is a continual process. It is important that you take initiative to continually develop yourself professionally and personally. In addition to your training sessions with ARDD, you should always keep your eye out for opportunities for further learning and development.

Take control of your own education. If you find there is a specific skill or knowledge area that you would like to work on which isn't covered in this training, take the initiative to learn more.

For example, the following websites provide free webinars and online courses in Arabic:

- Edraak: <https://www.edraak.org/>
- Kaya Humanitarian Leadership Academy: <https://kayaconnect.org>
- UNICEF, AGORA Platform: <https://agora.unicef.org/>
- EdX: <https://www.edx.org/>
- Coursera : <https://www.coursera.org> <https://www.coursera.org>
- Mindfulness in Arabic: <https://www.mindfulnessinarabic.org/>

If you lack or have limited internet access, let someone from ARDD know and investigate alternative ways to access the internet.

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Reflection:

- How do you take initiative to further your own learning and development?
- What are the challenges of doing this by yourself? How might these challenges be overcome? Is there someone you could partner with to keep motivated?

**Keep a record of all the training that you complete and the dates you completed the training. This provides a useful reference later for keeping track of your own development.**

### Supervision and management

You will be largely acting independently. This means that you need to take control of your own development and 'self-manage' by reflecting on your experiences.

As part of your training with ARDD, you will also attend debriefing meetings with fellow youth members of the law corps, where you will be able to share your experiences, including both successes and challenges. If you come across a situation which you don't know how to handle, or you're not sure if you should refer someone for assistance, you can contact ARDD for guidance.

### 3. How to make a referral

Keeping in mind the information in this handbook, and also keeping in mind that every situation is unique, the following are general steps for making referrals:

1. Review and ensure you understand the material in this handbook. Always look for opportunities to improve your skills and knowledge.
2. Use what you have learnt to identify people with legal and/or psychosocial needs.
3. Do not try to resolve any situation through intimidation. Treat the person in a balanced and positive manner.
4. Deal with all matters with impartiality and without any discrimination on the basis of nationality, race, religious beliefs, or political opinions. Act solely on the needs of individuals and give priority to the most affected cases.
5. Under no circumstances engage in any political, racial, religious or ideological debate at any time.
6. Don't make any promises or build false hope for what the service can do for the person. Emphasise that they will need to discuss their situation with the specialists to get further information and assess their options.
7. If you know that a particular service often has a long waiting time for appointments, let the person know to expect this.
8. If you offer to assist the person in contacting the service, you must ensure the person consents and understands what you will do. For example, you could say "I will call them and give them your name and phone number and let them know that you have a family issue that you need legal assistance with, then I will hand the phone over to you / or then they will call you back, does that sound okay?"

9. Be kind, empathetic and respectful when providing referral information. Don't try to force anyone towards any particular course of action but rather present them with options. Your role is to empower them, not to control them.
10. If a person declines a referral, let them know that they can change their mind at any time. Encourage them to note down the contact details of the relevant service (provided that it is safe for them to keep the information on their phone or with them. If they are experiencing domestic violence, it may not be safe for them to keep the information on hand)
11. Respect the person's privacy and maintain confidentiality. Do not share the personal information of anyone you refer.
12. After each referral, reflect on what went well, what could be improved and what you learnt from the situation.

### Where to refer people

If a person is or has experienced sexual or physical abuse or harassment (in public, at home or online), housing/rent issues and/or issues with their employer, they may wish to seek **legal advice** about their options before reporting the matter to the police or other relevant authorities. The same applies if a person is accused of committing any crimes.

Survivors of violence and harassment may benefit from **psychosocial support**, especially if the event in question was traumatic, they are overwhelmed or they lack the confidence needed to report the matter directly to the police.

If someone wishes to report a matter to the **police**, they can contact the police department directly or, if relevant, the Family Protection Department. However, unless there is an emergency, you should always encourage the person to first seek legal advice before speaking to the police, especially if the matter involved is sensitive.

If you identify **people with disabilities**, particularly children, who are unable to access education, or are experiencing discrimination, violence or harassment, then you may also wish to refer them to relevant agencies for social protection. Similarly, if you identify children who are at risk of exploitation, for example due to child labour or street begging, there are also organisations that assist with the **social protection** of children.

**Your trainer should provide you with a referral list with the contact details of organisations which provide legal and psychosocial support in your community.**

Role play:

- Imagine that someone in the group has a legal problem, reflect as a group on how you will identify the legal issue, how you will approach them and what you will say to them (remember to follow the steps above)

<b>Description:</b>	This module goes deeper into the issue of at-risk situations by exploring some of the underlying factors that lead to harmful behaviours and conflict with the law.
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## Module 3: Identifying at-risk situations

<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To think critical about the key challenges in the community and identify different perspectives on those issues</li><li>2. To explore what influences decision-making</li><li>3. To learn about negative coping mechanisms</li><li>4. To reflect on the issue of drug use and addiction in the community</li><li>5. To build connections with other youth</li></ol>
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### 1. Decision-making

People make different life-decisions based on a wide-array of intersecting factors. Review the information below and reflect on how each level can have a positive or negative impact on a person's character, wellbeing and decision-making.

Read and Reflect: What influences our decisions?

#### The different levels of influence

1. Deeper level: value systems (gender, culture, religion, violence)
2. Individual / personal level: knowledge, competencies, confidence, adaptability, attitudes, identity
3. Immediate relationships: family, peers, teachers, friends, religious leaders, tribe
4. Institutional: schools, employers, service providers, armed groups
5. Structural: government, policies, protection mechanisms, budget allocation

(Save the Children, *Adolescents in Humanitarian Contexts*, 2019)

Reflection:

- Which of the above factors have the greatest influence on our lives? Does this change as we age?
- Who or what has had the biggest impact in your life so far?

## 2. What are coping mechanisms?

Read and reflect: What enables us to cope in difficult situations?

A coping mechanism is a strategy or behaviour which helps a person manage a particular situation or a particular emotional/psychological state. Another definition of coping is “the process whereby people create a cognitive or behavioural change in order to deal with internal or external demands in their relation to themselves and their surroundings during stressful events” (Agbaria and Natur, 2018). A negative or maladaptive coping mechanism is one which causes harm to the person or to their relationships with other people.

A coping mechanism might be appropriate and effective in relation to one situation but not another, or it might be effective at managing stress in the short-term but cause problems in the longer term. A person may have effective coping mechanisms to handle the usual stressors of daily life, but these might become overwhelmed in the face of disaster or trauma.

Many harmful behaviours can be understood as forms of negative or maladaptive coping mechanisms, such as alcohol consumption, drug use, excessive risk-taking, avoidance (including in the form of excessive sleeping) and withdrawal from social life. All of these involve some element of immediate relief, but in the end cause more harm and usually multiply a person’s problems.

Reflection:

- What are some common negative/maladaptive coping strategies you have seen in your community?
- Do you have any particular negative coping mechanisms? Sometimes this can be as simple as sleeping too much or overeating when you’re stressed.

## 3. Types of Negative coping mechanisms

### *Child marriage*

Read and Reflect: What risks are associated with child marriage?

Although it may be common practice for girls to marry before they turn 18, young marriage is associated with certain risks for the child-bride:

Child marriage is any marriage where one of the marrying partners is under 18 years of age. The practice is illegal in Jordan; however, exceptions can be obtained in the courts. Child marriage is associated with higher rates of poverty. Girls who marry under the age of 18 years are more likely to suffer injuries as a result of violence from their husband, with 29.9% of those married before 18 suffering from injuries resulting from their husband’s violence (as opposed to 20.5% of women who marry after 18 years) (UNICEF, *A Qualitative Study on the Underlying Social Norms and Economic Causes that Lead to Child Marriage in Jordan*, 2019).

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Reflection:

- In your community, what is the ideal age of marriage for a woman/girl and for a man/boy? Why is this the case?
- What are the pro's/con's of young marriage?
- Do you know of girls who were married before they turned 18? How many of these girls completed their high school education?
- Based on the above information, what sorts of harm is associated with child marriage?

*Extremism and violence*

Read and Reflect: Why are people violent?

One study on the relationship between exposure to political violence and anti-social/violent behaviour found that such exposure increased the likelihood of a person displaying severe physical aggression, participating in violent protests and showing a generally higher level of violent and antisocial behaviour (Dubow et al, 2018) Another study found a relationship between experiencing violence within the family and increased aggression in adolescents, however some adolescents had self-control strategies and social support which minimized this (Agbaria and Natur, 2018). Another paper found a correlation between youth unemployment and violence (Caruso and Gavrilova, 2012).

Discrimination, marginalization and socio-economic disadvantage are associated with an increased risk of engaging in violent extremism. Narratives in violent extremist propaganda often portray aggression, extreme violence and the total exclusion of women from the picture as the ideal form of masculinity. This will usually be done by extremist groups in a way which also draws on the stereotype of the traditional masculine man in each geographical location in which they seek to recruit fighters to add a feeling of legitimacy to the narrative (UNDP and UN Women, 2020).

Reflection:

- What are your thoughts on the findings of these papers?
- What is the relationship between life stressors (e.g., political violence, family violence, unemployment) and violence?
- In what ways might violent behaviour be a type of a negative coping mechanism in response to other life stressors?
- What is the association between extreme ideas about “masculinity” and violence?
- What does a strong, non-violent man look like?
- Recall the reflection earlier on the nature of violence and safety. How does the above information add to what was reflected on previously?

## *Substance abuse*

Above we briefly explored issues of child marriage and extremist violence. Now we look at one particular negative coping mechanisms in depth: drug use and addiction.

What is addiction?

Read and Reflect: How do we define addiction?

### **What is addiction?**

“Addiction is any repeated behavior, substance-related or not, in which a person feels compelled to persist, regardless of its negative impact on his life and the lives of others. Addiction involves:

1. compulsive engagement with the behavior, a preoccupation with it;
2. impaired control over the behavior;
3. persistence or relapse despite evidence of harm; and
4. dissatisfaction, irritability, or intense craving when the object—be it a drug, activity, or other goal—is not immediately available.”

(Mate, 2011)

“The characteristic feature of dependence is a strong internal drive to use opioids [or other addictive drugs], which manifests itself by impaired ability to control use, increasing priority given to use over other activities and persistence of use despite harm or negative consequences.

Physiological features of dependence may also be present, including increased tolerance to the effects of opioids, withdrawal symptoms following cessation or reduction in use, or repeated use of opioids or pharmacologically similar substances to prevent or alleviate withdrawal symptoms.”

(WHO, <https://www.who.int/news-room/fact-sheets/detail/opioid-overdose> )

Reflection:

- When you think of ‘addiction’ what is the image that comes to mind?
- What are your instinctual emotional responses to the idea of addiction (fear, sadness, disgust, etc)? Why do you think that may be the case?
- What are the key differences between the two definitions above?
- What can a person become addicted to, other than narcotic substances?

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## Addiction, trauma and pain

There are different opinions on what causes people to use drugs and what is the solution to addiction. Peer pressure can be a toxic influence which encourages the use of drugs but it is not the only factor. Some people promote criminal punishment to prevent drug-use, whereas others promote what is known as a harm-reduction or medical model which treats the addiction as an illness and focuses on addressing the root cause of the addiction.

### Read and Reflect: Stories of addiction

Khaled (a pseudonym) - who lives with his mother after her separation from his father - told Al Jazeera Net, "I used to get the Joker [synthetic cannabis] easily from bad friends who gave me the first cigarette for free.". His condition left his mother heartbroken. She told Al Jazeera, "After Khaled finished his university studies, he did not find a job, so he sat at home for several months, during which he met bad friends." She adds that her only one "was staying up all night and sleeping during the day, and came home at dawn, and when I spoke to him, he did not answer and closed the door, until I discovered that he was taking drugs and alcohol, so she resorted to the addiction treatment center to provide the necessary treatment for him over a period of several months." Khaled - who is currently receiving treatment in an addiction treatment center - says that (before entering the center) "I became in a nervous mood, I could not hear a word from my mother and abused her and beat her" (Al Jazeera, 2019a).

One Palestinian man described his struggles with addiction: "I would like to be able to stop taking drugs because I'm tired. I am depleted from the inside. I am talking to you and all my internal organs are at God's mercy. Sometimes I feel that my wife will try to wake me up but I won't wake up. I will be gone and meet God Almighty" (Al Jazeera, 2019b)

### Read and Reflect: How should we respond to addiction?

- "It is impossible to understand addiction without asking what relief the addict finds, or hopes to find, in the drug or the addictive behaviour."
- "Boredom, rooted in a fundamental discomfort with the self, is one of the least tolerable mental states."

(Gabor Mate, *In the Realm of Hungry Ghosts*, 2011)

- “Wouldn’t it be better to spend our money on rescuing kids before they become addicts than on jailing them after we have failed?”
- “for each traumatic event that happened to a child, they were two to four times more likely to grow up to be an addicted adult.”
- “punishment—shaming a person, caging them, making them unemployable—traps them in addiction. Taking that money and spending it instead on helping them to get jobs and homes and decent lives makes it possible for many of them to stop.”
- One study on rats found that if they are kept in a social environment with other rats and there are stimulating environmental factors such as wheels, balls and good food, the rats will not become addicted if given morphine. However, a rat kept alone in a single cage without any other stimulation will drink the morphine every day at high doses, demonstrating the power of external conditions on addiction (description simplified/shortened from original for the sake of brevity)
- (Johann Hari, *Chasing the Scream*, 2015)

Reflection:

- What are the different factors that influence a person towards drug-use and addiction? Are these factors present in your communities?
- Should the above information influence how we understand, respond to and support people who are addicted to drugs?

## Peer pressure

Read and Reflect: Peer pressure and drug-use

### Case study: Peer pressure and drug-use

Q is 15 years old and a professional footballer. Because there are no designated playgrounds in the popular areas, most of the practice of playing football is the street. In one of the rounds of football, Q met a 21-year-old man who persuaded him to join his team in the neighbourhood in which he played. From this point, Q starts playing in the district league. Whenever the team wins, Q is invited to loud parties that he holds upon achieving victory, and through these parties, he gets to know other people who were older than him and entered their world of drugs. Within a few months Q has become addicted. One day he gets arrested and referred to the juvenile court. Q benefitted from the assistance of legal aid. He was charged with use of a substance (first offence) and sentenced to time at a private clinic for the treatment of addiction in accordance with the provisions of the Narcotic Drugs and Psychotropic Substances Act.

Reflection:

- What role does peer pressure play in encouraging a person to use illegal substances? What was the significance of the age difference between the boys?
- Would the situation be different if the young man worked at a company and the director pressured him to drink alcohol or use prohibited substances?
- If the drug or alcohol was ‘a gift’, would this change how much peer pressure the young man would feel?

## The decision is yours

Watch and Reflect (video): The decision is yours



Caption to picture: Left: “It is just one pill”; Right: “You are way stronger than drugs”

Watch the video from the link below which is from a series of videos produced by the Anti-Narcotics Department: <https://fb.watch/4XLi2leott/> . If there is time, your trainer might show you some of the other videos in the series as well.

Reflection:

- What is your initial reaction to the video?
- What emotions, behaviour and patterns of thinking is the video trying to evoke/encourage?
- The video is focusing on a single moment and a single decision to use or not use drugs. What are the strengths/weaknesses of this approach?
- Overall, do you think the video is an effective way of portraying the decision to use or not use drugs? Why/why not?

Activity:

- In pairs or small groups, come up with a creative idea to be used in a campaign against drug use amongst youth. Be creative! You could present a plan for a video, song, poster or any other measures. Will you be funny or serious? What emotions will you try to evoke? Think about how much information you want to include, how you will convey the information and where you would publish the material. Once you’ve developed your idea, share with the rest of the group.

Further learning:

- The Anti-Narcotics Department has also started a radio show where the dangers of drugs are discussed. If you would like to listen to the show, the episodes are available online from the Anti-Narcotics Department’s Facebook page.

## Importance of being informed

Read and Reflect: A “normal” cigarette

“A friend offered me a cigarette when I was depressed, telling me ‘Take this, it’ll make you relax ... When I asked for another, I realized it was hashish ... I was 18 years old.”  
(Arab News, 2019 <https://www.arabnews.com/node/1469081/middle-east> )

Reflection:

- Should we educate children about different types of drugs? Why/why not?
- How might this situation have been different if the the person had a basic level awareness of the danger of drugs?

**What are the harmful substances in Jordan?**

Review and Reflect: Types of drugs in Jordan

Below are photos of dangerous and illegal drugs confiscated by the Anti-Narcotics Department. Have a look at the photos and then respond to the questions below.



### Reflection:

- What are the different physical forms that drugs come in? Do you associate drug-use with any one of these forms more than the others?
- Are there any contents in this photo which surprise you?
- In the photo on the bottom right, there are white boxes that look like they are from a pharmacy. If someone offered you a pill from one of those boxes, would your reaction be any different than if one of the other items were offered to you? Why/why not?

### What is a drug?

There are a range of types of drugs, some prohibited under the narcotics law of Jordan (such as cannabis and Captagon), and some only permitted with a medical prescription (such as certain prescription medications). Drug-use may impact both the individual and society. Some of the biggest risks associated with drug-use include drug addiction, overdoses and other adverse health effects. There are also the legal risks involved in breaking the law as well as the social and economic impacts of addiction.

Below are some common examples relevant to Jordan. Consider the risks of each type of drug and how its use does (or does not) impact both individuals and society.

<p>Opioids</p>	<p>Opioids are commonly used to treat pain and may be prescribed by a doctor and can bring pain relief, a sense of calm and sometimes euphoria. However, their misuse can lead to addiction and overdoses resulting in death. More than 70% of deaths attributable to drug-use world-wide are connected to opioids. (WHO, <a href="https://www.who.int/news-room/fact-sheets/detail/opioid-overdose">https://www.who.int/news-room/fact-sheets/detail/opioid-overdose</a> )</p> <p><b>Tramadol (aka 'Tramal')</b></p> <p>Tramadol is an opioid whose use has spread across the Middle East. Tramadol is an addictive opioid medication the use of which can lead to addiction, seizures and death. Use of the drug may also impair concentration, memory, emotional regulation, and impulsive control as well as negative influences on personal relationships (Diab et al, 2020).</p>
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<p>Amphetamines and methamphetamines</p>	<p>Amphetamines may be prescribed by a doctor to treat conditions such as ADHD and narcolepsy. They can increase levels of energy, focus and confidence. According to the WHO, amphetamine and methamphetamine use poses “a serious threat to the health, social and economic fabric of families, communities and nations”.</p> <p>(WHO, <a href="https://www.who.int/substance_abuse/facts/ATS/en/">https://www.who.int/substance_abuse/facts/ATS/en/</a> )</p> <p><b>Crystal methamphetamine (also known by the English word “crystal”)</b>  Crystal methamphetamine looks somewhat like crystals or broken glass. It may be smoked, snorted or injected. Injecting the drug is especially dangerous as it exposes the user to the transmission of blood-borne illnesses.</p> <p>(WHO, <a href="https://www.who.int/substance_abuse/facts/ATS/en/">https://www.who.int/substance_abuse/facts/ATS/en/</a> )</p> <p>Risks associated with crystal methamphetamines are significant. According to the Harvard Medical School:  <i>“when used habitually, methamphetamine has adverse effects that range from mild to disastrous. Common psychiatric symptoms are insomnia, irritability, and aggressive behavior. The drug causes intellectual deficits, anxiety, and depression. Chronic users become disorganized and unable to cope with everyday problems. The risk of developing psychotic symptoms — hallucinations and delusions — is very high. Despair and suicidal thinking can set in when the stimulant effect wears off. During intoxication, the body (and probably brain) temperature rises, sometimes resulting in convulsions. Methamphetamine can damage blood vessels in the brain, causing strokes. High fevers or collapse of the circulatory system can cause death. [...] [In regards to depression] The brain recovers somewhat after months of abstinence, but problems often remain. Former methamphetamine addicts may suffer from chronic apathy and anhedonia (inability to experience pleasure) for years.”</i></p> <p>(Harvard Medical School, 2005, <a href="https://www.health.harvard.edu/drugs-and-medications/what-are-methamphetamines-risks">https://www.health.harvard.edu/drugs-and-medications/what-are-methamphetamines-risks</a> )</p> <p><b>Fenethylamine (Captagon)</b>  The drug fenethylamine is an amphetamine often sold under the name ‘Captagon’. Some pills sold as ‘Captagon’ are counterfeited and instead filled with other substances other than fenethylamine (Katselou et al, 2016). Captagon comes in a pill-form and is particularly known for its use in Arab countries, including Jordan, where addiction is a serious issue. For example, in Saudi Arabia, three out of every four people treated for drug problems are addicted to Captagon (Katselou et al, 2016).</p> <p>The long-term effects of Captagon are serious: “The most common of them are extreme depression, lethargy, sleep deprivation (insomnia), occasional palpitation, heart and blood vessel toxicity and malnutrition. Other side effects that have been experienced by regular users include blurred vision, vertigo, mouth dryness, breathing difficulties, irregular heartbeat, gastrointestinal symptoms, muscle and/or joint pain, muscle cramping anxiety, mood swings, confusion, feelings of anger or rage, irritability and impatience ... The use of captagon tablets among young users has been also connected with heart failure and cardiomyopathy” (Katselou et al, 2016).</p>
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<p>Cannabis products</p>	<p>Cannabis can come as leaves, dried plant resin, or oil. It is often smoked. Use can make a person feel relaxed and spaced out. According to the WHO, prolonged use of cannabis can lead to cognitive impairment, including issues with attention and memory which may not recover after the cessation of use. There is also the risk of developing a dependence on the drug.</p> <p>Since cannabis is usually smoked and often mixed with tobacco, then the risks outlined below regarding smoking also apply.</p> <p>(WHO, <a href="https://www.who.int/teams/mental-health-and-substance-use/alcohol-drugs-and-addictive-behaviours/drugs-psychoactive/cannabis">https://www.who.int/teams/mental-health-and-substance-use/alcohol-drugs-and-addictive-behaviours/drugs-psychoactive/cannabis</a>)</p>
<p>Synthetic cannabis</p>	<p>Synthetic cannabis (known colloquially by the English word “joker”) refers to a range of synthetic drugs which have no direct relation to cannabis but rather mimic the effects of cannabis. Synthetic cannabis usually comes in a powder form or may come in a solution sprayed onto plant material to imitate actual cannabis. As with actual cannabis, people may become addicted to synthetic cannabis.</p> <p>(WHO, 2019, <i>WHO Expert Committee on Drug Dependence Forty-first report</i>)</p> <p>Synthetic cannabis use has been increasing in Jordan over the last years. In one study of 93 patients at receiving treatment for addiction in Jordan, the most commonly used substances were alcohol and cannabis (39.8% and 38.7% respectively) (Yasin et al, 2020)</p>
<p>Alcohol</p>	<p>An intoxicating substance which is drunk and comes in varying concentrations. For example, a 100ml of wine might have the same amount of alcohol as 285ml of beer which might have the same amount of alcohol as 30ml of whisky.</p> <p>The harmful use of alcohol contributes to death, disease, injury as well as social and economic losses</p> <p>(WHO, <a href="https://www.who.int/news-room/fact-sheets/detail/alcohol">https://www.who.int/news-room/fact-sheets/detail/alcohol</a> )</p> <p>As alcohol reduces feelings of inhibition, it is therefore associated with risk-taking behaviour including aggression, fights, and unsafe or unwanted sexual experiences.</p> <p>(Leslie et al, <i>Harm reduction: An approach to reducing risky health behaviours in adolescents</i>, 2008).</p> <p>The consumption of any alcohol includes some risk, however the higher the consumption the higher the risk. Long-term alcohol consumption can also have a devastating impact on a person’s liver. Pregnant women in particular should avoid drinking alcohol, as alcohol consumption can harm the development of their unborn child. Similarly, excessive alcohol consumption is more dangerous for anyone under the age of 25 years, because the human brain continues to develop until this point, making it especially vulnerable to damage from excessive alcohol consumption.</p> <p>(Australian Department of Health, <a href="https://www.health.gov.au/health-topics/alcohol/alcohol-throughout-life/alcohol-and-young-people">https://www.health.gov.au/health-topics/alcohol/alcohol-throughout-life/alcohol-and-young-people</a>, and <a href="https://www.health.gov.au/health-topics/alcohol/alcohol-throughout-life/alcohol-during-pregnancy-and-breastfeeding">https://www.health.gov.au/health-topics/alcohol/alcohol-throughout-life/alcohol-during-pregnancy-and-breastfeeding</a>)</p>

<p>Cigarettes</p>	<p>Jordan has some of the highest rates of smoking addiction in the world with more than 80% of Jordanian men smoking or regularly using nicotine products.          (The Guardian, 2020, <a href="https://www.theguardian.com/world/2020/jun/23/jordan-smoking-rates-highest-in-world-amid-claims-of-big-tobacco-interference">https://www.theguardian.com/world/2020/jun/23/jordan-smoking-rates-highest-in-world-amid-claims-of-big-tobacco-interference</a> )</p> <p>It has been known for decades that smoking tobacco increases the likelihood of getting cancer. In fact, tobacco is the cause of 9 out of every 10 cases of lung cancer, and also increases the risks of other types of cancer as well. Smoking around other people increases the risk that they too will contract cancer, even if they themselves do not directly smoke (known as second-hand smoking).          (CDC, <a href="https://www.cdc.gov/cancer/tobacco/index.htm">https://www.cdc.gov/cancer/tobacco/index.htm</a>)</p>
<p>Aguila</p>	<p>Despite the perception that smoking <i>aguila</i> is less dangerous than smoking cigarettes, however both contain tobacco and so smoking <i>aguila</i> actually has the same health risks as smoking cigarettes, including an increased risk of various cancers such as: oral cancer, lung cancer, stomach cancer, cancer of the esophagus, reduced lung function and decreased fertility.          (CDC, <a href="https://www.cdc.gov/tobacco/data_statistics/fact_sheets/tobacco_industry/hookahs/index.htm">https://www.cdc.gov/tobacco/data_statistics/fact_sheets/tobacco_industry/hookahs/index.htm</a> )</p>
<p>Caffeine</p>	<p>Although we don't usually think of coffee as an addictive drug, the energy we get from coffee is from the drug caffeine. At high levels, there may be health concerns, but generally the consumption of caffeine is not associated with high risks. One of the issues of coffee consumption is caffeine tolerance, whereby more and more caffeine is required to get the same energy boost as previously. Caffeine consumption may also impact sleep quality and may increase nervousness for those who suffer from anxiety.          (Harvard School of Public Health, <a href="https://www.hsph.harvard.edu/nutritionsource/caffeine/">https://www.hsph.harvard.edu/nutritionsource/caffeine/</a> )</p> <p><b><i>Caffeine has been included to demonstrate how drugs and the risks associated with drug use exist on a spectrum.</i></b></p>

Reflection:

- Have you heard of these drugs before? To what extent are they affecting your community?
- Why do you think youth in your community are using drugs? In your opinion, do they understand the risks involved?
- If they were happy, had good work and other fun activities to do, do you think youth would engage in the same level of drug-use?
- Which of the above drugs do you think are the most dangerous for Jordanian society? Which of these do you think presents the smallest risk?
- Have you previously thought of caffeine or tobacco as types of drugs? Why/why not?
- What are some of the short-term impacts mentioned above and what are some of the long-term impacts? Do you think the distance between use and negative consequences influences the decision to use drugs (e.g. that it takes years of smoking before cancer develops or that addiction may not be apparent immediately after using a drug)?

- People use drugs for various reasons, including seeking pleasure or seeking to numb pain. How do these motives weigh up against the risks listed above? What are alternative ways that people can achieve the same goals without taking such risks?

#### Reflection:

- What are the inherent risks of pulling out a gun during a heated discussion? And what is the likelihood of someone ‘accidentally’ shooting another person directly in the chest and the head?
- How does introducing the detail that the son was addicted to drugs change the level of sympathy readers will have for the victim? How does this reflect the prevailing attitudes towards drug-users? Would you feel differently about the story if the victim was a studious and responsible son rather than a drug addict? What about if the father had been the drug addict rather than the son?

## The possible penalties for drug offences

Read and Reflect: Imprisonment for possessing drugs

### **Man gets 3 years in jail for drug possession**

By Rana Hussein - Apr 18, 2021

AMMAN — The Court of Cassation has upheld a December State Security Court (SSC) ruling, sentencing man to three years in prison after convicting him of possessing illegal narcotics in the Dead Sea area in July.

The court declared the defendant, who is known to be a drug dealer, guilty of possessing three kilogrammes of marijuana on July 23 with the intent of consuming the illegal narcotics. The SSC handed the defendant a three-year prison term for the offence of possessing illegal narcotics and ordered him to pay JD3,000 in fines.

Court documents said the defendant was heading to the Dead Sea area when he was pulled over for a routine check. Upon searching his vehicle, court papers maintained, officers found the illegal narcotics in his vehicle and arrested him. The defendant confessed to owning the illegal narcotics with the intent of consuming the illegal drugs, according to court papers. However, the defendant contested the SSC’s ruling through his lawyer, who argued that the court “did not take into consideration that the defendant confessed and expressed his regret for possessing the illegal narcotics”.

Meanwhile, the SSC prosecution office asked the higher court to uphold the sentence and the fine imposed on the defendant. The higher court maintained that the SSC had followed the proper procedures while issuing the sentences. “It was clear to the court that the defendant confessed willingly to possessing the illegal drugs and, therefore, deserves the punishment he had received,” the higher court said.

The Court of Cassation judges presiding were Mohammad Ibrahim, Hayel Amr, Fawzi Nahar, Majid Azab and Nayef Samarat.

<https://www.jordantimes.com/news/local/man-gets-3-years-jail-drug-possession>



### Reflection:

- Although the man was described as ‘possessing’ drugs, given the amount he had with him, do you think it is likely it was only for himself, or that he intended to share with others? (Note: a single joint of cannabis is estimated to have between 0.32-0.66 grams: New York Times, How Much Weed Is in a Joint? Pot Experts Have a New Estimate, <https://www.nytimes.com/2016/07/15/science/how-much-weed-is-in-a-joint-pot-experts-have-a-new-estimate.html>)\_
- Why did the man claim that the sentence by the State Security Court was too high? What do you think of his argument?
- What do you think about the prison sentence and fine given to the man?

### How to talk to someone about their drug-use

Reflection: Imagine that you suspect that someone you know has been using drugs and may have even developed an addiction.

- What emotions might you feel in such a situation? How might these emotions impact your ability to manage the situation?
- How might your response impact whether the person decides to disclose information to you or not?
- When wouldn’t be an appropriate time to raise the issue of drug-use with this person? When might be a better time?
- What is the least helpful way of responding to this situation? What might be a better way of approaching the situation?



## Module 4. What is violence?

<b>Description:</b>	This module explores the meaning of violence and the different forms of violence in society. The inverse of violence - safety - is also explored.
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To broaden awareness of the different types of violence in society</li><li>2. To reflect on the nature of violence and safety</li><li>3. To build a vision for the future of a nonviolent community</li><li>4. To build connections with other youth</li></ol>

### 1. What is violence?

Read and Reflect: What is violence?

Violence can be defined and understood in many ways. Below are two different definitions:

“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation”  
[In other words: Violence = Force/Power + Harm / Deprivation].

(WHO, 1996)

“[Violence is] any arbitrary physical or symbolic action against a human being – for instance, when a body undergoes physical violence, as well as being faced with physical and/or symbolical constraints that prevent it from developing to its full capacities and competences and when it cannot appropriate the space necessary for the development of its social actions or of its practices” (Kortam, 2018)

Reflection:

- Do you agree with these definitions? Or would you define violence differently?
- What is the difference between violence, force and power?
- If a person attempted to injure you but was unsuccessful, is there any harm in this situation?
- What is the harm described in the second definition?
- What is the difference between strength and violence?
- Is there a relationship between masculinity and violence?

### 2. Types of violence

When engaging with the community, you should keep in mind that violence comes in many forms and interacts in complex ways with a person’s legal and/or psychosocial needs. As part of the monitoring and risk assessment process, you should be keeping an eye out for different types of violence.

Write examples of violent acts that come under each category of violence listed below and note how those acts impact the person who is experiencing the violence and/or impact the community more generally.

Example: *Sexual violence - actions include sexual assault, unwanted touching, verbal harassment of a sexual nature. Effects might include physical and psychological injury, feelings of shame and humiliation, feelings of anxiety, social exclusion etc.*

Physical	Actions: ..... ..... Effects: ..... .....
Verbal	Actions: ..... ..... Effects: ..... .....
Psychological and emotional	Actions: ..... ..... Effects: ..... .....
Financial	Actions: ..... ..... Effects: ..... .....
Sexual	Actions: ..... ..... Effects: ..... .....
Cultural	Actions: ..... ..... Effects: ..... .....

Reflection: How do diverse groups of people experience each of the above?

- Men vs women
- Children vs adults
- People with disabilities vs people without disabilities

### 3. Types of safety

Now that you have reflected on different types of violence, let's look at different types of safety.

Review the table below and write down your own definitions for each type of safety. Think both in the positive (the presence of certain features) and the negative (the absence of certain features).

For example, sexual safety might include freedom from all forms of sexual harassment and violence, whether physical, verbal or online (absence of). It might also include respect for someone's physical, psychological and emotional boundaries (presence of). (latter definition from Government of New South Wales, *Sexual Safety - Responsibilities and Minimum Requirements for Mental Health Services*, 2013)

Physical safety	..... ..... .....
Psychological and emotional safety	..... ..... .....
Financial safety / security	..... ..... .....
Sexual safety	..... ..... .....
Cultural safety	..... ..... .....



Write down what you decide below and keep the description in mind in the future to remind yourself of what we are all working towards.

Share what you have written with your colleague and reflect further on what your ideal safe, non-violent society would look like.

*We want to build a society in which* .....

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## Module 5. Violence and harassment

<b>Description:</b>	This section explores the nature and effects of sexual and physical violence in society, looking at public, private and online spheres.
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To become informed about the issue of sexual violence in Jordan and to be equipped to identify those who are at risk of experiencing violence</li><li>2. To explore the different barriers to reporting sexual violence and harassment</li><li>3. To identify the legal and psychosocial needs of people who experience violence and harassment.</li><li>4. To build connections with other youth</li></ol>

### 1. Family Protection Department

Read and Reflect: Family Protection Department

#### Family Protection Department

The family is the basic building block in building societies, and upon it the stability and prosperity of society depends. It is imperative to protect it, maintain its cohesion, and achieve its social security by confronting any social pests it may encounter. [...]

Geographical jurisdiction: -

The administration covers all regions of the Kingdom with the exception of Ramtha through its divisions spread in the governorates and within its geographical spread plan, as there are currently 16 departments and two divisions in the Zaatari camp and the Azraq camp.

Specific competence: -

1. The department deals with cases of sexual assaults committed against women and men regardless of the age of the victim and whether the perpetrator is inside or outside the family.
2. Cases of domestic violence and neglect that occur on children whenever the perpetrator is from within the family.
3. Cases of physical abuse inflicted on adult females whenever the perpetrator is from within the family.
4. Cases of sexual and physical abuse and neglect of persons with disabilities.
5. Cases of sexual and physical abuse and neglect of persons in care homes.
6. Investigating cases of sexual exploitation of children via the Internet through a modern investigative scientific method that takes into account modern methods in investigating this type of crime and how to deal with and seize digital crime scenes.
7. Cases of suicide that fall within the jurisdiction of the Family Protection Department.

(extracted from the Family Protection Department's website)

Reflection:

- What knowledge did you have previously about the Family Protection Department? Do you know where the closest division is to where you live?
- Are you surprised by any of the types of cases that the Department manages?

## 2. Violence against women: In the streets, at home and online

Women in Jordan, just like other women all around the world, experience sexual harassment in private, public and online spaces. As part of the law corps, it is important you understand and can identify different forms of harassment so that you are able to identify when a person might benefit from a referral. Although men can also be harassed, this section focuses on women.

Read, Respond and Reflect: Sexual harassment in Jordan

### Jordanian Criminal Code

#### Article 305

A penalty of imprisonment for a period of no less than a year shall be inflicted on whoever flirts with an indecent manner:

- 1- A person who has not completed eighteen years of age, whether male or female.
- 2- A person, male or female, who has completed eighteen years of age without consent.

#### Article 306

Whoever proposes to a person who has not completed eighteen years of age or to a female, regardless of her age, an act contrary to modesty or speaks to any of them contrary to modesty, he shall be punished with imprisonment for a period not exceeding six months or a fine from thirty to two hundred dinars.

1- The penalties stipulated in Articles (305) and (306) of this Law shall be doubled in any of the following cases:

A- If the perpetrator is one of the persons referred to in Article (295) of this law.

B - If the victim was one of the persons referred to in Article (297) of this law.

C- If it is committed by two or more persons.

2- In case of repetition, the imprisonment sentence imposed for the crimes referred to in Paragraph 1 of this Article may not be substituted with a fine.

What is the difference between sexual harassment, sexual exploitation and sexual assault?

“Sexual harassment is a broad term, including many types of unwelcome verbal and physical sexual attention.” (RAINN)

“Sexual assault refers to sexual contact or behavior, often physical, that occurs without the consent of the victim.” (RAINN)

“Sexual exploitation: Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.” (WHO)

### Sexual harassment of women in Jordan

The Jordanian criminal code does not define the term 'sexual harassment'. Rather, the Articles 305 and 306 of the Jordanian Criminal Code (see above) criminalize flirting in an indecent manner, indecent act or expressions such as immoral gestures made in an indecent manner by word, deed, movement, or reference, explicitly or by allusion, by any means. Research conducted in Jordan has found that only 70% of victims and 68% of perpetrators of harassment actually know that Jordanian law criminalizes sexual harassment.

Out of the respondents to the same study:

- 89.1% experienced one or more forms of nonverbal sexual harassment i.e suggestive gesturing.
- 88.4% of respondents experienced one or more forms of verbal sexual harassment.
- 68.7% of respondents experienced one or more forms of physical sexual harassment.
- 80.8% of respondents experienced one or more forms of cyber sexual harassment.
- 52.3% of respondents experienced one or more forms of psychological harassment.
- Respondents reported that the perpetrators of harassment were primarily:
  - relatives (when the harassment took place inside the home)
  - male strangers (when the harassment was in public spaces or online)
  - male colleagues (in the workplace)

(Jordanian National Commission for Women, 2017).

Reflection:

- Do these statistics surprise you? If yes, what would you have thought the numbers might have been?
- How often do you witness men harassing women in public spaces or in the workplace?
- Did you know that harassment was illegal?

Responses:

Where do women in Jordan experience sexual harassment? Who is harassing them?

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Where can a woman go if she wishes to report sexual harassment which she has experienced? Is this different if the harassment is at home rather than in public spaces or at work? What about harassment online?

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### Read and Reflect: Violence at home

“Being married increases Jordanian women’s likelihood of experiencing physical violence”

(Economic and Social Commission for Western Asia, *Status of Arab Women Report 2017: Violence Against Women: What is at Stake?*, 2017)

Crises such as the COVID-19 pandemic tend to increase the levels of violence against women, partially because of increased stress and an increased amount of time spent at home with violent family members (WHO, 2020). The COVID-19 pandemic has contributed to an increase in violence against women in Jordan, including violence in all its forms: verbal, psychological, physical and economic (ARDD, *Impact of COVID-19 on Women’s Access to Justice in Jordan*, April 2020)

### Reflection:

- Accord to the above information, what increases a women’s likelihood of facing violence?
- In what ways is the violence experienced by women occurring in “public” or “private” places?
- How has the COVID-19 pandemic contributed to an increase in violence, and what does this reveal about where women experience violence and who is perpetrating the violence?
- How does this connect with what was mentioned earlier regarding harassment of women in the streets and online?

### *Risk factors*

### Read and Reflect: Violence risk factors

According to research by the World Health Organisation, risk factors for intimate partner and sexual violence include (WHO, *Factsheet: Violence Against Women*, 2021):

Increases risk of being a victim	Increases likelihood of being a perpetrator
<ul style="list-style-type: none"> <li>● lower levels of education</li> <li>● a history of exposure to child maltreatment</li> <li>● witnessing family violence</li> <li>● harmful use of alcohol</li> <li>● community norms that privilege or ascribe higher status to men and lower status to women;</li> <li>● low levels of women's access to paid employment; and</li> <li>● low level of gender equality (discriminatory laws, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>● lower levels of education</li> <li>● a history of exposure to child maltreatment</li> <li>● witnessing family violence</li> <li>● antisocial personality disorder</li> <li>● harmful use of alcohol</li> <li>● harmful masculine behaviours, including having multiple partners or attitudes that condone violence</li> <li>● community norms that privilege or ascribe higher status to men and lower status to women;</li> <li>● low levels of women's access to paid employment; and</li> <li>● low level of gender equality (discriminatory laws, etc.).</li> </ul>
<p>Factors specifically associated with <b>intimate partner violence</b> include:</p> <ul style="list-style-type: none"> <li>● past history of exposure to violence;</li> <li>● marital discord and dissatisfaction;</li> <li>● difficulties in communicating between partners; and</li> <li>● male controlling behaviours towards their partners.</li> </ul> <p>Factors specifically associated with <b>sexual violence perpetration</b> include:</p> <ul style="list-style-type: none"> <li>● beliefs in family honour and sexual purity;</li> <li>● ideologies of male sexual entitlement; and</li> <li>● weak legal sanctions for sexual violence.</li> </ul>	

#### Reflection:

- What is the relationship between education, employment and violence against women? How do these factors impact the likelihood of a man being violent towards a woman and how does it impact the likelihood that the woman will experience violence?
- Based on the above, what are some specific factors that might be increasing the likelihood of women in your community experiencing physical or sexual violence?

### *Barriers to reporting violence*

As part of the law corps, you must not only understand the types of harassment and violence that takes place in the community, but you must also understand the common reasons that survivors of violence and harassment might not report what happened.

Although it is a taboo to talk about, it is important to remember that sexual violence can and does happen to boys and men as well as girls and women.

Read and Reflect: Sexual assault of a boy in Jordan

**Minor gets 2 years in juvenile centre for molestation**

By Rana Hussein - Mar 25, 2021

AMMAN — The Court of Cassation has upheld a June 2019 Juvenile Court ruling sentencing a minor to two years at a juvenile detention centre after being convicted of molesting a minor in 2016.

The Juvenile Court found the minor guilty of molesting an 11-year-old boy in a deserted area in one of the Kingdom's governorates and handed him a four-year prison term.

However, the court decided to reduce the sentence to two years in detention because the victim's family dropped charges against the defendant and because he is young, and "deserves a second chance in life".

Court papers said the victim was walking home from his school when he was met by the defendant and three other defendants, all minors, who did not appeal their verdicts.

"The defendants grabbed the victim to a deserted area where they took turns sexually assaulting him," according to court documents.

The victim managed to escape after some of the defendants left "to get more people to sexually assault him", according to court papers.

The minor informed his family of the sexual assault incident and they immediately alerted the Family Protection Department, the court papers added.

The higher court ruled that the Juvenile Court had followed the proper procedures and the defendant deserved the verdict he received.

The Court of Cassation judges were Mohammad Ibrahim, Majid Azab, Yassin Abdullat, Nayef Samarat and Saeed Mugheid.

<https://www.jordantimes.com/news/local/minor-gets-2-years-juvenile-centre-molestation>

Reflection:

- What factors did the judge take into account when reducing the sentence of the boy?
- What might be some of the short and long-term effects on the young boy?
- Do you think the impact on the young boy and the impact on the juvenile offender have both been taken into account in the sentence?
- Considering the stigma around sexual violence, are you surprised that the young boy reported the abuse or that his family reported the incident to the Family Protection Department so quickly?

## Dos and Don'ts

Do	Don't
<ul style="list-style-type: none"> <li>● Be vigilant to harassment both in private, public and online spaces</li> <li>● Be aware of barriers preventing the reporting of harassment and violence</li> <li>● Keep contact information with you to make referrals when appropriate</li> <li>● Always respect the confidentiality and privacy of people who experience harassment</li> <li>● Reassure the person that you will respect their confidentiality</li> <li>● Always reflect on how your own behaviour impacts others</li> <li>● Focus on the person's strengths rather than weaknesses (e.g., "it takes courage to talk about these issues")</li> </ul>	<ul style="list-style-type: none"> <li>● Don't blame a woman for what has happened</li> <li>● Don't ask the woman what she was wearing when the harassment happened</li> <li>● Don't repeatedly ask things like "are you sure that's right" or "isn't it possible that..." which undermine the woman's sense of reality</li> <li>● Don't make a referral without obtaining the consent of the person involved</li> <li>● Don't pressure a survivor of harassment or violence into any specific course of action</li> <li>● Don't tell someone to immediately leave a violent marriage (as the process of leaving a violent husband might put her life and her children's lives at risk and so requires careful advice and planning)</li> <li>● Don't provide counselling or advice, other than to provide referral information</li> <li>● Don't push for details of what happened, not only does this invade the person's privacy and dignity (if they don't wish to speak about it) but it can also re-traumatise them further</li> <li>● Don't rush them, let them know to take their time in explaining the situation</li> <li>● Don't disclose the personal details of victims without their consent, unless you are doing so because they face an imminent threat to their life</li> </ul>

### Reflection:

- Why are each of the above important? Discuss with your colleagues and compare your thoughts.

**It is not your job to judge, blame or even pity those you interact with. Your role is to identify needs and connect people with services, regardless of your personal opinion of the person or the circumstances involved in the case.**

#### **Further advice on dealing with cases involving violence**

- Show awareness when listening to the details of a case. Demonstrate a willingness to listen and maintain an attitude of caring, regardless of the form of intervention that will take place.
- Treat all survivors of violence in a dignified manner regardless of their gender, social background, ethnicity, nationality, or the circumstances of the accident(s).
- Focus on listening and do not let yourself be preoccupied with side matters such as the phone, computer, papers or other files, or external influences such as a person entering and interrupting the interview or by looking away from the situation.
- Do not use signs, expressions or movements that may be misunderstood, such as whistling or unnecessary movements such as hand gestures which suggest rejection or raising eyebrows, and avoid unjustified and exaggerated emotion.
- It is important to ensure the well-being and the physical and mental health of survivors, by observing if there are any traces of violence on their face and hands, and by asking direct questions that can help you to infer further details about their story. Avoid direct questions regarding the location of the injuries or identifying them. From the psychological perspective, you can notice some indicators such as stress, fear, and involuntary movements, and when you see these indicators, you have to reassure the survivor and keep them calm.
- It must always be clear in terms of its role and the type of legal aid and assistance it can provide. Never make promises you cannot keep.
- You must inform the person about the services available and their quality, so that the person can choose the type of care and support wanted. Check to make sure that the person has fully understood the information and, if necessary, adapt how the information is presented to meet the needs of the particular person.
- Every action or suggestion you make must be based on the needs and capabilities of the beneficiary. Therefore, attention must be paid to all the needs of the beneficiary, such as: medical and psycho-social needs, material and shelter needs, and the need for justice. Respect the strength of beneficiaries and their abilities to deal with what has happened. After the beneficiary is informed of all options of support and referral, take care to obtain the explicit consent of the beneficiary before referring to any of the competent authorities, respecting the opinion of the beneficiary and not putting pressure on him.
- For children, the best interests of the child must be considered first, and children must be able to participate in decisions about their lives. However, the child's age and abilities must be taken into account when determining the consideration to be taken in accordance with the children's wishes and best interests.
- You should have full knowledge of basic service providers, whether official and/or non-official specialized agencies (specialized security services, health (physical/psychological), shelter, material aid in kind) and the competence of these bodies of all kinds.
- Ensure that you know the correct the referral methods, for both internal and external referrals, and follow the necessary procedures.
- Do not make promises which cannot be kept.
- Clarify the referral process with the beneficiary.
- Respect the opinions and decisions of beneficiaries.
- Assess the beneficiaries' safety (Do they have a safe place to go to? Will they confront the offender? Do they need emergency health care?) All available options for referring beneficiaries must be known and carried out through procedures that ensure the safety of the beneficiary when possible.

## Case studies

Everyone, regardless of age, gender or background has the right to be safe in public spaces. Read the below case studies and reflect on how legal assistance was used as a way of responding to incidents of street violence and harassment.

Read and Respond: Harassment in the neighbourhood

### Case study - The misdemeanor of defamation, insult and humiliation

Mr K is a 23-year-old man who lives in a popular neighbourhood works at a hair salon. After work, the salon owner drops him off in the street near his home. On an almost daily basis, in sight from passers-by and residents of the area, one of the neighbours insults the young man with obscene words by likening him to women. One of the neighbours monitors him. They slander and insult him in front of the neighbours, which eventually led to a provocation and a threat that a complaint would be made against him.

Legal aid was provided to assist the young man to make a complaint against the group of men. His complaint was supported by testimonies of witnesses. The men who were harassing him were convicted and sentenced to four months imprisonment and were not permitted to pay a fine in order to avoid the imprisonment.

Responses:

What was the crime that the men were charged with? What was the penalty?

.....

.....

If you witnessed this sort of behaviour, how would you react? What role did the witnesses play in this situation? How can someone who witnesses a crime help out?

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.....

.....

If someone came to you in a similar situation, what would you tell them?

.....

.....

Read and Respond: Threats and theft in the evening

**Case study: theft in aggravating circumstances**

Mr F is a 17-year-old boy who was asked by his father to buy some groceries from late at night. On the way, he encountered a strange, frightening-looking person who approached him and addressed him in a low voice, placing a sharp tool near his waist. The man told the boy that he would hurt him if he tried to resist. There were no passers-by in the area to witness what took place.

Mr F gave the man the money he had with him and then ran back to his house and informed his father of what had happened. His father went to the grocery store and fortunately there was a camera that spotted the perpetrator's face. They notified the police and the man was arrested. The man was convicted of theft with aggravating circumstances (use of weapons in the evening) and sentenced to one year in prison, on account of the aggravating circumstances.

Responses:

What was the man convicted of? What was his sentence?

.....

What were the key factors that led to the arrest and conviction of the man involved?

.....

If someone reported a similar incident to you, what would you say to them?

.....

.....

Read and respond: Harassment online and offline

**Case study: harassment - an act contrary to public modesty and threat through social media**

Ms P is a 21-year-old young woman who lives in an area that contains various commercial and industrial shops. She is a university student. One morning, on her way to university, a worker from one of the stores pursues her and harasses her for her phone number. She thought that it was just a once-off event and so was not too concerned, believing it would not happen again. However, the man started harassing her every day, approaching her in the street, watching her from a distance, trying to talk to her and threatening to harm one of her relatives if she didn't respond to him. He tries to assault her. He has someone photograph her when she is with him and threatens to publish photos of her with him on social media in order to harm her reputation, unless she complies with his orders.

The young woman informs her mother of the threats, who in turn informed her father. They file a complaint with the police and the matter is transferred to the relevant criminal court.

The aggressor was convicted of committing an act contrary to public decency and threatening someone through social media. He was sentenced to two years imprisonment and fined 1000 dinar.

Responses:

What was the man convicted of? What was the penalty?

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.....

What factors might have made the woman hesitate in reporting the crime?

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.....

.....

If someone reported a similar incident to you, what would you tell them?

.....

.....

.....

How might an incident like this impact the woman? (think in different ways including: relationships with others, stress/anxiety, feelings of shame, etc)

.....

.....

.....

Read and Reflect: Torture and cruel, inhuman and degrading treatment

**Arab Charter on Human Rights, Article 13 (A)**

The State parties shall protect every person in their territory from physical or psychological torture, or from cruel, inhuman, degrading treatment. [The State parties] shall take effective measures to prevent such acts; performing or participating in them shall be considered a crime punished by law.

Reflection:

- Does the Charter call for prevention of the treatment described, punishment or both?
- What are some of the high-profile and more shocking cases of violence against women and girls in recent time in Jordan and the region?
- In what ways does the violence involved in those cases fit into the above definition (physical and/or psychological torture/cruel, inhuman and/or degrading)?

**3. Violence against children**

Read and reflect: Sexual violence against children

It is a devastating reality that some adults sexually abuse children. About one in ten girls worldwide under the age of 20 have been forced to engage in sex or perform other sexual acts. (UNICEF, <https://www.unicef.org/protection/sexual-violence-against-children>). There is a lack of reliable data on the extent of sexual abuse of children in the Middle East and North Africa region (ECPAT International, 2020). However, in ARDD’s experience, the sexual abuse of children can and does occur in Jordan, just as it occurs elsewhere in the world. Shame and stigma related to sexual abuse creates a significant barrier to the protection of children around the globe, including in Jordan where the culture of *eib* silences victims.

Reflection:

- Do these numbers surprise you?
- What would you define “culture of eib”?

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## Definitions

Read and Reflect: What is child sexual abuse?

“Child sexual abuse is a broad category that, at its core, defines the harm caused to children by forcing or coercing them to engage in sexual activity, whether they are aware of what is happening or not.” (Interagency Working Group on Sexual Exploitation of Children, *Terminology Guidelines for the Protection of Children from Sexual Exploitation and Sexual Abuse*, 2016).

“Immediate reactions to sexual abuse include shock, fear or disbelief. Long-term symptoms include anxiety, fear or post-traumatic stress disorder.” (American Psychological Association, <https://www.apa.org/topics/sexual-assault-harassment>)

## Case study

Read and Reflect: Sexual abuse of a child in the neighbourhood

### Case study

A young boy was kidnapped and sexually abused by a man living in his neighbourhood. When the boy returned home, he told his mother what had happened and she went straight to the police. After reporting the matter, she was pressured by her husband’s family to drop the complaint. Her husband’s family claimed that by reporting what had happened, the woman was bringing shame to the whole family. The family of the neighbour who abused her son also threatened her, as they claimed she had brought shame on them as well. As a result of the pressure, the woman decided to withdraw the complaint. Since the incident, her son’s personality has changed. He has become quiet, constantly clings to her and is distrustful of unknown adults. He has been having nightmares and has started wetting the bed again, something he hasn’t done in years.

Reflection:

- What are the legal and psychosocial needs of this woman and her son?
- If this woman disclosed to you what happened, or you suspected something like this might have happened, where could you refer someone to get more assistance?
- How might you tell the woman about these services? What words should you use? What should you avoid saying? How could you ensure that the conversation was private whilst still being appropriate?

## Identifying the risks

As part of the law corps, you should be vigilant in identifying different legal and psychosocial needs in your community. Part of this is being able to identify the factors which put children at risk of abuse as well as the possible signs of abuse in children.

Children are more vulnerable to being sexually abused or experiencing violence in general if they experience the following characteristics and/or circumstances:

Contextual factors	Personal factors
<ul style="list-style-type: none"> <li>• poverty and marginalisation</li> <li>• lack of birth registration</li> <li>• disrupted education</li> <li>• child labour</li> <li>• gender discrimination</li> <li>• humanitarian crises</li> </ul> <p>(ECPAT International, 2020; also, World Health Organisation, <a href="https://www.who.int/news-room/fact-sheets/detail/violence-against-children">https://www.who.int/news-room/fact-sheets/detail/violence-against-children</a>)</p>	<ul style="list-style-type: none"> <li>• are socially isolated</li> <li>• have mental health or behavioural difficulties</li> <li>• have low self-esteem</li> <li>• have one parent who is continually absent</li> <li>• have been a victim of bullying</li> <li>• live in a situation of domestic violence</li> <li>• have a disability</li> </ul> <p>(Australian Royal Commission into Institutional Responses to Child Sexual Abuse, Grooming and child sexual abuse in institutional contexts, 2017; also, World Health Organisation, <a href="https://www.who.int/news-room/fact-sheets/detail/violence-against-children">https://www.who.int/news-room/fact-sheets/detail/violence-against-children</a>)</p>

### What are the signs of abuse?


Sexual abuse can have devastating impacts on a child’s physical and mental wellbeing. Below are some common behavioural and emotional changes that might indicate a child has been abused (or has experienced some other form of trauma). These will vary from child-to-child and also varies depending on the age of the child. These symptoms do not necessarily mean a child has been abused but they should alert you to the possibility.

Signs of abuse and/or trauma in children
<ul style="list-style-type: none"> <li>• Excessive talk about or knowledge of sexual topics</li> <li>• Keeping secrets - Not talking as much as usual</li> <li>• Becoming clingy to the primary caregiver</li> <li>• Not wanting to be left alone with certain people, especially if this is a new behaviour</li> <li>• Regressive behaviours (such as thumb sucking or bedwetting when they had previously stopped these)</li> <li>• Overly compliant behaviour</li> <li>• Sexual behaviour that is inappropriate for the child’s age</li> <li>• Withdrawing from social contact or spending an unusual amount of time alone</li> <li>• Trying to avoid removing clothing to change or bathe</li> <li>• Changes in eating and sleeping patterns</li> <li>• Sleep disturbances, including nightmares</li> <li>• Difficulty concentrating</li> <li>• Showing excessive concern for the safety of others</li> <li>• Risk-taking and self-destructive behaviour (particular older children / adolescents)</li> <li>• Change in mood or personality, such as increased aggression or irritability</li> <li>• Decrease in confidence or self-image</li> <li>• Excessive worry or fearfulness</li> <li>• Increase in unexplained health problems such as stomach aches and headaches</li> <li>• Loss or decrease in interest in school, activities, and friends</li> <li>• Nightmares or fear of being alone at night</li> <li>• Self-harming behaviours</li> <li>• Being afraid of things that didn’t frighten them before</li> </ul>
<p>(RAIN, <a href="https://www.rainn.org/articles/warning-signs-young-children">https://www.rainn.org/articles/warning-signs-young-children</a>; and Save the Children, <i>Psychological First Aid for Children</i>, 2018)</p>

	<p><b>The most important sign to look out for is any sudden change in behaviour.</b></p>
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### *Dos and Don'ts*

Do	Don't
<ul style="list-style-type: none"> <li>• Keep an eye out for sudden changes in the behaviour (such as those outlined above)</li> <li>• Keep an eye out for children who are at risk (due to personal or situational factors)</li> <li>• Ensure the confidentiality of the people involved</li> <li>• Use non-judgmental language</li> <li>• Provide referral information, if it is safe to do so</li> <li>• Always be kind and respectful in all interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Don't ask directly if sexual abuse occurred</li> <li>• Don't provide counselling or advice on what steps someone should take (other than providing a referral)</li> <li>• Don't tell a person to leave the situation or to immediately report to the police (it may not be safe to do so at the current time)</li> <li>• Don't pressure the people involved into any particular course of action</li> <li>• Don't provide counselling, that's not your role</li> <li>• Don't talk about shame or honour</li> <li>• Don't be patronising e.g. don't say 'ya haram!' or make patronising tutting noises which might suggest you think the victim is <i>maskeen</i></li> </ul>

	<p>If someone reports to you that he or she is experiencing violence at the hands someone they live with, then it is possible that this violence includes the monitoring or restriction of access to his or her phone. <b>You should always ensure that it is safe to communicate with the person by phone. You should never say anything about making a referral or seeking legal advice unless you know that the person's phone is not monitored and it is safe to do so.</b></p> <p>If the perpetrator of the violence discovered that the person was seeking assistance to leave the household or even just talking to other people about the violence at home, his or her safety and your own safety could be put at risk.</p>
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## Module 6: Child labour and other prohibited workplace practices

<b>Description:</b>	This module explores the legal and protection challenges that children and youth face in relation to employment
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To learn the general definition of child labour and identify instances of child labour in the community</li><li>2. To reflect on the criminalization of begging and how this impacts children and young people</li><li>3. To reflect on other unsafe or exploitative workplace practices</li><li>4. To build connections with other youth</li></ol>

### 1. Child labour

In Jordan, laws exist with regard to child labour, however there are gaps in the law and often the law is not adequately enforced (US Department of Labor, *Findings on the Worst Forms of Child Labor*, 2019). Under international law, a child is a person under the age of 18 years. Read, Reflect and Respond: What is child labour?

“Not all work done by children should be classified as child labour that is to be targeted for elimination. Children’s or adolescents’ participation in work that does not affect their health and personal development or interfere with their schooling, is generally regarded as being something positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children’s development and to the welfare of their families; they provide them with skills and experience, and help to prepare them to be productive members of society during their adult life.

The term “**child labour**” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development. It refers to **work that:**

- **is mentally, physically, socially or morally dangerous and harmful to children;** and/or
- **interferes with their schooling** by: depriving them of the opportunity to attend school; obliging them to leave school prematurely; or requiring them to attempt to combine school attendance with excessively long and heavy work.”

(ILO, <https://www.ilo.org/ipecc/facts/lang--en/index.htm>)

Reflection :

- How is child labour viewed in your communities? Why is this the case?

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Response:

What is the difference between child labour and a child just ‘helping out’ the family?

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.....

When is child labour harmful?

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.....

Read and Respond: Child labour in Jordan

In Jordan, the Ministry of Labor is responsible for enforcing child labour laws. As part of this, labour inspectors are to identify child laborers, and may issue warnings or fines to employers. Information about the child will then be shared with the Ministry of Social Development who will contact the child’s family to determine if social services are required. Unfortunately, gaps exist which impact the adequacy of these measures (US Department of Labor, 2019 Findings on the Worst Forms of Child Labor). The Ministry also has an online reporting system for reporting child labour via its website: <http://childlabor.jo/>

“According to the 2016 National Child Labour Survey, an estimated 75,982 children, or around 1.9 per cent of children aged between of 5 and 17 years, are engaged in either paid or unpaid employment. Of these, almost 70,000 are estimated to be in a situation of child labour. The vast majority of working children are boys who work in agriculture, manufacturing, construction, and wholesale and retail trade. Child labourers work around 34.5 hours per week on average. The 2016 National Child Labour Survey estimates that as many as 32 per cent of child labourers are employed in hazardous work, which is work considered either harmful to children’s health or which may negatively impact their development.” (ILO, Decent Work Country Programme: The Hashemite Kingdom of Jordan)

Responses:

What percentage of children were working in hazardous conditions in 2016?

.....

What are the penalties for employers who hire children?

.....

Locate the following responses to child labour mentioned in the above information. Underline or mark where they are mentioned:

- o Financial penalties
- o Monitoring and investigation
- o Social protection

Read and Reflect: Forced labour and children

**Case study**

A Syrian child who works in a farm, the father demanded after a while from the employer that his son does not want to continue working and return his son to him, but the employer refused to do so and informed him that his son will continue to work and will not return his son, the father tried many times to return his son, but the employer refused to do so, the father resorted to the legal aid unit in the organization, which in turn coordinated with the father to file a complaint with the anti-trafficking unit, which immediately started its procedures and the unit was able to do the same Today, the child is returned to his father, his wages are collected and the necessary legal action is taken against the employer.

Reflection:

- In what ways does the above case study reflect the types of risks involved in child labour, noted earlier?
- What do you think of how the issue was resolved?

Read and Reflect: Working at home

In the 1980s, research conducted into the lives of women estimated that if a woman's work at home (such as housework, child-rearing, etc) was treated as "work", then a western woman at that time was working between 3,000-4,000 unsalaried hours a year, or in other terms, sixty-eighty hours a week (Selma James, *The Global Kitchen*, 1985).

Reflection:

- Is housework and child-rearing "work"? Why/why not?
- Does your response to the first question change depending on who is doing the work (e.g., a child, a wife, a hired domestic worker)?
- If a young girl is expected to complete many hours of household chores each day, such as cooking, cleaning, serving guests, caring for children and old/sick/disabled family members, is this labour? Why/why not?
  - o What if there was a large family that had many sons but only one daughter and she completed all the cooking and cleaning for the household by herself, would this be labour?
  - o If the girl had so much housework that she was unable to attend school or the conditions caused her physical or other harm, would this be child labour?

## 2. Begging

### *The criminal model*

It is against the law in Jordan to beg. It is also against the law to drive a child who is under the age of 16 to beg. The crime of begging is grouped together with the crimes of drunkenness and gambling, suggesting that the government views begging as immoral and dishonourable (Jordanian Criminal Code, article 389).

Read and Reflect: Children and begging

#### **Case study - the criminalization of begging**

Situation: S is a 13-year-old juvenile whose parents are divorced. He lives with his mother and her S's step father, who is a street vendor. Ms S's stepfather prevents him from going to school and forces him to work with him in the streets selling car accessories. One day, at one of the traffic lights, S is arrested by an employee of the Ministry of Social Development. He is charged with begging and referred to the juvenile court, as he is under the age of 18.

### *The social protection model*

Read and reflect: Causes of begging

The International Committee on the Convention on the Rights of the Child argues that begging by children should be decriminalized because it is often the result of poverty, homelessness or family violence. (Committee on the CRC, General Comment 24 on children's rights in the child justice system, 2019)

Reflection:

- What factors encourage a child to beg?
- Should a child be criminally prosecuted for begging? Why/why not?
- What are alternative ways of reducing begging, other than criminalisation?
- How could a child or young person be diverted away from begging and other criminal activity? How can or should the child's family be involved in this response?
- What can you do if you see children begging?

## 3. Other employment-related issues

Common workplace legal issues include unsafe working conditions, harassment at work, employers refusing to pay wages and issues related to the employment contract. Two of these, unsafe work conditions and harassment at work, are mentioned below.

### *Unsafe working conditions*

Employers have an obligation to protect their workers from dangers and diseases that may result from their work. This includes the provision of necessary protective gear when necessary, informing employers of risks associated with their work, transporting injured workers to an appropriate treatment facility and reporting incidents to the Social Security Corporation (Tamkeen, 2020).

#### Read and Respond: Workplace safety in Jordan

“Each year, 14-15,000 workplace injuries or accidents are reported in Jordan, which means that, on average, a workplace injury or accident is reported **every 40 minutes**. In Jordan, **a person dies at work every two days**”

“As for the types of work injuries and accidents, they varied between contusions and wounds, to fractures, dislocations or sprains. Other types included foreign bodies in the eyes, electrocution, internal injuries, as well as a number of amputations and poisoning.”

“[But] these numbers only reflect accidents and injuries that occurred in institutions registered with the SSC [the Social Security Corporation]. As such, these numbers do not include the thousands of workers in the Informal Economy, or those working in formal sectors but not registered in the SSC ... due to some employers [especially small businesses that have fewer than five workers] evading any registration in the SSC to avoid paying what they perceive as high rates of subscriptions.”

(Tamkeen, Nov 2020)

#### Responses:

What are types of injuries that happen in workplaces?

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.....

How many injuries and accidents take place on average every year?

.....

What is the employer’s duty regarding workplace accidents?

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.....

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If you knew of someone who was injured at work, where could you refer them for advice?

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.....

Read and Reflect: Harassment in the workplace

### **Sexual harassment at work**

An employers' duty to ensure a safe workplace includes the obligation to prevent and protect employees from sexual harassment in the workplace. Unfortunately, this is often not the case. To make matters worse, those who experience harassment are often too scared to report the harassment due to stigma, fear of repercussions and a lack of knowledge or confidence in the legal mechanisms that should protect them (ARDD, Silent Women, Nov 2018).

Reflection:

- Do you know of anyone who experienced harassment in the workplace? What happened?
- What could an employer do to ensure that there was no sexual harassment in the workplace?

### **Trade unions**

A trade union is an "association of workers in a particular trade, industry, or company created for the purpose of securing improvements in pay, benefits, working conditions, or social and political status through collective bargaining" (Encyclopaedia Britannica, <https://www.britannica.com/topic/trade-union>).

Trade unions have played a key role in advocating for and securing worker rights in modern history. Under international law, all workers should have the right to join a trade union. In Jordan, the right to join a union is restricted. For example, certain categories of people are excluded from the right to join a union and permission is required in order to form a new trade union. You may therefore wish to seek legal advice before joining a trade union.

## **Scenarios**

Now that you have explored different at-risk situations, it is time to apply what you have learnt.

Case Studies: Identify the possible legal issues involved in the below scenarios and identify where you could refer the people involved for further legal and/or psychosocial advice and support.

Refer back to previous modules for evidence to support why you would act in a certain way.

Remember: If you face situations like these, you must not give legal advice.

### Situations

- 1** - You witness a woman being harassed aggressively by a man in the street. The man leaves and you go over to speak to her.
- 2** - The behaviour of a child you know has suddenly changed. The child has begun bed-wetting again, and has become clingy and aggressive. The child's parents are frustrated and do not know what to do about the situation.
- 3** - Your friend has been getting harassed and threatened online. She is scared that the man will try and dishonour her or cause issues with her family.
- 4** - You know of a family in your neighbourhood who has been having financial issues and has fallen behind in their rent. You start seeing one of their young children begging in the streets.
- 5** - One of your friends has been having problems with his family and always seems to be in a bad mood. He starts drinking on weekends. Soon you realise that he seems to be drinking every day, and you're not sure where he is getting the money to afford the alcohol.
- 6** - One of your younger sister's friends suddenly drops out of school. She is only 13 but you've heard that her family have arranged for her to be married.
- 7** - One of your friends was working a factory and was seriously injured to the point that they may not be able to undertake manual labour work again in the future. The employer is refusing to pay your friend any money to cover medical costs.



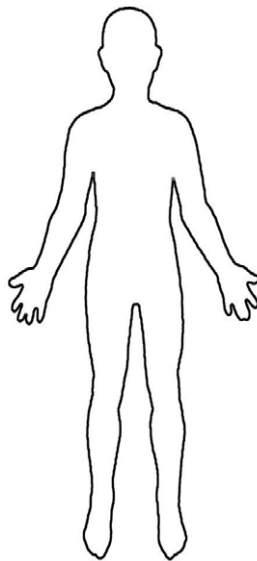
## SECTION 2: MOVING FORWARD

### Module 7: Understanding trauma and stress

<b>Description:</b>	This topic explores trauma, resilience, feelings of hopelessness and the challenge of maintaining hope for the future.
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To share and reflect on your own experiences of dealing with feelings of hopelessness</li><li>2. To be introduced to some key ideas about trauma, hope and resilience</li><li>3. To reflect on strategies for responding to feelings of hopeless and distress</li><li>4. To think critically about mental health and well-being</li><li>5. To build connections with other youth</li></ol>

#### 1. Body-mapping stress and trauma

The effects of trauma can be felt physically throughout the body. Label on the below outline where and how you feel stress, sadness and other emotions in the body. Some examples might include: a faster heart-beat, trouble concentrating, shaky hands, uncontrollable crying, outbursts of anger, pain or tightness in your chest/heart, a feeling of detachment or disassociation from your body.



### *Emotions and the body*

Read and reflect: The body and mind connection

Research into trauma has found a strong relationship between mental and physical suffering. Although it may be common to blame mental symptoms (such as depression, anxiety) on physical causes, it may in fact be that the physical symptoms are a result of mental suffering.

The somatic (bodily) symptoms of trauma include (Van der Kolk, 2014):

- Chronic pain (often in the back and/or neck)
- Fibromyalgia
- Migraines
- Digestive problems
- Irritable bowel syndrome
- Chronic fatigue

Reflection:

- In what ways might it be 'easier' for a person to share that they are experiencing physical symptoms rather than talking about emotional or mental health directly?
- In what ways are physical symptoms more 'socially acceptable' than emotional ones? Is this different for men/women?
- How does characterising the issue as physical rather than emotional or psychological change how a person might respond and where they may seek support?

## **2. Attitudes towards mental health and well-being**

Reflection:

- Before going further, reflect on your own instinctive reactions to the topic of mental health and trauma. In what way might these ideas and reactions be a barrier to you communicating with people who have experienced trauma?

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### *Hypothetical scenarios*

Read and Reflect: What does trauma look and feel like in daily life?

- Some terrible things happened to Ahmad when he was a child. As an adult, Ahmad avoided thinking about what happened, but since having a child of his own, he has started to experience terrible nightmares and outbursts of rage that he never had before.
- Mariam was a happy, 7-year-old child who was developing at the average rate for a child her age. Lately, she's changed. She's become clingy and emotional and has started wetting the bed again, which she hasn't done in years.
- Faisal was attacked by one of his neighbours in relation to a family dispute. He was badly injured and taken to hospital. A few months later when he sees his attacker in the street, he suddenly feels tightness in his chest and cramps in his stomach. You ask him if he is okay but he doesn't react and it seems like he can't even hear you.
- Heba has been subject to intense harassment from some boys in her neighbourhood but has been too scared to report the abuse. She has also been stressed because her father has become more violent at home since he lost his job. She doesn't feel safe at home or in the streets. Heba goes to the doctor complaining of pain radiating up her arms. She says that sometimes she wakes up in the middle of the night with tightness in her chest, thinking she is dying.
- Mohammad was attacked one night on his way home from work. A group of men held him at knife point. They threatened to kill him if he didn't get them all the money that he had in his wallet. Mohammad insists that he is fine, but a few months after this happened, he starts having nightmares.



### 3. Information about trauma

Read and Respond: What is trauma?

#### **What is trauma?**

“[T]raumatic symptoms are normal human responses to extreme circumstances” (Judith Herman, 1997)

“Trauma is an emotional response to a terrible event like an accident, rape or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea. While these feelings are normal, some people have difficulty moving on with their lives.” (American Psychiatric Association)

#### **What is posttraumatic stress disorder (PTSD)?**

“Posttraumatic stress disorder (PTSD) is a psychiatric disorder that may occur in people who have experienced or witnessed a traumatic event such as a natural disaster, a serious accident, a terrorist act, war/combat, or rape or who have been threatened with death, sexual violence or serious injury. ... People with PTSD have intense, disturbing thoughts and feelings related to their experience that last long after the traumatic event has ended. They may relive the event through flashbacks or nightmares; they may feel sadness, fear or anger; and they may feel detached or estranged from other people. People with PTSD may avoid situations or people that remind them of the traumatic event, and they may have strong negative reactions to something as ordinary as a loud noise or an accidental touch.” (American Psychiatric Association)

#### **What are triggers?**

“When something reminds traumatized people of the past, their right brain reacts as if the traumatic event were happening in the present. But because their left brain is not working very well [as a result of the trauma], they may not be aware that they are re-experiencing and reenacting the past—they are just furious, terrified, enraged, ashamed, or frozen.” (Van der Kolk, 2014)

List the symptoms of trauma noted above

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List the causes of trauma noted above

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## Dissociation

Read and Reflect: Are the symptoms of trauma obvious?

Dissociation is a symptom of trauma which involves a person ‘disconnecting’ from the present moment including from their thoughts, feelings, sensations and behaviour (Blue Knot Foundation, *Fact sheet: Emotions and arousal incl dissociation*). Dissociation can make a person seem distracted, detached or uncooperative (UNHCR, *Beyond Proof*, 2013). Dissociation may appear in the form of a ‘blank stare and absent mind’. For example, despite having experienced something clearly extremely stressful or traumatic, a person might report “I feel nothing”. Another indication is a lack of an appropriate emotional response, for example responding to a smile with a blank stare instead of smiling back (Van der Kolk, 2014).

Dissociation may be a survival mechanism as the feeling of detachment provides a form of relief from the present reality during traumatic events as well as the suffering of recalling the memories of past traumas, but it can also cause the person many issues in their personal and professional lives and reduce their general wellbeing.

The detachment and appearance of a lack of emotion may mislead others into thinking that the person does not suffer from trauma. It is therefore important when interacting with the community to not only look for outward signs of trauma (such as uncontrollable anger, emotional outbursts, nightmares, etc) but also for signs of dissociation and a lack of an appropriate emotional response.

Reflection:

- How might dissociation impact a person in their daily life, including in the following areas:
  - o Physical and mental well-being
  - o Ability to have healthy relationships
  - o Engagement in social and economic life
  - o Educational pursuits

Dos and Don'ts - Dissociation

Do's	Don'ts
<ul style="list-style-type: none"> <li>• Do remember that everyone experiences trauma and suffering in different ways</li> <li>• Do be on the lookout for signs of dissociation such as a 'glazed over' or unusually unemotional appearance</li> <li>• Do remain calm and gentle. Do not raise your voice. A lack of sense of safety is a factor in triggering the dissociation</li> <li>• If a person seems to have disassociated, try to gently bring them back to the present (e.g., by using the person's name, reminding them of where they are and the purpose of the conversation, asking them to take a deep breath)</li> <li>• Do ask open questions (as someone who is dissociated may answer 'yes' to yes/no questions without having understood what is being said)</li> </ul>	<ul style="list-style-type: none"> <li>• Don't dismiss someone because they seem cold, unemotional or detached</li> <li>• Don't judge someone or accuse them of not caring about a situation just because they have come across as unemotional, this might be a protective mechanism</li> <li>• Don't yell at someone to 'bring them out' of their daze. Threatening their sense of safety is likely to trigger further dissociation</li> <li>• Don't force someone to talk about what happened or how they are feeling if they don't want to</li> </ul>

**Trauma and control**

Trauma and suffering often entail a loss of control. Your role is to empower those you speak with by linking them with the support they need. One of the principles of trauma-informed action is to always provide options rather than forcing a person towards any course of action. This restores to the person, at least in a small way, a feeling of control.

Related to this, you should also always let the person know what the next step is. For example, you could say: "when you call the service, they will ask you some questions to see if you might benefit from an appointment with them and, if so, they will arrange an appointment. I won't be involved in that process but if you have any trouble contacting them please let me know"

*Trauma, hope and a loss of meaning*

Read and Reflect: Trauma and hope

One symptom associated with trauma is a loss of sense of personal meaning in life, experiencing a spiritual crises and/or a radical change in the person's worldview (Christine Courtois, *It's Not You, It's What Happened To You*, 2014).

"Those who know how close the connection is between the state of mind of a man - his courage and hope, or lack of them - and the state of immunity of his body will understand that the sudden loss of hope and courage can have a deadly effect." (Viktor E Frankl, 1946)

Reflection:

- What is the relationship between hope, trauma and physical health?

How to look after yourself and others

Read and Reflect: How do we look after ourselves and one another?

**What are protective factors?**

“Protective factors have been defined as aspects of the person or environment that buffer or ameliorate the effects of adversity, thus allowing the person to be more successful than he or she would be without the protective factors”

“Many of the protective factors associated with resilient outcomes fall into one of three categories: (1) individual attributes or internal assets, (2) relationships, and (3) community resources and opportunities ... the protective factors in various categories are intertwined; adolescents’ individual attributes develop in the context of relationships and the supports and opportunities available in their communities.”

(Laser and Nicotera, 2011)

- What does it mean to be resilient? Is resilience an individual’s responsibility or the community’s responsibility?
- Reflect on the quote: “He who has a why to live can bear almost any how.” (Friedrich Nietzsche)
- What is a healthy “coping mechanism” (a healthy way of responding to and managing stress)? What is an unhealthy coping mechanism? Write your responses in the table below.

When I’m feeling stressed or overwhelmed, it is helpful to:

*Example: Go for a walk, call a friend, take a deep breath, drink some water, remind myself of my own strengths, etc*

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**Trauma traps us in the past. Although we must recognise the realities of the past and how they are impacting the present in a real and tangible way, we must also be future focused in order to move forward. You can acknowledge that everything isn't okay, but still seek to focus on what is in your control and what you are working towards.**

### *Take control of your own learning*

If you would like to further your knowledge of how to respond to people displaying signs of distress and trauma, you can review resources on the topic of “psychological first aid”. The following organisations have free guides (in Arabic) available online which provide specific strategies for responding to psychological and emotional distress when you are confronted with it which you may find useful when interacting with the community.

- IFRC, A Guide to Psychological First Aid PFA
- Save the Children, Psychological First Aid Training Manual for Child Practitioners
- WHO, Psychological first aid: Guide for field workers

## **4. Healing from trauma**

So far, we have reflected on the way that trauma can impact a person's body, mind, emotions and even their sense of self. Now we will look at what comes after: healing.

People can and do recover from traumatic experiences. This is not to say that the process is simple or that there aren't ups and downs on the way, but it is to affirm the important truth: healing is possible.

Read and Reflect: How can we heal from trauma?

“Nobody can “treat” a war, or abuse, rape, molestation, or any other horrendous event, for that matter; what has happened cannot be undone. But what *can* be dealt with are the imprints of trauma on body, mind, and soul: the crushing sensations in your chest that you may label as anxiety or depression; the fear of losing control; always being alert for danger or rejection; the self-loathing; the nightmares and flashbacks; the fog that keeps you from staying on task and from engaging fully in what you are doing; being unable to full open your heart to another human being.

Trauma robs you of the feeling that you are in charge of yourself ... The challenge of recovery is to re-establish ownership of your body and your mind - of yourself. This means feeling free to know what you know and to feel what you feel without feeling overwhelmed, enraged, ashamed, or collapsed. For most people this involves

- (1) finding ways to become calm and focused,
- (2) learning to maintain that calm in response to images, thoughts, sounds, or physical sensations that remind you of the past,
- (3) finding a way to be fully alive in the present and engaged with the people around you,
- (4) not having to keep secrets from yourself, including secrets about the ways that you have managed to survive.”

(Van der Kolk, 2014)

### Reflection:

- What does healing mean to you? What does it feel like?
- Can an entire community experience healing or is it something only experienced on an individual level?
- What are your thoughts about the four aspects of healing listed?
- What are the different negative emotions mentioned above? For each of the negative emotions, identify what the opposite, positive emotion would be.

### *Stages of recovery*

Although not a perfect, linear process, recovery from trauma is often understood as involving three main stages: (re)establishing safety, remembering and mourning the past, and reconnecting to ordinary life (Herman, 1997).

### *Establishing safety*

Read and Reflect: The first step to recovery

The first step to recovery is re-establishing a sense of safety. This includes physical and emotional safety as well as safety within a person's own body by learning "to find ways to cope with feeling overwhelmed by the sensations and emotions associated with the past" (Van der Kolk, 2014).

A person should not be encouraged to disclose the details of past trauma unless or until their basic sense of safety has been restored. Once this has been established, the person may benefit from talking through their past experiences in the context of a confidential, safe relationship with a specialised counsellor or therapist.

Read and Reflect: What does "safety" mean?

"Trauma robs the victim of a sense of power and control; the guiding principle of recovery is to restore power and control to the survivor. The first task is to establish the survivor's safety. ... Survivors feel unsafe in their bodies. Their emotions and their thinking feel out of control. They also feel unsafe in relation to other people. ...

Establishing safety begins by focusing on control of the body and gradually moves outward toward control of the environment. Issues of bodily integrity include attention to basic health needs, regulation of bodily functions such as sleep, eating, and exercise, management of post-traumatic symptoms, and control of self-destructive behaviors. Environmental issues include the establishment of a safe living situation, financial security, mobility, and a plan for self-protection ... an adequate safety plan always includes a component of social support."

(Herman, 1997)

Reflection:

- Recall earlier when you reflected on violence and safety in the community. What is the relationship between those topics and the topic of trauma and recovery?
- What are some circumstances within our community that might prevent a person feeling safe, and therefore impact their ability to recover from the past?
- How does social stigma and shame impact a person's sense of safety? How is this a barrier to recovery?
- How does the notion of safety within one's own body add to your understanding of safety that you reflected on during earlier modules?
- Is seeking professional counselling "weakness"? Or does it take courage to confront past and present realities?
- How does this information connect to the earlier reflections of maladaptive coping mechanisms?

## Recovery: more than words

### Read and Reflect: Healing bodies and minds

Everyone's path to healing is different. Although talking about and processing past events might, in specific controlled circumstances, be helpful for recovery, true recovery requires a reconnection between mind and body which is often disrupted by experiences of trauma.

There are a wide range of types of therapies and healing for people who have experienced trauma, many of which involve a holistic understanding of how both the body and the mind are impacted by trauma. Some examples include yoga, mindfulness, breathing exercises, cognitive-behavioural exercises (whereby you identify and change thought patterns) and therapies involving art, music and dance. Remember, no one should be forced into any program or action and no one therapy is for everyone.

In pursuing these sorts of activities, people recovering from trauma will benefit from the support and guidance of a trauma-expert. For example, a person trying yoga for the first time might be shocked by the onset of sudden, strong emotions brought about by the focus on breathing and body-awareness. A sexual assault survivor might experience extreme panic and terrifying flashbacks brought about by certain yoga poses. As such, it is important for people to seek advice from a trauma specialist.

Reflection:

- What is the relationship between the past, the present, our bodies and our emotions?
- How can we use this information when interacting with different community members?
- What sorts of physical exercise and other activities might your community benefit from?

## 5. Encouraging others

It is natural to sometimes feel exhausted and to lose hope for the future, especially when facing significant future challenges or carrying the burden of past traumas. These feelings may be short-lived or last for a longer period of your lives.

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Read and Reflect: Struggling with feelings of hopelessness

“Personally, I get these flashes of random thoughts sometimes to think that, alright, so what exactly am I doing? Wasting my life on a cause that doesn’t seem to go anywhere. What is my identity as a Palestinian refugee who was born and raised as a refugee ... Am I getting anywhere during my lifetime? ... What are we still fighting for? ... I am losing opportunities one after another just because I am a Palestinian. ... Everything is going around in circles ... We talk and talk about refugees and about Palestinians and what we should do and what should be done but I think we are here powerless. ... I cannot express how frustrating everything is.”

- Young Palestinian man living outside of Jordan

Reflection:

- What are the key factors that the young man mentions that have contributed to his current feelings of hopelessness and questioning of his life purpose?
- Feelings of powerlessness can be debilitating. How might these feelings impact different areas of a person’s life (relationships with others, employment, study, etc)?
- How can we recognise and acknowledge these feelings without being overwhelmed?
- Imagine it was your friend who made the above statement, how would you respond? What would you tell him?

*Individual activity*

Write a letter of encouragement to a friend who is struggling to maintain hope for the future and is doubting that change is possible.

*My dear friend,*

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Remember what you have written. Be kind to yourself. Just as you might say these things to a friend, you can also encourage yourselves by re-reading these words in the future.



## Module 8: Inclusive Communities

Who is and is not included in a community can be a key factor in determining to what extent different groups of people are able to enjoy their basic rights. Factors such as poverty, poor physical or mental health and lack of meaningful employment may contribute to the exclusion of certain groups in society, but so can discrimination and exclusionary societal policies and structures (Sheppard, 2006). Thus, the question of inclusion is not only socio-economic but goes to the root of the question of what it means to be different and what it means to be included. The issue of who is part of our community and who is excluded as the 'other' is essential to any attempts to improve the rule of law and access to justice for all. When engaging with your community, you should keep an eye for the dynamics of inclusion/exclusion and how this is impacting the rights of community-members.

<b>Description:</b>	This module addresses notions of community, inclusion and exclusion. The question of what it means to be different and the inclusion of people with disabilities is specifically addressed.
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To explore and think critically about concepts of difference, inclusion and exclusion.</li><li>2. To normalise being different, particularly in the context of disabilities.</li><li>3. To increase awareness of issues related to disabilities</li><li>4. To build connections with other youth</li></ol>

### 1. What does it mean to be different?

Read and Reflect: What is the real issue with being different?

“The problem with stereotypes is not that they are untrue but that they are incomplete. They make one story become the only story. ... The consequence of the single story is this: it robs people of dignity. It makes our recognition of an equal humanity difficult. It emphasises how we are different rather than how we are similar.” (Chimamanda Ngozi Adichie)

“The trouble surrounding diversity ... isn't just that people differ from one another. The trouble is produced by a world organized in ways that encourage people to use difference in order to include or exclude, accept or reject, reward or punish, credit or discredit, elevate or oppress, value or devalue, leave alone or harass.” (Johnson, “Privilege, Power and Difference”, 2017)

Reflection:

- Have you ever wondered if you are strange or different to other people? Do you ever wonder: “Do other people also do this or do other people think this too?”
- Who determines inclusion? Who determines what is “normal”? Does “normal” exist?
- Who is a part of the community? Are the police a part of the community? Men and women? Youth and children? Rich and poor? Healthy and unhealthy? Disable and abled?

Read and Reflect: Lived experience of having a disability

“I was deprived of my sight at the age of 9 months. I’ve just reached my 22nd year and I still don’t remember I ever formed a single regret concerning the loss of my eyes. If anything, it’s the sad exclamation of people who see me that makes me unhappy: “What a shame! How unfortunate! Death would be preferable to such a cruel privation!”

- Therese-Adele Husson a young blind woman writing in the 1820s (BBC Radio 4: Disability: A New History, 2013)

Reflection:

- Does anything about this quote surprise you?
- If you had a disability, how would you want people to speak to you and treat you?

### Statistics

Read and Reflect: Disability in Jordan

It is estimated that 11-15% of the national population in Jordan have a disability, although reliable data is limited (Jordan’s report to the Committee on the Convention on the Rights of Persons with Disabilities, 2010).

More than 80% of children with disabilities are not receiving any educational services at all (Jordan’s report to the Committee on the Convention on the Rights of the Child, 2019).

Reflection:

- Do these statistics surprise you?
- When you are in public spaces, does it seem like 11-15% of people around you have some type of disability? If not, why don’t you see more people in public spaces (keeping in mind that not all disabilities are visible)?
- How accessible are the streets and other public spaces in the camps? What about schools, pharmacies and other important places?
- Are there any risks or dangers for people without disabilities if they are always stuck at home? How might this impact them?

## 2. How to talk about disability

Read and Reflect: Do words matter?

Just as you would not like to be insulted or referred to with derogatory or patronising language, people with disabilities also wish to be referred to with respect. One example of a stigmatising term commonly used to refer to people with mental illnesses or intellectual disabilities is the word “majnoon”. According to the language guide Qool wa la qool (Say and don’t say) published by the Higher Council for Persons with Disabilities, the term majnoon should not be used to refer to people with disabilities because the term is used to describe anything which is considered abnormal, imbalanced, illogical or unacceptable. It therefore further marginalizes people with disabilities. Further, the term jonoon and majnoon actually have no scientific or psychiatric meaning.

*You should have been provided with a copy of the ‘Say and Don’t Say’ guide to language relating to disability, published by the Higher Council for Persons with Disabilities. Take time to look at some of the suggestions in the booklet.*

Reflection:

- What is the difference between saying “a disabled person” and “a person with a disability”?
- What is the issue with using the word “crazy”?
- What are some suggestions from the booklet that stood out to you?
- Does language matter? Why?

### *What is disability?*

Read and Reflect: What is the meaning of “disability”?

#### **Rights of People with Disabilities Law No. 20 of 2017, Article 3**

A - For the purposes of implementing the provisions of this law, a person with a disability is considered to be a person who has long-term deficiencies in physical, sensory, mental, psychological or neurological functions that, as a result of the interaction with physical and behavioural barriers, prevent a person from performing one of the main activities of life, or exercising a right, or one of the basic freedoms independently.

B - A deficiency is considered long-term, according to paragraph (a) of this article, if it is not expected to disappear within a period of no less than 24 months from the date of commencing treatment or rehabilitation.

C - Physical obstacles and behavioural barriers stipulated in paragraph (a) of this article include the lack or absence of reasonable accommodation, accessible forms, or accessibility, as well as individual behaviours and institutional practices that are discriminatory on the basis of disability.

### Reflection:

- What are the different types of disabilities? Can you know someone has a disability just from how they look?
- What does the phrase ‘as a result of the interaction with physical and behavioural barriers’ mean?
- Reflect on the following quote: “almost everyone will experience some form of disability during their lives, unless they die first.” (Johnson, “Privilege, Power and Difference”, 2017)
- Reflect on the following quote from a person who has an intellectual disability: “People without disability use you”.
- (quote from the Australian Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, “Examining language and vocabulary used by people living with disability”, 2020)
  - What do you think of the way this person has characterized the majority of the community as “people *without* disabilities”?
  - If you don’t have a disability, have you ever thought of yourself as a “person without a disability”?
  - How does this person seem to view the community’s attitude towards people with disabilities?

### *Social model of disability*

Read and Reflect: Are disabilities from the body or from society?

#### **Social model of disability**

The social model of disability is the model preferred by advocates of people with disabilities. It is also the model promoted under international law. It is the idea “that disability is an outcome of attitudinal, physical, legal and social barriers” (Elkhateeb and Peter, 2019). Although the social model does not deny the existence of difference, it focuses on how society responds to differences rather than focusing on the traits of the individual (e.g., by blaming people for their situation). In this way, the model focuses turns “the focus away from the limitations arising from individual biology and toward the limitations created by social structures, processes and attitudes.” (Lawson and Priestly, 2017)

### Reflection:

- If a person who uses a wheelchair cannot go to school because there is no ramp at the main entrance, is this a problem with the person or the physical environment? If they cannot write at their school desk because the desk is too small for their wheelchair to fit under it, is that a problem with them or the desk?
- If someone cannot hear well, and someone else is speaking very quietly, is the problem with the person who cannot hear well, or should the other person speak more clearly? If a person reads lips to communicate, and the person they are speaking to keeps looking away during the conversation so their mouths are not visible, is this a problem with the person with limited hearing or a failure of the speaker to communicate effectively?

- If a student cannot see well enough to read the board in the classroom without glasses, but their school does not allow students to wear glasses at school, is this a problem with the person or the school? What is the difference between this example and the earlier examples?

### 3. Legal framework in Jordan

Read and Respond: Jordanian law and disabilities

Jordanian law protects the rights of people with disabilities in Jordan, even if in practice the law may not be effectively implemented. The law includes the following:

- A person must not be excluded from access to education on the basis that the person has a disability and, where an education institute lacks appropriate accommodation, the Ministry of Education must provide an appropriate alternative.
- There is a prohibition on discrimination against persons with disabilities in other contexts, such as access to higher education, work and training, banking and credit
- A person must not be deprived of rights or freedoms on the basis that they have a disability
- Anyone who knows of violence occurring against a person with disabilities should notify the authorities and that the authorities must take steps to protect the person reporting the incident

The Higher Council for Persons with Disabilities' is an organisation whose role is to support persons with disabilities, defend their interests, design policies, and plan and coordinate with all parties with a view to uniting efforts to improve the living conditions of persons with disabilities and facilitate their integration in society (Jordan country report to the Committee on the CRPD, 2010)

Responses:

Who is responsible for ensuring the rights of people with disabilities in Jordan?

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If you knew of a person who had a disability who was experiencing one of the above issues (discrimination, victim of violence, etc), what would you do?

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What responsibility do you have if you know that a person with a disability is experiencing violence?

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#### 4. Lived experience of disability in Jordan

Read and Reflect: Lived experiences of disability in Jordan

“It’s now been a year since we even left the apartment ... The life for girls who are blind is unimaginably restrictive”

“My aspiration is to go to school, but I scarcely leave the building ... It is hard for my mother to carry me down the stairs ... I can only look at the other children out the window”

- Children with disabilities living in Jordan (Gage, 2019)

Reflection:

- What is your response to the above quotes? Are you surprised by anything?

### Activity: Universal design

Review the photos below and identify how different people might experience the spaces and designs shown. Think of people such as the elderly, people with injuries, people who use wheelchairs, pregnant women, women with prams, a worker pushing a cart full of heavy items, someone who has lost a limb, people with poor vision, limited hearing, etc.





*[TV without captions vs TV with captions]*

#### Reflection:

- How does the design of public spaces and of buildings impact the ability of a person with a disability to live their lives? How might re-designing public spaces benefit everyone in the community?
- Have you ever seen someone who had a disability being subject to discrimination, harassment or bullying? Did you say or do anything?
- Have you ever known of a child who had a disability who wasn't going to school? Did you say or do anything?
- If in the future you saw a person with a disability being mistreated or excluded from the community (e.g., education, socialising, etc), what could you say or do?
- What support services exist to provide assistance to people with disabilities? (refer back to the chapter on referrals)



**Part II:**  
Law Corps in Action



## Module 9: Communication skills

<b>Description:</b>	What does it really mean to communicate? This module explores the notion of effective communication.
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To reflect on what communication actually means</li><li>2. To be introduced to some different styles of communicating</li><li>3. To critically think about what it means to communicate and how to communicate more effectively</li><li>4. To build connections with other youth</li></ol>

### What is communication?

UNICEF defines communication as “the sharing of meaning through the exchange of information and common understanding” (UNICEF, 2019).

We can communicate by writing, speaking or even non-verbally. However, often when we think that we are communicating something, we are really not communicating at all or, worse, communicating something entirely different to what we intended. Even when we are ignoring someone or trying not to communicate, we are still communicating something.

#### **Communication: Relationships and Contexts**

“The first [key theme in communication] is that communication is by definition interactive and always takes place within a relationship. This means that we need theories of interaction to make sense of it and to distinguish between effective and ineffective communication. It also means that the quality of the relationship and the quality of communication are deeply connected with each other. The second is that communication is context-related. It does not happen solely within the confines of a relationship, but in a larger world which affects both the nature of the relationship and the nature of the communication that properly takes place within it.” (Koprowska, *Communication and Interpersonal Skills in Social Work*, 2008)

#### Reflection:

- In your view, what does it really mean to communicate?
- In what context does communication take place?
- What does ‘effective communication’ mean?

## Communication styles

Read and Reflect: Are we speaking the same language?

There are vastly different ways of communicating. If two people use vastly different communication styles, it can almost be as if they are speaking two different languages. One way of categorizing communication styles is by whether the communication is direct or indirect and whether it is emotionally expressive or restrained.

The below tables illustrate these differences, gives a title to each type and indicates where this type of style is more common (extracted from Hungarian Helsinki Commission, 2015):

	Emotionally Expressive	Emotionally Restrained
<b>Verbally Direct</b>	<i>Engagement</i>	<i>Discussion</i>
<b>Verbally Indirect</b>	<i>Dynamic</i>	<i>Accommodation</i>

<i>Discussion style</i>	For someone socialised in the “discussion” style, the most appropriate and effective approach to solving problems is to articulate them verbally as much as possible and not to display too many emotions. This communication style, which may be typical of much of the United States and some of Northern and Western Europe, emphasises rationality and appreciates if someone keeps their cool during an argument.	“When I came home last night, I found the kitchen full of dirty dishes. Can we take a moment and talk about the schedule of tasks we previously agreed on?”
<i>Engagement style</i>	For someone socialised in the “engagement” style, the most appropriate and effective approach to solving problems is to be precise about the nature of the problem but also display emotions to emphasise the severity of the issue or the commitment to solving it.	“I thought I would get a heart-attack when I came home last night and found the kitchen full of dirty dishes. A few weeks ago, you promised to be a better roommate. Can you explain what has happened?”
<i>Dynamic style</i>	For someone socialised in the “dynamic” style, the most appropriate and effective approach to solving problems is to articulate them indirectly, at times using a third person as a mediator, and to express emotions abundantly to emphasise the severity of the issue and the person’s personal engagement. This approach is more widespread in Arabic countries in the Middle East.	“Good morning! A miracle happened to us! When I came home last night, the kitchen was full of dirty dishes, but now it’s all clean and shiny. It seems that we have been visited by the cleaning fairy. Isn’t it amazing?”

<i>Accommodation style</i>	For someone socialised in the “accommodation” style, the most appropriate and effective approach to solving problems is to use a lot of indirect references such as stories and metaphors. Directly accusing someone of wrong-doing is considered rude and unfruitful. In this style, the open display of emotions such as a louder voice or crying is considered counterproductive. This approach is more typical in East Asia.	“I was talking to James the other day and we agreed that this is a wonderful apartment and we are so happy to have such great roommates. I think it’s also great that we take care of cleaning together. Do you agree?”
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#### Reflection:

- What is the value in displaying emotion when communicating? How can this sometimes cause conflict?
- What is the benefit of being direct when communicating? How might this cause conflict?
- When are times where it may be more beneficial to communicate in a direct way, and when might it be better to communicate in an indirect way?

#### **Listening or waiting to respond?**

A key aspect of effective communication is effective listening. Some people only listen to respond rather than listening to understand. When you are only waiting for a chance to respond or express your own ideas, you aren’t really listening.

## Storytelling

### *Poetry*

Stories are a powerful way form of communication. Stories can be written or spoken. They can be told as direct accounts or they can be shared in creative and indirect ways. One powerful form of storytelling is poetry.

Read and Reflect: Poetry as communication

Poetry has been an advocacy tool used by Palestinian youth for generations. Famous poets from the first half of the twentieth century included: Abu Salma, Ibrahim Tuqan and ‘Abd al-Rahim Mahmud and famous youth poets from the post-Nakba period include Imil Habibi, Hanna Abu Hanna, Hanna Ibrahim, Samih al-Qasim, Salim Jubran, Tawfiq Zayyad, and Mahmud Darwish (Khoury-Machool, 2007)

Poetry can be disseminated in different ways including online, in published books and through spoken word, which might include events where poetry is shared such as competitive ‘slam poetry’ events or other cultural and artistic events.

#### Reflection

- Who are some of your favourite poets?
- Have you ever shared poetry with others or attended a poetry-related event?
- Is there a particular poem that has inspired you?
- What is the power of poetry?



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*What's your story?*

Every person has a story to tell. Being able to share your experiences is a powerful way to help people understand your situation and, potentially, take appropriate action to assist your cause. Living in the camps has its challenges. If you wanted to tell your life story in a way which demonstrates the obstacles you have overcome, how would you explain everything? Would you tell your story through poetry or narrative or other means? What would be the cause or goal that you'd say you are striving to achieve?

Write some of your ideas below. If you feel comfortable, share your story with your colleagues.

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## Module 10: Critical thinking online

<b>Description:</b>	Why do we believe what we believe? The internet has democratised access to and the sharing of information, however this has also been accompanied by an increased ease of spreading disinformation and misinformation. This module explores how to identify and respond to false information.
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To learn about and reflect on the notion of ‘motivated reasoning’ and ‘cognitive biases’</li><li>2. To think critically about how who you are and what you already believe impacts how you receive information</li><li>3. To reflect on the nature of information shared online</li><li>4. To build connections with other youth</li></ol>

### Common mistakes in reasoning

#### *Motivated reasoning*

Read and Reflect: How does what I believe shape what I will believe?

#### **What is motivated reasoning?**

“Motivated reasoning refers to the tendency of people to conform assessments of information to some goal or end extrinsic to accuracy. The goal of protecting one’s identity or standing in an affinity group that shares fundamental values can generate motivated cognition relating to policy-relevant facts. ... If a proposition about some policy-relevant fact comes to be commonly associated with membership in such a group, the prospect that one might form a contrary position can threaten one’s standing within it. Thus, as a form of “identity self-defense,” individuals are unconsciously motivated to resist empirical assertions ... if those assertions run contrary to the dominant belief within their groups.” (citations omitted, Kahan, 2013). In other words, we are, psychologically speaking, less likely to accept evidence or an argument about something if we feel that doing so might somehow threaten our existing core beliefs or our beliefs about who we are.

#### **Case study on motivated reasoning**

One interesting study from the US illustrates motivated reasoning in practice. In the US, people often identify very strongly with one of the major political parties (Democrats or Republicans) and, to generalise, Republican supporters generally oppose the government interfering to regulate economics or business. This is closely connected to their identity and their values (e.g., belief in the ‘free’ market). When presented with a paper outlining concrete evidence that the practice of businesses was destroying the environment, Republican supporters surveyed were more likely to believe the evidence if the paper suggested that the solution to the problem was ‘free market’, meaning not government intervention, whereas they were far less likely to believe the evidence if the paper proposed extensive government intervention to resolve the problem (University of Queensland, <https://www.edx.org/course/making-sense-of-climate-science-denial> )

### Reflection:

- What do you think about this concept?
- Have you ever witnessed this in action? For example, someone refusing to believe something for which there was clear evidence, because the idea conflicted with some existing strongly held belief they had?
- What are some of your deeply held beliefs or values which you do not think will change? If someone presented an argument or evidence which conflicted with these, how would you react?
- Everyone has deeply held values or beliefs that differ from you, how might motivated reasoning challenge the ability to engage in fruitful dialogue together?
- How might this issue be resolved or ameliorated?

### *Confirmation bias*

Read and Reflect: Is it true, or do I just expect it to be true?

#### **What is confirmation bias?**

“Confirmation bias is the tendency of people’s minds to seek out information that supports the views they already hold. It also leads people to interpret evidence in ways that support their pre-existing beliefs, expectations, or hypotheses.

People easily accept new information that is consistent with their beliefs, but are skeptical of information that contradicts their beliefs. In one study, teachers were told that certain students were especially promising... even though the students were really chosen at random. Based on this false belief, teachers gave more praise and attention to the chosen students... who improved more because of the teachers’ expectations. In other words, the confirmation bias can create self-fulfilling prophecies.

For example, when physicians have an idea about a patient’s diagnosis, they may focus on evidence that supports their theory while they undervalue evidence that supports an equally plausible alternative diagnosis.

Likewise, police officers who accept stereotypes that link young black men to crime may gather and process clues in a one-sided way when investigating a crime with a black suspect. As Nobel-prize winner Daniel Kahneman warns, even scientists who commit to a theory tend to disregard inconsistent facts, concluding that the facts are wrong, not the theory.

So the confirmation bias can easily lead us to reach inaccurate –and even unethical– conclusions. It’s essential to recognize our vulnerability to confirmation bias, and actively guard against it by being open to evidence that is not consistent with our beliefs and theories.”

(University of Texas, Business School, *Ethics Unwrapped*, <https://ethicsunwrapped.utexas.edu/glossary/confirmation-bias> )

## Reflection:

- How does this concept differ from the concept of motivated reasoning?
- What are some examples from your own lives where you have seen this sort of behaviour?
- The information above is from an article series about ethics. How might the concept of 'confirmation bias' have ethical implications?
- How can this issue be ameliorated?

## Fake images and videos online

**“A lie can travel half way around the world while the truth is putting on its shoes”**  
(quote attributed to the writer Mark Twain)

Fake images pre-date the internet, but the ease of editing images and videos has led to the rapid expansion of the spread of falsified content which is shockingly realistic.

Read and Reflect: What is real?

The below image is a well-known pre-internet case of photo-editing. In the photo on the left, there is a man to the right of the Russian dictator Stalin. He was an official with the Russian secret police. When he fell out of Stalin's favour and was executed, the photo was doctored to remove him, as seen below.



Today, widespread “deep fake” technology means that the images, videos and voices of real people can be manipulated and manufactured to create extremely realistic content. This editing can be used for political motives, for example to create controversy around a political opponent and can also be used to target individuals to harass or humiliate them. For example, some men have taken the faces of women they don't like and edited the faces into pornographic photos or videos as a form of online harassment and humiliation.

### Reflection:

- What are the benefits of many people being able to edit photos and videos? What are the possible concerns related to editing software?
- When you see videos and images online which are shocking or very funny, do you ever wonder if they might have been manipulated?
- Do you know someone who looks extremely different in real life from online? What effects might this have on others? Is this difference for men and women?
- Are you the same person online as offline?

### *Fake news*

Read and Reflect: Why do people publish fake news?

In an online world where people have much to gain from online advertising, the publication of fake news may be produced for the sole goal of profiting, without any interest in whether the information published is true or not. One particularly compelling example of this are the fake news ventures of Macedonia, where young people wrote up false but scandalous news often related to the 2016 US election. They would also photoshop images to support the fake news or just insert photos from entirely different events. Some of the articles included significant amounts of hate speech, for example blatant lies that Muslims were attacking people on mass scale in the US. Whatever topics they found got more hits online (and therefore more online advertising revenue) they produced more of. By nature, this tended towards being the more scandalous articles. (BBC, 2019, <https://www.bbc.com/future/article/20190528-i-was-a-macedonian-fake-news-writer> )

### Reflection:

- What are the dangers of online advertising in relation to fake news?
- What are other concerns about online advertising?
- When you see a shocking headline, what is your initial reaction? In what way has the author of such headlines intentionally sought this reaction from you?
- What can we do to ameliorate this issue?

## Thinking critically about sources

Read and Reflect: Is that a reliable source?

As shown above in relation to motivated reasoning and cognitive bias, no one is objective, everyone is bias. Below are some questions to consider before relying on information obtained online:

- Who published the information? What motivations might they have in publishing the information?
- Where was the information published? Is the website reliable or can anyone (regardless of skills, knowledge or expertise) publish on this website?
- When was the information published? Is more up-to-date information available?
- News reporting sometimes have to report before all the facts are fully known or understood, if the source is a news article, has there been any recent update on the information?
- Is it possible to verify the information from another source? If another source is cited, is it possible to check that source (e.g. if someone references to a speech or a quote, is it possible to read the original to confirm whether there has been an accurate portrayal of the original content?)
- Is there a clear process of reasoning justifying the expressed opinion (i.e., is it clear what the actual reasoning is, or is there just an opinion being asserted?)
- Does the writer have the skills, training knowledge or expertise relevant to the topic they are expressing an opinion on? If it is a journalist, have they consulted or cited someone who has this relevant skills, training, knowledge or expertise?
- To what extent are the arguments made in favour of the opinion expressed actually relevant to the final conclusion or opinion expressed?

Read and Reflect: Internal vs external consistency

Another way to assess the credibility of a source is to think about it from the perspective of internal and external consistency.

- Internally: Is there a coherent argument within the source itself? Are there any contradictions in the argument? Does the overall argument itself make sense?
- Externally: Can the information be corroborated by other information you know about the situation? How does the information fit in with other reports?

Reflection:

- When you find information online, do you ever think about or ask any of these questions? Why/why not?
- Review the list and discuss why each proposed question might be important for verifying the reliability of a source.

**Tip:** If you think a photo in an article may actually be of another event or from a prior date, you can try your luck on a reverse-image search online to see what comes up.



# Module 11: Resilience, Stress Management and Wellbeing

<b>Description:</b>	What does it mean to be resilient? Can anyone become more resilient or is it just a set part of our character? This module explores how to effectively deal with adversity, or in other words, how to be resilient.
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. To reflect on and critically think about the meaning of resilience</li><li>2. To explore different techniques for managing stress</li><li>3. To learn about the idea of 'emotional intelligence' and how this impacts our ability to manage conflicts and stress</li><li>4. To build connections with other youth</li></ol>

## What is resilience?

Resilience is the idea of being able to “bounce back” after exposure to a difficult event (Southwick and Charney, 2012). Sometimes resilience is described as a character trait, however resilience is also a skill which can developed.

## Improving resilience

### *Physical exercise and diet*

Physical exercise is one of the most effective ways of managing stress. As mentioned earlier in relation to trauma, there is an intrinsic connection between physical and mental wellbeing. Further, the realities of camp life can have a negative impact on people’s health. For example, camp-life is associated with risk-factors such as obesity, tobacco smoking, and a lack of physical exercise (ARDD, June 2020, paper on impact of covid on Palestinians). According to the WHO, unhealthy diet and lack of physical activity are leading global risks to health. (<https://www.who.int/news-room/fact-sheets/detail/healthy-diet>)

Read and Reflect: The benefits of physical activity

- Physical activity has significant health benefits for hearts, bodies and minds
- Physical activity contributes to preventing and managing noncommunicable diseases such as cardiovascular diseases, cancer and diabetes
- Physical activity reduces symptoms of depression and anxiety
- Physical activity enhances thinking, learning, and judgment skills
- Physical activity ensures healthy growth and development in young people
- Physical activity improves overall well-being
- Globally, 1 in 4 adults do not meet the global recommended levels of physical activity
- Up to 5 million deaths a year could be averted if the global population was more active
- People who are insufficiently active have a 20% to 30% increased risk of death compared to people who are sufficiently active
- More than 80% of the world's adolescent population is insufficiently physically active

<https://www.who.int/news-room/fact-sheets/detail/physical-activity>

### *Breathing exercises*

When we are stressed or overwhelmed, we can often feel that stress physically. Breathing exercises are a useful way of increasing a sense of calmness and increasing your focus. It is beneficial to take a few breaks a day to take some deep breaths to refocus yourself. Sometimes you might be surprised to realize that due to stress you may have been holding your breath or holding tension that you didn't realise until you completed the exercise.

Below are some example breathing exercises (UC Berkeley, [https://uhs.berkeley.edu/sites/default/files/breathing\\_exercises\\_0.pdf](https://uhs.berkeley.edu/sites/default/files/breathing_exercises_0.pdf))

- **Breathing breaks:** Stand and take a deep breath while slowly raising your arms over your head. Exhale as you lower your arms. Repeat three times in a row.
- **Paced breathing:** inhale for counts of between 2-4 and then exhale for counts between 2-4. Find a combination of counts that suits you. Breathe in deeply and breathe out whilst pursing your lips (so that there is an audible exhale swoosh sound)
- **4-4-8 breathing:** Inhale for 4 counts, hold your breath for 4 counts and then breathe out for 8 counts, making the same swoosh sound as described above. You might like to watch a timer and repeat for a set period of time (e.g., one minute)

### *Conceptualising failure*

The way you respond to and conceptualize failure is another key to your resilience.

Read and Reflect: What does it mean to “fail”?

“Attributions, or our explanations for why we succeed or fail, play an important role in whether we have an optimistic or pessimistic outlook ... If we attribute an outcome, such as failure on a test, to an internal characteristic that is stable (I am stupid), there would be little reason to work harder and be optimistic about the next test. If we attribute failure to an external factor (an unfair or unusually difficult test) or an unstable factor (not studying enough), we can maintain our optimism and even increase the likelihood of greater success on the next test by working harder. Similarly, negative attributions that are global (I am a terrible student) have a more pervasive effect than negative attributions that are specific (I struggle with algebra but do well in other subjects).”  
(Laser and Nicotera, 2011)

Reflection:

- How do the different ways of responding to failure impact someone?
- What is the best or most beneficial way of viewing failure?
- How easy is this to implement in practice in your own lives?

### *The power of changing routine*

Read and Reflect: A small but meaningful change

#### **Case study**

A woman was living in a refugee camp which had a high level of security personnel and where there were many restrictions. Refugees in the camp were not permitted to have any cooking equipment for themselves. This meant that they couldn't cook their own food and could only eat at a large common tent where food was provided. The general mental health of people living in the camp was very low. The woman herself was very depressed and anxious. One day someone suggested that every day she walk a different way to the common tent where meals were served. The woman didn't think it would help but decided to follow the advice. To her surprise, she found that the small change of routine actually boosted her mood. By walking a different way every day, she found that she was able to make a small improvement to her general mood and wellbeing. Despite being in otherwise unbearable conditions which she could not control, she had been able to do one small thing which improved her mood and helped her cope

Reflection:

- How can a lack of variation in routine and a lack of control over our lives impact our moods?
- In your own experience, how can a change (or lack thereof) in your routine impact your mood?

## Emotional intelligence

Read and Reflect: What are the components of emotional intelligence?

“Emotional intelligence” is the idea that a good leader does not only need to have a high IQ but also a high EQ (emotional intelligence) meaning they understand and can appropriately respond to their own emotions as well as the emotions of others.

The components of emotional intelligence are:

- Self-awareness —knowing one’s strengths, weaknesses, drives, values, and impact on others
- Self-regulation —controlling or redirecting disruptive impulses and moods
- Motivation —relishing achievement for its own sake
- Empathy —understanding other people’s emotional makeup
- Social skill —building rapport with others to move them in desired directions

(Daniel Goleman, *What Makes a Leader*, 2006)

The below table illustrates these traits in further detail. It was developed in a corporate context but can be adapted to other social and professional contexts

(table extracted from HBR’s *Everyday Emotional Intelligence* which adapted the table from “What Makes a Leader?” by Daniel Goleman, originally published in Harvard Business Review, June 2006)

Review each component and brainstorm examples of what each component might look like in your personal and work lives.

EI component	Definition	Hallmarks	Example
<i>Self-awareness</i>	Knowing one’s emotions, strengths, weaknesses, drives, values, and goals— and their impacts on others	<ul style="list-style-type: none"> <li>• Self-confidence</li> <li>• Realistic self-assessment</li> <li>• Self-deprecating sense of humour</li> <li>• Thirst for constructive criticism</li> </ul>	
<i>Self-regulation</i>	Controlling or redirecting disruptive emotions and impulses	<ul style="list-style-type: none"> <li>• Trustworthiness</li> <li>• Integrity</li> <li>• Comfort with ambiguity and change</li> </ul>	

<i>Motivation</i>	Being driven to achieve for the sake of achievement	<ul style="list-style-type: none"> <li>• A passion for the work itself and for new challenges</li> <li>• Unflagging energy to improve</li> <li>• Optimism in the face of failure</li> </ul>	
<i>Empathy</i>	Considering others' feelings, especially when making decisions	<ul style="list-style-type: none"> <li>• Expertise in attracting and retaining talent</li> <li>• Ability to develop others</li> <li>• Sensitivity to cross-cultural differences</li> </ul>	
<i>Social skill</i>	Managing relationships to move in desired directions	<ul style="list-style-type: none"> <li>• Effectiveness in leading change</li> <li>• Persuasiveness</li> <li>• Extensive networking</li> <li>• Expertise in building and leading teams</li> </ul>	

### *What is empathy?*

Empathy includes understanding what another person is feeling and perhaps sharing in those emotions with them. However, sometimes it helps to know what empathy isn't in order to better understand what it is.

Read and Reflect: What empathy is not

When others communicate something to us, how do we respond? The below list is of common responses which prevent an empathetic response to the other person:

- Advising: "I think you should ..." "How come you didn't ...?"
- One-upping: "That's nothing; wait until you hear what happened to me."
- Educating: "This could turn into a very positive experience for you if you just ..."
- Consoling: "It wasn't your fault; you did the best you could"
- Story-telling: "That reminds me of the time ..."
- Shutting down: "Cheer up. Don't feel so bad."
- Sympathizing: "Oh, you poor thing"
- Interrogating: "When did this begin?"
- Explaining: "I would have called but ..."
- Correcting: "That's not how it happened"

(list extracted from Rosenberg, *Non-Violent Communication*, 2015)

Reflection:

- Which of the above responses have you experienced previously? How did you feel when the person reacted like that?
- Which of the above responses are helpful? In what ways may they not be helpful?
- In your view, when you've told someone about a difficult experience, what is the empathic response that you would like to hear?

### *Emotional intelligence in practice*

Read and Reflect: Emotional intelligence in practice

#### **Case study**

Huda is a lawyer. She calls one of her clients, Mohammad, who didn't show up for an appointment. When he answers the phone, Mohammad starts yelling and swearing almost immediately. Huda doesn't react emotionally. Instead, she calmly says to her client "Mohammad, what's going on? You are normally a very respectful person and don't normally speak like this, did something happen?" Almost immediately Mohammad's tone changes and it sounds almost as if he might cry. He explains that he is extremely stressed - on top of his legal issues he also has had a death in the family. By the end of the call, Mohammad is speaking in a calm tone of voice and even apologises for his outburst. They agree to reschedule the appointment for a later time.

Reflection:

- What do you think of how Huda handled this situation?
- Although Mohammad began by showing extreme anger, what was the anger hiding? Do you ever get angry only to realise later than actually you are upset, or hurt, or feeling a totally different emotion?
- What does this situation show about the importance of managing your own emotions and staying calm?
- Recall our earlier reflections on how when there is a sudden change in a person's behaviour it can be a sign that something serious has happened to cause them distress. In what way is that reflected in this situation?

**Do you control your emotions or do your emotions control you? An emotionally intelligent person can recognise their own emotions and the emotions of others without being controlled by those emotions.**



## Module 12: Toolkit for Communities

<b>Description:</b>	There are many ways that we can improve our communities. This module explores some different activities that add a positive contribution to our communities.
<b>Aims:</b>	<ol style="list-style-type: none"><li>1. Learn about different types of community activities</li><li>2. Reflect on how these activities could be implemented in your own communities.</li><li>3. To critically think about the different ways that someone can positively contribute to their community</li><li>4. To build connections with other youth</li></ol>

### The power of dialogue

Read and Reflect: What is the difference between dialogue and a debate?

“Contrary to debate, where parties are trying to persuade, convince, or win, dialogue operates as a safe space to explore difficult issues and honor multiple perspectives. While change often occurs as a result of dialogue, the goal is not for parties to try to change one another, but to make a commitment to listening, sharing, and understanding in the spirit of exploring challenging historical relationships.” (Tint, *Diasporas in Dialogue*, 2017)

Reflection:

- What is the difference between debate and dialogue?
- When might dialogue be more useful and when might debate be appropriate?

### When does change happen?

Sometimes change seems too difficult to achieve, or seems like it would take far too long to see results. But what happens while we’re waiting?

Read and Reflect: When does change happen?

“Any ordinary person, if instructed to wait five hours, will find something else to do. But for ten minutes, most people sit and wait. If that ten minutes becomes twenty, they might still find it pointless to try to accomplish anything substantial. In this way, a rational person can be made to squander those five hours, minute by minute. This is the life of a refugee. Madness in increments, by an ever-shifting endpoint.” (Dina Nayeri, *The Ungrateful Refugee*, 2019)

“It is so easy to overestimate the importance of one defining moment and underestimate the value of making small improvements on a daily basis. Too often, we convince ourselves that massive success requires massive action. Whether it is losing weight, building a business, writing a book, winning a championship, or achieving any other goal, we put pressure on ourselves to make some earth-shattering improvement that everyone will talk about. Meanwhile, improving by 1 percent isn’t particularly notable—sometimes it isn’t even noticeable—but it can be far more meaningful, especially in the long run. The difference a tiny improvement can make over time is astounding. Here’s how the math works out: if you can get 1 percent better each day for one year, you’ll end up thirty-seven times better by the time you’re done. Conversely, if you get 1 percent worse each day for one year, you’ll decline nearly down to zero. What starts as a small win or a minor setback accumulates into something much more.” (extract from James Clear, *Atomic Habits*, 2018)

Reflection:

- Can you relate to the quotes above?
- How do conceptions of time impact whether or not you are proactive in seeking change?
- How does our ability (or inability) to perceive small changes impact us?
- Do you sometimes feel that you are just waiting for something?
- Do you ever feel like actual change isn’t possible?
- How should we act when we don’t know how long it will take to achieve change?
- How can we measure small changes?

### Community consensus building

Read and Reflect: Advocating within the community

Below is an example of how a group of young men in Iraq advocated to their tribal elders in order to resolve a serious issue in the community.

“Ms Nadia Murad is a Yazidi woman (a minority group in Iraq) who was captured by Daesh in 2014, along with many other women, and subject to unspeakable physical, sexual, and psychological torture. In Yazidi culture, like elsewhere in the region, there is the practice of “honour” killings and that the Daesh fighters would often use this as a way to psychologically abuse the women. After sexually violating the women, the Daesh fighters would tell them that if they ever escaped their family would kill them out of shame. Despite having a long history of the practice of “honour” killings in Yazidi culture, the Yazidi elders met together to discuss the situation of the women who were taken and decided to change the way they would treat women in such cases. Ms Nadia writes: *“After the massacres, as women were slowly escaping from Islamic State captivity, we wondered what our next trip to Lalish [an important religious place for the Yazidi people] would be like ... but at first no one was sure how the escaped sabaya would be treated by the holy men who lived there. We had converted ... and most of us had lost our virginity. Maybe it didn’t matter that both had been forced on us against our will. Growing up, we knew these to be sins worthy of expulsion from Yazidi society. We shouldn’t have underestimated our religious leaders. In late August [2014], when the shock of the massacres was still new, they held meetings trying to determine the best response. Quickly they came to a decision. Former sabaya, they announced, would be welcomed back to society and not judged for what had happened to us ... we had been raped, we were victims, not ruined women. The Baba Sheikh met personally with escaped survivors, offering guidance and reassuring us that we could remain Yazidis, and then in September, our religious leaders wrote a dictum telling all Yazidis that what had happened to us was not our fault and that if they were faithful, they should welcome sabaya back to the community with open arms. I have never loved my community more than in that moment of compassion.”*

Reflection:

- What role did the traditional elders play in changing the attitude towards “honour” killings in the community?
- Would such a change have been possible without the extreme circumstances? Why/why not?
- What does this show about the power of elders in responding to societal challenges?
- Ms Nadia also talks elsewhere in the book about how young Yazidi men played a key role in meeting with and petitioning the elders to reconsider the traditional view on women and ‘honour’. What does this show about the role young men can play in petitioning for change? Would it have been different if young women had been petitioning? Why/why not?
- Could a similar change happen in Jordan? Why/why not?

### Types of community activities

There are a wide range of ways that you can contribute to change in your community. This might include organising community activities or building partnerships within the community. Read through the below list of activities. Reflect on each activity and write down in the table below the possible community benefits of each activity.

Activity	Benefits
Organizing and performing a play or musical event	
Poetry or art-based activity <i>(e.g., writing and sharing poetry, organising a “slam poetry” competition, painting a mural – with local approval - to brighten up your neighbourhood)</i>	
Dance lessons or a dance group <i>(e.g., a dabke dance group, a women’s only dance group, etc)</i>	
Comedy / humour <i>(e.g., stand-up comedy, making funny videos)</i>	
Dialogue sessions <i>(this could be within the community or it could involve attending events, such as workshops run by ARDD)</i>	
Providing a direct service / assistance to the community <i>(e.g., helping individuals with a specific issue, cleaning up the neighbourhood, distributing food, fundraising for a particular family, etc)</i>	
Conducting research into the community’s needs <i>(e.g., through surveys/questionnaires or interviews)</i>	
Forming an organisation <i>(e.g., based on a shared interest such as sport or a shared goal such as addressing a particular issue in the community, forming a youth council to represent youth’s interests in the community, a support group for people who have experienced a certain type of life-stressor)</i>	

Volunteering with a local organisation	
Communicating the community's needs to key stakeholders (individually or as a group/organisation):	
<p>➤ The government <i>(could include informing different government bodies about your communities' needs, e.g., meeting with a particular government agency or even consulting with the local police about how to work together to resolve a particular issue in the community, e.g., perhaps a police officer could give presentations on cyber-crimes to youth in your communities)</i></p>	
<p>➤ Non-government / civil society organisations <i>(e.g., to build a partnership or to gain access to the organisation's knowledge or resources, to arrange information sessions or training for community members, etc)</i></p>	
<p>➤ Community leaders/elders <i>(e.g., meeting with leaders to present key concerns)</i></p>	
<p>➤ Businesses and/or professionals <i>(e.g., approaching a local doctor or psychologist to provide free/ discounted goods or services to community members; convincing local businesses to run traineeships for unemployed youth or to financially back a particular initiative, etc)</i></p>	
<p>➤ To education providers <i>(e.g., to provide additional scholarships, or to provide additional academic support to disadvantaged community members, etc)</i></p>	

### Reflection

- Which of these activities can be done alone, which require working with others?
- How might you group the above activities into different categories or types?
- How do the benefits of different types of activities vary? Is one type of benefit more important than another?
- How might you implement some of these activities in your own communities?



## Module 13: Organisational Skills and Goal-Setting

<b>Description:</b>	How do we actually achieve our goals? Being organised and setting realistic targets is essential to implementing change.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To critically reflect on your own organisational skills</li> <li>2. To learn about key goal-setting techniques, such as “SMART” goals</li> <li>3. To build connections with other youth</li> </ol>

### Organisation skills

Read and reflect: Am I organised?

Do you recall the questionnaire at the start of this handbook? Look again and the below two questions from that questionnaire. and reflect on the importance of these traits.

I write down important information and note what I need to remember or to do in the future.	1 Never	2	3 Sometimes	4	5 Always
Each day, I know what I want to do and what I want to achieve that day.	1 Never	2	3 Sometimes	4	5 Always

Reflection:

- What do you think about these statements?
- Is it important to be organised? Why/why not?

### Keeping records

You never know when you will need to refer back information given to you. Perhaps at a later time there will be a dispute about what was previously agreed to with another person. Keeping a record of this information is invaluable in these circumstances. Keeping records will also help you stay on track to reach your goals.

Read and Reflect: Are you paying attention?

#### Scenario 1

A young woman and her friend attended a police station to report a matter to the police. They spoke to a police officer who took their information and said he would get back to them. A few weeks later, the woman and her friend returned to the police station, however, the relevant paperwork had been misplaced and the officer they spoke to previously was no longer working at that station. The young woman couldn't remember the officer's name, what rank he was or even what the man had looked like. Fortunately, her friend had made specific note of the time and date that they had gone to the police station, could give a clear description of what the man looked like and even remembered the man's rank. The officer in question was quickly and easily identified based on this information, the missing paperwork was located and the issue was resolved.

**Scenario 2**

A young man worked hard to save up enough money to pay for much-needed dental surgery. The dentist told the young man that the treatment required multiple appointments. The dentist also told the young man the cost of the treatment and that the young man should pay in two separate payments: one payment before the treatment and one after the treatment was completed. The young man didn't write down what was said or get a written quote as he thought he would remember the details since they were important. After the young man had already made the first payment and undergone part of the required dental work, the dentist mentioned how much the man still needed to pay. The young man was shocked because he was sure they had agreed to a much smaller amount, but because he hadn't gotten a receipt or made any notes after his first conversation with the dentist, and because a couple months had passed since the first conversation with the dentist, he just could not be sure exactly what had been agreed on. In the end, the man had to borrow money from a friend to complete the dental work.

Reflection:

- Have you ever encountered situations like these?
- Why is it important to keep records and make note of important conversations?
- What sorts of details are important to keep track of?
- Where could you keep track of this information?

**What is a “SMART” goal?**

A simple, dictionary definition of ‘goal’ is “something that you hope to achieve” (Oxford Dictionary Online). Yet defining our own goals can often be quite difficult. One way of approaching this is to start with long-term, ambitious and general goals, which you then break down into actionable steps which will move you towards that goal. The traditional wisdom on goal-setting is that goals should be ‘SMART’ which is in English is the acronym for Specific, Measurable, Achievable, Relevant and Time-Based (University of California, SMART Goals: A How to Guide, 2016):

SPECIFIC	What is the specific outcome that you wish to achieve and what are the specific actions required to achieve that outcome? Who will need to be involved?
MEASURABLE	How will you know that you have achieved your goal?
ACHIEVABLE	Make sure the goal is realistic, something you have the skills and resources to achieve
RELEVANT	Make sure you know why you want to achieve this goal and how it fits in with your larger ambitions
TIME-BASED	Set a time-frame within which you aim to achieve the goal

Group work: Make it happen

In pairs or small groups, choose a hypothetical community event or activity to organise (refer back to the previous module). Complete the below table with the ‘smart’ steps you will take to organise the event:

<p><b>SPECIFIC</b>  <i>What is the event / What is the specific outcome you want to achieve? Who will be involved? What actions are required to organise the event?</i></p>	
<p><b>MEASURABLE</b>  <i>How will you measure if the event was a success?</i></p>	
<p><b>ACHIEVABLE</b>  <i>Is your goal realistic and achievable? Do you have the skills and resources to organize this type of event?</i></p>	
<p><b>RELEVANT</b>  <i>How does organizing this event fit in with your larger ambitions for the community?</i></p>	
<p><b>TIME-BASED</b>  <i>What is your timeframe for organising the event? How long will each stage of organising take? When will the event take place? Is this a realistic time frame?</i></p>	

## Final reflections

We’ve come to the end of our training sessions.

- What is one way that you have changed how you think about a particular issue?
- What topics do you wish there were more time to discuss and reflect on?
- What topics did you think didn’t need as much time for reflection?
- What’s next? How will you put this training into action?

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## Annexes

### Annex 1: Introductory Survey

Part 1: Demographic questions		1
<input type="checkbox"/> 15-18 years <input type="checkbox"/> 19-21 years <input type="checkbox"/> 22-24 years <input type="checkbox"/> 25-28 years <input type="checkbox"/> 29-32 years <input type="checkbox"/> 33 years or older	Which age category applies to you?	
<input type="checkbox"/> Male <input type="checkbox"/> Female	What is your sex?	
<input type="checkbox"/> Unmarried <input type="checkbox"/> Married <input type="checkbox"/> Divorced <input type="checkbox"/> Widowed	What is your marital status?	
<input type="checkbox"/> Illiterate <input type="checkbox"/> Primary <input type="checkbox"/> Middle school <input type="checkbox"/> Secondary <input type="checkbox"/> Bachelors <input type="checkbox"/> Diploma <input type="checkbox"/> Postgraduate	What is your highest completed level of education?	
<input type="checkbox"/> Full-time worker <input type="checkbox"/> Part-time worker <input type="checkbox"/> Self-employed <input type="checkbox"/> Unemployed <input type="checkbox"/> Student	What is your current employment status?	
Part 2: Information about legal needs		2
<input type="checkbox"/> Work and employment <input type="checkbox"/> Housing (disputes between tenants and landlords) <input type="checkbox"/> Education <input type="checkbox"/> Health <input type="checkbox"/> Family-related issues <input type="checkbox"/> Property and renting issues <input type="checkbox"/> Inheritance <input type="checkbox"/> Community inclusion <input type="checkbox"/> Criminal law issues <input type="checkbox"/> Municipal services <input type="checkbox"/> Fair distributions in the camps <input type="checkbox"/> Repairing and restoring camp infrastructure <input type="checkbox"/> Recreational activities <input type="checkbox"/> Obtaining refugee documents <input type="checkbox"/> Other (please note):	What are the priority legal needs for Palestinian youth living in the camps (areas of legal aid)?	

<input type="checkbox"/> Marriage processes <input type="checkbox"/> Divorce processes <input type="checkbox"/> Reproductive issues and birth registrations <input type="checkbox"/> Domestic violence <input type="checkbox"/> Child marriage <input type="checkbox"/> Child custody issues <input type="checkbox"/> Alimony issues	If you selected family-related issues, what are the pressing legal problems within this category?	
<input type="checkbox"/> Issues related to employment contracts <input type="checkbox"/> Limited job opportunities for Palestinians <input type="checkbox"/> Not including Palestinians in social security <input type="checkbox"/> Issuing work permits <input type="checkbox"/> Exploitations of workers <input type="checkbox"/> Harassment at the workplace <input type="checkbox"/> Salary-related issues <input type="checkbox"/> Discrimination against women regarding salaries and rights	If you selected work and employment issues, what are the pressing legal problems within this category?	
<input type="checkbox"/> High school-fees <input type="checkbox"/> High university-fees <input type="checkbox"/> Exclusion from entering some universities or areas of study <input type="checkbox"/> Lack of access to scholarships	If you chose education, what are the pressing legal problems within this category?	
<input type="checkbox"/> Drug-related issues <input type="checkbox"/> Harassment <input type="checkbox"/> Bullying <input type="checkbox"/> Theft <input type="checkbox"/> Murder <input type="checkbox"/> Electronic crimes <input type="checkbox"/> Administrative detention	If you chose criminal-law issues, what are the pressing legal problems within this category?	
	Please elaborate on the legal needs of Palestinian youth	
<b>Part 3: Information about legal services</b>		<b>3</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I don't know	Are there legal services offered to young people in your neighborhood?	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Do you know specialised legal bodies that provide legal services to youth?	
<input type="checkbox"/> Personal efforts <input type="checkbox"/> Official legal service providers (government institutions) <input type="checkbox"/> Civil society organizations <input type="checkbox"/> International humanitarian organizations	What is the source of this information?	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Social media (Facebook, Twitter)</li> <li><input type="checkbox"/> Awareness-raising sessions for refugees</li> <li><input type="checkbox"/> Telephone messages</li> <li><input type="checkbox"/> Television or radio programs</li> <li><input type="checkbox"/> Brochures and paper advertising</li> </ul>	<p>What is the most common way of obtaining information about these issues?</p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Social media (Facebook, Twitter)</li> <li><input type="checkbox"/> Awareness-raising sessions for refugees</li> <li><input type="checkbox"/> Telephone messages</li> <li><input type="checkbox"/> Television or radio programs</li> <li><input type="checkbox"/> Brochures and paper advertising</li> </ul>	<p>Which is your preferred way of obtaining information?</p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Work and employment</li> <li><input type="checkbox"/> Housing (disputes between tenants and landlords)</li> <li><input type="checkbox"/> Education</li> <li><input type="checkbox"/> Health</li> <li><input type="checkbox"/> Family-related issues</li> <li><input type="checkbox"/> Property and leasing issues</li> <li><input type="checkbox"/> Inheritance</li> <li><input type="checkbox"/> Community inclusion</li> <li><input type="checkbox"/> Criminal law issues</li> <li><input type="checkbox"/> Municipal services</li> <li><input type="checkbox"/> Fair distributions in the camps</li> <li><input type="checkbox"/> Repairing and restoring camp infrastructure</li> <li><input type="checkbox"/> Recreational activities</li> <li><input type="checkbox"/> Obtaining refugee documents</li> <li><input type="checkbox"/> Other (please note):</li> </ul>	<p>What services are provided in your area?</p>	
<p>The below questions relate to the above types of services</p>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> No</li> </ul>	<p>Do you face any challenges in accessing this service?</p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Lack of knowledge about available legal services</li> <li><input type="checkbox"/> Lack of knowledge about the providers of these services</li> <li><input type="checkbox"/> The nature of the law (unclear and complex)</li> <li><input type="checkbox"/> Law enforcement misconduct</li> <li><input type="checkbox"/> Difficulty getting to where legal services are located</li> <li><input type="checkbox"/> High cost of legal services</li> <li><input type="checkbox"/> Shortcomings of government institutions</li> <li><input type="checkbox"/> Shortcomings of civil society organizations</li> <li><input type="checkbox"/> Lack of identity papers</li> <li><input type="checkbox"/> Lack of community support for access to these services</li> <li><input type="checkbox"/> Other (please note)</li> </ul>	<p>What are the challenges?</p>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Yes</li> <li><input type="checkbox"/> Moderately effective</li> <li><input type="checkbox"/> No</li> </ul>	<p>Is this legal service effective in meeting the need it covers?</p>	

<input type="checkbox"/> Yes <input type="checkbox"/> No, nominal fees <input type="checkbox"/> Free	Are legal services fees expensive?	
<input type="checkbox"/> Yes, significant costs <input type="checkbox"/> Low cost <input type="checkbox"/> N/A	Is there an additional cost for accessing this service (for example, transportation costs)?	
<b>Part 4: General challenges</b>		<b>4</b>
<input type="checkbox"/> Lack of knowledge of the existence of agencies that provide free legal aid services to young people <input type="checkbox"/> The high financial cost of obtaining legal services (if not provided free of charge by bodies and organizations) <input type="checkbox"/> Ignorance of the law in general among young people <input type="checkbox"/> Lack of confidence among young people in legal ways to solve the problems they face <input type="checkbox"/> Other reasons (please note)	In your opinion, what are the challenges facing the youth with regard to accessing legal services?	
	Please elaborate:	

## Annex 2: Training plan

Training sessions are designed to be conducted in blocks of 2 x 2 hour sessions, meaning that each day would consist of 4 hours of training, not including the breaks (30min). Day 1 to 4 build the knowledge and capacity of law corps on their communities, while days 5 and 6 provide a general training on critical skills to their role.

The training days could be spaced out weekly (1 day each week for 7 weeks) or fortnightly (1 day each fortnight for 14 weeks). If participants showed a preference for more intensive training, the training could be completed in an intensive format (such as 2 days a week for 3 weeks).

	Hours	Module	Topic
Day 1:	<i>4 hours</i>	Module 1:	Our streets
		Module 2:	Role of law corps
Day 2:	<i>4 hours</i>	Module 3:	Identifying at-risk situations
		Module 3:	Identifying at-risk situations: Drugs
Day 3:	<i>4 hours</i>	Modules 4-5:	Violence and harassment
		Module 6:	Child labour
Day 4:	<i>4 hours</i>	Module 7:	Understanding trauma and stress
		Module 8:	Inclusive communities
Day 5:	<i>4 hours</i>	Module 9:	Communication skills
		Module 10:	Critical thinking online
		Module 11:	Resilience, stress management and wellbeing
Day 6:	<i>4 hours</i>	Module 12:	Toolkit for communities
		Module 13:	Organisational skills and goal-setting
<b>Total hours:</b>	<i>24 hours (of content)</i>		

## DAY 1

### Module 1: Our streets

<b>Description:</b>	This module introduces participants the key legal needs facing youth living in Palestinian camps in Jordan.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To establish common ground among participants</li> <li>2. To reflect on the key legal issues facing youth in Jordan</li> <li>3. To establish a context and background for future reflections in this handbook</li> <li>4. To explore participants' experiences and perceptions of the legal needs of their communities</li> <li>5. To establish rapport between participants and facilitate networking between participants</li> </ol>

Name and duration of phase	Phase aims / outcomes	Format
Introductions and ice-breaker games 20min	4. To establish rapport between participants and facilitate networking between participants	Plenary
Establish ground rules 10min	4. To establish rapport between participants and facilitate networking between participants	Plenary
Survey 10min	3. To explore participants' experiences and perceptions of the legal needs of their communities	Individual
Share survey responses 10min	3. To explore participants' experiences and perceptions of the legal needs of their communities	Pairs
Reflection Tasks ("Ourselves and Others" and "Perceptions") 10min	<ol style="list-style-type: none"> <li>1. To reflect on the key legal issues facing youth in Jordan</li> <li>3. To explore participants' experiences and perceptions of the legal needs of their communities</li> </ol>	Plenary

<p>Key issues affecting youth – Reading and reflection tasks (multiple) 50min</p> <p><i>This phase is long to allow free-flowing discussions amongst participants to build a positive group dynamic. In future sessions, discussions will be more confined</i></p>	<ol style="list-style-type: none"> <li>1. To reflect on the key legal issues facing youth in Jordan</li> <li>2. To establish a context and background for future reflections in this handbook</li> <li>3. To explore participants’ experiences and perceptions of the legal needs of their communities</li> <li>4. To establish rapport between participants and facilitate networking between participants</li> </ol>	<p>Plenary and small groups (alternate for each sub-section).</p>
<p>Debrief and wind down 10min</p>	<ol style="list-style-type: none"> <li>4. To establish rapport between participants and facilitate networking between participants</li> </ol>	<p>Plenary</p>

**Total time for module: 2hr**  
**BREAK (30min)**

## Module 2: Role of Law Corps

<b>Description:</b>	This module explores the role of law corps:
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To teach participants about the role and duties of law corps</li> <li>2. To teach participants about how and when to refer someone for legal or psychosocial support</li> <li>3. To teach participants to think critically about themselves and their role in the community</li> <li>4. To establish rapport between participants and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Greetings + reflection on prior session 10min	4. To establish rapport between participants and facilitate networking between participants	Plenary
Self-reflection activity (incl. group discussion) 10min	<ol style="list-style-type: none"> <li>3. To teach participants to think critically about themselves and their role in the community</li> <li>4. To establish rapport between participants and facilitate networking between participants</li> </ol>	Individual Plenary
Assign homework (SWOT analysis) 5min	3. To teach participants to think critically about themselves and their role in the community	Trainer presents information
Role of law corps: Identifies challenges within the community 30 min	<ol style="list-style-type: none"> <li>1. To teach participants about the role and duties of law corps</li> <li>2. To teach participants about how and when to refer someone for legal or psychosocial support</li> </ol>	Trainer presents information and provides activities
Role of law corps: Communicates developments, refers cases, respects confidentiality, establishes boundaries 20min	<ol style="list-style-type: none"> <li>1. To teach participants about the role and duties of law corps</li> <li>2. To teach participants about how and when to refer someone for legal or psychosocial support</li> </ol>	Trainer presents information

Role plays 15min	<ol style="list-style-type: none"> <li>1. To teach participants about the role and duties of law corps</li> <li>2. To teach participants about how and when to refer someone for legal or psychosocial support</li> </ol>	Plenary (to model behaviour) Pairs (to practice)
Discussion: Pursues development 5min	<ol style="list-style-type: none"> <li>3. To teach participants to think critically about themselves and their role in the community</li> <li>4. To establish rapport between participants and facilitate networking between participants</li> </ol>	Plenary
How to make a referral 15min	<ol style="list-style-type: none"> <li>1. To teach participants about the role and duties of law corps</li> <li>2. To teach participants about how and when to refer someone for legal or psychosocial support</li> </ol>	Trainer presents information
Role plays 15min	<ol style="list-style-type: none"> <li>1. To teach participants about the role and duties of law corps</li> <li>2. To teach participants about how and when to refer someone for legal or psychosocial support</li> </ol>	Plenary

**Total time for module: 2hr**

**Total time for day: 4hr**

## DAY 2

### Module 3: Identifying at-risk situations

<b>Description:</b>	This module goes deeper into the issue of at-risk situations by exploring some of the underlying factors that lead to harmful behaviours and conflict with the law.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To encourage participants to think critically about the key challenges in the community and identify different perspectives on those issues</li> <li>2. To explore what influences decision-making</li> <li>3. To teach participants about negative coping mechanisms</li> <li>4. To reflect on the issue of drug use and addiction in the community</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: greetings + reflection on prior session 10min	<ol style="list-style-type: none"> <li>4. To establish rapport and facilitate networking between participants</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Plenary
Reflection: Decision-making 15min	<ol style="list-style-type: none"> <li>2. To explore what influences decision-making</li> </ol>	Plenary
Reflection: Coping mechanisms 15min	<ol style="list-style-type: none"> <li>2. To explore what influences decision-making</li> <li>3. To teach participants about negative coping mechanisms</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
Child marriage 30min	<ol style="list-style-type: none"> <li>1. To encourage participants to think critically about the key challenges in the community and identify different perspectives on those issues</li> <li>3. To teach participants about negative coping mechanisms</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)

Reflection: Extremism and violence 30min	<ol style="list-style-type: none"> <li>1. To encourage participants to think critically about the key challenges in the community and identify different perspectives on those issues</li> <li>3. To teach participants about negative coping mechanisms</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
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**BREAK (30min)**

Reflection: What is an addiction? 10min	<ol style="list-style-type: none"> <li>1. To encourage participants to think critically about the key challenges in the community and identify different perspectives on those issues</li> <li>4. To reflect on the issue of drug use and addiction in the community</li> </ol>	Plenary
Reflection: Addiction, trauma and pain 15min	<ol style="list-style-type: none"> <li>1. To encourage participants to think critically about the key challenges in the community and identify different perspectives on those issues</li> <li>2. To explore what influences decision-making</li> <li>3. To teach participants about negative coping mechanisms</li> <li>4. To reflect on the issue of drug use and addiction in the community</li> </ol>	Plenary
Case study: Peer Pressure 10min	<ol style="list-style-type: none"> <li>1. To encourage participants to think critically about the key challenges in the community and identify different perspectives on those issues</li> <li>2. To explore what influences decision-making</li> <li>4. To reflect on the issue of drug use and addiction in the community</li> </ol>	Plenary
Video: The decision is yours + discussion 10min	<ol style="list-style-type: none"> <li>2. To explore what influences decision-making</li> <li>4. To reflect on the issue of drug use and addiction in the community</li> </ol>	Plenary
Activity: Design a video 30min	<ol style="list-style-type: none"> <li>2. To explore what influences decision-making</li> <li>4. To reflect on the issue of drug use and addiction in the community</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Small groups Plenary (to present ideas)

Reflection: Importance of being informed 10min	<ol style="list-style-type: none"> <li>1. To encourage participants to think critically about the key challenges in the community and identify different perspectives on those issues</li> <li>2. To explore what influences decision-making</li> <li>4. To reflect on the issue of drug use and addiction in the community</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to briefly share what was discussed in pairs)
Photos from the AND + discussion 5min	<ol style="list-style-type: none"> <li>4. To reflect on the issue of drug use and addiction in the community</li> </ol>	Plenary
Drugs in Jordan (illegal) 15min	<ol style="list-style-type: none"> <li>4. To reflect on the issue of drug use and addiction in the community</li> </ol>	Trainer presents information
Reflection: Drugs in Jordan (illegal) 5min	<ol style="list-style-type: none"> <li>2. To explore what influences decision-making</li> <li>3. To teach participants about negative coping mechanisms</li> <li>4. To reflect on the issue of drug use and addiction in the community</li> </ol>	Plenary
Drugs in Jordan (legal) 10min	<ol style="list-style-type: none"> <li>4. To reflect on the issue of drug use and addiction in the community</li> </ol>	Trainer presents information
Reflection: Drugs in Jordan (legal) 5min	<ol style="list-style-type: none"> <li>2. To explore what influences decision-making</li> <li>3. To teach participants about negative coping mechanisms</li> <li>4. To reflect on the issue of drug use and addiction in the community</li> </ol>	Plenary
Newspaper articles 10min	<ol style="list-style-type: none"> <li>4. To reflect on the issue of drug use and addiction in the community</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to briefly share what was discussed in pairs)
How to talk to someone about their drug-use 15min	<ol style="list-style-type: none"> <li>4. To reflect on the issue of drug use and addiction in the community</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Plenary

**Total for module / day: 4hr**

## DAY 3

### Module 4: What is violence?

<b>Description:</b>	This module explores the meaning of violence and the different forms of violence in society. The inverse of violence - safety - is also explored.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To broaden participants' awareness of the different types of violence in society</li> <li>2. To reflect on the nature of violence and safety</li> <li>3. To guide participants to build a vision for the future of a nonviolent community</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Ice-breaker game 10min	4. To establish rapport and facilitate networking between participants	Plenary
Reflection: What is violence? 10min	<ol style="list-style-type: none"> <li>1. To broaden awareness of the different types of violence in society</li> <li>2. To reflect on the nature of violence and safety</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to briefly share what was discussed in pairs)
Reflection: Types of violence and types of safety 15min	<ol style="list-style-type: none"> <li>1. To broaden awareness of the different types of violence in society</li> <li>2. To reflect on the nature of violence and safety</li> <li>3. To build a vision for the future of a nonviolent community</li> </ol>	Plenary
Writing task: Vision for the future 10min	<ol style="list-style-type: none"> <li>2. To reflect on the nature of violence and safety</li> <li>3. To build a vision for the future of a nonviolent community</li> </ol>	Individual Plenary (to share responses)

**Total for module: 45min**  
**BREAK (10min)**

## Module 5: Violence and harassment

<b>Description:</b>	This section explores the nature and effects of sexual and physical violence in society, looking at public, private and online spheres.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To inform participants about the issue of sexual violence in Jordan and to equip them to identify those who are at risk of experiencing violence</li> <li>2. To explore the different barriers to reporting sexual violence and harassment</li> <li>3. To identify the legal and psychosocial needs of people who experience violence and harassment.</li> <li>4. To establish rapport and facilitate networking between participants</li> <li>5. To encourage participants to think critically about the issue of harassment in Jordan</li> </ol>

Name and duration of phase	Relevant aims	Format
Family Protection Department 5min	1. To inform participants about the issue of sexual violence in Jordan and to equip them to identify those who are at risk of experiencing violence	Plenary
Reflection: Sexual harassment 10min	<ol style="list-style-type: none"> <li>3. To identify the legal and psychosocial needs of people who experience violence and harassment.</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
Reflection: Violence at home 10min	3. To identify the legal and psychosocial needs of people who experience violence and harassment.	Plenary
Reflection: Risk factors for violence 10min	3. To identify the legal and psychosocial needs of people who experience violence and harassment.	Plenary
Barriers to reporting violence + newspaper article 10min	<ol style="list-style-type: none"> <li>2. To explore the different barriers to reporting sexual violence and harassment</li> <li>3. To identify the legal and psychosocial needs of people who experience violence and harassment.</li> </ol>	Plenary

Case studies (X3) 15min	<ol style="list-style-type: none"> <li>1. To inform participants about the issue of sexual violence in Jordan and to equip them to identify those who are at risk of experiencing violence</li> <li>2. To explore the different barriers to reporting sexual violence and harassment</li> <li>3. To identify the legal and psychosocial needs of people who experience violence and harassment.</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to briefly share what was discussed in pairs)
Reflection: Torture and cruel, inhuman or degrading treatment 10min	<ol style="list-style-type: none"> <li>5. To encourage participants to think critically about the issue of harassment in Jordan</li> </ol>	Plenary
Reflection: Sexual violence against children and what is abuse 10min	<ol style="list-style-type: none"> <li>1. To inform participants about the issue of sexual violence in Jordan and to equip them to identify those who are at risk of experiencing violence</li> <li>3. To identify the legal and psychosocial needs of people who experience violence and harassment.</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Plenary
Case study 10min	<ol style="list-style-type: none"> <li>1. To inform participants about the issue of sexual violence in Jordan and to equip them to identify those who are at risk of experiencing violence</li> <li>3. To identify the legal and psychosocial needs of people who experience violence and harassment.</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to shares responses)
Identifying the risks & signs of abuse 5min	<ol style="list-style-type: none"> <li>1. To inform participants about the issue of sexual violence in Jordan and to equip them to identify those who are at risk of experiencing violence</li> <li>3. To identify the legal and psychosocial needs of people who experience violence and harassment.</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs

**Total for module: 1hr35min**  
**BREAK (30min)**

## Module 6: Child labour and other prohibited workplace practices

<b>Description:</b>	This module explores the legal and protection challenges that children and youth face in relation to employment
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To teach participants the general definition of child labour and identify instances of child labour in the community</li> <li>2. To reflect on the criminalization of begging and how this impacts children and young people</li> <li>3. To reflect on other unsafe or exploitative workplace practices</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Reflection on prior session 10min	4. To establish rapport and facilitate networking between participants	Plenary
Reflection and responses: What is child labour? 10min	<ol style="list-style-type: none"> <li>1. To teach participants the general definition of child labour and identify instances of child labour in the community</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
Response: Child labour in Jordan 10min	1. To teach participants the general definition of child labour and identify instances of child labour in the community	Individual Plenary (to check responses)
Forced labour 5min	1. To teach participants the general definition of child labour and identify instances of child labour in the community	Plenary
Working at home 10min	<ol style="list-style-type: none"> <li>1. To teach participants the general definition of child labour and identify instances of child labour in the community</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share what was discussed in pairs)

Begging 10min	2. To reflect on the criminalization of begging and how this impacts children and young people 4. To establish rapport and facilitate networking between participants	Pairs Plenary (to share responses)
Workplace safety 10min	3. To reflect on other unsafe or exploitative workplace practices	Individual Plenary (to check responses)
Sexual harassment at work 10min	3. To reflect on other unsafe or exploitative workplace practices	Plenary
Scenarios (X7) 15min	2. To reflect on the criminalization of begging and how this impacts children and young people 3. To reflect on other unsafe or exploitative workplace practices 4. To establish rapport and facilitate networking between participants	Plenary
Debrief and wind down 10min	4. To establish rapport and facilitate networking between participants	Plenary

**Total for module: 1hr 40min**

**Total for day: 4hr**

## DAY 4

### Module 7: Understanding stress and trauma

<b>Description:</b>	This topic explores trauma, resilience, feelings of hopelessness and the challenge of maintaining hope for the future.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To encourage participants to share and reflect on their own experiences of dealing with feelings of hopelessness</li> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>3. To reflect on strategies for responding to feelings of hopeless and distress</li> <li>4. To encourage participants to think critically about mental health and wellbeing</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Greetings + reflection on prior session 10min	5. To establish rapport and facilitate networking between participants	Plenary
Mapping: Stress and trauma 5min	2. To introduce participants to some key ideas about trauma, hope and resilience	Individuals Plenary (to share what was written)
Reflection: Emotions and the body 5min	<ol style="list-style-type: none"> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>4. To encourage participants to think critically about mental health and well-being</li> </ol>	Plenary
Hypothetical scenarios (X5) 5min	2. To introduce participants to some key ideas about trauma, hope and resilience	Trainer presents information
Respond: What is trauma? 5min	<ol style="list-style-type: none"> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>4. To encourage participants to think critically about mental health and well-being</li> </ol>	Individual Plenary (to share responses)

Dissociation 10min	<ol style="list-style-type: none"> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>4. To encourage participants to think critically about mental health and well-being</li> </ol>	Plenary
Trauma and control 5min	<ol style="list-style-type: none"> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> </ol>	Trainer present information
Trauma, hope and loss of meaning 5min	<ol style="list-style-type: none"> <li>1. To encourage participants to share and reflect on their own experiences of dealing with feelings of hopelessness</li> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>4. To encourage participants to think critically about mental health and well-being</li> </ol>	Plenary
How do you look after yourself and others? 10min	<ol style="list-style-type: none"> <li>1. To encourage participants to share and reflect on their own experiences of dealing with feelings of hopelessness</li> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>3. To reflect on strategies for responding to feelings of hopeless and distress</li> <li>4. To encourage participants to think critically about mental health and well-being</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Pairs (assign different pairs different scenarios) Plenary (to share responses)
How can we heal from trauma 10min	<ol style="list-style-type: none"> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>3. To reflect on strategies for responding to feelings of hopeless and distress</li> </ol>	Plenary
Stages of recovery – establishing safety 10min	<ol style="list-style-type: none"> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>3. To reflect on strategies for responding to feelings of hopeless and distress</li> </ol>	Plenary
Recovery – more than words 5min	<ol style="list-style-type: none"> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>3. To reflect on strategies for responding to feelings of hopeless and distress</li> </ol>	Plenary

Encouraging others 15min	<ol style="list-style-type: none"> <li>1. To encourage participants to share and reflect on their own experiences of dealing with feelings of hopelessness</li> <li>2. To introduce participants to some key ideas about trauma, hope and resilience</li> <li>3. To reflect on strategies for responding to feelings of hopeless and distress</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Pairs (assign different pairs different scenarios) Plenary (to share responses)
Activity: Write a letter 10min	<ol style="list-style-type: none"> <li>1. To encourage participants to share and reflect on their own experiences of dealing with feelings of hopelessness</li> <li>3. To reflect on strategies for responding to feelings of hopeless and distress</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Individual Plenary (to share what individuals wrote)
Debrief and wind down 10min	<ol style="list-style-type: none"> <li>5. To establish rapport and facilitate networking between participants</li> </ol>	Plenary

**Total for module: 2hr**  
**BREAK (30min)**

## Module 8: Inclusive communities

<b>Description:</b>	This module addresses notions of community, inclusion and exclusion. The question of what it means to be different and the inclusion of people with disabilities is specifically addressed.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>2. To explore and think critically about concepts of difference, inclusion and exclusion</li> <li>3. To normalise being different, particularly in the context of disabilities</li> <li>4. To increase participants' awareness of issues related to disabilities</li> <li>5. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Reflection on prior session 10min	4. To establish rapport and facilitate networking between participants	Plenary
What does it mean to be different? 15min	<ol style="list-style-type: none"> <li>1. To explore and think critically about concepts of difference, inclusion and exclusion.</li> <li>2. To normalise being different, particularly in the context of disabilities.</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
Lived experience with disability 5min	<ol style="list-style-type: none"> <li>1. To explore and think critically about concepts of difference, inclusion and exclusion.</li> <li>3. To increase awareness of issues related to disabilities</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
Statistics: Disability in Jordan 5min	<ol style="list-style-type: none"> <li>1. To explore and think critically about concepts of difference, inclusion and exclusion.</li> <li>3. To increase awareness of issues related to disabilities</li> </ol>	Plenary

Review 'Say and don't say' booklet 10min	<ol style="list-style-type: none"> <li>1. To explore and think critically about concepts of difference, inclusion and exclusion.</li> <li>2. To normalise being different, particularly in the context of disabilities.</li> </ol>	Individual
Reflection: Talking about disability 10min	<ol style="list-style-type: none"> <li>1. To explore and think critically about concepts of difference, inclusion and exclusion.</li> <li>2. To normalise being different, particularly in the context of disabilities.</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
What is disability? 10min	<ol style="list-style-type: none"> <li>1. To explore and think critically about concepts of difference, inclusion and exclusion.</li> <li>3. To increase awareness of issues related to disabilities</li> </ol>	Plenary
Social model of disability 10min	<ol style="list-style-type: none"> <li>1. To explore and think critically about concepts of difference, inclusion and exclusion.</li> <li>3. To increase awareness of issues related to disability</li> </ol>	Plenary
Jordanian laws on disability 10min	<ol style="list-style-type: none"> <li>3. To increase awareness of issues related to disabilities</li> </ol>	Individual Plenary (to share responses)
Lived experience and disability 10min	<ol style="list-style-type: none"> <li>1. To explore and think critically about concepts of difference, inclusion and exclusion.</li> <li>3. To increase awareness of issues related to disabilities</li> </ol>	Plenary
Activity and reflection: Universal design 15min	<ol style="list-style-type: none"> <li>2. To normalise being different, particularly in the context of disabilities.</li> <li>3. To increase awareness of issues related to disabilities</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
Debrief and wind down 10min	<ol style="list-style-type: none"> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Plenary

**Total for module: 2hr**  
**Total for day: 4hr**

## DAY 5

### Module 9: Communication skills

<b>Description:</b>	What does it really mean to communicate? This module explores the notion of effective communication.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To reflect on what communication actually means</li> <li>2. To introduce participants to some different styles of communicating</li> <li>3. To encourage participants to think critically about what it means to communicate and how to communicate more effectively</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Greetings and reflection on prior session 10min	4. To establish rapport and facilitate networking between participants	Plenary
What is communication? 10min	<ol style="list-style-type: none"> <li>1. To reflect on what communication actually means</li> <li>3. To encourage participants to think critically about what it means to communicate and how to communicate more effectively</li> </ol>	Plenary
Communication styles 15min	<ol style="list-style-type: none"> <li>1. To reflect on what communication actually means</li> <li>2. To introduce participants to some different styles of communicating</li> <li>3. To encourage participants to think critically about what it means to communicate and how to communicate more effectively</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)

Poetry 10min	<ol style="list-style-type: none"> <li>1. To reflect on what communication actually means</li> <li>2. To introduce participants to some different styles of communicating</li> <li>3. To encourage participants to think critically about what it means to communicate and how to communicate more effectively</li> </ol>	Plenary
Write your story 10min	<ol style="list-style-type: none"> <li>3. To encourage participants to think critically about what it means to communicate and how to communicate more effectively</li> </ol>	Individual
Sharing of stories 25min	<ol style="list-style-type: none"> <li>3. To encourage participants to think critically about what it means to communicate and how to communicate more effectively</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Plenary
Debrief and wind down 10min	<ol style="list-style-type: none"> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Plenary

**Total for module: 1hr30min**

**BREAK (30min)**

## Module 10: Critical thinking online

<b>Description:</b>	Why do we believe what we believe? The internet has democratised access to and the sharing of information, however this has also been accompanied by an increased ease of spreading disinformation and misinformation. This module explores how to identify and respond to false information.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To teach participants about and reflect on the notion of ‘motivated reasoning’ and ‘cognitive biases’</li> <li>2. To encourage participants to think critically about how who they are and what they already believe impacts how they receive information</li> <li>3. To reflect on the nature of information shared online</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Reflection on prior session 10min	4. To establish rapport and facilitate networking between participants	Plenary
Motivated reasoning 15min	<ol style="list-style-type: none"> <li>1. To teach participants about and reflect on the notion of ‘motivated reasoning’ and ‘cognitive biases’</li> <li>2. To encourage participants to think critically about how who they are and what they already believe impacts how they receive information</li> </ol>	Plenary
Confirmation bias 10min	<ol style="list-style-type: none"> <li>1. To teach participants about and reflect on the notion of ‘motivated reasoning’ and ‘cognitive biases’</li> <li>2. To encourage participants to think critically about how who they are and what they already believe impacts how they receive information</li> </ol>	Pairs Plenary (to share responses)
Fake images online 10min	<ol style="list-style-type: none"> <li>3. To reflect on the nature of information shared online</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
Fake news 10min	3. To reflect on the nature of information shared online	Plenary
Thinking critically about sources 10min	<ol style="list-style-type: none"> <li>3. To reflect on the nature of information shared online</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
Debrief and wind down 10min	4. To establish rapport and facilitate networking between participants	Plenary

**Total for module: 1hr 15min**

**BREAK (30min)**

## Module 11: Resilience, Stress Management and Wellbeing

<b>Description:</b>	What does it mean to be resilient? Can anyone become more resilient or is it just a set part of our character? This module explores how to effectively deal with adversity, or in other words, how to be resilient.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To reflect on and critically think about the meaning of resilience</li> <li>2. To explore different techniques for managing stress</li> <li>3. To learn about the idea of ‘emotional intelligence’ and how this impacts our ability to manage conflicts and stress</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Reflection on prior session 10min	4. To establish rapport and facilitate networking between participants	Plenary
What is resilience? Physical exercise and breathing 10min	1. To reflect on and critically think about the meaning of resilience	Trainer presents information
Practice: Breathing exercises 5min	1. To reflect on and critically think about the meaning of resilience	Plenary
Conceptualising failure 5min	<ol style="list-style-type: none"> <li>1. To reflect on and critically think about the meaning of resilience</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
The power of changing routine 5min	1. To reflect on and critically think about the meaning of resilience	Plenary
Emotional intelligence 10min	3. To learn about the idea of ‘emotional intelligence’ and how this impacts our ability to manage conflicts and stress	Plenary

Empathy 10min	3. To learn about the idea of 'emotional intelligence' and how this impacts our ability to manage conflicts and stress 4. To establish rapport and facilitate networking between participants	Pairs Plenary (to share responses)
Case study 10min	3. To learn about the idea of 'emotional intelligence' and how this impacts our ability to manage conflicts and stress	Plenary
Debrief and wind down 10min	4. To establish rapport and facilitate networking between participants	Plenary

**Total for module: 1hr 15min**

**Total for day: 4hr**

## DAY 6

### Module 12: Toolkit for communities

<b>Description:</b>	There are many ways that we can improve our communities. This module explores some different activities that add a positive contribution to our communities.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To teach participants about different types of community activities</li> <li>2. To reflect on how these activities could be implemented in the participants' communities.</li> <li>3. To encourage participants to think critically about the different ways that someone can positively contribute to their community</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Greetings and reflection on prior session 10min	4. To establish rapport and facilitate networking between participants	Plenary
The power of dialogue 10min	<ol style="list-style-type: none"> <li>1. Learn about different types of community activities</li> <li>3. To encourage participants to think critically about the different ways that someone can positively contribute to their community</li> </ol>	Plenary
When does change happen? 20min	<ol style="list-style-type: none"> <li>3. To encourage participants to think critically about the different ways that someone can positively contribute to their community</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
Case study: community consensus building 20min	<ol style="list-style-type: none"> <li>1. Learn about different types of community activities</li> <li>3. To encourage participants to think critically about the different ways that someone can positively contribute to their community</li> </ol>	Plenary

Types of community activities – Group work 45min	<ol style="list-style-type: none"> <li>1. Learn about different types of community activities</li> <li>3. To encourage participants to think critically about the different ways that someone can positively contribute to their community</li> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Small groups Plenary (share group work)
Types of community activities – Reflection 15min	<ol style="list-style-type: none"> <li>1. Learn about different types of community activities</li> <li>2. Reflect on how these activities could be implemented in the participants' communities.</li> <li>3. To encourage participants to think critically about the different ways that someone can positively contribute to their community</li> </ol>	Plenary
Debrief and wind down 10min	<ol style="list-style-type: none"> <li>4. To establish rapport and facilitate networking between participants</li> </ol>	Plenary

**Time for module: 2hr 10min**  
**BREAK (30min)**

## Module 13: Organisational Skills and Goal-Setting

<b>Description:</b>	How do we actually achieve our goals? Being organised and setting realistic targets is essential to implementing change.
<b>Aims:</b>	<ol style="list-style-type: none"> <li>1. To encourage participants to critically reflect on their own organisational skills</li> <li>2. To teach participants about key goal-setting techniques, such as “SMART” goals</li> <li>3. To establish rapport and facilitate networking between participants</li> </ol>

Name and duration of phase	Relevant aims	Format
Warm-up: Reflection on prior session 10min	3. To establish rapport and facilitate networking between participants	Plenary
Self-reflection: Am I organised? 10min	1. To encourage participants to critically reflect on their own organisational skills	Individual Plenary (to share responses and reflect further)
Keeping records 10min	<ol style="list-style-type: none"> <li>1. To encourage participants to critically reflect on their own organisational skills</li> <li>3. To establish rapport and facilitate networking between participants</li> </ol>	Pairs Plenary (to share responses)
What are ‘SMART’ goals? 10min	2. To teach participants about key goal-setting techniques, such as “SMART” goals	Trainer presents information
Activity: Developing SMART goals 30min	<ol style="list-style-type: none"> <li>2. To teach participants about key goal-setting techniques, such as “SMART” goals</li> <li>3. To establish rapport and facilitate networking between participants</li> </ol>	Small groups Plenary (to share ideas)
Debrief on today’s session 10min	3. To establish rapport and facilitate networking between participants	Plenary
Final reflections on training 30min	3. To establish rapport and facilitate networking between participants	Plenary

**Time for module: 1hr50min**




**Total time for day: 4hr**



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