

GBV Prevention Curriculum:

an overview of good practices and tools
in Jordan
2020



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Acknowledgement

Chaired by Her Majesty Queen Rania Al Abdullah, the Jordan River Foundation (JRF) is a non-profit, non-governmental organization established in 1995 with a focus on child safety and community empowerment.

Driven by values of social justice, impactful interventions to alleviate poverty, and socio-economic empowerment - focusing on women and youth, JRF implements various programs to achieve its mission of transforming Jordanian communities.

It has been a major player in Jordan's social and economic development, bringing forth over 20 years of experience to local community empowerment and child safety. JRF has also been supporting homegrown solutions that engage Jordanians and help them address local challenges. Most importantly, JRF places the wellbeing of children at the center of its development initiatives.

The Jordan River Foundation would like to express its gratitude to the organizations whose contribution, guidance, and advice have helped shape this unprecedented work on Gender Based Violence (GBV). This curriculum is the offspring of the time and effort put by the members of the SGBV Working Group and in particular: United Nations Population Fund (UNFPA), UNHCR, CARE International – Jordan, ActionAid, Arab Renaissance for Democracy and Development (ARDD), Plan International Jordan, Arab Women Media Center (AWMC), Movimiento por la Paz (MPDL), Noor Al Hussein Foundation-Institute for Family Health/ King Hussein Foundation, International Rescue Committee (IRC), Terre des Hommes – Lausanne (TdH-L), and Terre des Hommes – Italy (TdH-I).

List of Definitions

All the definitions here-below are based on the National SOPs “The Guidelines and Policies Concerning the Prevention of Violence, and the response thereto, in Jordan” (GBV, Domestic Violence and Child Protection), 2018, document.¹

Gender-Based Violence

Any harmful act committed against a person’s will, and based on the differences attributed by society between males and females. The nature and degree of specific types of gender-based violence vary from one culture to another, from country to country and from one region to another.

Gender

Indicates the social relationship and role, and the values that a society determines for each gender (man and woman). These roles, relationships and values differ depending of the time and place, given how they overlap with the other social relations like religion, the social strata, ethnicity, and so on.

Gender Roles

Are a series of social expectations and behaviors, on how the individuals of a certain culture should behave in line with their biological identity, and the difference in the roles and responsibilities assigned to men and women, among other stereotyping in different cultural settings.

Sex

Whether an individual is male or female. Whether the individual has a penis or a vagina. In English the word sex is also used to refer the act of intercourse.

Raising Awareness about GBV

Activities that are conducted in a society that is being impacted, in order to raise the awareness about GBV.

Domestic Violence

Any action, or the avoidance of an action, by one family member against another, that causes physical, or mental harm.

¹ National Council for Family Affairs (NCFA). (2018), *The Guidelines and Policies Concerning the Prevention of Violence, and the response thereto, in Jordan (GBV, Domestic Violence and Child Protection)*, available at: <https://ncfa.org.jo/uploads/2020/08/7af17841-4485-5f31151707f5.pdf>

Economic Violence/Abuse

This is also a kind of abuse, whereby the perpetrator economically controls the victim in order to prevent access of the victim to resources and work, and retaining any benefits they have acquired, and ensuring they are preventing them from being self-sufficient and financially independent.

Emotional Abuse (also referred to as Psychological Abuse)

Causing emotional or mental harm or injury. Examples of this are: threatening with physical or sexual violence, intimidation, degradation, forced isolation, social exclusion, stalking, verbal harassment, unwanted attention, making sexual connotation, or written sexual threats, breaking objects that are valuable to the victim.... Etc.

Sexual Abuse

The term "sexual abuse" means any assault or threat of assault of a sexual nature, whether this coerced, or is under coercive or unequal conditions.

Sexual Violence

This is the violence resulting from sexual activities or behaviors, and includes harassment, sexual connotation, seduction, and forced sexual acts, and also includes the sexual abuse of a child, like forcing or coercing a child to participate in sexual activities, whether the child is aware of these or not, or encouraging the child to watch pornographic content, or participate in the production, marketing or distribution of pornography, or encouraging the child to act in an inappropriate sexual manner.²

Sexual Assault

It is any form of forced sexual intercourse that does not result or does not involve penetration. Examples include attempted rape, kissing the unwilling victim, unwanted stroking, and touching of the private parts and backside of the victim.

Sexual Exploitation

The term "sexual exploitation" mean real or attempted exploitation of vulnerability, or difference in strength, or confidence, for sexual purposes, including but not limited to, achieving financial, social or political benefits, by sexually exploiting others.

² Sexual violence includes rape, defined as physically forced or otherwise coerced penetration – even if slight – of the vulva or anus, using a penis, other body parts or an object. The attempt to do so is known as attempted rape. Rape of a person by two or more perpetrators is known as gang rape. Sexual violence can include other forms of assault involving a sexual organ, including coerced contact between the mouth and penis, vulva or anus. National Council for Family Affairs (NCFA). (2018), *The Guidelines and Policies Concerning the Prevention of Violence, and the response thereto, in Jordan (GBV, Domestic Violence and Child Protection)*, available at: <https://ncfa.org.jo/uploads/2020/08/7af17841-4485-5f31151707f5.pdf>

Sexual Harassment

Is the unwanted sexual approach towards someone, requesting sexual services, and any verbal or physical behavior that is sexual in nature.

Empowerment of Women

The idea of empowering women revolves around allowing women to have authority, and controlling their private lives. This does not include enhancing the ability of the men to protect the women.

Forced Marriage

A forced marriage involves marrying off an individual against their wishes or will.

Child Marriage (Also referred to as Early Marriage)

Child marriages, are the marriages of individuals below the age of 18 years.

The Perpetrator

Is an individual, or a group of individuals, or an entity that directly or indirectly causes violence, or supports it, or any other violation against another person.

The Survivor

A survivor is someone who has experienced gender-based violence, but has not succumbed to violence. The survivor, at the time when they are subjected to gender-based violence is considered a victim. These people have survived and became survivors. Some people prefer to use the term "survivor" rather than "victim," because this term recognizes the identity of the person who has experienced violence.

Physical Abuse /Violence

This is the physical abuse/violence that is not sexual in nature. This includes hitting, slapping, choking, cutting, pushing, firing at, using a weapon against, and/or throwing acid at a person, and any other behavior that causes pain, injury or distress.

Introduction

This guide was developed by the Jordan River Foundation in partnership with Jordan Humanitarian Fund of the United Nations (JHF - OCHA) with the generous support of Belgium, Germany, Ireland, Sweden and Italy, and in close coordination with the SGBV SWG (Sexual and Gender Based Violence Sub-Working Group) to act as a guiding tool for institutions and organizations. The various programs aiming at planning and implementing projects aimed at promoting prevention and elimination of all types of gender-based violence in Jordan, and providing a knowledge base based on best practices that have been implemented in this regard, in addition to lessons learned from practices that did not meet the expected success with a view to avoid or reprogram it according to the target context.

Given the endless efforts and resources that have been invested over the past two decades in order to enhance the protection of women and children, fostering gender equality, as well as the prevention of all types of GBV, this guide has attempted to gather, analyze and present the best practices that were, and are still being implemented, by presenting them under one frame of reference of which may facilitate the planning, implementation, and reprogramming of the initiatives, projects, and programs that aims towards the prevention of GBV, and advance its efficiency and ensure appropriateness with the implementation context.

JRF and JHF sincerely believe in the importance of joint efforts and the enhancement of cooperation between all parties concerned with the Protection and Development sectors; the process of developing this guide was endorsed by the SGBV SWG, which involves key partners concerned in protection from local and international organization working in Jordan. Consequently, a specialized multi-sectoral team was developed from various sectors to complete the development of the contents of this guide, and endorse it by all parties concerned.

Emphasizing on the participatory work approach, and the importance of specialized action, JRF put together an internal team specialized in the prevention and protection from violence, which in turn has communicated with main entities contributing to developing and enriching the content provided by the multi-sectoral team others, and gathering all the information and references related to the practices presented in this guide.

We hope this Guide will contribute to the development of the Protection and Development Sectors in Jordan, and the promotion of GBV prevention.

Background

The Hashemite Kingdom of Jordan is a signatory to the most important conventions that aim to enhance, protect, and safeguard the rights of the people. Among these, and specifically related to GBV which is considered a violation of basic human rights, Jordan signed the “Convention on the Elimination of All Forms of Discrimination against Women”³ in 1980, and ratified it in 1992. It is also a signatory to the Convention on the Rights of the Child⁴, 1990, which it ratified in 1991. This is clear proof that the government throughout the last three decades, has exerted efforts, and taken a stand, to ensure its people enjoy all their rights, and that these rights are protected from any violations, as well as providing and undertaking all legal and administrative measures necessary towards safeguarding these rights.

Jordan has made great advancements in the field of women protection and gender equality. The Concluding observations on the sixth periodic report of Jordan⁵ issued by the Committee on the Elimination of Discrimination Against Women, praised Jordan’s achievements during the years 2012-2017, which mainly included:

- (a) Introducing legislative amendments regarding more rights for women.
- (b) Improving the institutional and policy framework in order to speed up the elimination of discrimination against women, and enhance gender equality (Example: The National Framework for the Protection of Families from Violence in 2016, the Communication Strategy for GBV, in 2015, and the National Strategy to Combat Violence Against Women (2014-2017)).
- (c) In 2014, there was an increase in the financial resources that the State party allocated to the National Center for Human Rights, as well as its re-accreditation in 2016 by the Global Alliance of National Institutions for Human Rights as a national institution concerned with the rights in the A category.

However, despite progress made during the past two decades in the field of women protection and empowerment, and ensuring their rights, the issue of GBV remains persistent and is affecting all layers of the Jordanian society in various forms. For example, the Population and Family Health Census conducted in 2017 showed that 21% of married women, between the age of 15 and 49, are being subjected to physical abuse since they were 15, and that 2% of women were subjected to

³ UN General Assembly. (1979), *Convention on the Elimination of All Forms of Discrimination against Women*, available at: <https://www.refworld.org/docid/3b00f2244.html><https://www.refworld.org/docid/3b00f2244.html>.

⁴ UN General Assembly. (1989), *Convention on the Rights of the Child*, United Nations, Treaty Series, available at: <https://www.refworld.org/docid/3ae6b38f0.html>.

⁵ UN General Assembly. (1989), *Convention on the Rights of the Child*, United Nations, Treaty Series, available at: <https://www.refworld.org/docid/3ae6b38f0.html>.

physical abuse while pregnant⁶. Furthermore, and in a Press Conference that was attended by all media channels in Jordan (September 2019), the Family Protection Department which operates under the umbrella of the Public Security Directorate, stated that it has dealt with 10,527 cases of domestic violence from January 1st to August 31st of 2019. Among these 1,196 were sexual assaults, 1,806 were domestic violence against women, and 226 cases of violence against children⁷. It is worth noting here that these statistics only represent the cases reported by the Family Protection Department, including the Social Services Offices within the Department, and which were dealt with. Consequently, the number of cases of GBV, including violence against women and violence against children, are bound to be much more, and this is a sign of the gravity of the situation and the magnitude of GBV.

On the other hand, statistics in The Gender-Based Violence Information Management System (GBVIMS) In Mid-Year report for 2019 shows that 95% of survivors assisted by data gathering organizations were female, this is in line with global SGBV trends highlighting that women and girls are disproportionately affected by SGBV. This trend has been consistent across the last 3-year period. Home remains unsafe for women and girls, 88% of perpetrators are intimate partners (husbands in this context), caregivers or family members and 7% unknown or no relation, with other service providers and community members, work supervisors representing very small to negligible amounts.⁸

Jordan is committed, and is working hard on so many levels (International, local politics, government organizations, society, and individuals) to find solutions to bridge the gap between genders and achieve gender equality, as well as providing more protection for women and children against any and all forms of violence, and promoting the concepts and mechanisms for protection against various types of violence.

⁶ Department of Statistics. (2018), *Population and Family Health Survey in Jordan*, (2017-2018), available at: <http://dosweb.dos.gov.jo/ar/population/health>.

⁷ Fact International Channel. (2019), *The number of domestic violence cases dealt with by the Family Protection Department*, available at: <https://www.youtube.com/watch?v=4uWOAH5Breg>. (News Report)

⁸ UNHCR Operational Data Portal (ODP). (2019), *JORDAN GBV IMS Task Force - Annual Report 2019*, available at: <https://data2.unhcr.org/en/documents/details/75705>.

Objective

This guide provides a practical reference to enhance knowledge, trends and practices for the prevention of gender-based violence, particularly that it includes a vast array of knowledge that is related to concepts of gender-based violence, and how to prevent it, in addition to the best practices applied in local and international organizations in Jordan to prevent GBV.

In general, this guide aims to provide a variety of tools to ensure the delivery of key messages emanating from best practices for the prevention of GBV, in order to promote change in the understanding GBV affects vulnerable groups in society. This is achieved by providing an opportunity for learning for all those concerned in the field of prevention of GBV, so as to improve the design and facilitation of the relevant training and awareness sessions.

The guide provides a perspective on training and awareness activities that outline procedures for changing knowledge, attitudes and practices regarding the prevention of GBV for adolescent girls and boys, women and men in Jordan.

Chapter One: The Theoretical Framework - GBV

The theoretical framework is a presentation of the concepts of GBV, its forms, types and impacts, as well as women and adolescent girls and GBV, and the inclusion of young men, as follows:

The Concept of Gender-Based Violence

Gender-based violence (GBV) is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty⁹. These acts can occur in public or in private. These acts include sexual violence (rape, attempted rape, unwanted touching, sexual exploitation and sexual harassment), forced marriage, early marriage, child labor, female genital mutilations (FGM), etc...

GBV can also be explained as any harmful act committed against an individual based on the differences in social responsibilities between females and males¹⁰, with women and adolescent girls being disproportionately affected by it, compared to men and male adolescents, because of the society. GBV is a serious life-threatening problem that poses great risks on safety and protection, and despite the scope and severity of the problem, the current responses to GBV by active humanitarian actors are not sufficient to address it. It has now become very apparent that the prevention of GBV is a key factor to saving lives, and all those operating in the humanitarian field and aware of its potential risks should work in a collective manner to prevent and respond to it.

GBV includes all forms of violence and abuse that target men and women based on their gender. The imbalance in the authority between men and women blatantly contributes in the emergence of GBV and its continuation. This is due to the fact that violence normally emerges due to the abuse of power, and the control of a less powerful individual by the more powerful one, and victimizing them. Usually, gender-based violence aims to maintain gender inequality, and /or reinforce the traditional gender roles of men and women. And, although males may be subject to gender-based violence, the majority of survivors in the world are females¹¹.

⁹ Inter-Agency Standing Committee. (2015), *Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action*, available at: <http://gbvguidelines.org>

¹⁰ The European Commission and the Australian Government. (2010), *Handbook for Coordination of Gender-Based Violence Interventions, Australia*, available at: <https://www.refworld.org/pdfid/52146d634.pdf>

¹¹ The European Commission and the Australian Government. (2010), *Handbook for Coordination of Gender-Based Violence Interventions, Australia*, available at: <https://www.refworld.org/pdfid/52146d634.pdf>

The term GBV is used in general to refer to the way in which inequality between males and females can be changed into a common and basic characteristic of most forms of violence committed against women and adolescent girls. It is also being increasingly used by the entities concerned with highlighting the dimensions of some forms of violence against men and adolescent boys, especially some forms of sexual violence that are committed against them in order to promote the basis of inequality between males and females. This violence against males is based on social norms that are governed by the idea of masculinity and is perpetrated against other males by males and rarely by women to cause harm.

The Types of Gender-Based Violence

The type of violence indicates to the method used to enforce order, or to impose a specific concept of who controls everything. These violent acts vary and can be sexual, psychological, physical and economical, while gender-based violence in general can be classified into five categories:

- Sexual violence: rape, sexual assault, sexual harassment.
- Physical violence: hitting, slapping, repetitive beating or by the use of an object
- Emotional violence: abuse and humiliation, such as insults; cruel and degrading treatment; compelling a person to engage in humiliating acts; and placing restrictions on liberty and freedom of movement¹².
- Socio-Economic violence: discrimination and denial of opportunities or services on the basis of sex, gender, or sexual orientation; social exclusion; obstructive legal practices, such as denial of the exercise and enjoyment of civil, social, economic, cultural and political rights, mainly to women and girls.
- Harmful traditional behavior like early marriage.

The Queen Zein Al Sharaf Institute for Development conducted a study, whose results showed that there are 40 different types of practices, recorded by the respondents, that are considered domestic violence and abuse. These were categorized into seven main forms: physical violence, verbal violence, restriction of freedom, economic abuse, sexual abuse, physical assault, among others. The results also indicated that males are the main aggressors or perpetrators in cases of domestic violence and abuse, particularly the husband or brother of the female victims¹³. Both the studies conducted by the Queen Zein Al Sharaf Institute for Development and the Study conducted by the National Council for Family Affairs in 2005 agreed that family violence in Jordan includes: Physical violence, physical abuse, psychological abuse, economic violence, verbal violence,

¹² UNHCR. (2010), *Handbook for the Protection of Internally Displaced Persons*, available at: <https://www.unhcr.org/4794b3512.pdf>

¹³ Queen Zein Al-Sharaf Institute for Development. (2002), *Concepts of domestic violence and abuse as seen by the Jordanian society*, (Field research).

restriction of freedoms and neglect, discrimination and expulsion from the home, and polygamy, with studies showing that the most vulnerable to violence is the wife.¹⁴

The Impact of Gender-Based Violence

The physical and mental health of survivors of GBV may be impacted in different ways, including physical injury, mutilation, gynecological disorders, unwanted pregnancies, health-threatening risks from unsafe abortions, sexually transmitted infections, mental disorders, depression, anxiety, and death from suicide or murder or "honor killings". GBV also has negative social consequences such as stigmatization and exclusion by families and communities. Survivors of rape might be abandoned or divorced by their husbands if married, and in some cases they are forced to marry the perpetrator.

GBV has dangerous direct effects on the **sexual, physical and mental health** of survivors, and contributes to increasing the risks for health problems in the future. The impact of GBV are grave, direct and long-lasting, on the sexual, physical and mental health of the survivors. The impacts on their health includes unwanted pregnancies, complications from unsafe abortions, sexually-transmitted diseases including HIV (AIDS), injuries, impact on the mental and psychological health (depression, anxiety, post-traumatic shock, suicide, and death).

Violence also has an impact on the lives of children and their development, and in school enrollment. The **social** impacts extend to the family and the community. Families may be stigmatized because of GBV, for example; if a child is born as a result of a rape, or when a family decides to support a survivor of violence, the members of society may avoid any connection or interactions with them. The **economic** impacts include the cost of healthcare and social care, and the decrease in the ability of many survivors to participate in the social and economic life¹⁵.

Women and Adolescent Girls and Gender-Based Violence

Adolescent girls are considered among the most marginalized groups among the vulnerable groups of the world. Personal beliefs lead to underestimating the value and capabilities of adolescent girls, compared to that of adolescent boys, and depriving them from education, or marrying them off at an early age. Also, widespread discrimination and gender inequality leads to exposing women and adolescent girls to many forms of violence throughout their, including secondary violence resulting

¹⁴ Miqdadi, Youssef Farhan. (2012), *The trend towards violence against women and its relationship to the male gender in a sample of male students in the Faculty of Educational and Psychological Sciences at the University of Al-Bayt*.

¹⁵ World Health Organization (WHO). (2013), *The Global and Regional Estimations of Violence Against Women*, available at: <https://www.who.int/reproductivehealth/publications/violence/9789241564625/en>.

from a main incident, such as assault from the people they report on, or honor cases following a sexual assault, or marrying them off to their rapists, among other things.

GBV in emergency situations increases the risks for women and adolescent girls to experience various forms of violence, due to the exacerbation of inequalities between men and women, violence and instability that occur as a result of conflicts or natural disasters in general. Some of these risks are¹⁶:

- Sexual assault and rape.
- Sexual exploitation.
- Violence from male family members.
- Forced and early marriage.

Women and adolescent girls are also considered the most under-privileged in terms of social authority and power, control of resources, and participation in public life, because of the social stereotyping based on gender, and the relationship between genders. Those operating in the humanitarian field must analyze the roots of GBV, which could subject men, women, and adolescent boys and girls to an even higher degree of violence, and should focus more on enhancing protective measures and achieving gender equality. They are also obliged to support and protect women and adolescent girls through targeted activities, and encourage their participation and empowerment.

In order to empower women and adolescent girls to become more efficient in protecting themselves, their awareness should be raised, and they should participate in the identification of protection risks and find solutions to face them. This will not only contribute to empowering them, but will also provide them with the chance to express themselves. In parallel, the participation of men and adolescent males is also important as main agents for change, in order to reduce and mitigate the risks of GBV. This guide gives some examples on practices that serve to protect individuals from GBV.

Participation of Men and Adolescent Boys

The participation of men and adolescent boys in the efforts exerted to prevent and respond to GBV, is essential in order to enhance the health and safety of women and adolescent girls. Although sometimes it is the men and the adolescent boys that are the survivors, yet they can still be partners, advocates and heroes for this cause. It is very important to encourage the participation of men and adolescent boys in the GBV prevention programs.

¹⁶ Save The Children. (2017), *Interagency GBV Case Management Guidelines. Providing Care and Case Management Services for Survivors of Gender-Based Violence in Humanitarian Situations, First Edition.*

Changing social and cultural norms related to gender inequality, and attitudes toward violence against women increases the risk of GBV. The broader issues related to power, authority, control and the kind of violence that involves women and adolescent girls in particular, such as: forced marriage and FGM, are deeply-rooted in the societies where these occur, of which makes it challenging for men to understand GBV except as an individual acts of violence that may also affect them.

It is easy to focus on women without marginalizing the men, since the participation of men should be seen as part of an overall action aimed at preventing and responding to GBV, instead of considering it as a distraction of support and attention. This means that any attempt to involve men and adolescent boys should take into consideration the roles of men and women, and the relationship between them, as well as the prevalent attitudes and practices against women and men, and the levels of accessibility to and control on resources based on gender roles¹⁷.

¹⁷ UNFPA. (2014), *UNFPA Strategic Results Framework 2014-2017*, Annex 1, Output 1.

Chapter Two: Best Practices for the Prevention of GBV

This chapter provides a brief overview of the main characteristics of the best practice for the prevention of gender-based violence, based on the practices that are available and are applied by international and local organizations operating in Jordan. The practices were selected in line with the criteria developed for best practice (Annex 2) based on the emphasis that these practices have been implemented in Jordan from 1992 until now, and that they have been implemented for two cycles at least, in order to study their positive impact on the prevention of gender-based violence, and that they have targeted all layer of community, including persons with disabilities, in addition to the possibility of replicating, expanding and sustaining these practices with the same quality. Our overview focuses on three main areas: prevention of gender-based violence, gender equality, and community awareness and protection messages, for four target groups: women, men, adolescent boys, and adolescent females. This chapter examines the aim of these practices, their implementation mechanisms, and why it is a best practice for the prevention of GBV.

2.1 Prevention of Gender-Based Violence

Prevention of gender-based violence is any activity that reduces or limits the spread of gender-based violence, and many international and local organizations in Jordan are implementing a series of different programs that applies the concept of prevention, regardless of the type of the violence. Throughout the development of this guide and the collaborative work with various organizations to identify best positive practices for the prevention of gender-based violence, the following practices were identified:

1. The Power of Artwork Program – Jordan River Foundation

Why Is It Considered Best Practice?

It has been identified as a best practice because the Power of Artwork Program provides individual and group opportunities for growth and recovery, by raising women's awareness on their rights, and how to further protect themselves from violence, in addition to developing resilience to face potential future situations of violence. This Program is considered a safe and creative outlet for expressing and exploring ideas and emotions connected to detrimental experiences, and deal with them. It also facilitates the development of new coping strategies and promotes healthy cognitive and behavioral shifts. Additionally, the program provides a window to the subconscious world, which makes it easier to evaluate and understand the troubling issues and the factors causing them, thus working directly towards the prevention of all kinds and forms of violence.

Expression through art helps women and adolescent girls explore their feelings, enhances self-awareness, manages behavior, develops social skills, reduces anxiety, and increases self-esteem, all of which helps their transition into a leadership role that can change their surroundings.

The outcomes of the Monitoring and Evaluation Department at JRF revealed that the Power of Artwork Program has had a remarkable impact on the female participants during their attendance at the community centers, thus achieving the goals of this Program with success. The following are some of the things that these women mentioned about the Program:

- “It is one of the most useful training for increasing self-awareness.”
- “The variety of diversified trainings presented a great opportunity for brainstorming and thinking.”
- “The content is extremely important and strong, and needs more time and less participants.”

Background

Art is a creative tool for expression that represents the voices that are not often heard from women and adolescents at risk, or survivors of sexual and gender-based violence. Women have the ability to communicate and speak with all women irrespective of their literacy levels. It is an opportunity to create a safe, gender-equal space for discussion and openness on different topics. JRF, based on local experience and international best practices, firmly believes in the power of art to highlight and address sexual and gender-based violence creative and effective manner. Consequently, the Jordan River Foundation conducts structured art sessions that not only raise awareness on concepts of GBV, but also play a key role in providing a therapeutic resource for SGBV survivors.

The "Power of Art" sessions allow women and adolescent girls to understand the concept of sexual and gender-based violence, and its impact on their emotions and emotional well-being. The sessions provide a safe space for them to talk about their feelings, practice empathy, and listen actively and efficiently. These sessions also emphasize on self-esteem and self-worth, encourage the expression of emotions in a positive manner, and allow participants to learn about the importance of assertiveness and setting personal boundaries as a mean of prevention and protection. For survivors of sexual and gender-based violence, the sessions encourage an exploration of feelings and manifestations of pain, by identifying the incidents they have experienced and their sources, identifying the sequence of these incidents, diagnosing and dealing with the actual source of pain, in addition to instilling a sense of strength in order to prevent the recurrence of SGBV.

The overall goal of the program is to prevent and respond to sexual and gender-based violence by bettering the well-being and capacity of women and adolescent girls to deal with issues related to protecting themselves, and facilitating livelihoods through innovative prevention and empowerment activities and livelihood referrals. This is achieved by providing innovative training programs that focus on empowering women and adolescent girls at risk of, or survivors of sexual and gender-based violence.

The “Power of Artwork” sessions aim to help women and adolescent girls to discover their feelings, enhance self-awareness, behavior management, develop social skills, reduce anxiety,

increase self-respect, and manage and facilitate a series of best technical practices to enhance the following skills:

- The skills and techniques of technical work
- Alertness skills
- Interpersonal and communication skills
- Emotional management skills.
- Stress management skills.

Major Steps and Achievements

JRF, in order to implement this program, identified the areas where this program will be implemented, the governorate and location, and also the beneficiaries that will be targeted, with the help of its Community Centers (The Queen Rania Family and Child Center in Amman, the Queen Rania Center for Community Empowerment in Aqaba), which operates as comprehensive community model that provides services to prevent child abuse, empowering women, and strengthening family unity. Both of these Centers are ideal platforms to pilot and launch the ideas of new prevention projects. Consequently, 1029 women were targeted by the two Centers in Amman and Aqaba, and in the governorate of Mafraq, and 435 adolescent girls from the three governorates, according to eligibility standards that JRF identified to participate in the sessions which were specifically designed to fulfill the needs of each group. The selection process took into considerations the needs of women, the level of personal and educational awareness, and the skills these women have, as well as how aware they are of the different types of abuse. JRF implemented 96 training programs that target women and adolescent girls (15 - 20 participants per training), 5 days a week for each training. JRF also followed an adult literacy approach by conducting sessions to help women and adolescent girls who are either at-risk, or are survivors of sexual and gender-based violence, in order to understand the diverse forms of violence, overcome the personal trauma, and set goals for themselves. This is done through the implementation of a variety of activities, like:

- Assessment Questionnaires: in order to identify and prioritize the personal needs of women, and the needs of family members.
- Brainstorming and discussion sessions: To help women analyze incidents by identifying connections and sequences.
- Applied Arts: using sensory materials like painting, clay, and different colors, brushes and supplies.
- One Consultancy Session: to help women express themselves in a comfortable and safe environment.
- Meditation: by listening to music and with breathing exercises.

These sessions were conducted by experts and specialized trainers from JRF, who were able to analyze and assess the needs of women and adolescent girls who are at risk, or survivors, of SGBV

through the artwork that they produce. The brainstorming sessions served as a reference, and a standard that identified the needs of the women and adolescent girls, as well the program they require throughout the project. Additionally, JRF also identified cases of abuse that required immediate intervention and transferal to the Case Management Department within the Foundation.

The five-day training was conducted on five consecutive days. Despite the fact that the schedule was intense and lasted for five consecutive days, it allowed the participants to share new observations and personal reflections, and to keep the momentum of learning and development going. Each training session lasted for 3 hours. Training hours were limited compared to the number of participants, by time was managed in a way that allowed all trainees multiple opportunities to share their work and reflections with the group, and to practice facilitating the exploration of the artworks of other participants.

Sustainability

“The Power of Artwork” is considered a sustainable program, through the institutionalization of the training, and the transfer of knowledge and expertise in terms of the content of the sessions that were conducted. Although there was a need for continuous support to expand the activity and/or the target group, given the current capacity of the activity, JRF trained a specialized team from the Foundation's Training Division to ensure the continuity of the activity in the event of challenges related to donors and support provided to GBV prevention programs.

JRF shall continue to achieve the results it desires from the program, with or without funding, since a specialized team has been trained on this Program, and it is able to implement it with the targeted groups in the Community Centers of JRF.

The most important consideration is the application of practice

- In general, the Program aims to prevent sexual and gender-based violence, and combat it by enhancing the welfare and the capabilities of women and adolescent girls on how to better protect themselves.
- The practice focuses on the design and implementation of an innovative training program based on the empowerment of women and adolescent girls who are at risk, or are survivors, of gender-based sexual violence.
- The practice is applied in a holistic manner, that takes into consideration the geographical scope of implementation in the governorate and location, as well as the targeted group.
- The sessions are conducted by an expert from JRF, who is able to analyze and assess the needs of women and adolescent girls who are at risk/survivors of sexual, gender-based violence, based on the art work they produce.
- The sessions target 20 women per session, whereas the sessions for adolescent girls comprise 15 girls per session, for a period of 3 hours per session.

2. Women Empowerment – Jordan River Foundation

Why is it considered best practice?

This has been identified as a best practice to highlight the importance of empowering women to enjoy their rights, and reduce the societal gaps of inequality and discrimination between men and women under dire living conditions by conceptualizing and creating new possibilities for their lives, their family and their society. This is due to the fact that the program was launched with the aim to make change in the lives of the women for the better, allow them to transition to a perception and a vision of a new life where they enjoy all their rights, and protect themselves from violence in all its forms.

The program has proven its ability to enhance the strengths of women, overcome their weaknesses, arm them with the necessary skills to deal with problems, increase their self-confidence, and enhance their ability to protect themselves from gender-based violence. It helped enabling 90% of women to acquire new skills such as decision-making, anger management and communication skills, and these women were able to practice these skills in their day-to-day lives. A change was observed in their behaviors, their way of thinking, and their interactions with others, as well as when dealing with problems, and with husbands and children. The outcomes of the project showed remarkable improvements in achieving the goal successfully and in a consistent manner.

In general, the aim of this Program is to prevent SGBV, and combat it by identifying innovative methods to empower women, develop their capabilities to take the measures necessary to deal with the many challenges that they face, by improving their well-being along with their ability to deal with the relevant challenges, as well as conducting original training that focuses on the empowerment of women at risk, or survivors of, SGBV. This empowerment program is considered a creative means of preventing SGBV.

Background

The women empowerment program was designed to empower women in dire living conditions, to allow them to conceptualize and create new options for their lives and the lives of their families and communities. The main objective is to increase women's knowledge of themselves and providing them with tools to translate this knowledge into a convincing vision. It helps in identifying and transforming constrained beliefs into something new, and in creating and adopting an implementable growth strategy to be achieved. The general goal of the program is to change the life of women to the better, and to transition them to the perception and vision of a new life where they enjoy all of their rights, and more than what they want in the various aspects of their lives: emotions, relationships, sexual relationship, body, money, work, spirituality.

The empowerment of women is seen as a key tool to enable women to walk their children and families along the right path, and by protecting themselves from any abuse they are exposed to. Specialized training programs that focus on women take them on an awareness training journey to raise self-awareness, which allows them to clearly define where they stand, where they want to be,

and how to achieve this. This empowerment not only affects a woman's family, but also enhances her ability to communicate in communities.

Major Steps and Achievements

Throughout the 8-year life span of this project senior trainers were trained on empowering women, in order to target the women beneficiaries of JRF's community centers, and women in all the governorates with whom JRF worked with. Since 2012, 4,300 women were targeted and the training was carried out during 5 consecutive training days, in addition to the follow-up sessions that were carried out to measure the impact of the training, and provide support and assistance to women during their life- changing journey to positively impact themselves, their families and their communities. To achieve this, a tool was developed to measure the quality and impact of the training on women, and results indicated that all women agreed that the training topics and its goals were clear, and that the overall goal of the women's empowerment training topics was achieved. The results also indicated that the training had an impact on all participating women and their community.

Sustainability

The Jordan River Foundation shall continue to achieve the results it desires from the program, with or without funding, since a specialized team has been trained on this Program, and it is able to implement it with the targeted groups.

3. How to Reduce the Stigma of Sexual and Gender-Based Violence – Institute of Family Health/ Noor Al Hussein Foundation

Why is it considered best practice?

It is considered a best practice to shed light on the means to reduce the impact of gender-based sexual violence on vulnerable groups, in urban areas, as well as camps, by implementing a variety of sessions to raise awareness of the many issues related to GBV like sexual harassment, domestic violence, and the sexual harassment of adolescents, among others.

The officers charged with monitoring and evaluation, at the Nour Al-Hussein Foundation, assessed the activities and projects implemented in this field, by conducting focus groups discussions and individual interviews with the participants and documenting their observations and comments. They also conducted an evaluation of the activities to identify failures and successes of which proven the success in achieving a comprehensive community awareness that responds to the needs of local community.

Background

The Project to reduce the stigma of sexual and gender-based violence, implemented by the Noor Al Hussein Foundation, and its volunteers, was developed in response to the needs of society to

reduce the impact of SGBV on vulnerable groups in urban areas and in camps, especially after having reviewed the studies and the needs assessment that the Nour Al-Hussein Foundation is conducting, and which showed an increase in GBV.

The aim of this project is to raise community's awareness on GBV and limit its impacts, as well as to work on the development of prevention tools to help the community understand how to deal with this problem.

Major Steps and Achievements

1. The Nour Al Hussein Foundation staff began by announcing their need for volunteers, who were both creative and active, and were eligible according to the criteria set for this purpose, and that at least two volunteers would be selected for each of the project's locations in Amman, Irbid, and Jerash. The volunteers are assigned to implement three awareness raising projects in the three governorates, over a period of one year under the guidance of a Supervisor from the Nour Al Hussein Foundation.
2. A number of youths were given training on the different types of trainings, by the Nour Al Hussein Foundation staff, regarding GBV, and other protection-related topics.
3. The youth hold awareness sessions in the community to raise awareness on issues related to GBV like sexual harassment, domestic violence, and sexual harassment of children, among others.
4. Then one of these topics is selected, depending on the particular need of the community, and is implemented in order to raise the awareness of the community, and reduce impact, and then launching the project in an innovative manner like using theatrics, drawing, miming, or cartoon films.
5. Each cycle of the project takes 3 months to complete, then it is introduced to the society in collaboration with local communities or the community centers, to a large number of attendees from a variety of nationalities.

Sustainability

This activity will continue in the project plan of 2020, with many support resources like technical means and communications for any of the tools required by the volunteers to implement their project, so that they can focus on doing their work with and ensuring quality. Additionally, one of the main issues of sustainability is financing, since all the activities require financial resources to complete them.

4. Women's Leadership Council – CARE International

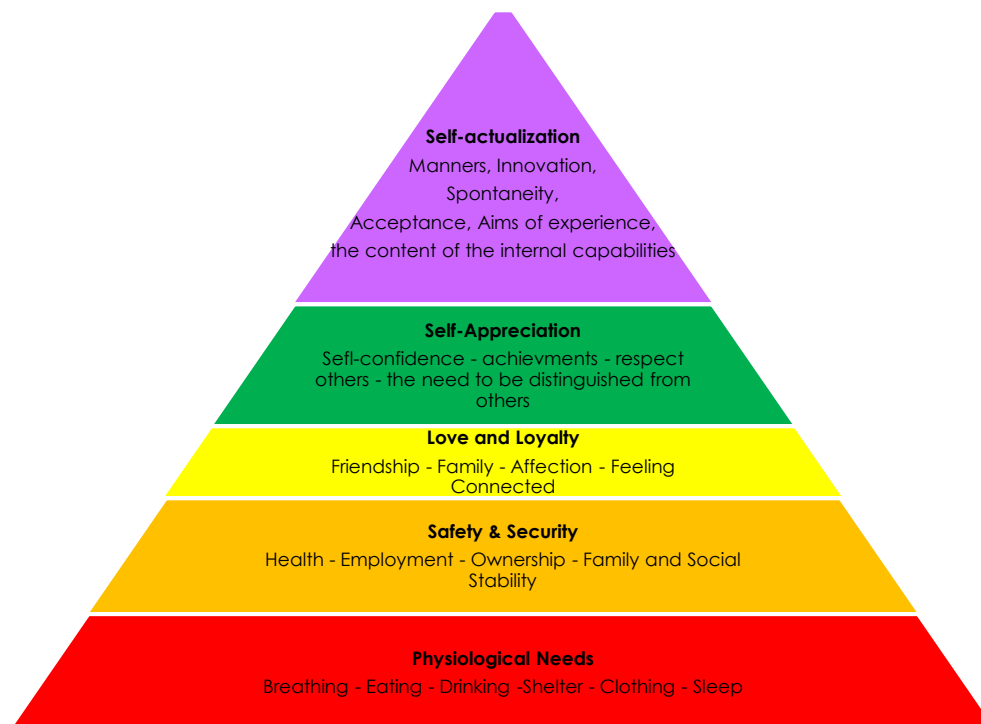
Why is it considered best practice?

This has been identified as a best practice based on what the Women's Leadership Council said about the experience of their participants in this Council, which comprised of social participation and solidarity, which are major components of social development, in addition to their feeling of belonging and social responsibility, and the development of their decision-making and problem-solving skills, as well as the realization of social welfare and self-respect. It is worth noting here that 100% of the women who were included in the survey said that now they are more involved in the decision-making process at home and/or in their communities.

The women also said that playing a new role in their communities is giving them a feeling of empowerment, by enhancing their abilities and skills, as well as identifying their role in the improvement of women's status in society.

The Women's Council intervention plays a major role in improving three levels according to Maslow's Pyramid of Needs those are, love and relationships (level 3), and the requirements of self-appreciation (level 4) which includes appreciating yourself and the need to attain the respect of others, as well as the needs for self-actualization (level 5) which cover the understanding of the inner capabilities and self-actualization.

The members of the Women's Leadership Council also said that attending the training has a major impact on their personal skills and knowledge, since it developed their communication skills, their public-speaking skills, and increases their knowledge in a variety of topics, including issues related to GBV, human rights, and child protection. It also enhanced their craftsmanship skills, and their technical knowledge, allowing them to design and implement social initiatives that serve to bring about positive changes in their communities.



The data showed that 42% of the respondents considered the improvement in their communication and leadership skills, led to an increase in their participation in society. In the other hand, 19% expressed they acquired the capability to help other members of their society who sought their help, while 16% said they conducted successful trainings, and also psychosocial activities, whereas 13% said they felt that their self-awareness and appreciation skills had improved.

A member of the Women's Leadership Council said "I used to be shy when talking in front of a large group of people. But I overcame this fear after attending the training, which gave me the self-confidence to stand on a stage and speak to an audience of more than 50 people." The participants said they are satisfied with the quality of the training, including the qualifications and skills of the facilitators, the educational and interactive content of the training curriculum.

Members of the society who attended the Women's Leadership Council's initiative said that women's knowledge in a variety of fields increases, including GBV, cyber-crimes, child protection and human rights.

As recognized in United Nations Security Council Resolution 1325, the experience of women in conflict differs from that of men, and as a result their participation is essential to achieving any sustainable peace. According to Ambassador Anwar Choudhury, who led the process of developing the resolution: "Calling the conflict parties to adopt a gender perspective in peace negotiations and taking into consideration a social perspective into account, in all UN peacekeeping missions would be empty and meaningless, unless we build capacity and opportunity, and support women to ensure they are empowered politically and economically, and ensure its place at the peace negotiations table that is equally represented at all levels of decision-making." These critical conditions for success are what prompted CARE to establish The Women's Leadership Councils.

Background

The idea of a Women's Leadership Council was developed based on a needs' assessment of Syrian women and adolescent girls, conducted by CARE Jordan. These women said they needed support on how to handle their new and advanced role within their families, and they requested tools to help them mediate conflicts.

The Syrian society witnessed many changes in the traditional role of both genders during the past years. The male refugees, in many cases, were unable to leave their homes, for different reasons, whereas the women moved freely and worked or participated in the various volunteering activities, as well as communicating with local and international NGO's and the local community.

On the other hand, many women and adolescent girls were put under pressure to get married, and young girls were being married off at an early age, and face isolation and depression because they fear living their homes, and GBV, including high rates of violence by their partners, and often working in an illegal and exploitative environment.

Additionally, the women said they lacked the ability to participate and be consulted in providing assistance, and expressed a desire to contribute their knowledge and perspectives to the programs decision-making process, such as the types of programs, the quality of the services, and the program's consideration of women's and children's issues.

During the first two years, the Women's Leadership Council targeted Syrian women only. And despite that, and based on the needs of the society, and the challenges and difficulties common to both Jordanian and Syrian women, these Councils began to include Jordanian women, who were vulnerable but at the same time active.

Four Women's Leadership Councils were established in Amman, Irbid, Zarqa and Mafraq, comprising 15 women per Council, with a total of 60 women, of which 30% are Jordanian and 70% are Syrian.

The aim of the Women's Leadership Council, in general, was to support activities for women and adolescent girls, and their active participation in the main decision-making processes within their local communities in Jordan. As well as enhancing the participatory monitoring practices and response among the two genders. This initiative also aimed to give a voice to women and adolescent girls as participants in the planning or policies, and providing support for women in their communities. This all depends on propelling the needs of the local communities forward, and discussing potential solutions, and means to improve an efficient role to create such solutions.

The Councils also aim to:

- Build the capacities of the individuals on GBV protection, child protection, training of facilitators, leadership skills, etc.
- Implement community initiatives on GBV that target their women peers in their local communities.
- Organize educational sessions for their peers, women, adolescent girls and boys, and men, on gender and human rights.
- Conduct advocacy campaigns.
- Referring cases to support services.

Major Steps and Achievements

Prior to selecting the members of the Women's Leadership Councils, CARE International conducted a number of focus group discussions in the targeted areas, and an informal meeting with the advisory groups, including community activists, to agree on the selection criteria, and the scope of work of the Council. Based on the outcomes of these discussions, the terms of reference were developed to structure the scope of work and the selection criteria for those communities, in order to recruit qualified members. CARE International spread the word through three main channels: nomination by the Heads of CARE's Community Center and the Case Manager, nomination by the local organizations that are CARE's partners, and self-nomination by announcing in Community Centers, and the local partner organizations. When the list of candidates (nominated

and self-nominated) were received, CARE International conducted 15-minute interviews with them in their Centers in the four governorates. The committee conducting these interviews was made up of three people, the Officer in charge, the Head of the Center and the Case manager. Following each interview, the Committee briefly discussed recommendation and criteria for each candidate.

It was a very competitive process, and selection was based on the agreed-upon criteria, with stress on the leadership ability of the women, and their readiness to serve as members of the Council. Four Women Leadership Councils were formed in Amman, Irbid, Zarqa and Mafrq, comprising 60 women (15 per Council), with 30% being Jordanian and the remaining 30%, Syrian.

After the completion of this step, many training courses were conducted for the members of the Women's Leadership on gender, human rights, advocacy campaign, planning initiative, GBV, public speaking skills, and leadership skills. The Women's Leadership Councils also conducted various courses on gender and human rights, targeting 1,260 Syrian women in Irbid, Mafrq, Amman and Zarqa, and initiatives that targeted the various target groups of local communities. The Councils also referred 1,210 cases to CARE for follow up.

Sustainability

The Women's Leadership Councils' initiative are being supported to ensure they are implemented over a period of the three forthcoming years.

5. Enhancing Women Leadership to Prevent Sexual and Gender-based Violence – ActionAid Arab Region

Why is it considered a best practice?

This project is an example of best practices in the field of development, since its methodology depends on mutual learning, the drafting of common fundamentals of knowledge among adolescents, which will allow them to reconsider the concept of masculinity in their local communities. The methodology employed by the program is based on enhancing women leaderships on the concept of women leaders by implementing a variety of activities. These concepts included:

- Inclusiveness and empowerment (such as young men and women working together) where work is being done to correct perceptions on feminism, to work for equality for all.
- Understanding adolescent girls who have commitments and face challenges in participation, like the presence of children, and therefore they are allowed to bring their children to the activities, to ensure fairness.
- Acknowledge that adolescent girls have specific issues that need to be dealt with in a safe environment, without the presence of young men, which helps build solidarity between them to strengthen their inner strengths.

- Addressing the root causes of GBV, by focusing on the treatment interventions of GBV. Therefore, we talk to the adolescent boys on the redefinition to their masculinity, and with adolescent girls about their own concepts of oppression/domination.
- Commitment to the development of the concept, and not accepting it as it is. Whereby the young men develop the concept and they have a major role in developing it, it is not a top-to-bottom approach, rather it's a bottom-to-top approach of which considers youth at its center.

Background

This practice serves to enhance women's rights and human rights, by including women, adolescent girls, and local communities in the national and local development process in Jordan. This is achieved by establishing women leaderships for young men and women to prevent violence against women and adolescent girls in public places in the local regions in Hai Ojan, Hai Al Hussein in Zarqa/Russaifa, and Hai Al Hussein and Al Hai Al Janoubi in Mafraq. Through these practices, a model that can be duplicated is provided, and women leaders are included in order to ensure change, especially with regards to establishing safe public places for women.

The specific objective of this action is to build feminist leadership of young women and men to combat violence against women and girls in public spaces in Jordan. This action empowers women and girls, strengthens their voices, engages them with local communities, ensures they own the change-making process and are also its central agent. It encourages the representation of young women in local civil society organizations. This approach will contribute to unifying civil society in the two governorates of focus as well as improving the status of women. The approach also links with feminist theories and grounds them by localizing the movement in the two governorates.

This action goes beyond its life as it ensures that young people, especially young women, can experience a model of leadership that is replicable, while creating a success story by holding duty bearers to account and demanding safe cities for women.

Major Steps and Achievements

Forming teams of adolescent girls, and training their members on the development of the various capabilities and skills. This is all done in monthly sessions that include discussion of the status of women in each local area, and link it with the status of women in Jordan. It also includes support groups for adolescent women, to talk about and express their fears and issues. There are key activities that are conducted in order to achieve results to improve the community-based organizations for men and women in Zarqa and Mafraq on women leaderships, and empower them in the field of equality and women's rights, as follows:

- (1) The organization of planning workshops to launch social campaigns that are planned for and that are led by men and woman, in order to achieve the outcomes of the work by them, and mobilize local campaigns to address gender inequality in Zarqa and Mafraq. This also serves to empower and establish an agency of men and women. The main objective of these

activities is to empower youth to allow them to participate in their local communities, and mobilize them to support their campaigns, and negotiate with the local authorities and community-based organizations the specific demands related to the safety of women in public places.

- (2) Enhance the capabilities of adolescent women to allow them to communicate with the local networks and alliances on advocacy and campaigns so that they can make recommendation for special policies related to the safety of women in public places, and in turn ensure changes in policies, as well as communicating with those in charge and the local networks.

Sustainability

The duration of this program is 3 years, with a possibility of repeating it.

6. The Jordanian National Forum of Non-Government Organizations (JONAF) – ARDD:

Why is it considered a best practice?

JONAF coalition has been a platform for strategized planning providing clear direction to its members and paving the way for their enhanced engagement in decision making and in the humanitarian response. It has also contributed to an increased and constant interaction and sharing of experiences among its members to learn from best practices through continuously organizing different orientation and capacity building sessions as deemed relevant. Currently, the JONAF network is expanding, and the network intervenes whenever possible to further enhance the capacities of the local communities.

In 2017, a number of national and international NGOs developed the Charter for Change, which highlights that, “Now is the time for humanitarian actors to make good on some of the excellent recommendations by committing themselves to deliver change within their own organizational ways of working so that southern-based national actors can play an increased and more prominent role in humanitarian response”.

JONAF has become exemplary for localization, especially during the efforts for the COVID-19 pandemic response.¹⁸ The local organizations and associations have been putting extreme effort to help those in need and vulnerable communities in need of assistance and aid.¹⁹

JONAF is standing at the forefront of the humanitarian response and development efforts in Jordan and with a diverse set of programs to serve the needs of vulnerable refugee communities –Syrian, Palestinian, Iraqi, Sudanese, Somali or other – as well as to those of the Jordanian host

¹⁸ Ammon News. (2020), *JONAF efforts in responding to COVID-19*, available at: <https://www.ammonnews.net/article/525976>

¹⁹ Jordan Times. (2020), *From legal consultations to food packages, NGO coalition responds to needs of Kingdom’s most vulnerable*, available at: <https://jordantimes.com/news/local/legal-consultations-food-packages-ngo-coalition-responds-needs-kingdoms-most-vulnerable>

communities who are most impacted by the effects of the conflicts and crises in Jordan's neighboring countries.

JONAF include 50 members in which 30 of them are women- led organizations working in women empowerment, women participation in peace building. They are also implementing projects to combat violence against women through legal and economic empowerment. Different members are using a comprehensive approach to empower both women and men, and to enhance their response to SGBV and provide the tools for men and women to be active participants in addressing the challenges their communities face. This will help to increase protection services to at-risk women, to contribute to an environment free of SGBV.

In response to the COVID-19 epidemic, ARDD developed an emergency response training plan that aims to strengthen and build the capacities of JONAF members working in emergencies with a focus on building the capacity and skills of community based actors in handling the emergency situation and equipping them with the right knowledge and information for adequate intervention focusing on do no harm principles, accountability to affected population, sphere standards and code of conduct, gender dynamics and impact of COVID on gender. ARDD also delivered a training on safeguarding policies (Women, Children and PWD)- PSEA which focused on how to protect communities from exploitation and harassment, how to protect children and women from sexual exploitation and abuse, and presented the six core principles of PSEA. Additionally, ARDD worked on reinforcing the already existing hotlines in order to create and gather a solid database on the most vulnerable affected by the crisis including those who were subject to GBV. The legal awareness sessions were also in the core of the ARDD intervention to ensure that availability of the protection services: Human Rights related services, such as referrals to other service providers. ARDD established a relevant referral mechanism: Based on the GBV cases received, refer cases to designated specialized service providers.

Background

JONAF was established in 2016, in an initiative by Arab Renaissance for Democracy and Development (ARDD) and other non-governmental civil society organizations (CSOs), community-based organizations (CBOs) and in collaboration with experts and media activists from different regions of the Kingdom. JONAF work together in tandem with government officials and decision makers at both the national and local levels.

JONAF aims to activate the localization and decentralization of humanitarian and development work, and to emphasize the role of women as an active player in security and peace.

JONAF, through its capacity building efforts is building members' capacity and in particular the capacity of women led organization to play an active role to implement the UN Security Council Resolution 1325 agenda and promote women capacity in leadership, and decision making with an end aim to combat all various form of violence against women include their contribution to SGBV prevention.

JONAF works on four key themes:

- Implementation of 1325 (JONAP)²⁰
- Decentralization
- Localization
- Emergency Humanitarian response.

These issues are tackled with the coordination of the members' organizations. JONAF currently have 47 member organizations, and 3 steering committee members., who work in order to achieve the following:

- Make the “localization of humanitarian and development work” a clear approach and a strategic goal for donors and the United Nations.
- Putting the charter “for change” and “grand bargain” principles into practice.
- Seek to include the methodology of “decentralization” not only in planning, but also in implementing Relief and development efforts and involving national actors in all stages of responding to crises.
- Building an equal partnership between international NGOs and their local counterparts.
- Reviewing domestic and international policies, especially those related to financing, to ensure the success and sustainability of efforts made.

Currently, the member organizations are working together to tackle the pandemic. They work hand in hand between men and women-led CSOs in shared governorates to tackle the situation. The coordination efforts have been creating a safe space for women-led CSOs to be part of the decision making process within JONAF.

Major Steps and Achievements:

- 1) Jordanian National Action Plan for the Implementation of UN Security Council resolution 1325 on Women, Peace and Security 2018 – 2021:
- 2) Strategic goal 2: Achieve the meaningful participation of women in preventing radicalization and violent extremism and in national and regional peacebuilding
- 3) Strategic goal 3: Ensure the availability of gender-sensitive humanitarian services (including psychological, social, legal and medical services) that are safely accessible by Jordanians and refugees (including those women and girls most vulnerable to violence and in need of protection, in host communities and refugee camps in Jordan), in full alignment with the Jordanian Response Plan for the Syrian Crisis

²⁰ The Jordanian National Commission for Woman. (2018), *The Jordanian national plan to activate Security Council Resolution No. 1325*, available at: <https://www.women.jo/ar/node/7376>.

4) Strategic goal 4: Foster a community culture that recognizes gender-specific needs, the importance of gender equality and the role of women (including young women) in peace and security

5) Jordan response plan for Syria crises objective:

Meet the immediate humanitarian and protection needs of:

- Syrian refugees in and out of camps.
- Vulnerable Jordanians affected by the Syria crisis.

Upscale critical capacities of the central, regional and local authorities to plan, program, coordinate and implement the development response in order to manage and mitigate the impact of the crisis in a timely, efficient and effective manner.²¹ In light of implementing JONAP and UN Security Council resolution 1325 women-led CSOs are becoming more on the frontline of the emergency humanitarian response (security), and are also being motivated to become part of the decision making process of the emergency response. JONAF has given the women-led CSOs a platform and a safe space to become part of the humanitarian response and decision making process.

Sustainability

The CSOs that join the network have the opportunity to participate in large nationwide forums, capacity building workshops, trainings, and to better their understanding on GBV, UNSCR 1325, localization, and decentralization. The network is on-going and is not reliant on one project funding. It has created a safe space for the CSOs to voice their concerns, especially women-led CSOs, and to be able to work in partnership with all member CSOs, and the JONAF partners, to be able to resolve issues arising and facing the women-led CSOs. It is highly sustainable as it is not reliant on a specific project, but rather it is a self-reliant network.

7. Himayati “Enhancing the Protection Environment in the Azraq Camp” – Plan International Jordan

Why is it considered a best practice?

It has been identified as a best practice for:

First, the protection of adolescent girls and boys is at the center of this project. Through the Champion of Change sessions (CoC) contextualized modules, adolescent girls are able to create safe bonds with their peers and with the facilitators to discuss sensitive issues, including: 1) Being Assertive, 2) Being Gender Aware, 3) Being Body Confident, and 4) Living Free from Gender Based Violence. As for adolescent boys, the CoC sessions have a specific focus on the

²¹ The Ministry of Planning and International Cooperation (MOPIC). (2018), *Jordan Response plan for the Syria crises 2018-2020*, available at: http://www.jrp.gov.jo/Files/JRP2018_2020.pdf

development of positive masculinities instead of harmful gender roles. The modules targeting boys are: 1) Showing Solidarity, 2) Being a Young Man, 3) Being Nonviolent in Personal Relationships, and 4) Being a Champion of Change committed to gender equality.

Those who complete the CoC sessions, are given a chance to further strengthen their skills such as innovative thinking, creativity and technology, particularly through robotics and ICT activities.

Second, PI (Plan International) adopts a community-based approach throughout the project cycle, where the involvement of the community at an early stage of project design is understood to build a strong sense of ownership. Beneficiaries are also involved in the implementation and monitoring of the specific activities. The community-based protection committees along with other stakeholders are continuously engaged in developing new strategies to respond to emerging challenges, suggesting mitigation strategies that might help in preventing and responding to the identified risks and challenges. Based on the risks identified in the risk-mapping assessment and subsequent child-led action planning, several community-based child protection initiatives, led by community-based child protection committees (CBCPCs), were supported to address protection risks faced by girls and boys, in particular, Village 2 (V2) and Village 5 V (5) in Azraq Refugee Camp.

Third, this project is in line with Plan's approach toward contributing to inclusive and gender transformative change. Age and gender remain to be one the main consideration while activities are implemented, evaluated and adapted. PI continues to target women and girls as 50% of the beneficiaries, this is reflected in the high level of participation of girls 6-9, adolescent girls 10-17, mothers and female community members. Mothers' active participation have been ensured through the provision of safe spaces to children who accompany their mothers to the sessions.

Fourth, data collected through the various M&E tools and indicators are all disaggregated by age, gender and disability. And the mechanisms used to report on activities and improvement in this project are not limited to pre and post-tests, but rather extend to monitoring progress, feedback on sessions, and active engagement. This also applies for parents, and community members who are part of the dialogue and awareness raising sessions on gender norms including the barriers and drivers.

Background

The Himayati Project aims to contribute to the enhancement of the protective environment for the most vulnerable, at-risk boys and girls in village 2 and 5, Azraq Camp, ensuring they are safe from violence, abuse, exploitation and neglect.

The aims of the project, and its activities draws upon the lessons learned and best practices from 'Free from Fear' and continual feedback from children and their communities on Plan International's activities.

The action adopts a multi-levelled approach for protection programming and targets girls, boys, their parents/caregivers, community members and service providers in protection activities, including structured and focused psychosocial support (PSS), strengthening referral mechanisms, strengthening community-based child protection mechanisms, organizing outreach and awareness events, contributing to evidence-based advocacy initiatives and mainstreaming protection throughout the response; towards enhancing the protective environment for the most vulnerable, at-risk boys and girls in village 2 and 5, Azraq Camp, ensuring they are safe from violence, abuse, exploitation and neglect.

In general, this project aims to:

Support and enhance a safer and more protective environment for vulnerable children through increased access to psychosocial support, specialized Child Protection and GBV services in Village 2 and 5.

The Himayati Project is also linked to the National Framework for Family Protection against Violence that has been updated by the National Council for Family Affairs (NCFA) and funded by UNICEF, UNFPA and UNCHR to ensure its consistency with new legislative and institutional developments on the scene and to review the role and responsibilities of each entity working in the area of family violence.

Major Steps and Achievements

In order to achieve the outcomes of the project, the following activities were implemented:

Outcome (1): Vulnerable girls and boys are better protected against violence and abuse and have access to quality protection services.

- 1- Conduct outreach activities to identify, reach and engage the most vulnerable adolescent girls and boys, including out-of-school children, children with disabilities (CwDs) and those at risk or experiencing CP and GBV concerns.
- 2- Provide training for key stakeholders and community volunteers on child safeguarding, CP, PSS, special needs of CwDs and disability inclusion.
- 3- Adapt CP/PSS activities to integrate CwD in V2, based on a participatory assessment of special needs of CwD, and train key stakeholders in V2 on implementing CP/PSS activities through the Plan2Inclusivize methodology.
- 4- Enhance accessibility for CwD to services through the provision of transportation to attend CP/PSS activities in V2 and V5 based on the Inclusion Action Plan for CwD.

- 5- Provide focused PSS sessions (CP/GBV/gender) through a context-specific, comprehensive, inclusive and multi-sectoral life-skills curriculum to at-risk children and adolescents in the Plan International compound in V2 and V5. Achieved through:
 - 6- Provide structured recreational PSS activities, including: arts/handicrafts, music, sports, library (story telling/literacy); as well as engagement in skill-building clubs focusing on 21st century skills such as creativity (e.g. robotics) and technology (ICT labs and trainings) to engage children and adolescent girls and boys; tailored to age, gender and disability considerations.
 - 7- Conduct sports activities and tournaments for children and adolescents, supported by parents and caregivers, focusing on the integration of CwD based on the Plan2Inclusivize Toolkit.
 - 8- Strengthen and update service mapping and existing referral pathways for children with CP/GBV concerns.
 - 9- Support child and adolescent groups to develop and conduct peer activities.
 - 10- Refurbishment of caravans and safe spaces in V5 and establishment of center (2 caravans) in V2.
-
- 1- **Outcome (2):** Parents and caregivers have enhanced knowledge and skills to promote a protective and supportive environment for girls and boys. Achieved through: Conduct outreach activities to identify, reach, and engage with parents and caregivers.
 - 2- Conduct Protection/Parenting Sessions for mothers, fathers and other caregivers, including caregivers of CwDs, including a peer-to-peer approach (parent-to-parent) where applicable.
 - 3- Continue providing activities in safe spaces for the most vulnerable young children in V5, including CwDs.
-
- 1- **Outcome (3):** Village 2 and 5 are a safer and more protective environment for children and adolescents through the mainstreaming and promotion of CP GBV community based prevention mechanisms and disability inclusion. Achieved through: Support child/adolescent clubs in V2 and strengthen the existing clubs in V5.
 - 2- Conduct child/adolescent-led risk mapping to build comprehensive map of risks and dangers in V2 and V5.
 - 3- Strengthen existing Community-Based Child Protection Committees (CBCPCs) in Azraq V2 and V5 and continue training members of other community-based child protection committees and key community stakeholders, on CP/GBV/gender, including disability inclusion with the use of the Disability Inclusion Awareness Toolkit.
 - 4- Support community-based child protection initiatives, led by CBCPCs, based on the risks identified in the risk-mapping assessment and subsequent child-led action planning to address protection risks faced by girls and boys in V2 and V5.

- 5- Advocate with different stakeholders on camp conditions/screening processes through various advocacy communication materials, including sharing the findings of the risk mapping with the clusters (WASH, Shelter, Education, etc.).

Sustainability

Plan International continues to achieve the desired results from the program. A specialized CBCPCs, and key actors in the community, received training on this program, that enables them to implement it with the targeted beneficiaries.

8. Communication for Behavioral Impact COMBI - UNFPA, UNHCR, UNICEF and CARE:

Why is it considered a best practice?

This has been identified as a best practice for that within a very short timeframe and a limited budget to implement a pilot phase of the 3-year COMBI Strategy, the pilot achieved desired objectives on enhancing awareness of the negative impacts of child marriage and empowering adolescent girls, below 18 years of age, and families to adopt positive coping mechanism, behaviors and alternatives to child marriage.

Unlike a lot of programs that focus on changing people's knowledge and raising awareness, nonetheless, COMBI lays out a structured strategy, seeking to create profound changes in human behavior. COMBI is rooted in people's knowledge, understanding and perception of the recommended behavior (i.e. delaying marriage until the legal age of 18), and it engages beneficiaries in a review and analysis of the suggested behavior through an integrated communication strategy. The project utilizes COMBI's Five-Point Star method, which includes the following five communication actions: 1. Administrative Mobilization / Public Relations / Advocacy; 2. Community Mobilization; 3. Advertising; 4. Personal selling / Interpersonal communication; and 5. Point-of-Service promotion. The strategy was adapted to context-specific nuances and cultural sensitivities that exist, as is the case in Jordanian and Syrian communities in Ain al-Basha County communities.

The participatory nature of the program, and actively involving members of the target community who both perpetuate the behavior and are at risk of child marriage in affecting change was significant to the implementation of this pilot phase. Members of the community were identified to adopt the role of Child Protection Ambassadors (CPAs) who served as integral link in the communities, helping support adolescent girls and boys at risk and their families to adopt positive attitudes and develop their capacity to advocate for gender equality, with the specific aim in combating child marriage.

Background

The Communication for Behavioral Impact (COMBI) strategy was commissioned by the UNFPA Country Office in 2017, a consultation was held in addition to several field visits in order to understand the CM situation in Jordan and it aims to decrease the level of CM in Jordan using a communication approach that goes beyond just increasing awareness and knowledge on problems related to CM and gets directly to behavioral results, at the family level, and particularly at the level of the decision-maker/decision taker, this new approach focused on behavioral outcomes and not just increased knowledge and awareness was warranted.) Using COMBI as a social mobilization tool package focuses on the task of mobilizing all societal and personal influences on an individual and family to consider recommended healthy behaviors, specifically delaying early marriage, and to encourage the adoption and maintenance of those behaviors. The foundation for having beneficiaries adopt a different mindset is knowledge about negative impacts of early/child marriage, once the alternative solutions and behaviors associated with it present an incentive and are within reasonable reach.

UNFPA's project with CARE Jordan was to implement a pilot phase of the COMBI Strategy in Ain Al Basha which is one of the poorest districts in Balqa as reported by the department of statistics in recent years, this might explain why child marriage is popular in this district in particular. The second main driver for child marriage is simply the inherent tradition that has happened for generations (21%). They believe that when girls start to menstruate, they become women in the eyes of the community, marriage is therefore the next step towards giving a girl her status as a wife and mother. The problem is that traditional practices often go unquestioned because they have been part of a community's life and identity for a very long time, this is reflected in the analysis since 68% of interviewed parents were married under the age of 18. Graça Machel, widow of Nelson Mandela once says "traditions are made by people and people can unmake them"²² that's why changing families' beliefs about child marriage is an essential key to increase protection of adolescent girls against child marriage. 54% of parents approved child marriage in exceptional cases like when the girls are subject to violence at home or the girls didn't success at school in addition to the main two drivers of the family's economic conditions and to follow inherent tradition.

The COMBI Strategy aims to enhancing awareness of the negative impacts of child marriage and having empowered adolescent girls, below 18 years of age, and their families to adopt positive coping mechanism, behaviors and alternatives to child marriage. In addition to increasing access of adolescent girls and their families to information about early/child marriage and positive coping mechanisms as alternatives to child marriage. The strategy as a social mobilization tool comprises

²² The Daily Beast. (2020), *Gro Brundtland and Graça Machel Talk About Child Marriage*, available at: <https://www.thedailybeast.com/gro-brundtland-and-graca-machel-talk-about-child-marriage>.

a package that focuses on the task of mobilizing all societal and personal influences on an individual and family to consider recommended healthy behaviors, specifically delaying early marriage, and to encourage the adoption and maintenance of those behaviors. The foundation for having beneficiaries adopt a different mindset is the knowledge about negative impacts of early/child marriage, once the alternative solutions and behaviors associated with it present an incentive and are within reasonable reach.

The Major Steps and Achievements

To achieve the objectives of this strategy capacity of the 15 selected CPAs was built to equip them with necessary knowledge and advocacy and communication skills they need as actors of change in their community. As a result, 15 Child Protection Ambassadors (CPAs) had enhanced knowledge, communication and advocacy skills about GBV, child marriage and alternatives to said behaviors through participation in a set of trainings over the course of the project. The trainings intended to equip CPAs with the knowledge, communication and advocacy skills needed to become catalysts for behavioral change within these families, leading to the:

- Elimination of all forms of discrimination and violence against girls and women, and ensuring they are allowed to reach their full potential by having equal opportunities.
- The CPAs were introduced to and trained in behavioral change communication campaigns and strategies and in combating gender-based violence and child marriage.
- The trainings also equipped CPAs with the necessary communication and negotiations skills to facilitate home visits and discussions on child marriage, to overcome encountered challenges related to families' acceptance of the intervention (detailed below), and convey social messages to 40 adolescent girls, their families and the community.
- Consequently, CPAs were able to conduct a total of eight community initiatives and awareness sessions on the risks of child marriage, targeting the local community of target area Ain Al Basha.

The 15 Child protection Ambassadors (CPA's) were selected and trained on different topics on COMBI strategy, communication, negotiation and advocacy skills related to child marriage for five days. The project utilized COMBI's Five-Point Star method, which includes the following five communication actions: 1. Administrative Mobilization, Public Relations, Advocacy; 2. Community Mobilization; 3. Advertising; 4. Personal selling, Interpersonal communication; and 5. Point-of-Service promotion.

The target group of CPAs included 10 females and 5 males of medicine college students, counsellors and community leaders. The purpose of the training is to help CPAs in conducting awareness campaign for a group of Jordanian and Syrian refugee families in (Ain al-Basha) region about the risks of child marriage. This training aimed to enhance CPAs knowledge about GBV

and child marriage and set some potential alternative behaviours for this phenomenon. The training also equipped CPAs with the necessary communication and negotiations skills to facilitate home visits and discussions on child marriage and convey social messages to 40 adolescent girls, their families and the community. The training also emphasized raising CPAs awareness of the negative psychological, social and economic consequences of child marriage. The training will also support their understanding of community initiatives to tackle the root causes of the practice as a human rights violation.

All of this helped supporting adolescent girls and boys at risk and their families to adopt positive gender attitudes and developed their capacity to advocate for gender equality, with the specific aim in combating child marriage. CPAs were ‘transitional characters’ in their families. The CPA’s also discussed the selection criteria for 40 families and the topics to be covered during the home visits and the awareness sessions. after that they participated in trainings on GBV, SRH, family planning, communication, negotiation and advocacy skills related to Child Marriage for four days. In addition to a training on COMBI strategy.

This is done through a series of key activities, including:

- Reach out to communities through interpersonal home sessions with targeted families and Emam’s of the Mosques.
- Conduct parents-daughter(s) psychosocial activities.
- Distribute advertisement/education materials (i.e. pamphlets).

Those activities focused on enhancing girls’ role inside their families, strengthening dialogue and thoughts and aspiration sharing between the family members and encouraging their sense of cooperation and teamwork inside the family. The activities also emphasized on the overall information about the negative consequences of child marriage through different interactive exercises. The consultant designed creative activities that exercised critical thinking and encouraged the participants to question their practices to become more motivated to create change within themselves including sport activities, interactive theatre and families’ competitions. At the end of the project A high-profile roundtable meeting was held in Amman on January 2019 on “Ending Child Marriage through Community Engagement”. The roundtable was attended by 140 representatives of government agencies, members of parliament, civil society organizations, international and local NGOs, donors, and community leaders, activists and influencers. The purpose of the roundtable was to obtain recommendations on effective strategies to end child marriage in Jordan, especially with the recent law passed by the Parliament of Jordan in December 2018, which allows exceptions for child marriage for specific cases aged 16 and above. CARE Jordan and UNFPA also showcased the work done in empowering girls and combating child marriage under the “Informed, Empowered and United Against Child Marriage” project.

Sustainability

The practice can be sustained by the recommendations of the 2019 meeting, as well as employing CPA's who are qualified to provide social awareness in the field of preventing early marriage.

9. Protection and Safety of Women Journalists and Human Rights Defenders in Conflict and Post-Conflict Areas – The Media Center for Arab Women (AWMC):

Why is it considered a best practice?

The protection and safety of women journalists and human rights defenders in conflict, and post-conflict zones is considered a best practice because of the training and awareness it provides, especially in the field of GBV. Such as Local Digital Security training that conducted for a group of journalists and human rights activists, in order to allow them to use special techniques in safety protection and safe browsing on the internet, and protection of information and documents to be used in journalism, human rights issues and planning to develop a plan for the protection of security for investigations and special reports on gender-based sexual violence. During the training the participants were introduced to terms related to gender, GBV, GBV forms, causes and effects on the individual and society, and the ways of prevention., the role of journalists in protecting human rights and gender-sensitive policies, (Writing, interview, reports), during which 25 journalists and human rights activists were trained.

Additionally, the Universal Periodical Review (UPR) meeting was held to provide journalists and human rights activists with space to communicate and exchange experience, with renowned speakers. The mechanism was established through the United Nations General Assembly resolution issued in March 2006, which mandated the Human Rights Council in all 193 member states of the United Nations on a periodic basis, based on objective and reliable information on the commitment of each country to human rights, to review the most important recommendations made by Jordan regarding the revision of the Penal Code Personal Status law work low and others, showed that during the third revision the accepted recommendation was 131 out of 226. The role of civil society organizations and their interaction with the mechanisms was also discussed, and led to the identification of six specialized coalitions in which civil society organizations participated. In the past five years' clear foundations for partnership with the government have been established, 58% was the accepted recommendations made by Jordan. The more specific recommendation that were presented, concerning the empowerment of women, like providing a legal basis for equality between men and women, amending the Nationality Law, the mandate of women, strengthening the legal framework for protecting women from domestic violence, Increase legislation protecting women in the labor market, amend article 223 of the Personal Status Code to give women and men joint guardianship over their children. The national comprehensive human rights plan, prepare by the National Center of Human Rights was also discussed. This stated the challenges that Jordan is facing concerning human rights and the violations thereto, concerning

persons with disabilities, in three main areas: education, and referral to the law of associations, guarantees of fair trial in cases of torture, and the death penalty, and reviewed the most important recommendations from some Arab countries.

The 16th Arab Women Media Conference allow a huge space for networking 75 journalist from all Arab countries meet together to discuss the GBV and what woman journalist face in her country and present the latest researches and study about the topic.

Background

In many countries of the MENA region, ongoing violence and the legacy of former conflicts have overshadowed the democratization and development processes and have submitted women to a heavily entrenched culture of sexual and gender-based violence (SGBV). For women journalists and citizen journalists (their number has increased over the last decade), this has also meant heightened restrictions and risk when reporting on human rights issues. While both men and women journalists are confronted to diminishing freedom of expression, women face particular challenges because society in general does not always see their perspectives as reasonable, and even question their very presence in the public space. Across the region, they often face smear campaigns that summon them to silence and contribute to the marginalization and stigmatization of their work and the issues that they cover. In Sudan, sexual violence is increasingly used as a deterrent to women speaking out in public. Increasingly using information and communication technology (ICT) for raising their voices and views, women are also vulnerable to new threats and dangers. During the Arab Spring, young women were at forefront of social protests, exploring creative uses of mobile phones and social networks. Also the silence around SGBV is an important barrier to providing security for women and girls from violence. In many conflict and post-conflict contexts, it is very difficult to obtain first-hand information on the situation of women and girls and on cases of SGBV. Thus, women journalists can play a meaningful role in effectively preventing SGBV in conflict and post-conflict environments, and protecting civilians, by providing quality and ethical reporting on this issue and informing international response. Women can also help raise awareness and challenge attitudes at the societal and political levels, bring a more holistic understanding of a situation and provide essential information for shaping policy and public opinion. Male journalists, editors-in-chief's and other men in the media also have a crucial role to play in both helping to create a more enabling environment for women journalists and W/HRDs, in opposing discriminatory laws and practices, and in advocating for greater protection of the rights and security of all women and girls.

The Major Steps and Achievements

The activities implemented over a period of 13 months were:

- A regional TOT was conducted in Amman, for five days, which focused on digital security, risk analysis and formulating security plans for women journalists when reporting on SGBV the target was 16 women and 4 men. It comprised of three parts: a) a three-day

training of trainers (TOT); b) one day dedicated to peer-to-peer learning in relation to topics covered by the TOT; and c) a final session for planning collective actions. Participants completed a short online form to identify needs and expectations and evaluate their level of knowledge. Four in-country workshops were conducted for a period of three days (workshop/country) on digital security for women journalists and those working in their country. This was attended by 20 women and 5 men in each country.

- Held a Regional TOT on improving reporting on SGBV for 16 journalists (8 men and 8 women) and other media professionals aimed at building understanding and raising awareness about SGBV, and presenting how media can help bring about well-informed coverage on this issue. The activity comprised of three parts: a) a two-day training of trainers (TOT) to help build understanding about SGBV and enhance skills for reporting on this issue (the training will also present several existing resources, including gender-sensitive code of ethics and stylebooks/manuals aimed at promoting better reporting on gender issues and codes of conducts for improving the working environment of women in journalism); b) a peer-to-peer learning session in relation to topics covered by the TOT.
- Conducting 8 in-country workshops (3 days per person – workshop/country) on using media more effectively for researching, documenting, and reporting about SGBV. The workshops organized by local partners each targeted 13 women and 12 men (at least 30% under 35 years of age and 50% from outside main centers) from the journalism community, including journalists, editors-in-chief, media syndicate/union leaders, as well as other women and men in managerial positions from media outlets.
- Held the sixteenth Arab Women’s Media Conference was held under the title “Citizenship ... Right ... Social Justice,” which aimed to:
 - (1) Draw attention to the violations that affect women journalists in all aspects of the profession, whether violence, exclusion or marginalization, and others.
 - (2) The importance of freedom of press in searching for information as well as the importance of mutual dialogue.
 - (3) Emphasis on verification of the news information for media coverage.
 - (4) Advocacy for promoting growth and sustainable development in the absence of ethnic and sectarianism and hate speech.
 - (5) Highlight the image of the Arab media from the point of view of the West.
 - (6) Launch an Arab media network to monitor violations against women journalists and media outlets in media institutions, areas of conflict and wars.
 - (7) The committee completed the first draft of the conference agenda, and all project partners were briefed.
- 200 male and female journalists from Iraq, Jordan, Lebanon and Sudan who use the media to promote the rights of vulnerable groups, particularly women and adolescent girls. Including include Women Human Rights Defenders W/HRDs that do not formally practice journalism but use media (often digital media) to promote the rights of girls and women.

- Launched the Training of Trainers in Jordan – local training in (Jordan, Lebanon, Sudan and Iraq).
- A 5-day inception mission organized in Lebanon/ Beirut at the start of the project and included a half-day digital security training. For reassessing country-specific needs, consolidating approaches and strategies, confirming management structures and forming required committees, validating communication lines, roles and responsibilities, finalizing agreements and terms of references, logistics and timeframes and revisiting the security protocol.

Partners worked together in elaborating the action plan, reviewing project indicators and establishing clear communication, monitoring and evaluation mechanisms. An annual review meeting organized in Amman during month 12, it provides information on project performance, lessons learned, and recommendations for follow-up action. In order to avoid unnecessary expenditures, meetings organized jointly with the regional TOT. The final evaluation meeting in Amman organized at the end of the project in Amman to generate key lessons upon which to build future actions. The evaluation results fed into the public document and project report and shared during the conference. The meeting report submitted together with the final narrative and financial reports.

10. Disability Safe Spaces – Movimiento por la Paz (MPDL):

Disability Safe Spaces (DSS) were created in rehabilitation centers intended for people with disabilities (PwDs), with prior consultation of the beneficiaries and community members in order to provide the necessary conditions to ensure that PwDs (men, women, boys and girls) are not subjected to violence, abuse or neglect, and provide the facilities that they need to access services without any risk, in an environment that fosters their autonomy and inclusion into society. It also offers a variety of tailored activities to the different needs of people with disabilities, to contribute to the development of the PwDs from a physical, social and intellectual point of view, including playing areas for children with disabilities equipped with dramatic play, interactive play, and education, art activities, motor skills activities, as well as a quiet area. The services provided include awareness-raising sessions and sensitization among community members on SGBV, once per month. The beneficiaries could choose which activities they would like to participate in.

The locations are also being easily accessible, and have hand-washing facilities and toilet/latrine adequate to respond to PwDs need for privacy, dignity, safety and to respond to any kind of disability, and it have spaces for treatment of any injuries or minor illnesses that may occur in the centers. To that effect, the DSS staff received first aid training.

By providing all these comprehensive and personalized services to PwDs, the DSS create an environment of trust that facilitates the detection of cases of violence as well as its prevention. These DSS have a whole program of activities to work with relatives and caregivers in both support and prevention.

SGBV cases are evaluated individually, in order to separate the type of assistance that will be provided, according to the circumstances of the beneficiaries (women, men, boys and or girls) and the kind of violence suffered (domestic or gender)/perpetrator/caregivers...etc.)

11. Qawiha Initiative – Noor Al Hussein Foundation/ Institute for Family Health:

The Qawiha Initiative targets **women and adolescent girls** who are at risk of violence in local and refugee communities, in order to empower them to protect themselves from GBV. This is done through a physical-psychological program that comprises training on self-defense, to allow them to acquire the knowledge and skills that reflects a positive image of themselves, self-appreciation, self-confidence, and positive adaptation, which will have a positive impact on them, their families and their communities.

This initiative is considered one of the most important initiatives to elevate the level of psychological support for women who are victims of violence. A group of social activists from various centers were trained, and 12 women were enrolled in the first level of a self-defense program, and the advanced, second level of the self-defense program, and they received certified trainer certificates. These trainees then conduct periodic session for women and adolescent girls in local communities.

A large number of ladies were targeted in the Amman area, with branches in Sweileh, Al Hashimi, Jerash, Za'atari Refugee Camp, and Irbid.

12. The Girl Shine – International Rescue Committee (IRC):

Why is considered best practice?

The Girl Shine program is a prevention program implemented to prevent GBV, and has proved its success in this aspect. The results throughout the lifespan of the program indicated an increased awareness among adolescent girls about the issues that are relevant to them, as well as the development of new skills that they will take back home with them, an improvement in the wrong stereotypical image of adolescent girls in the family and the society, and preventing sexual violence against adolescent girls.

The Program comprises a wide variety of participatory methods, and activities which were designed with the aim to provide safety for the adolescent girls, and build the life skills and knowledge they need. The program focuses on six main themes which were found to be the most important to secure and protect adolescent girls, and which are sessions on health, sexual health and reproductive health for adolescent girls, problem-solving, identifying targets, and communication skills.

Background

The Girl Shine Program empowers adolescent girls on social and emotional skills, enhance confidence, and guarantees safety and support to them, and it targets the adolescents more vulnerable to sexual and physical violence, and those who accept violence and unfair gender-related attitudes, who also lack confidence in their ambitions, future, and ability to achieve their target.

The training program aims to enhance security, and empower adolescent girls aged between 11 to 17 years, in urban areas in the northern and central parts of Jordan. This is achieved by increasing their knowledge with basic life skills, and GBV. The detailed objectives of the program are:

- Preparing a safe environment for the adolescent girls to discuss the major issues they face.
- Enhance basic life skills of adolescent girls, like decision-making and money management.
- Allowing the adolescents to understand GBV, particularly prevention strategies, and the reasons for GBV, as well as the impact of GBV.
- Enhance the support network for peer adolescents.

The training program was designed to implement 11 sessions (one session a week, as follows, but this can be amended so that implementation can be completed in a shorter time frame). Each session takes about 90 minutes to two hours, and they are organized as follows:

Session 1: Purpose and Introduction

Session 2: Self Confidence

Session 3: Communication skills

Session 4: Negotiation

Session 5: Conflict Resolution and Problem Solving

Session 6: Person Sex and Gender Based Violence - The Basics

Session 7: Effects of Gender Based Violence, Sound Relationships and Safety Planning

Session 8: My Body

Session 9: Pregnancy and Early Marriage

Session 10: Leadership and Decision Making

Session 11: Managing Money and the Future

Session 12: Visualization and Imagination

Major Steps and Achievement

- Counselors and community workers are preparing the sessions in advance, it is necessary to prepare the games and activities included in each session. Games and activities give participants the opportunity to interact freely and make discussions more valuable, and also prepare Games, energies and ice-breaking activities
- Create a participatory environment, it is important for the counselors and community workers to ensure that all participants feel free to participate during the sessions, counselors and community workers should use participatory techniques throughout the session, including the games included in the manual Act freely to add energy charging and breaking activities to the ice, or enabling participants to lead the energy charging sessions themselves to maintain their interest.
- Session guidance, it is a good idea to introduce each session to the girls by first explaining the learning objectives for the session.
- Sessions Methodology, each session begins with a blue slot that highlights the time the session took, the necessary materials, and goals, all sessions determine the types of materials required, and each session requires a list of attendees, paper sheets, colored chart pens, and pens and notebooks as a minimum. In the session there are "ice-breaking activities" that appear in large circles in the context. Games and activities appear in blue square boxes in the course of the session. The content in the blue text is specifically intended for the specialist and contains essential advice and messages for specific activity.

13. Women Protection and Empowerment /Supportive Care of Parents of Adolescent Sessions – International Rescue Committee (IRC):

Why is considered best practice?

The results of the Parenting Methods that Support Adolescents Project showed a remarkable improvement in raising the awareness of adolescents on means of contraceptives, during the discussion sessions conducted by care givers, providing complementary topics to the adolescent curriculum, giving caregivers an overview of the topics adolescent girls learned and encountered, and supporting and enhancing the skills of new adolescent girls that they will, in turn, take back to their homes, correct the wrong stereotypes of adolescent girls in the family and society, understand the negative impact of violence on adolescent girls, provide positive parenting skills, understand the negative impact of inequality, build support and protection skills for caregivers of adolescent girls, and reduce sexual violence on adolescent girls.

The Parenting Program for the support of adolescent girls provides caregivers more information on growth advice, positive parenting skills, building confidence between the children and their caregivers, initiating research into this stage of life in a compassionate manner, as well as conducting group sessions for caregivers to establish a new work network and relationships with

other caregivers in their communities, and begin exchanging good advice among each other from their personal experience, which makes these caregivers feel more comfortable.

Background

WPE program are working toward a healthy practices in regard of women and girls in Jordan however, the idea started by implementing adolescents curriculum for girls to improve their communication and life skills and also to give them needed information about their growth stage, at this moment the need for **Supportive Care of Adolescents** sessions (Parents of adolescents session) start to be important, to help parent understand this growth stage for their girls and be more supportive to them by attending sessions improve their knowledge as parents about the girls needs and thoughts to make a long term investment on her and to be more supportive also, all this helps girls be more effective in their community and build family welfare.

Supportive care of adolescent's curriculum focused on build positive relationship skills, empathy, communication, non-violent disciplinary methods and other cultural and developmental issues faced adolescent girls all this amid to let caregivers support skills and behaviors that provided in Adolescents curriculum. It also builds caregivers proficiency and skills in taking care and communicate with adolescent girls, provide needed protection and continuance support to be effective girls in their communities.

The objectives of this Program are:

- Engage caregivers in adolescent's program
- Increase girl's contraption in discussion chains as a cause of caregiver's support.
- Provide complementary topics for Adolescents girl curriculum.
- Give caregivers an overview about the topics that the girls learned and face.
- Support and enhance girls' new skills which they will bring it back to their homes.
- Correct wrong girl's stereotypes in family and community.
- Understand the pad effect of violence on girls and provide positive skills for child rearing.
- Understand the pad effect of inequality.
- Build caregivers support and protection skills for adolescent girls.
- Reduction of SGBV and GBV on girls.

Major Steps and Achievements

The main activities of the Program are:

- An Introduction to the Parenting Program
- Understanding parental stress.
- Coping and healing strategies
- The impact of parenting.
- Empathy and positive behavior.

- Nurturing all children.
- Understanding the psychosocial needs of children.
- Providing support to children with psychosocial needs.

Sustainability

The Program concerned with the protection and empowerment of women, including the Supportive Parenting Program for Adolescent Girls will continue to achieve their targeted objective, with or without funding, since core team who have been trained on this program and can implement the program with our target group is established.

14. These Inspiring Girls Enjoy Reading (TIGER) Program - UNHCR:

Why is it considered a best practice?

The TIGER Program is one of the best practices to prevent GBV, given results and success of the program achieved. The program was successful in its objectives of reducing adolescent school drop outs and expanded to include boys. The project is a very significant tool to engage the youth of the camp and promote education, self-confidence, leadership & gender equality.

The outcomes achieved are:

- Strong relationships: An observed close bond and affection between the girls and their coaches in every district. The girls and coaches reported that this relationship is an essential element of the program.
- Personal and collective growth: The girls reported increased self-confidence and self-esteem as a result of the TIGER program. Through TIGER, they have increased their skills at collaborating, supporting one another, and working as a team.
- Academic benefits: Across the districts, the girls reported that TIGER helped them improve their academic performance in formal schooling. They felt more confident in school. In particular, the girls reported that the program helped them improve their English language skills.
- Teacher-centered, academic lessons: All of the TIGER meetings were structured around teacher-centered academic lessons.
- Limited use of the tablets: The coaches report using the tablets several times a week. They report using the digital library only once a week.
- Girls being able to contextualize the lessons provided through resources such as video, articles and other engaging materials.

Background

Tiger (These Inspiring Girls Enjoy Reading) girls is a community based a community-based initiative with the goal of supporting girls' education in Za'atari Camp (home of 80,000 refugees)

and girl empowerment. Initially the TIGER program aimed to address the steep rate of school drop out for adolescent girls in Za'atari Camp by leveraging team-based learning and community engagement. The program seeks to keep girls attending school and motivate out-of-school girls to re-enroll. As the rates of dropouts declined and the project showed excellent results. The program began to incorporate supplementary education and boys under the name (Boys Agents for Change) which follows the same methodology. The program comprises two major components: personalized learning and solutions-based learning through community projects.

The program promotes activities which encourage the girls' retention in school, improve their performance in class, encourage community support to education, improve academic performance, increase enrollment and attendance in school, strengthen confidence and sense of agency for the girls and addresses issues of early marriage and girl empowerment.

Major Steps and Achievements

The activities and achievements of the program in realizing its objectives were:

- Enhancing inner feelings of strength, meaning and communication among at least 1200 Syrian, refugee, teenage girls in Za'atari Camp, run by UNHCR.
- The TIGER program organized a team of 10 to 14 adolescent girls, with the help of Syrian trainers, to support each other in the building and achievement of their targets in life.
- Providing adolescent girls with the knowledge, skills and values resulting working as a team in one or more projects, to improve living conditions in the Za'atari Camp.
- Succeeded in encouraging a larger group of girls who were at risk of dropping out of school, to remain and continue their secondary school education.
- Succeeded in encouraging a large group of girls who were not enrolled in school, to go back and remain until they have completed their secondary school education.

Sustainability

The original timeline of the project was 6 months in 2015, with the project still running in Za'atari camp - and expanding - it is feasible to say it is a sustainable model and can be implemented in other areas with similar context and culture to Za'atari camp.

In terms of beneficiary participation; the beneficiaries, leaders & coaches of TIGER & BAC engage in all activities in a team format; where opinions are exchanged freely and opportunities to address community issues from the beneficiary perspective are presented. Their educational needs are discussed with their coaches and are provided with the needed tools to address them. In addition, the supplementary education helps expand the horizon of critical thinking for all participants.

15. Access to Child protection and SGBV services in Emirati Jordanian Camp - Terre des Hommes Lausanne (TDH-L)

Why this is considered a best practice?

Access to Child protection and SGBV services in Emirati Jordanian Camp is one of the best practices for targeting young women and adolescent girls, married at an early age, using a preventive methodology to provide support and protection for adolescent girls from all forms of gender-based violence, through the implementation of support-group sessions in the UAE-Jordan camp by the project's psychologist. For these sessions the participants were selected based on an assessment tool developed and implemented on a one-to-one basis. During this assessment, husbands (if any) were also targeted to ensure trust is built between the newlyweds, and to ensure the spouse's too, from a harmless standpoint.

The one to one assessment showed that most women and girls in the camp had no platform and support mechanism to express and share their marital challenges, also facing concerns to access basic services. The participants were motivated to attend support group sessions for the following:

- (1) To share and learn from others regarding marital challenges and solutions in a facilitated, while peer to peer methodology.
- (2) Learn socio-emotional skills on how express their feeling using technics that promote positive communication within the household.
- (3) The possibility, when relevant, to receive individual psychosocial support when needed, by trained and specialized TdH-L staff.

The support group cycle was composed of 10 sessions over 2 months, different topics were discussed and shared with participants, and linked to sexual and gender based violence, child marriage and gender differences, spouse's roles and responsibilities, children development and parenting skills, problem solving and finally anger and stress management.

The session also targeted divorced girls and women, where more specific attention toward working on anger and stress management and on developing coping mechanisms was put. The topics were participatory chosen with the targeted women and girls, to better address their needs and ensure relevancy, acceptance and ultimately engagement.

Indeed, at the end of the action, participants expressed their satisfaction about the provided sessions, and above all about the skills they perceived to have developed thanks to the sessions, reported to be critical in contributing to protect themselves and sustain positively their marriage. The sessions were highly effective in increasing the beneficiaries' well-being, as measured through pre- and post-tests. 87% was the overall improvement according to the (Strength difficulties questionnaire) SDQ analysis conducted with participants of SGS.

Background

During the project implementation period in the Emirati Jordanian Camp (EJC) TdH provided preventive and responsive actions for the needs of the camp residents with special focus on the child marriage issues in the camp. TdH managed to build a strong relationship with the community that enabled TdH to communicate effectively and reach the most vulnerable children and youth of the community. TdH also opened channels to the community members for them to reach out and seek the support of TdH team by utilizing the two community-based committees (the Community-Based Child Protection Committee or CBCPC, and the Youth Committee or YC) and the regular field visits that the case managers conducted in the camp.

The project overall objective was Children, adolescent girls & young women are safe, empowered and their rights are upheld in EJC. Additionally, two specific goals were also identified for this procedure:

- (a) Prevention - Children, adolescent & youth, especially girls, are empowered to contribute to the prevention of gender-based violence and child marriage.
- (b) Response - Children, adolescent girls & young women have access to life saving and supportive protection services.
- (c) The project was designed based on the objectives of the Strategic Response Plan:

The project was designed in alignment of the Strategic Response Plan (SRP) objective "Strengthened and expanded national and sub-national protection systems that meet the international protection and social protection needs of vulnerable groups in the governorates most affected by the Syria crisis".

This was achieved through the following outputs:

1. Youth and children committees are supported to carryout initiatives to raise awareness on child rights and child marriage issues, and SGBV.

In order to achieve this output, TdH established and trained community-based mechanisms namely CBCPC and YCs, later to the establishment the committee discussed the potential response to the most significant issue in the camp and consequently, organize initiatives, different stakeholders in EJC were involved in the design and the implementation of these initiatives such as school. Committees members were trained on set of topics such as child safeguarding policy, code of conduct, organization of community initiatives, etc.

2. Adolescent girls & young women, and other vulnerable youth are provided with skills and support to protect themselves any form of harm.

Adolescent girls & young women, and other vulnerable youth developed several skills from attending the life skills and advocacy sessions. This included; communication skills, problem-solving abilities and teamwork. Also, members of the community-based committees became more skilled in identifying issues concerning children, young people,

and women in the camp community and referring them to the case management team for support. Participants attendance and impact was captured for each of the outputs.

3. Safe spaces are established to provide children, youth and their parents with information and support on child protection and child marriage issues, and SGBV.

All the child marriage cases were invited to the info hub to receive the materials that were prepared related to the early marriage cases. Also, the info hub or Child Friendly Hub (CFH) was open to other vulnerable cases to access and receive sensitization. The hub was also open and safe place to all those who need a place to socialize and interact with others.

The CFH displayed messages that were shared with the newly married couples in the camp as well as their families to prepare them for their married life and to make sure that they are informed about where and whom to resort to if they face any problems. Also, part of the materials prepared was related to the issue of child marriage in the camp. Information about the legal standpoint in the Jordanian law as well as information about the medical implications that may arise out of the child marriage was highlighted in these materials with the aim of raising the awareness for the girls at risk of child marriage.

4. Children, with a specific focus on adolescent girls, are provided with case management services including SGBV case management.

Case management for CP services focusing on SGBV issues was needed in the camp as there were many child marriage and other related cases present at the camp. Using the Bests Interests Assessment approach and the Child Protection Information Management System (CPIMS), TdH determined and documented the protection concerns including levels of risks and vulnerabilities faced by the girls and boys concerned and special attention was given to the cases of early marriage that were identified during the mobilization that was done in collaboration with the child info hub volunteers. TdH team worked collaboratively with each of these cases to develop care plan tailored to their individual needs with the aim of preventing additional risks that might occur and responding to the current issues being faced by these children.

5. Provide PSS support to children and youth, with a focus on girls, identified with high risk of child protection and SGBV concerns

The case management team worked closely with the ERC and the UNHCR in relation to SGBV cases that were identified in the camp and that required support that could not be accessed within EJC. These included children in situations of serious domestic violence, self-harm, sexual assault and attempted suicide. The team started to establish strong collaborative relationship with the ERC psychologist since she is the focal point for referring cases for services outside of the EJC. The team worked with her to conduct an assessment for each case that the team considered that it needed to be referred for services outside the camp and the ERC psychologist arranged the referral for them and a joint follow up from the team and ERC was made to check the status of the leave permits that gets

issued from the SRAD side. Once these leave permits were issued, the case management team coordinated with the family to arrange support for the family to access the service providers outside the camp and followed up to ensure that the services were accessed.

6. Provide support group sessions to female married children and young parents with a focus on child marriage, to develop a coping strategy after marriage, positive parenting skills, stress management and problem solving.

Major Steps and Achievements

- Awareness raising activities and community outreach through CBCPCs led initiatives - including inside the school and to camp management on do not harm principle and centrality of protection.
- Youth committee led awareness raising initiatives and peer to peer activities to raise awareness of children and young people on child rights and child marriage issues, and SGBV.
- Life skills and employable skills development to Adolescent girls & young women, and other vulnerable youth.
- Training of Adolescent girls & young women, and other vulnerable youth on advocacy to raise issues of their concern in the camp.
- Periodical information sessions with youth committees and CBCPCs on child rights and child marriage issues, and SGBV.
- Establish child/youth friendly information hubs or spaces with information package tailored to the needs of the adolescents especially around issues of child marriage and child rights.
- Child friendly hubs host trained/ skilled nurse/social worker to provide some counselling and advice (basic legal information, health information); including parents.
- Case Management service including SGBV CM with a focus on child marriage cases as well as child marriage monitoring.
- Referral mechanism for the very high-risk cases of child protection and SGBV.
- Support groups sessions for married children, their spouses and parents, for young parents below the age of 20 years' old.
- PSS using MGS (Movement Game and Sport) Methodology.

2.2 Gender Equality

Gender equality is defined as the absence of discrimination for opportunities based on gender in terms of allocating resources, opportunities and access and provision of services²³. Gender equality is represented in the absence of discrimination. Therefore, this means that everyone, regardless of gender, are in the same position, and have the same chance to enjoy all their human rights, and the same ability to contribute to the national political, social and cultural development. However, ensuring equality does not necessarily mean fairness. For example, different jobs may be available to anyone, but social trends regarding the role of men and women, make it more preferable to give these jobs to men and not women. In order to prevent GBV, which cannot be separated from gender-equality, work was done in cooperation with a variety of organizations to develop this guide which is dedicated to the best positive practices to achieve gender equality, and highlight the following practices:

1. Fitness "Self-Defense" - Jordan River Foundation:

Why is this considered a best practice?

It was identified as a best practice because it highlights the importance of engaging women and adolescent girls in extracurricular sports activities, aimed at empowering them with a variety of skills to protect themselves. The outcomes of this practice showed a clear improvement in achieving the desired goals, and as the participants said, the fitness training for self-defense is different from other sports activities they heard, or they participated in, which either taught them how to defend themselves or were just a sport they practiced. As for this activity, they were able to learn many skills that enable them to accept many of the challenges facing their lives, and have the ability to solve and avoid them in a positive way. Additionally, this practice allowed them to increase their ability to protect themselves in the event of family violence, or if they are subjected to other kinds of abuse, especially what they are exposed to socially, known as gender-based violence. The training also enabled them to cultivate their personalities, which reflect positively on their families, children, and in their societies, and to increase their ability to defend themselves from violence and / or exploitation, as well as allowing them to meet new friends, and empowered them with more skills to care for themselves.

Also, by participating in the fitness training, the women participated in other activities at the same time, like women empowerment, parenting, handicrafts, and a variety of awareness session, all of which had a positive impact on the participants, who became more active and more positive when dealing with others. Their ability to defend themselves from harassment and/or exploitation was also enhanced, and they made new friends, and learned how to better care for themselves.

²³ World Health Organization (WHO). (2013), *Global and regional estimates of violence against women*, available at: <https://www.euro.who.int/en/health-topics/health-determinants/gender/gender-definitions>.

Among the quotations from the women who participated in this program we have:

“Everyone should take part in this training, so we can walk in the streets with more confidence”.

“Thank you for helping me cut down on smoking, and control my temper, and communicate better with my children”.

“I did not like going out of the house much, especially after my husband died. I had an accident and I felt my life was over, but now you helped me overcome this, and you enabled me to go back to the job I left”.

Background

The self-defense fitness training is a combination of techniques derived from martial arts, and assertiveness taught through different educational contexts that increase self-confidence, reduce fear, and enhance positive self-image as well as feelings of self-esteem. Fitness classes target women and adolescents over the age of 12, allowing them to engage in sports activities that contribute to changing gender stereotypes, and reduce stress and anxiety among women and adolescents, such as self-defense or other sports.

This training aims to empower women and adolescent girls through regular sports classes, such as self-defense, or other sports, that contribute to challenging beliefs and gender stereotypes. Additionally, other sports activities are provided to reduce stress and anxiety among women and adolescent girls, and increase self-affirmation and self-esteem, decreased anxiety/ fear, enhance self-control and self-management, increase self-efficacy, increase possibility of protection from violence, and teaches them how to defend themselves in their social and cultural life.

The idea of the program came with the intention to empower the women participating in various programs in community centers, with a set of skills to protect themselves, and get rid of fear and anxiety that are directing their lives towards the pit. Since 2019, this fitness training was provided to 197 women and adolescent girls. The training lasted for one month with 12 lessons given at a rate of 3 lessons a week.

The participants who contributed to the monitoring, evaluation and impact assessment of the training were asked about their level of satisfaction with what had been implemented in the previous phase, and the reason for participating in such exercises. Most of them mentioned that training for physical fitness for self-defense is different from other exercises that they had heard of, or participated in, which either taught them how to defend themselves, or were just physical exercises. Additionally, 87% of the participants indicated that the number of participants was appropriate, and ideal for the capacity of the room where the training was held, and 76% of the participants stated that the age groups chosen for each round were suitable. All participants rated the performance of the facilitators very well.

When the participants were asked about the things they liked the most about the training, the answers varied. Some said that the facilitators were exceptional, and that they learned to defend

themselves, especially because of the abuses they are exposed to in their daily lives, adding that sports builds self-confidence, as well as the skills they acquired from the other activities. Others also indicated that it was a great opportunity for them to get exercises and meet new friends. The results also showed that 47% of the participants participated in other activities, along with the physical fitness training, such as empowering women, better parenting, making soap, My Little Home, and awareness sessions, which had a positive impact on the participants as they became more active and more positive, along with an increase in their ability to defend themselves from harassment and / or exploitation, and to better empower and take care of themselves.

Major Steps and Achievements

The Jordan River Foundation conducted the fitness training for self-defense for women and adolescent girls (aged 12 and above), for a period of one month, which included 12 sessions at a rate of 3 sessions per week. The training aims to empower women and adolescent girls through regular sports classes, with skills like self-defense, and with other activities that contribute to the challenging of gender stereotyping. Additionally, other activities were also provided to help ease anxiety and tension among these women and girls.

The program aims to prevent and respond to sexual violence based on gender, by improving awareness of the dangers of gender-based violence, and promoting positive social behavior among women, adolescent girls, and members of the community. This is achieved through the implementation of various empowerment program interventions, where community mobilization activities to participate in the physical fitness program are achieved, and behavior is changed through the establishment of committees (comprising Syrian and Jordanian women) to raise awareness on gender-based violence.

These Committees are responsible for conducting community awareness activities about GBV protection services. Committee members also support the Jordan River Foundation team in implementing prevention activities aimed at reaching nearly 6,000 women and girls, as well as attracting participants in the implementation of information and awareness campaigns. This is done through the implementation of awareness sessions organized by the committees for the prevention of gender-based violence (22 Syrian and Jordanian women) to reach about 8,800 women and girls, and enhance their level of awareness about concerns regarding the protection of women, and threats of gender-based violence, and risk reduction mechanisms for other types of gender-based violence within families. Moreover, and in order to highlight the impact of the project, the Jordan River Foundation is implementing a nation-wide media campaign for female participants using the free family support line (110) to help children and families raise public awareness about threats of gender-based violence, and concerns related to the welfare of children, like sexual exploitation via the Internet, among others. This is done in addition to involving women in social and economic empowerment programs, where innovative training programs are implemented that focus on empowering women and adolescent girls at risk or survivors of gender-based violence, to help

them contribute to changing gender stereotypes, as well as reducing tension and anxiety between women and adolescent girls.

Sustainability

The Jordan River Foundation continues to achieve the desired results from the program, with or without funding, since we have a core team that has been trained on this program, and is able to implement the program with the targeted beneficiaries.

2. The Youth Camp – Jordan River Foundation

Why is this considered a best practice?

The youth camp at the Jordan River Foundation is considered a best practice for the prevention of gender-based violence, due to the remarkable improvement in the behavior of male and female participants. Bullying has been limited, and the expression of emotions with their parents has increased, and interaction with other individuals in the community improved. Many adolescents reported that their relationships with their parents / siblings improved significantly as they established new communication channels, and the harassment and bullying behavior stopped. Moreover, they became more aware of behaviors that are considered offensive and unacceptable. Some of them gave up smoking as a result of responding to the training programs provided to them. Additionally, many of them said how selective they became in choosing their friends because they now know the effect of bad friendships.

They are also able to practice self-control in terms of preventing themselves from indulging in questionable behaviors. For example, drinking alcohol, drugs, smoking and other negative, harmful behaviors. Adolescents also acquired basic skills such as anger management and self-management. Also, they learned how to say "no" instead of always feeling the desire to agree to everything that could be harmful to them, and instead focus on their health and cleanliness by trying to keep their surroundings clean. They also learned how to defend themselves verbally and physically, and this means knowing how to defend themselves when subjected to verbal or physical attacks.

The majority of the youth (92%) also confirmed that they know the main goal of the Adolescents Camp. Almost 78% of adolescents said they acquired new skills, including communication skills, and skills that help them interact with their parents and others, as well as the self-confidence, and strength of character, how to set and achieve their goals, and how to handle things responsibly. About 50% of the youth were able to establish friendships with other beneficiaries in the camp.

Nearly 82% of adolescents said they acquired new skills that they believe are useful for their lives, including communication skills, and means of interaction with their parents and others, self-confidence, strength of character, setting and achieving goals, handling responsibility, anger

management, positivity, constructive thinking, time management and knowledge of their rights and duties, patience, cooperation, personal and general hygiene, and the vital positive methods.

Among the quotations we have from these youth:

- “I now know my limits. I learned about all the different forms of abuse, and I learned not to bully anyone”.
- “I have many problems with my family, but I never thought of the reason or how I can solve these problems. Dialogue and the use of the right words at the right time help us understand each other, and be close to one another. If we keep quiet, they will not know what we want”.
- “I learned how to say things in the correct manner”.

Background

The main concept of working with adolescents involves building their skills and manner of thinking in their societies, exposing them to the world of dialogue, as well as to the world of participation. The Jordan River Foundation believes that every idea is important, and that every person makes a difference. Therefore, it focuses on what happens after the workshops and sessions, and not just what is shown during the training sessions at the camp. Young people who have participated in the camp are expected to take active and effective roles in leading activities that encourage dialogue, and at the same time be able to creatively solve local problems or challenges. They are also expected to instill the values or principles that are highlighted through the activities, which are:

- Humility.
- Trust - building the foundations of trust between the youth and their communities.
- Listening - there's a reason we were created with one mouth and two ears.
- Asking questions – there are no silly questions, what’s silly is to ask about something, and not try and find an answer.
- Building partnerships - describing dialogue as the engagement among partners - is involves working together to find solutions.
- Self-Presentation - How to effectively present your values and your community.

In general, the camp aims to prevent and respond to sexual and gender-based violence, by identifying innovative ways to enable adolescents to develop their capacity to take the necessary measures to address the many challenges they face, as well as improving women's well-being and capacity, to deal with protection and livelihood concerns. This is achieved through innovative prevention and empowerment activities, and livelihood referrals, in the form of training programs that focus on empowering vulnerable adolescents, at risk or survivors of, gender-based sexual violence, and implementing the “Youth Camp” program as an innovative means of preventing sexual and gender-based violence for adolescents.

Major Steps and Achievements

The Youth Camp is launched on a period basis every three months, and participants are selected to take part in the activities that are delivered at the camp for 4 hours every week (two sessions/day twice weekly), to ensure an increase in accessibility for the youth, and more impact on them. Each camp hosts about 60 adolescents every time. Girls and boys are separated, and the sessions allocated for female adolescents and girls, target those at-risk of child labor, gender-based sexual violence and early marriage.

Training sessions are conducted as part of this youth camp that aim to empower the youth, and allow them to acquire new life values and skills that will help them integrate in their surroundings, teach them acceptance of each other, relieve stress, and develop social trends that are positive, in addition to providing them with the skills and capabilities for a healthy body.

Sustainability

The Jordan River Foundation continues to achieve the desired results from this program, with or without funding, since we have a core team that was trained on this program, and is able to implement it with the targeted groups.

3. The Summer and Winter Camps – Jordan River Foundation

Why is this considered a best practice?

The summer and winter camps are considered one of the best practices for the prevention of gender-based violence because they raise the awareness to children, adolescents and young women on various issues related to protection, through which adolescents acquire multiple skills. Another outcome of these camps is that negative behaviours, such as bullying and harassment, are prevented, and some of them have managed to quit smoking, acquired the ability to choose their friends, control themselves, and ceased to indulge in questionable behaviours, in addition to becoming empowered with life skills such as communication, anger management and self-management.

The monitoring and evaluation department at the Jordan River Foundation developed three different evaluation tools to measure the impact of the camps: the skills and knowledge acquired by the adolescents, in addition to a questionnaire for the parents to monitor any changes in the behaviour of the participating children as a result of the activities implemented, an interview tool, and a qualitative measurement tool to identify the reactions and challenges faced by the social workers who implemented the sessions with adolescents. In all, 39 teenagers, 20 parents and 4 social workers were interviewed.

The results showed that approximately 85% of the beneficiaries knew about the summer/ winter camp through word of mouth (friends, neighbours and family), 10% found out about it from Jordan River Foundation employees in the field, and the rest know this through social media.

The majority of the beneficiaries, 95%, knew the goal of the camp before attending, while 97% of them stated that the goal was achieved at the end of their participation in the camp, and 82% of the beneficiaries acquired new skills that are useful in their personal lives, such as creative thinking, independence, and goal orientation, time management, self-care, drawing/ writing skills and communication skills. The session facilitators were rated as excellent by 97% of the beneficiaries. The majority of the beneficiaries (97%) were able to build friendships with others, both Jordanian and Syrian nationalities. These beneficiaries also stated that they would be willing to see their new friends outside of the training sessions.

When asked how they would prepare for their free time, their answers revolved around spending time with friends, reading, watching TV, and/ or other activities. After that, the beneficiaries were asked about the public places they feel safe to go to, and most of them said “their homes”, JRF’s community centres, their schools and their neighbourhoods. In an attempt to improve any similar future activities, the beneficiaries requested that activities be conducted not only inside and outside the centres, but by increasing the number of activities provided throughout the camp as well. And 90% of parents reported that their children participated in the summer camp and the My Little Home.

All parents said that their children told them about their participation, they also expressed their feelings about how the activities made them happier, more engaged, more social and that they would love to join the activities again. After that, all parents agreed that the activities would have a positive effect on their children and stated that they would tell this to other parents. The majority of parents reported that their children have acquired skills including self-confidence, drawing and planning, speaking and writing, self-defence and self-discipline, communication and decision-making skills.

During the interviews conducted with the facilitators (Social Workers), they were asked about the objective of the summer camp, and their answers included self-improvement, time management, dealing with abuse, and building healthy relationships.

When asked about the impact of training, they said that some of the beneficiaries indicated that they had gone through some abusive situations, and as a result of the training they noticed a change in their personalities and behaviours, as well as an increase in their self-confidence, and a positive change in the way of thinking among the beneficiaries. The facilitators noted the impact of the camp on adolescents, since during the camp there were some situations, as mentioned by the beneficiaries.

Examples of these cases:

- One youth found a way to have an important dialogue with his father about his future. Whereby this problem has been going on with his father for a very long time.
- One of the girls was able to defend herself when she was harassed.
- The young girls now have more awareness about who to talk to, and how to behave, in addition to being more self-confident.
- One of the adolescent girls found it hard to change herself. She was unable to sleep on her own, and would stick by her mother. After joining the camp, she overcame this issue.

All the facilitators noticed a big change in the behaviour of the participants, they have become more accepting, more social, and more aware of their limits, and, in general, they are more disciplined, despite the hardships at the begging to recruit them.

The Program team took several steps to select volunteers to participate in the winter camp. At first interviews were conducted with a group of young men and women, and those that were eligible were chosen. Then they underwent training to build their capabilities to ensure they are able to deal with children, and implement the activities, as well as how to overcome challenges and problems that they might face. The volunteers said they acquired new skills that will also be helpful to them in their personal lives, like self-confident, dealing with children, time management, problem-solving, anger management, communication skills, and protecting children from abuse.

Additionally, almost 83% of the volunteers are aware of the selection criteria that depends on previous experiences within these contexts, and personal skills, commitment and the willingness to participate in volunteering activities. 87% of the volunteers said that they are aware of the goals of the winter camp (provide a place for children, integrate the children together, establish new friendship, increase the awareness of children in topics related to abuse, enhance their self-confidence, invest their time, raise their awareness on how to protect themselves, and empower them with the concept of gender equality).

All the volunteers who were interviewed said that the activities implemented are suitable for both sexes. Although 29% of these volunteers said that they faced some gender-related issues between the children, because the children were not accepting the mixed activities, and would not play together due to bullying by the male children. Therefore, changes were made to some of the activities to solve these issues, and they tried with the Project team to raise the awareness of the children about gender-related issues, and enhance the concept of gender equality among them.

All the volunteers said that their lives were affected due to their involvement with the camp, and they expressed the positive changes that occurred in terms of dealing with their families and friends. They said they are more disciplined, and better able to promote cooperation and responsibility, and to form new friendships with people from other nationalities, and manage their

time, as well as learning new methods to deal with children, especially with regards to bullying among the adolescents. Additionally, 17% of the volunteers said they are now better able to manage their anger. What is interesting also, is that these volunteers transferred seven cases to the case management services for them to undertake the appropriate procedure. This is an indication of an increased awareness among the youth who monitor the needs of children. These activities also changed the minds of 58% of the volunteers about the society, as a result of their participation in the camp, whereby they were able to identify the problems that the members of the society suffer from. They also succeeded in changing some of the negative idea that they had about others, like issues related to gender equality, and the way the young men view the young girls and vice versa.

Background

The Jordan River Foundation always targets young people to allow them to take the lead in many activities with children and adolescents, during the summer and winter holidays, and throughout the year, through volunteering. This is because young people have a lot of potential and offer new ideas for educational content, and therefore the Jordan River Foundation trains young people in advance on leadership to enhance their capabilities, not only in time management and facilitation skills, but also about child protection concepts.

The Program aims to empower adolescent girls and boys, and recruit them as volunteers, from all parts of Amman, to contribute to serving the community and managing activities for children to build a safe area for them. This is done through:

- (1) The Summer Camp: which works on increasing awareness on child protection, preventing abuse of children, and empowering them to defend themselves by increasing their knowledge, and improving their skills. The Summer Camp lasts for 15 days, on a daily basis, in the governorates of Mafraq, Amman and Aqaba.
- (2) The Winter Camp: this is implemented during the schools' winter break as part of the child protection program. It aims to spread awareness and increase knowledge on child protection, prevent the abuse of children and empowering the defend themselves, by increasing their awareness and improving their skills. On the other hand, the JRF works also on empowering a large number of youths, to be able to plan, organize and implement a variety of activities in the winter camp. The winter camp also lasts for a period of 15 days.

In general, the program aims to prevent and respond to gender-based sexual violence, by improving the well-being and capacity of adolescents to address protection and livelihood concerns, through advanced prevention and empowerment activities and livelihood referrals, and to provide innovative training programs focused on empowering vulnerable or at-risk adolescents, or survivors of gender-based sexual violence. The "Summer and Winter Camps" program is

implemented as a ground-breaking means of preventing sexual and gender-based violence for adolescents.

Major Steps and Achievements

The Summer and Winter Camps are conducted during the holiday between the two school semesters, and at the end of the scholastic year. This involves launching the program and receiving request from the youth who want to volunteer. They are interviewed and selected, and then provided with training to increase their capacities and capabilities, and ensure they have acquired the necessary skills and knowledge related to the protection of children from abuse. Teens and children are then recruited to participate in the camp, which comprises adolescent girls and boys, and children, especially children at-risk of child labour, GBV, early marriage, bullying and harassment.

Through this youth camp, a variety of training sessions are conducted that aim to empower children and adolescents, and allow them to acquire new life values, and skills that will help them integrate in their surrounding community, increase their level of acceptance for each other, establish new positive, friendships, relieve tensions, and develop positive social trends, in addition to providing them with the skills and capabilities to protect themselves from abuse.

Since 2007, the program has reached 7,322 beneficiaries.

Sustainability

The Jordan River Foundation continues to achieve the desired results from this program, with or without funding, since we have a core team that was trained on this program, and is able to implement it with the targeted groups.

2.3 Raising Social Awareness and Prevention Messages

The aim of this theme is to shed light on the most important practices implemented to prevent GBV and to highlight the importance of the awareness role that the organizations play in addressing GBV. Social awareness will guide the society towards the desired target. This can be achieved through the implementation of a variety of activities, and social awareness if considered one of the tools of community changes, provided that the social needs are identified and met, as an urgent matter, within a practical plan.

Gender-based violence is a contemporary problem affecting our communities, and one that needs an urgent and in-depth solution to abolish it, and prevent it from re-occurring. Social awareness and protection messages are some of the tools for protection from this form of violence, either directly (awareness of GBV), or indirectly (awareness in other fields that allow individuals to protect themselves).

1. The Youth Leadership Committee – CARE International:

Why this is considered a best practice?

The Youth Leadership Committee was identified as a best practice for shedding light on the importance of including the youth, and enhancing their role in the leadership and change within society, as well as for the results achieved in terms of reaching the targeted groups. 90 youth led initiatives were implemented with over 75% focus on gender-based violence and gender equality, reaching 9,968 beneficiaries which of 5,907 women (59%) and 4,061 men (41%).

Additionally, 12 media campaigns were conducted through twelve CBOs, three campaigns in each governorate. The topics covered were all around gender-based violence, gender equality and women's rights. 30,137 beneficiaries were reached through SMS, T.V. interviews, radio interviews, posters and leaflet distribution and social media using Facebook, Twitter, and YouTube.

Based on final evaluation survey results of 129 respondents (69% women, 31% men, 44% Jordanians, 56% Syrians); (1) 79% of youth committee members indicate an increased understanding of youth-led initiative themes (GBV, GE and gender-focused initiative themes). (2) 44% of youth committee members indicating increased knowledge post-Initiative.

CARE has learned that transition from emergency programming for Syrian youth and families as well as vulnerable Jordanians families into longer-term impact programming is essential for beneficiaries' empowerment and actually needed by these groups (as voiced during the final evaluation interviews) in order to gain independence. They do not want to be relying solely on direct cash assistance, but rather expressed the desire to be able to contribute to their communities in a sustainable way. This was also evidenced by their strong participation to the youth leadership and civic engagement program.

Furthermore, the development of Youth Committees has contributed to increase social cohesion among Syrian and Jordanian communities by facilitating relationships, conflict prevention and mitigation, and increasing resilience among community members, as observed during the various monitoring visits to the targeted communities. CARE's partnership with CBOs is essential in serving extremely vulnerable Jordanians. The CBOs are present in geographic areas that are considered poverty pockets of Jordan and are able to reach those with urgent and vast needs. Also, engaging men in activities that are promoting women's empowerment instills a sense of ownership of their power of action on gender equality issues and, thus, contributes to the success of the project activities' implementation.

Background

Since the onset of the Syrian crisis in 2011, an estimated 5.2 million Syrians have been displaced into neighboring countries. As of 1st April 2019, 660,393 Syrian refugees registered with the UNHCR in Jordan. However, there are an estimated 1.4 million Syrian refugees in the country,

80% of whom reside in host communities throughout the country. The protracted crisis, now in its eighth year, has exacerbated pre-existing social, economic and environmental issues in Jordan. This has included a decrease in economic performance, an increase in competition over livelihoods, a disruption of international trade, and an increase of pressure on public finances and municipal services.

As a result, CARE adapted its programs to respond to the needs of refugee families, and Jordanians in host communities. It established six community centers as well as more than sixty local partnerships in the governorates with the highest population of refugees, offering a range of services including psychosocial support activities, information provision, cash assistances, needs assessment and in-depth case management, and sustainable livelihoods opportunities. These services, taken together, offer a comprehensive protection approach that helps to meet the most urgent needs of refugees and host community members and reduces insecurity over the long term.

CARE created youth committees in its areas of interventions to provide critical leadership and feedback on CARE programs and programming directions to implement youth initiatives. These initiatives help build leadership skills and develop community networks between refugees and their Jordanian hosts. The youth leadership program was implemented in sixteen (16) community organizations, in the four targeted governorates of Irbid, Amman, Mafraq and Zarqa, with the aim of allowing youth to participate in the implementation of youth initiatives in their communities. These aimed at encouraging young people to lead a better and healthier life, especially the disadvantaged, or at-risk youth, and to involve Syrian youth in community activities, as Jordanian and Syrian youth work together to achieve social cohesion and build peace.

The Syrian government encouraged the Syrian refugees in the host countries to return to Syria. The figures of Syrian refugees returning home from Jordan since the border's reopening showed wide gaps between concerned authorities, with an official source on December 14 - 2018 announcing a total of 5,703 returnees and the UNHCR's count confirming the return of only 3,852 a week prior to the mentioned date. The official Jordanian source informed that 28,774 Syrians, who are not registered as refugees, left the Kingdom and 14,774 Syrians entered Jordan since the Jaber-Nassib crossing's reopening on October 15th 2018. The returning of refugees to Syria have affected the implementation of the youth committees' 8 youth leaders who decided to return to Syria; the project team recruited new youth leaders.

The Youth Committees aim to improve the ability of young Jordanian and Syrian women and men and CBOs to take collective action for community initiatives. The aim of mobilizing youth leaders was to encourage healthier and higher quality of life for underprivileged or at-risk youth and to involve Syrian youth in community-based activities, where Jordanian youth and Syrian youth work together to achieve social cohesion and peace building.

CARE has created youth committees in its areas of interventions to provide critical leadership and feedback on CARE programs and programming directions to implement youth initiatives. These initiatives help build leadership skills and develop community networks between refugees and

their Jordanian hosts. These interventions and developmental programs focus on a group of competencies, which guarantee positive outcomes for the youth, namely: a positive sense of self, self-control, decision-making skills, belief system, moral belief, and social cohesion.

Major Steps and Achievements

CARE publicly advertised the Youth Leadership Program in sixteen (16) CBOs in the four target governorates of Irbid, Amman, Mafraq and Zarqa, seeking youth leaders to participate in implementing youth initiatives in their communities. CARE provided the CBOs with an application form in Arabic (to be completed by the interested candidates) with a 1-pager document that provided a brief description about the Youth Leadership Program, along with its goals and intended benefits. Five hundred twenty (520) application forms were received, from which one hundred seventy 170 applications were shortlisted by the CBOs. Interviews at each CBO were conducted by the project team and 110 individuals were selected and trained in addition to 92 CBO staff were trained to support youth committees 64 females (69.5%) and 28 males (30.5%), (see details in the next paragraph). Of these, 101 showed commitment and became part of sixteen (16) youth committees (6 per committee 50% Syrians, 50% Jordanians, 68 Females (67.3%), 33 Males (33.7 %), and 9 youth committees 69.2% were led by women.

Youth Leaders and CBOs member training was conducted nine times (three times in Amman and twice in the other governorates), for five days each (total of 45 days). The sessions were divided into two parts; the first part was theoretical and provided the participants with the main knowledge they would need to initiate and manage their initiatives. The second part consisted in creating team spirit within the different committees by exchanging knowledge and use the group members' experiences to develop the initiatives. The training aimed at building the youth and CBOs members capacities in leadership, communication skills, public speaking, presentation skills and awareness raising on community-identified issues with at least 75% focus on gender-based violence and gender equality, to give them the required skills on developing community mobilization and advocacy skills to address and lead initiatives in gender-based violence, gender equality, economic empowerment and peace building.

After the training, the youth leaders (the 101 that remained committed after the training) were tasked to conduct youth initiatives in their localities in cooperation with CBO staff. Youth leaders and CBO staff took part in an introductory workshop and worked together to identify the social issues that are prevalent in their own community. They selected one issue as their focus, designed their initiatives and carried it out, either to assist vulnerable members of the local population and/or raise awareness about key protection issues, GBV and gender equality. The youth leaders conducted 90 initiatives. Topics included, but were not limited to, gender-based violence, gender equality, economic empowerment and peace building.

Ninety youth led initiatives were implemented with over 75% focus on gender-based violence and gender equality, reaching 9,968 beneficiaries which of 5,907 women (59%) and 4,061 men (41%).

Sustainability

All the initiatives that were implemented had a positive impact on the local community, and some continue to have an evident impact, in the presence of social leaderships that are able to offer support their communities, in addition to the possibility of making use of the capacities of the qualified facilitators who are able to transfer their experience once again when needed.

2. My Little Home – The Jordan River Foundation:

Why is it considered a best practice?

"My Little Home" refers to an innovative platform related to psychosocial services and parenting programs offered at the Queen Rania Center for Family and Children in the Capital Governorate of Amman, and the Queen Rania Center for Community Empowerment in Aqaba, in the south of Jordan. It is a community initiative that aims to spread and increase knowledge and awareness of key concepts, related to the protection of children from abuse. My Little Home consists of different corners that simulate a simple house, that includes a kitchen, a bathroom, a bedroom, a living room and a private room, and a garden overlooking a popular neighborhood, with a local road and shops, through which children are introduced to concepts related to their rights and prevention of abuse, including the concepts of traffic safety and dealing with strangers. It also aims to promote confidentiality to encourage children to express their feelings, and discuss sensitive issues related to abuse. The project is a platform for disseminating key social and life concepts that extend beyond the rights of children, to include topics such as hygiene, personal space, and emotional intelligence.

The main goal of My Little Home is to increase the knowledge and skills of children and parents on child protection issues, through interactive practical training, which is designed and customized to suit the different corners of simulation. It provides children with activities and games that enable them to share their feelings, and acquire skills to protect themselves from violence. It also provides parents with simple techniques that lead to an attractive, safe and healthy home environment.

It supports the general goals of the community centers pertaining to the Jordan River Foundation, since it works on raising awareness regarding, and addressing child abuse. It strengthens the emotional well-being of children, and provides their parents with the content and awareness to apply positive parenting practices. It teaches children about their rights, what emotions mean, how to be safe, and how to engage in activities that are free of charge, in a fun, interactive way. It also provides parents with advice on how to communicate with their children. In addition, to enhancing the knowledge of families, and providing them with skills on prevention topics through hands-on training activities. It also provides simple techniques for adults to provide an attractive, healthy and safe home environment by making use of what is available around them at no or low cost. It deals with, and presents prevention topics indirectly for each of the children. Hence, My Little Home is an important preventive activity associated with the other prevention tools that are applied

by the centers. Two tools were developed by the monitoring and evaluation team of this program. The first tool involved recording the observations of the parents during the implementation of various activities, where they can personally observe the extent to which children acquire new skills, increase their awareness, and their ability to express what they have gone through. In addition to the notes by the facilitators of the program. The second tool plays a major role in measuring the changes in the behavior/interaction of children from the observations of the parents. The interconnectedness between the two tools plays a major role in creating protective, child-friendly environment.

The majority of the beneficiaries (92%) noticed a change of behaviour among their children, as a result of participating in the Little Home activities, their communication skills improved, and they became more aware of their surroundings, and how to protect themselves from any form of harassment and/or exploitation. Additionally, all the parents recommended allowing their children to go to the social centres and interacting with others, which is beneficial for them. The sessions also included the parents participating with their children, and all the parents were asked to assess this participation. When the parents were asked about the impact of their participation with their children, said that their communication with their children, and their relationship, improved.

The facilitators noticed a series of events that occurred during the Little Home activities, which showed the impact on the participants. Some children were able to express their emotions, their wrong behaviour, and the various forms of abuse that they used to face, like harassment by relatives, or school staff, opening bathroom doors while they are inside.

Another result of the Little Home program, several cases were referred to case management, and psychosocial services for further follow-up. The project results also showed a remarkable improvement, and consequently, acknowledgement that the objectives were successfully achieved, and continue. The children and the parents acquired new skills, in addition to increasing awareness, communication skills, and they became able to express what they were going through, and they became more aware of their surrounding and how to protect themselves against all forms of harassment and/or exploitation.

Background

My little Home is a special social initiative launched by the Queen Rania Centre for Family and Children - Jordan River Foundation, with the aim of increasing knowledge and awareness of basic concepts related to protection from abuse, and refers to a pioneering platform related to psychosocial services and parenting programs in the JRF's community centres. My Little Home involves a small home and garden overlooking a popular neighbourhood where children are introduced to basic survival concepts, including traffic safety and dealing with strangers.

The main objective of My Little Home is to act as a simulator that supports the strategic goals of the Queen Rania Family and Child Centre - Jordan River Foundation, as a community centre that raises awareness and addresses child abuse, as well as strengthening the emotional well-being of

children, and providing their parents with content and awareness, to apply positive child-rearing practices. The children, at Little Home, receive training about their rights, the concept of emotions and are provided with the skills they need to stay safe, and participate in activities that are interactive, fun, and free of charge. As for what My Little Home provides to parents, this includes advice and guidelines on how to communicate with their children, it also enriches the knowledge and skills of the parents on topics like protection, through hands-on activities that were designed to fit in the different corners of the simulation. Children and families have an opportunity to experience the interactive benefits of Little Home through its six corners, and achieve personal accomplishments.

The Program also aims to enhance confidentiality and hide the identity, in order to encourage children to talk and discuss sensitive issues related to abuse. My Little Home is an educational model that resonates with actual challenges, and is a centre for defending the main social concepts that not only involve the rights of children but also personal hygiene, personal space and emotional intelligence.

The main goal of My Little Home is to address the cases of attacks on children within their families, or in their schools, and prevent and respond to gender-based sexual violence, by improving the wellbeing and capabilities of the children and their families concerning protection. This is achieved through the implementation of preventative activities and creative empowerment, as well as the implementation of innovative training to empower at-risk children, through the various Little Home sessions which are a creative way to prevent the abuse of children. This issue is of great importance especially in Jordan, for three main reasons:

- The high rates of child abuse among vulnerable families who have been traumatized by the Syrian crisis.
- Lack of dialogue about abuse among boys, and the male members of a family, as we have to challenge prevailing taboos around sex, relationships and harmful social norms about sex and masculinity.
- Lack of education about the health and well-being of children in public schools and in their homes.

Major Steps and Achievements

This program is a simulation machine that helps children to think of words and verbs that are stored in their memory, in an entertaining manner, while parents monitor their children, or even participate with them. This helps us understand how children think in certain situation, and how their brains work, in a fun manner. There is no alternative to the efficient proof-based methods to alleviate the impact of traumas, and so, My Little Home plays a major role in this regard. My Little Home provides a comprehensive series of services than includes:

- Providing a platform for caregivers to focus on non-material support, by implementing a variety of activities with the children and parents in the six corners, and other nearby locations.
- Providing an area for vulnerable children to enrich their imagination, knowledge and skills related to the concept of protection.
- Providing an incubator that allows the facilitators to monitor the reaction of the children in each corner, which enables to identify any signs of abuse. There is a direct connection with case managers and counsellors, who can join them and intervene in a professional manner to help with issues when needed.
- Providing a platform for parents to practice what they learned about positive child-rearing directly with their children, while being guided by professions, especially the parents who attended training courses that allowed them to enhance their personal skills when dealing with their children during their early years.
- Providing a platform for the fathers to put into practice a series of educational and entertainment activities with their children, because most are dependent on the mothers to raise the children, and they lack alternative locations to spend time having fun with their children.
- Providing the parents with experience and proof about the importance of spending time having fun with their children, and the impact of this on their emotional development.

In order to implement My Little Home program, JRF first identified the locations where this project will be implemented, the governorate and the actual location therein, as well as the manpower needed to implement it. JRF has two social centres that were developed to a comprehensive social model, providing services that serve to prevent the abuse of children, the empowerment of women, and strengthening the family unit. Both of these centres act as launching pads to test ideas for new program relevant to protection services, through the Queen Rania Centre for Family and Child, and the Queen Rania Centre for the Empowerment of Communities which are in East Amman and Aqaba, respectively.

Sustainability

The Jordan River Foundation continues to achieve the desired results from this program, with or without funding, since we have a core team that was trained on this program, and is able to implement it with the targeted groups.

3. The Salhoof Puppet Theatre – Jordan River Foundation

Why is it considered a best practice?

The Salhoof Puppet Theatre is considered one of the best practices to prevent GBV, because of the key message that are communicated that raise awareness that promotes gender equality, and identifies the various forms of abuse that a child could be subjected to, to allow them to protect

themselves. The Salhoof Program is an interactive program that is based on a clear, chronological, and interlinked work approach that is appropriate for the age-groups of the children. This is done through the application of its three main components, The Puppet Show which represents the children and speaks on their behalf using simple and rich vocabulary to express certain situation that they could face, and which could endanger them or subject them to abuse. The Puppet Show is accompanied with songs written by the children themselves to encourage them to protect others, and it presents to them alternatives on how to deal with the difficult, day-to-day situations that they might go through, and which could lead to their abuse. Additionally, it helps the children acquire the new vocabulary, meaning and concepts and employ them to protect themselves from abuse.

The Monitoring and Evaluation team at the Jordan River Foundation, through the implementation of the Salhoof Program, were able to identify percentages, facts and information related to child abuse from the various social strata. The team was also able to evaluate to what degree the children understood the forms of abuse, and their ability to distinguish between them. While interacting with the children the team was able to identify the means and methods that they developed to deal with abuse. Here are some of the outcomes:

(1) Regarding physical abuse

- 95% of the children understood the physical abuse that they were being subjected to in their homes, and in other places.
- 95% of the children expressed different forms of physical abuse. 69% said they were hit by hand, 69% said they were hit with sticks, 85% said the hose was being used, while 44% said they were abused with belts.
- 11% of the children said they deserved to be hit as a punishment for what they did.
- 95% expressed the emotions they felt when subjected to physical abuse: 69% said they felt physical pain as a result of the abuse, 69% said they felt internal pain and sadness. 58% of the children said they felt hatred and mixed feeling towards their abusers. 50% said they felt scared, 50% said they felt angry, and 36% said they feel the need to take revenge against the abuser.
- When asked on the methods and alternatives that adults could resolve to before using punishment and physical abuse, 95% said they could discuss the problem and talk about it, and that adults should try to understand the problem, which is a better solution than hitting. 40% said they could be put in isolation, and this is a better option to beating them up. Whereas, 14% said they could be deprived of their pocket-money, which is a better option to the physical punishment.

(2) As for emotion abuse and neglect:

- 39% of the children said they were aware of, and understood what emotional abuse and neglect, either directly or indirectly, mean.
- 39% of them verbally expressed their understanding of the various forms of emotional abuse.

- When asked about their feelings when subjected to emotional abuse and neglect, 39% were able to express these feelings: 50% said they felt depressed and they were hurt by the verbal abuse. 33% said they felt depressed and afraid when they were locked up in isolation in a closed room, while 28% said they felt anger towards the abuser, and despised him/her, who either verbally abused them or threatened them.

Based on these results, a number of children who were subjected to abuse were transferred to the Department of Case Management, in addition to the children acquiring knowledge and skills on protecting themselves from abuse.

Background

The puppet show, which was named “The Salhoof Stories Series” is one of the protective programs that aims to spread awareness among the children, to enable them to strengthen their personalities, and be able to protect themselves. This is done through acquiring the knowledge, skill, and correct information that will contribute to protecting them and preventing them from falling into dangers.

The Salhoof Stories Series Program, is an expressive puppet show that speaks on behalf of the children using simple, and rich vocabulary for situation that the children may face, and which could be dangerous or abusive. The puppet show is followed by songs that the children themselves have written in order to encourage them to protect themselves, and that offer options and alternatives for dealing with the difficult, day-to-day situations that they face, and which could result in child abuse, as well as allowing the children to acquire new vocabulary and meaning that they can use to protect themselves from and avoid abuse.

In general, the main goal of this Program is to disseminate the concepts of protection from abuse, and allow the children to defend themselves. The special objectives of the program are:

- Provide the children with the main concepts of protection.
- Identify the danger factors surrounding the children.
- Enhance the child’s ability to express, and in turn reveal.
- Train the children to have confidence in themselves and in their feels.
- Allow children to get to know the privacy of the body.
- Allow the child to identify the circle of confidence surrounding them.
- Train the child on how to say “No” when they feel they are in danger, or are subjected to it.
- Allow the child to distinguish between real harm and the feeling of harm.

The forms of abuse that are addressed in the Salhoof Series:

- Sexual abuse.
- Physical abuse.
- Neglect.

- Emotional abuse.
- Verbal abuse.
- Compounded abuses.

The Salhoof Series Program was developed based on a logical, chronological, scientific methodology to address the child's assimilation of and understanding of information. Consequently, we employed basic learning procedures to use art materials to communicate the idea of protection from child abuse. Here-below is an explanation of all the seven procedures:

- The description
- The composition of meaning.
- Naming, describing, and accepting feelings
- The Child's personal reading of the visual stimulus/ self-position identification.
- Expressing through the arts.
- Verify learning - Rethinking
- Meditation/Reflection

The way the sessions was conducted with the children was designed to give these children a safe area to express themselves, and give them an opportunity to participate, discuss and thinking freely about issues related to abuse. This was to allow them to identify protection measures, in an education manner, that was easy to understand, and simple, as well as being age appropriate for the children targeted by the Salhoof Program. The exercises and the activities conducted during the session aim to create a friendly environment, and enhance confidence between the facilitator and the children, and the children amongst themselves, in a way that prevents them from getting bored, and stimulates their emotions and energy. Through these sessions we aim to provide them with the concepts of protecting themselves from abuse.

The Jordan River Foundation considers child abuse and neglect as a major social problem that needs serious and determined efforts to limit its spread, at various levels, before it turns into a phenomenon that is difficult to eradicate and get rid of, especially with the changes in concepts, standards and human values, and the way they overlap and contradict each other nowadays. We consider children to have a real and great human value in civilization, and are an important part of the fabric of this nation, which considers humans as its most valuable possession. And in order to achieve this noble goal, which is in consistent with international standards and covenants that respect the human being, and guarantee his right to live and flourish in dignity, without prejudice to his humanity, as guaranteed by the divine laws, we work according to two main themes in the "Child Protection from Abuse" program: the first involves the prevention of abuse, whereas the second involves interventions when abuse occurs.

Children can understand their world through play and more imaginative and creative mediums, whereby puppets provide a safe and acceptable space to enhance their expression, by providing them with knowledge, skill and correct information. They also learn concepts of self-protection

and emphasize through what is presented in the theater, in a fun manner that is close to the souls of children, and similar to their characteristics as for their developmental needs, the Jordan River Foundation aims, through the mechanism of action of the Salhoof Puppet Theater Program, to tighten the protection ring around today's children. Prevention is considered the most successful way and means to spread the principles that seek to protect and prevent our children from being exposed to what may deplete their dreams, childhood and future.

Major Steps and Achievements.

The Jordan River Foundation has succeeded, from the first phase, in developing stories, puppets and lyrics with the children on how to related the experiences they lived, witnesses, and went through, within three focus groups of different children. Whereby they were exposed to one anecdotal situation on the concept and contents of abuse, with the aim of researching and measuring the extent of their knowledge and awareness of practices and behaviors that would expose them to danger and subject them to abuse, and means of preventing them.

The categories represented during the research phase, prior to implementing the program, were identified and adopted for implementation, as follows:

- Group 1: Children subjected to abuse.
- Group 2: Children who are living with risk factors.
- Group 3: Children living in safe and stable environments.

While working during these phases, work was underway to build and develop the Salhoof Puppet Theatre and Show, and the discussion sessions that follow each show, we accessed very important information, and can to major conclusions about the nature of the social and families ties of the children, and the forms of abuse they are subjected to, as well as the dangers that threaten them in the different environments where people with different characteristics and life-styles live, as well as the methods they devise to defend themselves to ward of the danger or the abuse.

The Puppet Show was conducted as follows:

1. Getting acquainted, monitoring expectations and setting the rules.
2. Preparation and warm-up exercises.
3. Presenting the theatrical performance.
4. Panel discussion.
5. Transition activity: once the performance and the discussions are completed, and in order to allow the child to overcome the feeling of awe that they sometimes feel after seeing the performance, or to help them regain their energy, we conduct warming exercises, and the person working with the children use these warming exercises and the suggested preparations.
6. The extended activity (the artistic expression activity): to ensure that the children have the freedom to express themselves, this extended activity is related to the topic that was

discussed, and serves to communicate the child's feeling and emotions, thus allowing us to discover what they are thinking, and make it possible for us to measure the depth of their understanding of the messages communicated, and the level of awareness they acquired. Consequently, we give them the space they need to express themselves freely regarding what they saw or how they felt when watching the performance. This is done using a variety of expression medium that involve drawing, art designs, and role playing to instill the concepts and methods of self-protection, and stress the messages that were communicated from Salhoof's story, and most importantly, monitor the danger factors that surround the children to protect them, or to intervene and provide the necessary child protection services at the right time and in the right way.

Since 2005, more than 100,000 children have been reached by this Program

Sustainability

The Jordan River Foundation continues to achieve the desired results from this program, with or without funding, since we have a core team that was trained on this program, and is able to train new employees on the Program's protection activities. Additionally, the puppet theater funds are owned by the libraries of the Greater Amman Municipality and then UNRWA schools in North, Central and South Amman, so that the benefit would be more general and more comprehensive, and to ensure its continuity in the best interest of the children. Those working with children underwent intensive training to qualify them to implement the program smoothly and accurately. The training involved the concepts of abuse, and how to protect themselves from it, and detailed training on the Salhoof Puppet Show (application, practical training and modeling) including all the data of the sessions and how to present it along the way.

4. Amaali Application - United Nations Population Fund and United Nations High Commissioner for Refugees:

Why is it considered a best practice?

Amaali application is considered one of best practices for protection against GBV, since it employs mobile phone technology to solve the problem of accessibility to information, by the people seeking help, in a safe and secure manner. It includes humanitarian organizations, development partners, NGOs, and humanitarian workers as well as government services and all services for survivors of gender-based violence.

The number of downloads of Amaali application reached more than 2,000 from all application stores (for both Windows and Apple operating systems), which indicates the wide reach of the application. Moreover, the investment is cost effective - service directory contact changes can be updated at no cost and are instantly accessible.

The evaluation of the application was monitored by a cross-functional team consisting of various humanitarian organizations, development partners, NGOs, and humanitarian workers as well as government services and all services for GBV survivors, who meet once a month for review purposes. A survey was developed and included in the mobile application (automatic popup after one week) in order to get feedback.

The focus group discussion with the communities and the workers who are not specialized to evaluate the quality of the application, and separate discussions were held with two different groups of women and adolescent girls in different location, and the application was tested with them during the development phase, and they were consulted regarding the name of the application, and Amaali was chosen based on that.

The members of the communities were included from the beginning of the project, and consultations were conducted with them. These consultations included women, adolescent girls and boys, and men, about the design of the application, and special effort will be made to include marginalized groups. Local communities were also consulted when drafting the unified list of danger points, to ensure they are written in simple language, and that they cover all forms of dangers.

The refugee youth, and those from host communities were a major factor in the development of awareness messages that are part of this application, and member of the society, who are considered model citizens in their communities were also included, and their stories/messages were broadcast via this application. Refugee volunteers were trained on safe referral methods, as well as the use of the application, and they played a very important part of disseminating it in their communities.

The application is essential to ensure that information on gender-based sexual violence and danger points are accessible to refugees and the most vulnerable target groups. Whereby information is immediately available to them on their phones, which will lead to overcoming the hurdles they usually face, like restriction of movement (either due to disabilities of social norms, or other reasons).

Background

The application was developed by a work group that work in the field of sexual and gender-based violence. This work group is a joint inter-agency platform headed by UNHCR and UNFPA, and comprises 30 local and international NGO's that provide services to GBV survivors. This includes women, adolescent girls, men and adolescent boys who have been sexually abused, and also women and adolescent girls who are subjected to physical and verbal violence. These organizations also provide services to prevent violence, like empowerment activities for women and adolescent girls. The application on the mobile phone provides information about different services, and will also allow women and adolescent girls to share points of danger, by sharing the locations that are not safe.

This project applies a Do-no-harm Harm policy approach in all its aspects. In particular, this mobile phone application enabled specialized and non-specialized service providers to refer survivors of GBV while respecting data protection standards (and thus maintaining confidentiality). The project is also guided by a survivor-centered approach, and ensures that survivors of sexual violence are empowered throughout the duration of service provision, and thus reduce the risks of GBV.

The project was designed based on the following standards and tools:

- IASC Guidelines for Integrating GBV Interventions into Humanitarian Action: These guidelines were used as a basis for identifying the type of risk points to be uploaded to the map.
- Draft UNHCR Safety Audit Tools: The risk point maps are designed to ensure they complement the draft safety audit tools, which are being developed by UNHCR headquarters.
- GBV Case Management Guidelines for 2017: Standards set out in the GBV Case Management Guidelines, directed the development of the mobile application particularly in relation to survivor-centered approaches, informed consent, and data protection standards.
- SGBV SWG Working Group Guidelines on Safe Referrals: The guidelines were used as a basis for developing informational materials to equip non-specialized staff with the skills to safely refer survivors.
- The UNHCR Tool for Participatory Evaluation in Operations: the criteria outlined in this tool are guided by the steps taken for community consultation, and consultations with youth and children. The following UNHCR tools were used: “Listening and Learning: Participatory evaluation with children and adolescents” and “Toolkit for consultations with refugee youth”.

GBV survivors can contact any employee and ask for help. And all frontline employees (other than those working in addressing GBV) can interact directly with the inflicted refugees or communities, and ensure they are aware of the guidelines for safe referral from survivors of sexual violence.

This application target **men, women, and adolescent boys and girls**, since it also allows them to share danger points if they identify the areas that are generally unsafe for women and adolescent girls, and they will have a clear and specific method to access the information related to sexual and gender-based violence services, especially the hotlines of organizations that manage SGBV, and also information of women empowerment activities, and will also include videos to describe the service in general.

Both employees and beneficiaries, can, using the application, share the dangers they identify. The aim of this to identify the location that are generally full of dangers for women and adolescent girls (for example, locations that would be considered dangerous, are where there is a high rate of sexual harassment). The employee/beneficiary chooses the nature of the danger from a list of predetermined dangers, these are reviewed by the system’s administrator, and will be specified on

the map. The map is also used to identify protection priorities, interventions and assessments, and also to warn the beneficiaries to avoid these high-risk areas.

The awareness material was uploaded to Amaali application, and is easily accessible by non-professional staff and refugees. The SGBV work group worked with a local partner who has experience in youth development and outreach. Awareness material was also developed by refugees and host community youth, with technical support from the local partner, as well as under the guidance to UNHCR staff on sexual violence and was included in a video for non-specialized employees. The video describes steps that staff should take to refer survivors safely based on the Guidelines for Safe Referrals for Gender-Based Violence from the SGBV work group.

The Training of Trainers curriculum on safe referrals of GBV was developed and published by the SGBV SWG, and Amaali application was circulated through these training courses for non-specialized staff and refugee volunteers, and by organizing information sessions with communities during activities in safe areas for women and adolescents as well as community centers. The awareness sessions use interactive and creative methods, and are carried out directly by community members (using interactive facilitation techniques such as role-playing, theater and music). Specific awareness-raising efforts are also being made to inform marginalized groups, such as persons with disabilities and minorities, as well as LGBT refugees. Social media, to is contributing to the spreading of Amaali application among humanitarian workers and refugees.

Major Steps and Achievements.

The application for mobile phones was developed to facilitate the dissemination of transferal channels for those working in the humanitarian field, as well as others in the forefront, to provide the beneficiaries with information related to SGBV services that are available to them to get the help and services needed to prevent violence, like empowerment of women and adolescent girls.

The SGBV work group applied an innovative approach to inform many sectors of SGBV issues, by developing a mobile phone application called Amaali. In general survivors and non-specialized service providers, do not know what services are available related to SGBV. The work group also identified the challenges relevant to the circulation of the various multi-sectoral referral channels, as an on-going shortcoming in Jordan.

This mobile phone application supported the dissemination of information about SGBV in the following manner:

This application can be easily accessed by those working in the humanitarian field in all sectors (using a password), and it contains guideline on safe referrals, as well as means of contacting case management service providers for cases of SGBV, in each of the country's regions.

The application is user-friendly and easily accessible for refugees. It contains case management services for SGBV, and the service providers in each location, in addition to awareness information.

The app also has a public interface that can be accessed by refugees and humanitarian workers. They will be able to download identified danger points in the camp and urban locations anonymously. Reported risks are regularly reviewed by UNHCR and the GBV work group, and are used to prioritize areas to be assessed during the safety review. It also contributes to the prevention efforts, since other refugees will be able to review the map and avoid danger points.

This application was circulated through organized coordination, as well as during the training sessions and the information sessions in the various communities.

The application was developed under the guidance of the SGBV work group, whose members expressed interest in this application. The inter-sectoral coordinators played a key role in circulating Amaali application in the larger humanitarian community.

Sustainability

In the short term, the SGBV sub-working group shall continue to manage the application and will work on a plan to hand it over to a government organization for sustainability. Of course, it can be applied in the same way, in various locations too.

5. Community Committees – Jordan River Foundation:

Why is it considered a best practice?

The Community Committees were identified as a best practice based on what the men and women members of these committee said about their experience, as well as the feeling of social responsibility and belonging that they felt, and the enhancement to their decision-making, communication, problem-solving skills, in addition to raising their awareness of their value, and the direct and indirect role that these committees play in preventing GBV.

The women and men who participated in these community committee also said that the training they attended enhanced their knowledge on issues related to the concepts of gender and GBV, as well as topics related to safe referral, and the safe use of the internet. The women in particular, also mentioned that they referred a number of females who were subjected to GBV to the intervention services of the Jordan River Foundation, and this gave the women members of the community committee a feeling that they are able to provide the appropriate support to the women who are victims of violence.

The monitoring and evaluation team was able to access the results of the work that the community committee undertook, and all the members that were identified were referred to the psychosocial services. All the members of these committee agreed that the information provided to them, and the information they had access to was adequate and very useful, whereas 91% of them said they received the help that was provided and that they are better off now after receiving these services.

Background

The Jordan River Foundation considers child abuse and neglect as a major social problem that needs serious and determined efforts to limit its spread, at various levels, before it turns into a phenomenon that is difficult to eradicate and get rid of, especially with the changes in concepts, standards and human values, and the way they overlap and contradict each other nowadays. We consider children to have a real and great human value in civilization, and are an important part of the fabric of this nation, which considers humans as its most valuable possession. And in order to achieve this noble goal, which is in consistent with international standards and covenants that respect the human being, and guarantee his right to live and flourish in dignity, without prejudice to his humanity, as guaranteed by the divine laws, we work according to two main themes in the “Child Protection from Abuse” program: the first involves the prevention of abuse, whereas the second involves interventions when abuse occurs.

Prevention is considered the most effective methods of circulating our principles that seek to protect and prevent our children from being exposed to what may deplete their dreams, childhood and future, safely and honestly.

The Jordan River Foundation’s work is based on its belief that an investment in protection and prevention of abuse, can be achieved through the awareness and training programs that target all age-groups, and that this is the ideal method to prevent the dissemination of negative behaviors and practices, which children could be subjected to, either directly or indirectly, at any time and in any place. Here arose the idea of Community Committees that promote, educate, and raise the awareness of the local communities on issues related to the protection of children from abuse.

There are three Community Committees that are part of the prevention of abuse program:

- The Mobilization Committee, who implements activities and conducts field visits to introduce the program’s service.
- The SGBV Committee, who implements awareness activities, and community-based awareness initiatives to raise awareness about violence and GBV.
- The Parenting Committee, who conducts parenting training for the mothers of the children.

The objectives of these Community Committees are to:

- Encourage the efficient participation of the members of the targeted communities to identify their needs and priorities, and design and implement that are appropriate for those local communities.
- Interact with the beneficiaries of the local community to identify their needs, meet their demands, and increase their awareness and knowledge of the topic and concept of protecting children from abuse, and to introduce our services and the parties to whom they can resort to.

- Communicate the message of the Centre to the whole local community. This message involves raising the awareness of as many members of the community as possible, on protection from abuse.

Major Steps and Achievements

The members of the Community Committees were selected according to the following criteria:

- Is either a Jordanian national, or A Syrian refugee, or a refugee from any other country, who is registered with UNHCR.
- Has previous experience in volunteering activities.
- Has communication skills.
- The applicant lives in the area where the service is being offered.
- The volunteer (male or female) must have contact with the women of the local community and the civil societies.
- Pass a written test for members: which includes core questions related to protection issues to identify the predisposition of the applicant.
- Personal interviews with the applicant, which include a series of core questions related to protection that will assesses the applicant's attitude and his/her personal skills.
- Training is conducted for the members of the Community Committee on several topics like:
 - The objective of the Project for the enhancement of case management services.
 - The particular criteria for those applying to the Committee.
 - The duties required.
 - The number of beneficiaries that must be reached.
 - The safe referral methods.
 - Explanation of what violence and what GBV violence are.
 - Explain the concept of active families and its relation to gender within the family.
- Monthly meetings are held to cover the following issues:
 - Devise a work plan for the required duties and number of beneficiaries by each member of the Committee.
 - The issues to be discussed, and activities that will be implemented during the month with the beneficiaries.

The number of individuals who participated in these Community Committees were: 27 Jordanian women, 21 Syrian women, 4 Syrian men, 7 women from other nationalities, 3 men from other different nationalities, and these Committee through this program, since 2009, have reached 18,700 beneficiaries.

Sustainability

Community Committees were established in Mafraq, Aqaba, Karak and Ma'an, and they were trained to ensure they are qualified to implement what they were required to do with ease and

precisions. This involved enhancing their capabilities, through an intensive training exercise on the concept of protection from abuse, as well as by conducting a number of monitoring sessions in order to guarantee the quality of their work on the ground, and the sustainability and continuation of efficient and active committees. The JRF is planning on funding the Motivation Committee, with or without funding.

6. Awareness Session on Gender-Based Violence – The International Rescue Committee (IRC):

Why is this considered a best practice?

The outcomes of the awareness sessions showed a great improvement in enhancing the dynamic concept of authority, and identifying GBV, as well as the referral of violence survivors, and including men in the support of women and adolescent girls in their communities through discussion that serve to raise awareness of gender stereotyping, the structure of authority/strengths, anger management, joint decision-making, approval, and early marriage, and consequently on how to empower violence survivors and enable them to access the basic services through the International Rescue Committee, as well as raising awareness on the core reasons for violence against women, in particular. This approach uses participatory learning through experience, thinking and expressing opinions and thoughts, and discussing issues in a safe and healthy environment.

GBV awareness sessions are known to be a safe place to discuss issues related to GBV, and its impact on survivors, when the protection net is broken and a strong relationship built on trust is established for individuals who suffer from any type of GBV. These sessions were in the following manner:

- Community awareness sessions
- Session for the engagement of men
- Video animation
- Shadow Theater

GBV is everywhere, and it can impact any community, especially women and adolescent girls. The awareness sessions on GBV target men, women and adolescent boys and girls. The aims of these sessions are, to prevent and treat any GBV, build a strong safety plan by the participants, as well as highlight the relationships between power and violence against women and adolescent girls, understand the different kinds of authority (the negative and the positive), and discover how one can balance the authority in a relationships and the benefits of doing that. That is why the program was accepted by men, women and adolescents.

In our societies, men play multiple roles in the lives of women and adolescents, to engage men means unpacking these many roles and identities that men and boys hold within the lives of women and girls. Some such roles occur within families and relationships: husband, partner, father,

grandfather, uncle, brother, nephew, cousin, son, or grandson. Men also play many roles - often guided by highly gendered norms and expectations—in the community as religious or cultural leaders; in the market as traders, bosses, employees, or bankers; as political representatives; as teachers, doctors and other professionals; and as defense and security personnel.

Once such roles are identified and placed within their societal contexts, it is important to examine the concept of power, in terms of how it is exercised both within the performance of these various roles and as an attribute of personality not linked to roles. In all cases, the exercise of power by men and boys impacts women and girls. Making these power dynamics explicit - not only to women and girls through empowerment processes, but also to men and boys through male engagement—is a first step to understanding how power dynamics guided by gender norms can be transformed to become progressively more equitable and equal.

By implementing **awareness-raising sessions using video animation**, we can clearly see the good level of interaction by the beneficiaries, in addition to the positive feedback we received directly from the groups of trainees who attended. We can also see the compatibility between the beneficiaries' needs and the content of the video by embodying the GBV session in the video animation, to make it easier and more understandable for people regardless of their level of education. If we compare this technology with other technologies that were used, we can see the importance of interactive animated videos in delivering messages to larger target groups with more ease.

When using the shadow theater to conduct the awareness sessions, it was easy to see the level of interaction by the beneficiaries, in addition to the positive feedback we received directly from the groups of trainees who attended. And when we see a large number of beneficiaries interested in the idea, and are ready to relay these messages to others, especially after they attend the theater, this indicates acceptance of the idea by the people, and its compatibility with their needs. Besides the video animations, if we compare the shadow theater model, with other traditional models that are used, we can see the importance of the shadow theater in delivering messages, to larger and different target groups with ease.

Background

Since the onset of the Syrian crisis in 2011 more than 628,427 of Syrian refugees came to Jordan, and are living in camps or in host communities. Additionally, there are 47 thousand Iraqi refugees registered in Jordan. Because of this, the traditional protection networks broke down, which caused and increase in sexual violence against women, adolescent girls and boys, and men, as well as GBV. As part of the awareness sessions, basic awareness session on GBV are conducted for shareholders and beneficiaries.

The awareness sessions concerning GBV were identified as need and should be implemented in Jordan, in partnerships with international and local NGOs, and local Community-based Organizations. These awareness sessions on GBV enhance the knowledge of social workers and

counselors on GBV, in separate groups, or in sessions with men and women attending (a maximum of 30 people), in urban areas, over a period of two sessions.

In general, the awareness sessions on gender-based violence aim to enable survivors of violence to access basic services, to start talking about the root causes of violence against women, specifically, and power imbalances.

Men are also included in the awareness sessions, with the aim of involving them in order to empower and protect women and adolescent girls. Discussions took place among the men, women and adolescent girls about ways in which men can play a supportive role to women and adolescent girls in their communities. Based on the results of these discussions, awareness sessions on engaging men were prepared and drafted in a manner appropriate to the work context in Jordan.

The awareness sessions were first implemented using the Shadow Theatre in the Al-Azraq Refugee Camp, during the third quarter of 2019, after we noticed the need for such an interactive model to express our visions, and send messages to more beneficiaries. The Shadow Theatre technique is one of the most important methods used to give beneficiaries the chance to express their opinions and thoughts, in addition to encouraging others to express their feelings and emotions and send out their messages to the people. It aims to relay different kinds of messages on GBV, like early marriage, and deprivation of resources, in a simple manner, especially for those living in the camps who are illiterate. It is an activity in itself, that is implemented by a group of interested individuals who act out in a scene to relay the message they want to be heard.

The awareness sessions also began to use the video animation at the Al-Azraq Camps during the third quarter of 2019, when we noticed that such an interactive model is ideal to present our visions, and relay our messages to a larger number of beneficiaries. The video animation technique is very popular, and animators depend on specific animations to help explain ideas that could be hard to understand, or issues that cannot be explained in the realistic sense. The particular aim of this activity was to relay detailed messages on GBV in a manner that is easy to understand, especially for the residents of the Camp who are illiterate.

Video animation is an activity in itself, which is implemented by a number of people as an educational cartoon that explains GBV, and its form, and details thereof. This is followed by a discussion initiated by a facilitator, the purpose of which is to ensure that everyone has gotten the message. Maybe it should be on a larger scale, and turn the toughest topics into a professional kind of animated serial, or be a form of training.

Major Steps and Achievements

- Community Awareness Sessions

- Ideally the groups should have 20-30 people, separately for men and women.
- The duration of the session on GBV: 2 hours and 15 minutes, and involves the following activities:
 - Pre-testing (10mins)

- Introduction to the energy (10 minutes)
- The New Planet activity (25 minutes)
- Defining violence against women (15 minutes)
- Prevention of GBV (10 minutes)
- Exploring Violence Against Women and Adolescent Girls (20 minutes)
- Types of Energy (15 minutes)
- Poster discussions on energy (20 minutes)
- International Rescue Committee organizational services (10 minutes)
- Post-testing (10 minutes)

- **Sessions Involving the Men**

The sessions involving the men are divided into 12 sessions:

- 1st session: the welcome session
- 2nd session: Tree of Life
- 3rd session: A day in the life of a man and a woman
- 4th session: Four roles of gender and their impact on our lives, and our lives outside the box
- 5th session: the shapes of power
- 6th session: expressing feelings
- 7th session: anger management
- 8th session: from protector to ally
- 9th session: approval and joint decision-making
- 10th session: knowledge of finance and family budget
- 11th session: early marriage
- 12th session: what do I want to change?

The sessions involving men, mentioned in this guide, should not be conducted except after gaining the confidence of the men.

We recommend that the average number of attendees during one session not exceed 10 men. Also, in some locations it could be difficult to reach a large number of men, so it is fine to conduct the session with at least five men. Additionally, we do not recommend this unless all strategies to get in touch of them have been exhausted. It is best if the maximum number of male participants attend the session, which is 15 men/ session.

Before starting the sessions with the men, it is essential that each community coordinate the work in a particular location, to ensure that consent is obtained for both women and adolescent girls regarding the men we want to work with. In this case, it is important for the community motivator for the girls and women to clarify what we will done along with the men by providing an overview of the topics to be discussed.

If any of the women or adolescent girls do not agree to work with any of the men, it is recommended that these men not participate in the session, and instead participate in an informational session on a general and insensitive topic (for example: an informational session on legal issues).

The guide is applied with a closed group. If some new men want to join the sessions, it is a good idea to allow them to join for the first two sessions only, and only after obtaining the consent of the men already participating in the sessions.

The entire guide (all sessions) is implemented with men, but men have limited time, so short interventions can be made by selecting some sessions according to the men's priorities and needs. It is highly recommended that the sessions take place in sequence. If there is not enough time to hold all of the sessions, in cooperation with the team supervisor and staff, they can choose the relevant sessions that reflect the interests of the community. The main points of the sessions are recorded at the beginning of each session. It is imperative that the gender-based sessions take place together in chronological sequence, and only after building trust with the community.

- **The Video Animation Sessions**

First, analyze the topic that we need to present to ensure it is clear and transferable, then start explaining difficult definitions to make them simple in order to turn them into episodes, with some written notes for the facilitator to be make it easy to interpret.

- **The Shadow Theatre Sessions**

- Look for a group of interested people, who have a special message they wish to discuss.
- Train them of the basic skills and the titles of the shadow theatre.
- Prepare the main tools for the theatre.
- Start implementing the scenes individually.

Sustainability

The International Rescue Committee continues to achieve the desired results from this program, since they have a core team trained on the components of this program, which is able to implement it with target groups. The beneficiaries attended the awareness session on GBV, and they also participated with individual observation after the assessment, and continue to give their feedback to the monitoring and evaluation team.

7. Parenting Discipline for Children with Disabilities – Movimiento por la Paz (MPDL):

Through this program, awareness sessions are conducted for parents (and caregivers), **both men and women**, relevant to the parenting skills necessary to raise children with disabilities, and how to protect them from GBV, whether in the rehabilitation centers or in the communities themselves. The main goal of these session is to help parents and caregivers, raising children with disabilities,

and ensure they are able to protect them from any abuse they may be subjected to. These sessions not only help the parents change their parenting methods, but also allows them to acquire many skills on how to deal with their child's disability, and improve the relationship between them and the child.

These sessions include the following topics:

- Helping the child learn how to behave, or not to do, in an environment, or within a relationship, that is warm and loving.
- Improve the communication/listening skills of mothers, fathers and care-givers.
- Guide the children towards appropriate behavior (at home, at a friend's house, with the care givers, at schools...etc.)
- Help the children manage their behavior, and develop their skills, like the ability to communicate with others as they get older.
- Help the children understand their feelings, manage them, and express them.
- Help the child avoid any form of abuse or violence.
- Protection from GBV.

8. Indifesa Campaign – Terre Des Hommes – Italy:

This is a social campaign that aims to attract the attention of organizations and communities (**men, women, and adolescent boys and girls**) to the dangerous violations of human rights that girls are being subjected to, and the importance of protecting and supporting the new generation of women, in order to create a world that is more just for all. Additionally, the campaign focuses on other very important issues, like:

- Sex-selective abortion and infanticide.
- Female genital mutilation.
- Child marriage.
- Victims of trafficking.
- Violence against girls.

9. The 16 Days Campaign addressing Violence Against Women - Sexual and Gender-Based Violence Sub-Working Group (SGBV SWG) Chaired by the United Nations Population Fund (UNFPA) and the United Nations High Commissioner for Refugees (UNHCR):

Why is it considered best practice?

The 16-day campaign to address Violence Against Women is a best practice based on all its achievements regarding different issues that focus on gender inequality, and the objective of which was to attract attention to these issues, and make changes that had a clear impact. The campaign also

contains new issues, or puts forth old issues in the forefront, depending on the outcomes of a study conducted by the Women's National Committee in Jordan – the Jordanian National Committee for Women's Affairs, every year. The members of the task force then develop the main message depending on chosen topic, in consultation with local and refugee communities.

The task force concerned with GBV designs a calendar that encompasses all the activities that will take place throughout the 16-day duration of the campaign, and which covers all 12 governorates nation-wide (Irbid, Ajloun, Jerash, Mafrqa, Balqa, Amman, Zarqa, Madaba, Tafileh, Karak Ma'an, and Aqaba), and in four refugee camps (Zaatari, Azraq, the UAE-Jordanian Camp, and KAP). These activities may include awareness raising sessions, training courses, work-shops, TV shows and any other activity revolving around the same subject.

The members of the task force agree on the number of events and activities, that must be implemented throughout the duration of the campaign, which is 16 days, and where these will be implemented. The number of joint activities that were done in Amman, Irbid, Mafrqa, the Zaatari Refugee Camp, and Al-Azraq camp engaged about 1,500 individuals.

Every year, the majority of the activities are led by volunteers and beneficiaries of the task force GBV programs. Their participation is not limited to consulting with them on the key message only, but they also implement different activities like, bazaars, whereby the beneficiaries are given the opportunity to display their products, like soap, accessories, handicrafts, painting, etc. Moreover, they participate in plays, marches, drawings, wall paintings and more thus setting an example for others in their communities.

The main aim of conducting the 16-days campaign is to eliminate violence against women, by gaining support for the cooperative activities and disseminating joint message on the concept of violence. Additionally, the joint cooperation of efforts helps to unify the messages, and delegate the roles to the members of the SGBV task force, and educate others. Volunteers from both communities also take into consideration a considerable load in the implementation of the activities, and they help circulate the message in all the Kingdom's governorates, the refugee camps, and the host communities.

In 2018 the SGBV task force launched a 16-day campaign as part of the national campaign launched by the Jordanian National Committee for Women. The main focus of this campaign was sexual harassment, based on a comprehensive study by JNCW about this topic. The title of this topic was "Speak Up: Add your voice to mine to prevent sexual harassment", and many hash-tags were employed during these 16 days, like #SpeakUpJo and #WeHaveToSpeakUp. During these 16 days' messages were circulated to identify how sexual harassment occurs in Jordan, and what is needed to make changes.

In 2019 the topic of the national campaign was economic abuse, and the main issues that have an impact on people in Jordan, which was also based on a study conducted by JNCW in this regard. During the 16-day campaign, messages were exchanged to identify the main issues on SGBV and

how it affects people living in Jordan. To implement the activities, the participating leaders of the SGBV task force spend 17,000 USD every year on all the activities in all the locations. The title of the 2019 topic was “Breaking the Barrier of Silence Regarding Economic Abuse”, which also employed several hashtags throughout the 16-day duration of the campaign, like #DaysJo and #It’s_A_Right_I_Deserve.

Background

The 25th of November is the International Day for the Elimination of Violence against Women. The celebration of this day was started by 30 women who met and performed the women's movement in Latin America and the Caribbean for the first time in Bogotá, Colombia in 1981. This date was chosen because it corresponds to the anniversary of the assassination of the three Mirabal sisters, who were political activists in the Dominican Republic, and were killed by order of the Dominican dictator Rafael Trujillo at the time. This story was shared among women's organizations, and is celebrated in different countries around the world to raise awareness and advocate the elimination of all forms of violence against women and girls.

The Institute for Global Leadership for Women started the 16 Days Campaign Against Violence Against Women in 1991, linking November 25 with the International Human Rights Day on December 10th. Since then, every year, international organizations, NGOs, and activists have used this period to fight violence against women, challenge negative social norms and practices, and advocate for better laws and policies.

In 1999, the UN officially declared that November 25th was the International Day to Eliminate Violence Against Women, by virtue of a UN resolution. In Jordan, the GBV task force every year leads the coordination for the 16-day activities to eliminate violence against women, with national and local groups, as part of its support to GBV efforts. Activists and representative in the field of GBV also take part in campaign to prevent or reduce the risks of GBV in society.

Every year, the National Working Group calls for the creation of a task forces that brings together members and coordinators in the field of GBV to the table, to discuss the theme of the year. The main role of the task force is to coordinate the efforts of the campaign participants, organize individual and joint activities, and standardize the messages that will be circulated throughout the campaign. The campaign is affiliated with the national campaign of the Jordanian National Committee for Women, and includes the same theme and messages throughout the Kingdom. The project contributes to preventing gender-based violence as part of the Jordanian response plan.

Major Steps and Achievements.

A call to establish a task force to work for 16 days, through the GBV task force in August/September before the campaign is launched. Participation in the task force is voluntary.

A meeting among the interested members to discuss the agreement to follow the national theme or the international theme of the year. Plan the joint activities in the field of GBV, and agree of the

messages in consultation with the local communities and refugees, women, men and adolescent boys and girls.

Distribute the messages among the members of the group to be used in individual and group activities, conducted by the task force.

Set up an agenda and a calendar for all the activities planned for 16 days to fight violence against women, and disseminate it among the members of the task force, and ask them to fill in information like: the name of the organization/agency, the activity, the time and date, and the target group. Collect all the information sent by the task force, and circulate the agenda and calendar once more to the task force.

Organize a joint event in Amman with the local organizations to identify the locations where the work will be implemented.

Sustainability

The intervention is sustainable if the level of funding remains constant. However, due to the procedures to contain COVID-19, the planned events need to be presented in a different format – maybe reconsider on-line activities, instead of large gatherings.

Chapter Three: Key Messages for the Prevention of GBV

In this chapter there are key messages on prevention of GBV, which could help raise the awareness of women, men and adolescent boys and girls on GBV. These messages are based on actual, successful best practices that were applied by various national and international organizations working in Jordan.

No.	Topics of Key Messages on GBV	In which best practice you can find it	Target Groups
1	Knowledge of and access to GBV services can save lives	Himayati “Enhancing the Protective Environment in Al-Azraq Camp” – Plan International	Adolescent boys and girls
		Protection and Security for Women Journalists and Those Who Defend Human Rights in Conflict, and Post-conflict areas – The Arab Center for Women Journalists	Men and women
		Amaali application _ UNFPA and UNHCR	Members of local communities
		Access to Child protection and GBV services in the UAE-Jordanian Camp – Terre Des Hommes Lausanne	Women and adolescent girls
		The 16-days Campaign to Combat Violence Against Women – The SGBV Sub-work Group headed by UNFPA and UNHCR	Local Communities
2	Gender equality is essential for the prevention of GBV	Enhance Women Leaderships to Prevent SGBV – ActionAid Arab Region	Women and adolescent girls
		Himayati “Enhancing the Protective Environment in Al-Azraq Camp” – Plan International	Adolescent boys and girls
		Fitness “Self-Defense” – Jordan River Foundation	Women and adolescent girls
		The Youth Camp – Jordan River Foundation	Adolescent boys and girls
		The Summer and Winter Camps – Jordan River Foundation	Adolescent boys and girls
		The Youth Leadership committee – CARE International	Men and Women

		Salhoof Puppet Theatre – Jordan River Foundation	Children, Adolescent boys and girls
		Community Committees – Jordan River Foundation	Men and Women
		Qawiha Initiative – Noor Al Hussein Foundation – Institute of Family Health	Women and adolescent girls
		Girl Shine – International Rescue Committee	Adolescent girls
		Supportive Parenting Skills for Adolescent Girls – International Rescue Committee	Men and Women
		The TIGER Program - UNHCR	Adolescent girls
		The 16-day Campaign to Combat Violence Against Women – The SGBV Sub-work Group headed by UNFPA and UNHCR	Local Communities
3	Child marriage is a form of GBV	How to Overcome the Stigma of SGBV – Noor Al Hussein Foundation – Institute of Family Health	Members of Local Communities
		The Women Leadership Council – CARE International	Women and adolescent girls
		Enhance Women Leaderships to Prevent SGBV – ActionAid Arab Region	Women and adolescent girls
		Communication for Behavioral Impact (COMBI) – UNICEF – UNHCR – CARE International	Adolescent girls and members of local communities
		Community Committees – Jordan River Foundation	Men and women
		Access to Child protection and GBV services in the UAE-Jordanian Camp – Terre Des Hommes Lausanne	Women and adolescent girls

		Awareness Sessions on GBV – International Rescue Committee	Members of local communities
		The 16-day Campaign to Combat Violence Against Women – The SGBV Sub-work Group headed by UNFPA and UNHCR	Local Communities
4	Domestic violence is a form of GBV	Fitness “Self-Defense” – Jordan River Foundation	Women and adolescent girls
		The Women Leadership Council – CARE International	Women and adolescent girls
		Enhance Women Leaderships to Prevent SGBV – ActionAid Arab Region	Women and adolescent girls
		Community Committees - Jordan River Foundation	Men and Women
		The Power of Artwork Program - Jordan River Foundation	Women and adolescent girls
		The 16-day Campaign to Combat Violence Against Women – The SGBV Sub-work Group headed by UNFPA and UNHCR	Local Communities
5	Knowledge of sexual violence helps preventing GBV	The power of Artwork Program - Jordan River Foundation	Women and adolescent girls
		How to Overcome the Stigma of SGBV – Noor Al Hussein Foundation – Institute of Family Health	Members of Local Community
		Enhance Women Leaderships to Prevent SGBV – ActionAid Arab Region	Adolescent girls
		Protection and Security for Women Journalists and Those Who Defend Human Rights in Conflict, and Post-conflict areas – The Arab Center for Women Journalists	Men and Women
		Salhoof Puppet Theatre – Jordan River Foundation	Children, Adolescent boys and girls
		The 16-day Campaign to Combat Violence Against Women – The SGBV Sub-work Group headed by UNFPA and UNHCR	Local Communities

6	Build the capacities of women and girls helps them to protect themselves from GBV	The Power of Artwork Program - Jordan River Foundation	Women and adolescent girls
		Women Empowerment – Jordan River Foundation	Women
		The Women Leadership Council – CARE International	Women and adolescent girls
		Enhance Women Leaderships to Prevent SGBV – ActionAid Arab Region	Women and adolescent girls
		Communication for Behavioral Impact (COMBI) – UNICEF – UNHCR – CARE International	Adolescent girls and members of local communities
		Fitness “Self-Defense” – Jordan River Foundation	Women and adolescent girls
		Community Committees– Jordan River Foundation	Men and Women
		Qawiha Initiative – Noor Al Hussein Foundation – Institute of Family Health	Women and adolescent girls
		Girl Shine – International Rescue Committee	Adolescent girls
		Supportive Parenting Skills for Adolescent Girls – International Rescue Committee	Men and Women
		The TIGER Program - UNHCR	Adolescent girls
7	Men could reduce GBV	Himayati “Enhancing the Protective Environment in Al-Azraq Camp” – Plan International	Adolescent boys and girls and members of local community
		Protection and Security for Women Journalists and Those Who Defend Human Rights in Conflict, and Post-conflict areas – The Arab Center for Women Journalists	Men and Women

		The Youth Camp – Jordan River Foundation	Adolescent boys and girls
		The Summer and Winter Camps – Jordan River Foundation	Adolescent boys and girls
		Community Committees– Jordan River Foundation	Men and Women
		Supportive Parenting Skills for Adolescent Girls – International Rescue Committee	Men and Women
		Awareness Session on GBV – International Rescue Committee	Members of Local Community
		Parenting Skills for the Disabled – Movimiento por la Paz (MPDL)	Men and Women
8	Community support can contribute to prevent GBV	Women Leadership Council – CARE International	Women and adolescent girls
		Youth Leadership Committee – CARE International	Men and Women
		Community Committee – Jordan River Foundation	Men and Women
		Safe Space for the Disabled – Movimiento por la Paz (MPDL)	Adolescent boys and girls
		The 16-day Campaign to Combat Violence Against Women – The SGBV Sub-work Group headed by UNFPA and UNHCR	Local Communities

These are not the only messages related to the prevention of GBV, in the future there is a possibility of adding even more key messages based on new experience and practices.

The following are the topics for key GBV messages circulated by best practices for preventing GBV:

1. Knowledge of and access to GBV services can save lives

Knowing about, and accessing the services available to survivors of GBV is very important, so that they can receive the on-going and necessary care that they need, and get a chance to rebuild their lives, and contribute positively to their families and communities. This could serve to break the cycle of violence in families and communities, and allow them to adopt new ways of thinking and behaving, and stop the violence all together.

However, access to these services could be limited, especially for women and adolescent girls, whose lives are one of the male members of their families, like the father, brother or husband. This makes them unable to reach these services easily, and puts them at risk of more violence from the men, should they attempt to reach these services without the approval of the man. This is one of the major reasons that puts them at risk of being violated, or prevents them from accessing the necessary service that protect their health and well-being, and their right to live a life devoid of violence.

And despite the availability of safe areas to empower adolescent girls and women to protect themselves, we face challenges that prevent them from coming to these areas because they are not able to make their own decision to participate in the various activities and the awareness sessions that could empower them and help them protect themselves. We found that once these women and adolescent girls participate in the activities in these safe areas, they will be scrutinized by the men, and this controls the nature of the sessions that we can provide for them.

2. Gender equality is essential for the prevention of GBV

Inequality between genders is deeply-rooted in culture. Socially, men are considered the heads and authority of their households, and they control all the decisions concerning the family. Men who do not control their wives and daughters, are presumed as not fulfilling the masculine role of the Man. As for women who refuse to submit to the authority of the men, they are presumed as “rebellious” and have to be punished and their behavior has to be modified. This is the natural way of seeing the relationship between the men and women, and the inequality between them, which afflicts societies, and which is justified as being natural and necessary.

We find that 55% of the parents think that girls need to be accompanied by their male siblings when they leave the house, 66% are against giving girls the same right to go out as their male sibling at the same age, 49% are against girls playing outside their homes when they have free

time, 61.5% think that whatever education a girl gets, she is going to end up getting married, while 80.9% think that protecting females means protecting the family honor²⁴.

The roots of GBV can be manifested in gender inequality, which we found is common and widespread in most aspects of life, where different opportunities are provided, with men getting more chances at the expense of the women, and stereotyping the role that women play at home and in the work market. GBV can also be used to ensure the continuation of gender inequality in the day-to-day life, and many perpetrators of GBV are men against the women in order to stress their authority on them, and continue to control them, and maintain their masculine authority. They also practice GBV on other men in order to affect or control their behavior which they think is not masculine enough.

Understanding the deeply-rooted reasons for GBV is vital for anyone working on preventing it, and we often come across communities that justify GBV for other reasons, other than gender inequality, like false and negative beliefs and perspectives on gender roles, such as: “men are violent by nature” or “poor parenting is the main reason for this violence”. It is important to know that most cases of violence involve male perpetrators and female victims, and there is always the gender issue affiliated with the violence.

3. Child marriage is a form of GBV

Some traditional, social practices, which are harmful, can be considered one form of GBV. Some communities justify these practices as a means of maintain the stability of the family, and maybe even to protect the women from the outside community. With regards to early marriage, or child marriage, it's obvious that society does not make the connection between this and violence, and it cannot even be discussed as GBV, especially since the society considers this a way to protect the girls from violence, and financial instability in the future, it is considered the best option to secure their lives. This makes it impossible to deal with the various facets of gender inequality and promote the idea that men's protection is important to them. Admitting that early marriage is a form of violence against girls is an important step when working with mothers and fathers, by highlighting the health, social and emotional repercussion of such marriages, and raising their awareness regarding putting off marriages for girls and children in the future, and to challenge their idea of protecting girls by marrying them off, in order to prevent GBV.

²⁴ Noor Al Hussein Foundation. (2011), *The Educational and Legal Discrimination Towards Female Children in Jordan*. The Information and Research Center, available at: <http://irckhf.org/ar/project/be-girl-jordan-legal-and-cultural-bias>

Studies indicated there is a remarkable increase in the rate of early marriages for girl, who are below the age of 18, during the 2010-2015 period. This rose from 13.7% in 2010 to 15% in 2013, to 16.2% in 2014, and finally to 18.1% in 2015. When analyzing the data concerning Jordanian women married under the age of 18, these rates fluctuated between 9.5% in 2011 to rise to 11.6% in 2015. Studies also showed that Syrian women residing in Jordan made up the large fraction of girls married before the age of 18, with rates ranging from 33.2% in 2010 to 43.7% in 2015.

The lower the rates of the age of married women, or those who were previously married, the higher the justification for beating them up. Results showed that 62% of women married in the (15 to 19) age group agreed on one specific reason, at least, for their husbands hitting or slapping them. this rate is the highest among all the other age groups of married women.

4. Domestic violence is a form of GBV

A Household Survey in Jordan showed that the rate of beating wives during their life is 44.7%, and that the percentage of men who admitted to beating their wives was 48.9% higher than the percentage of women who admitted that they were beaten by 42.5%, and that 61.8% of women and 60.1% of men agreed that it is acceptable to beat the wives in the event that some household chores were neglected, and these rates were higher among younger women and men²⁵.

Additionally, the Gender-based violence Information Management System (GBVIMS) for 2014, indicated that women have reported being most affected by emotional abuse (55.4%) and physical assault (28.2%), occurring mostly in the context of intimate partner violence.

Domestic Violence is considered one form of GBV, although not many people accept the idea that the husband is being violent when he hits his wife or rapes her, and consider this important because it maintains his gender authority within the family, and is a sign of his strength and control over the family. His masculinity depends on how he behaves at home and how he treats his wife, putting “social” pressure on the husband to prove he is a “normal” male, by acting in a masculine manner that indicated his strength, authority and power over the women. Domestic violence is one of the worse forms of GBV that is seen as normal, because it occurs at home, and from it, members of the family learn to accept this pattern, and children learn that it is acceptable for a man to prove his strength through violence.

5. Knowledge of sexual violence helps preventing GBV

Sexual violence is one of the most common forms of violence, which affect women and adolescent girls. Despite the fact that sexual violence can also impact men and adolescent boys, women and girls remain more at risk. The perpetrator of sexual violence are mostly males. Sexual violence can

²⁵ The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA). (2011), *A Training Guideline for those Working in the Front Lines with male and female survivors of GBV*.

cause a lot of harm, physically, mentally and emotionally, but despite this many societies refuse to admit that it happens, because of the stigma that the victims and their families have to live with, and which consequently puts a massive amount of pressure on individuals who witness sexual abuse but are forced to keep silent.

Sexual violence cannot be ignored in the process of raising awareness regarding protection from GBV. We must stress on the importance of treating sexual violence against women and adolescent as an integral part of preventing GBV, especially that sexual violence continues to be used as a tool to maintain gender inequality. Most perpetrators of sexual violence are men, and they do so to maintain their control over women, and strengthen the systems that place women in an inferior position to men.

Raising awareness about sexual violence is very important to prevent GBV, and the lack of awareness of many adolescent girls about sex and sexual relations between men and women, make them more vulnerable to this kind of harassment, exploitation and sexual abuse, without being able to prevent it or protect themselves from it, or even to seek help or intervention. The public statistics indicate that one on three women, at some point in their lives²⁶, are subjected to physical and/or sexual violence by their husbands, and/or sexual violence from other men. Additionally, the weakness in the dialogue, or the lack thereof, within the family, regarding how to deal with sexual violence, and considering this topic a taboo, lead to confusion among adolescent boys and girls, and between being a perpetrator and a victim, they attempt to understand something that is “unknown” to them, and that they are forbidden from talking about, and so in all ignorance, and without any chance to receive the help they need, they remain silent.

6. Build the capacities of women and girls helps them to protect themselves from GBV

The restriction that the society imposes on women and adolescent girls because of gender, and the added responsibilities at home that isolate young women, and force them to remain at home, all lead to the disintegration of the normal social structure that provide support and protection, and prevent them from accessing information related to their health, their rights, and the services available. Obviously, this means that protecting them from GBV is even more important, by reaching out to these women and adolescent girls with a variety of programs that empower them with the information and skills they need to protect themselves from this violence.

The availability of training programs specifically for women and adolescent girls is one of the most important ways of empowering them, and helping them live a better life. It's vital that all the organizations and entities working in the local communities provide varied programs that target women and adolescent girls, to allow them to acquire the life and family-related skills that will

²⁶ World Health Organization (WHO). (2013), *Global and regional estimates of violence against women*, available at: <https://www.euro.who.int/en/health-topics/health-determinants/gender/gender-definitions>.

prevent the violence they are subjected to, and protect them from falling victims of GBV. This can be achieved by adopting strategies and tools that cause change, starting with changing themselves, which will in turn reflect on their families and their communities. This involves opening internal and external communication channels, empowering them with the necessary skills to help them transition into a better life.

7. Men could reduce GBV

The patriarchal societal perception of adolescents and men places great pressure on them, leading them to enter a fight to preserve their male image in front of their families and communities, which forces them to behave violently, and practice behaviors to preserve their power, authority and dominance over members of their sex, or the opposite sex. This kind of male societal pressure generates different types and forms of violence that eliminate the idea of gender equality, and the ability to control, and have power, are concepts that are directly related to their masculinity. This makes most offenders guilty of gender-based violence, from men starting with their sisters, and then their wives and daughters. This is considered normal and necessary, because the male is responsible for protecting the females in his family, and hitting or abusing females to protect them from themselves and their community is one of the main justifications. Consequently, this leads to the promotion of gender inequality, and reduce the opportunities for adolescent girls to make decisions concerning their lives, and decreases their ability to protect themselves.

8. Community support can contribute to prevent GBV

It is vital to provide support and protection channels from friends, family and the community, through the Community Committees, in order to ensure that victims of GBV have a better chance of recovering. Additionally, the lack of knowledge on GBV, and the fear of intervening, is a major challenge for us when we attempt to encourage people to give their support. We might not even be able to know of cases of GBV, probably because it could come in a non-physical form that we cannot see.

As far as women and adolescent girls are concerned, the various support channels and the Community Committee can provide a chance to identify GBV, and potential victims can learn from each other what can be done to protect themselves from their families and communities. This is usually the only way to access this information which will empower them to protect themselves.

As for adolescents and men, support channels, especially peer members of community committees, can develop alternative and non-violent masculine characteristics, and provide support through raising their awareness about gender-based violence. Thus, violent male behaviors and characteristics can be changed, and they can learn from the experiences and relationships of others, which encourage them not to practice violence against women.

Key-messages related to Gender-Based Violence

#	Type of Message	Target Group	Key GBV Messages	Behavioral Change
1	Knowledge of and access to GBV services can save lives	Service provider	Information on GBV services should be available at all times	Increase number of service providers Raising awareness of GBV services is important to prevent violence Increase number of people seeking help Power and control Increase in number of people seeking help Right to access services Power and control
		Service provider	To know where is the closest GBV service provider Download Amaali application	
		Women/ Girls	Knowledge is power	
		Women/ Girls	If you suffer violence, do seek help	
		Community	Everyone should know information on GBV services, it's a life saving	
		Community	Simple information could save a life	
		Community	To seek help for GBV download the Amaali application with information on local helplines	
		Community	You can help anyone suffering violence	
2	Gender equality is essential for the prevention of GBV	Service provider	Ensuring equal opportunities and services for all	Gender equality Normalization of gender roles Alienation of community among community
		Service provider	Violence against women happens because of gender inequality	
		Women	You have the right to be free of violence	
		Girls	Equality, let the girl feels comfortable and relaxed	
		Men/ Boys	Violence against women and girls will not make the situation better	
		Men/ Boys	Situation is not an excuse for violence	
		Women/ Men	You have rights, women have rights, and no one is better than other	
		Community	The girl is not less than her brother, and she is not weak	
3	Child marriage is a form of GBV	Service provider	Raise the awareness on child marriage is vital to prevent it	Child marriage (behavior) Social norms do exist
		Women/ Men	Child marriage will negatively affect your daughter and family	
		Women/ Men	Marriage is not always a pathway to economic security. Education is.	
		Girls	Marriage at young age is not peace and security, it will harm her	
		Girls	A girl under the age of 18 is not conscious and cannot take responsibility	

		Girls	It's still early! I am still young, I have not lived my childhood		
		Women/ Men	If you married young, it is not necessary for your children to do the same		
		Community	Education is a priority over child marriage		
		Community	Social norms can be harmful		
		Community	Child marriage is violence		
4	Domestic violence is a form of GBV	Service provider	Providing support even in small familial problems will prevent occurrence GBV in future	The domestic environment is a protective environment	Violence causes violence and can be prevented
		Women	Family problems might be small, but it may have harmful consequences		
		Women	Seek help when facing family problem, so you can manage it better		
		Women	Do not hesitate seeking service providers, what will you say is confidential!		
		Women	Domestic violence can cause economic, health, psychological, social consequences for individuals families and communities		
		Women/ Men	Talk between each other, it's the key to solve family conflicts		
		Women/ Men	We are the model for our children, and violence is not a learning tool		
		Community	Violence can exist in a domestic and family context		
5	Knowledge of sexual violence helps preventing GBV	Service provider	Access to information on the causes and effects of sexual violence is helpful to prevent GBV	SGBV knowledge doesn't have a social stigma (behaviors)	
		Women / Girls	Humanitarian workers may make mistakes, please report if you faced any inappropriate behavior by someone works at humanitarian organization		
		Women / Girls	My body is mine!		
		Women / Girls	Talk to somebody you trust when facing unwanted attention		
		Women / Girls	Seek information and help on Sexual violence, it's not shameful		
		Women / Girls	Violence that happens to you is never your fault. Don't blame yourself!		
		Men/ Boys	Men and boys might be subjected to sexual violence. Don't be ashamed to Seek help!		
		MEN/ Boys	Saying no to sexual violence against girls.		
		Community	Do not hesitate seeking service providers, what will you say is confidential!		

		Community	Sexual violence is not normal. Stop it. Speak up against It!		
6	Build the capacities of women and girls helps them to protect themselves from GBV	Service provider	Empowered women and girls have greater ability to prevent being a victim of GBV	Women and girls decide their own lives, stop suppressing their feelings (Behavior) Women and girls acquire new skills Empowered women in community	
		Women / Girls	As much you are aware, as much you protect yourself		
		Women / Girls	When learning new skills, you will be more powerful		
		Women / Girls	Denying your access to services is a form of violence		
		Women / Girls	Denying your need to see your friends is a form of violence		
		Women / Girls	Never feel guilty to take time for self-care		
		Women / Girls	Help me to set a safe plan		
		Men	Support your daughter and wife to build their abilities		
		Community	Let them be in charge		
		Community	Empowering women and girls will empower Families		
7	Men could reduce GBV	Service provider	Males can be active agents in preventing GBV against women and girls	*Males have more role in prevention and women	
		Women	Share your son with responsibilities at home, like your daughter		
		Women	Males participation can change their perspectives on women and girls		
		Men/ Boys	Verbal harassment in the street is violence. Women do not ask for it. Stand up against this behavior with your peers		
		Boys	Stop the violence against girls! Speak up! Take action!		
		Men/ Boys	Change for the better, you are part of it		
		Men/ Boys	If your friend is a GBV survivor be supportive and leave them be in charge and take their decisions. Help your friend create a plan for getting through this time safely		
		Community	Be supportive: reassure your friend they are not alone. Recognize that might be difficult to them to talk. If they want to talk listen carefully and be empathetic		
8	Community support can contribute to prevent GBV	Service provider	GBV prevention is a holistic process and community can play a key role in it	Community support is important, they are not a temporary measure nor a disorganized effort Community support is important	
		Service provider	Setting committees from the community to deliver key messages and information on service providers		

		Community	Act to keep your community safe.	communities and cha
		Community	We can reach more people who need more services	
		Community	Community can contribute to violence by stigmatizing the survivor	
		Community	We have the power of changing our lives for the better	

Chapter Four: Facilitating Activities for the Prevention of Gender-Based Violence

At this stage you now know the key messages for the prevention of GBV, to induce positive change in your community. And you understand that these messages were extracted from the best practices for the prevention of GBV which have yielded positive results that have had an impact on the members of local communities. You also value the importance of disseminating these messages to bring about the desired changes. Additionally, you are aware of the most pressing needs of your community, and which require rapid interventions to achieve preventive indicators for protection from gender-based violence. In this chapter, we move on to the practical application of the key messages of GBV prevention.

This chapter includes a set of tools that help the facilitator to promote changes in knowledge, attitudes and practices regarding GBV, leading them towards understanding and realizing the main message about GBV, and the mechanism for implementing training activities to raise awareness aimed at GBV prevention, in addition to enabling the facilitators to design various interactive training activities to convey the main messages emanating from the best practices for the prevention of gender-based violence applied in Jordan, which would help to educate women, adolescent girls, men and adolescent boys to prevent gender-based violence.

Training activities are designed to enable organizations and facilitators to address topics and issues related to GBV, with the aim of bringing about positive changes. Each organization has the right to individually determine whether the training activities provided in Chapter Four are appropriate for their target groups, or not, and they can also learn a design mechanism for training activities, and how to develop interactive training activities, that focus on communicating the key messages included in this guide.

4.1 - The Theory – The Expertise – The Application

When we conduct training for local communities (men, women, and adolescent boys and girls) on the various components of this guide, it is very important to use these three components of efficient learning:

- **The theory:** involves introducing new information or knowledge that is a learning requirement, practice it, and develop a specific outcome or competency.
- **Experience:** occurs when participants perform tasks that provide them with an opportunity to experience the theory.
- **Application:** gives participants the opportunity to relate, or apply, what is being learned to their lives. This may be the most powerful component of the learning activity, as it allows participants to transition from the theoretical aspect to the practical. Over and above, when

the material of the session is relevant to real-life situations, this helps participants develop a sense of ownership of ideas.

This component can be implemented in any sequence, but the three components must be available to ensure an efficient learning experience. Also, an introduction of each must be made followed by a conclusion at the end of each, and before the next component. The introduction must highlight the aim, and a brief justification, and summarize the procedures that must be followed. Whereas the conclusion will help sum up the main points, individual thoughts, and the information deducted from personal emotions and reactions. The conclusion can also be a bridge leading to the next activity.

Designing Adult Education Training

The GBV prevention curriculum adopts non-formal education principles, and require knowledge in the training methodology for different age groups, and how to manage them.

You cannot give lectures to teach adults, and so this requires the implementation of different means and methods that are more attractive and more interactive, especially during training. For example, a hands-on application of the key messages for the prevention of GBV. The characteristics of adult education include:

Characteristic	Examples on how to implement this
Adult learners need to know where they are and why	Give them a general idea about the topic and the rationale for including it in the best practices guide for prevention of GBV.
Adults need to be actively involved in learning	Lectures should only be used to provide them with the necessary knowledge, to prepare the adults to participate in the learning activity
Adult Learners are self-guided	Provide them with the learning outcome, and let them determine how they will achieve it. You do not need to guide adults through every step of the process.
Adult learners need to be listened to, to express personal opinions and experiences	Use the methodologies that promote interaction and joint discussions.
Adults want to have a say in the learning design	Allow them to participate in the design based on the educational needs-assessment
Adult learners need time to discuss and practice new skills	Give adults enough time to integrate the new content with past experiences
Adults love to see their story	Encourage story-telling and exchange of experiences

Based on the characteristics of adult learning and when preparing to present a session and the training activity from the best practices for the prevention of GBV guide, you must make sure that some of the basic adult learning principles have been taken into consideration. These are:

- **Needs Assessment:** Adult learners want to make sure their needs are met. Therefore, understanding these needs is essential for the facilitator. And because adults have different levels of knowledge and experience, you must ask them about their needs, experiences, and expectations before planning your training, through an educational needs-assessment, and it is important also to identify what their expectations are from the training. Share with the adult learners the responsibility of planning, and designing the educational activities, whenever possible.
- **Clear and Planned Educational Goals:** This is very important for informal and non-formal education. The educational goals, the methodologies and the content that will be used must be planned ahead of time, and must be clear to the learners.
- **Learner-Oriented:** In addition to planning the activities ahead of time, and identifying the educational goals which are in fact, your goals, your activities must be flexible enough to be consistent with the background, needs and competencies of the trainees. Be ready to adapt the activities depending on what you notice when you conduct the sessions, and what comments you get while training the learners. Remember that the participants will often have the basic information and the previous experience relevant to the subjects you are discussing, and they obviously know their communities better than you do. Ask them to share with you their knowledge and experience, and add information to these.
- **The Environment Surrounding the training:** Adults learn better when they feel at ease. Make sure the surrounding is safe, supportive and comfortable, as much as possible. Conduct ice-breakers to help the participants get to know each other, and begin a rapport among themselves. Allowing them to work in pairs or small groups at the beginning helps them get to know each other and trust in each other. The adults also need to know that the facilitators are knowledgeable and confident, so it is important to give them a brief summary.
- **The Methodology:** Avoid lecturing the adults, and use a PowerPoint Presentation instead. Also use participatory activities like case studies, role playing, and story-telling, which allow the adult learners to share their knowledge and experience. Make sure you sequence the contents from the easy to the hardest, from the simple to the complex, from group supported to individual performance.
- **Adaptability:** although you must make sure that your educational objective is clear to you and to the trainees, you must remain flexible, and adapt your facilitation methods and your content, in line with the expectations, needs and comments of the participants. Their needs may change, and new ideas may emerge, making it vital to redesign the session or the activity. Make sure you include the participants in the identification of the changes that

need to be made. Also, their observations and the comments of your team may help identify what needs to be changed.

- **Real and relevant:** Make the content and materials are real and relevant to the learner. Include opportunities for participants to reflect on, and talk about, real-life situations. Adults don't like to waste time, and they want to see the immediate benefit of what is learned.
- **Active:** Informal education requires the active participation of the learners. As adult learners, those involved in training relevant to best practices for the prevention of gender-based violence are responsible for their own learning and that of those around them. Remind participants that their active participation and contribution is the key to making the learning experience effective.
- **Respect:** Adults learn best when they are treated with respect. They bring individual experience, differences, and backgrounds. Learn about them and build on them.
- **Voluntary:** Informal education is, for the most part, voluntary. If there is a situation where participants need to leave, or feel that they do not want to participate in the training, they can leave. While a facilitator can avoid such a situation, by agreeing with the participants, and understanding this need.
- **Inclusive:** The activities, content and language must be accessible to all trainees. No participant should feel that they cannot contribute or participate, or may not have access to the training you are providing. Know who the participants are, and make sure that no one faces any barriers to learning or feels excluded.
- **Accountability:** Accountability is shared between the facilitator and the learners. Adult learners identify what they need in their life and work.

Advice on How to Deal with Adult Learners

- Rely on the range of capabilities and experiences of adult learners.
- Learn the story and background of each of the adults you train.
- Present activities that are consistent with the group's motivation (reasons for attending the training), past experience and ability to take responsibility.
- Provide activities directly related to the conditions of the participants.
- Empower adults to take on more responsibility for their own learning.
- Provide specific and positive feedback to all participants.

4.2 - Facilitating the Training Sessions to Communicate Key Messages for the Prevention of GBV

When you start planning your training, and you decide how you will be working with the learners, men, women, and adolescent girls and boys, you have to think how you will conduct your training, and how you will transfer the skills and knowledge identified in this guide. Let's see how you have to think of yourself as a facilitator and what your responsibilities as a facilitator are.

The Main Assumption on Facilitation

Facilitation is linked to leadership: this is not necessarily your main concern, but you should be able to guide others to resume leadership.

Facilitation mean empowerment: empowering the participants and supporting them so that they realize they are able to have an impact regarding issues, and can head the changes in their communities.

Facilitation mean respect, confident and working together: bring out the best in people, to achieve everything possible.

Facilitation means creating a learning environment: you do not need to bear the responsibility of providing solutions, solving problems, and generating ideas, but you can initiate ideas, and create an environment that allows the participants to achieve things on their own.

Facilitation is about sharing responsibility and control: by relinquishing control of training and sharing leadership and learning responsibility with trainees.

4.3 - What is Facilitation?

Facilitation is an art. It is not about putting ideas in people's heads, but in drawing ideas from them.

Facilitation is any activity that makes tasks easy or easier for others. It is a way to provide leadership by directing others to take responsibility and lead. Facilitation involves choosing from a variety of methods and tools to help a group achieve its goals. Facilitation can be beneficial in many situations, from one-on-one encounters to large-group events, where the facilitator empowers and supports others to achieve their goals. For example, by providing best practices for GBV prevention and the GBV prevention key messages, facilitators providing organizations with the knowledge, skills, and confidence to train others, and offer activities aimed at making the changes they believe are possible in their communities in order to prevent gender-based violence.

The facilitator is the person who helps others learn. This involves relinquishing control and sharing the responsibility of learning with the participants. In your professional capacity in the field of prevent of GBV, you need to “facilitate learning” instead of forcing the participants to acquire the knowledge they need. The role of the facilitator is to extract knowledge and ideas, help participants learn from each other, and think and discover for themselves. Facilitation is about empowering others.

Key advice for the skilled Facilitator

- Be well-prepared but also flexible.
- You have a clear idea about what the group is trying to achieve, and you have different options and ideas on how to achieve the desired results.

- Clarify these expectations to the participants.
- Listen well.
- Concentrate on what the group is trying to achieve.
- Use a variety of techniques – and know that people like to learn in different ways.
- Encourage the participant to participate and learn from each other.
- Encourage beneficial differences of opinion.
- Summarize and clarify the difficult content and discussions.
- Keep an eye on the timing, without pushing it.
- Use a tool to redirect the topics that are taking the session off its path.

4.4 - The Role of the Facilitator

Before conducting the session

Role	Responsibility
Designer	Identify training need, specifically drafting goals, and designing the program and the training session.
Organizer	Identify the required materials and organizing their availability, and coordinating with the participants.

During the Training session

Role	Responsibility
Facilitator	Guide the teaching process in a way to allow the participants to learn from each other through the social interaction
Teacher	Present the information and concepts, clarify the goals, and create and maintain a learning environment.
Counsellor	Support and guide the participants individually, and help them identify their capabilities and personal readiness, and express them and develop.
Documenter	Maintain records on the content and the training process in order to facilitate follow-up, analysis and documentation
Evaluator	Measure the level of satisfaction of the participants, and how much they learned.
Administrator	Manage all issues related to the program (the time and location, transportation, accommodation, food...etc.)

After the Training Session

Role	Responsibility
Report writer	Prepare reports on the training program
Follow-up Coordinator	On-going contact with the participating individuals and organizations in order to assess the impact of the training program on them, and continue to provide them with the necessary support.

4.5 - The Basic Skills and Techniques of Facilitation:

1. Adult Teaching Skills:

Understanding how adults can acquire knowledge, skills and attitude, and using them in the training, and how to identify individual capabilities and manage them in a training environment, as well the psychology of adults.

2. The skills of using training aides:

Knowing, choosing and employing all kinds of training aides in the training program you are conducting. Also operating and conducting maintenance to them, and keeping track of any new audio-video equipment and techniques.

3. Introduction and Presentation Skills:

The ability to prepare information and introduce and present it, in order to achieve specific results.

4. The Skill of Building Training Goals:

The ability to identify and write clear and comprehensible sentences to describe the required outcomes.

5. Feedback and Assessment Skills:

The ability to communicate opinions, observations and conclusions in a way for others to understand, and the ability to **design** a variety of assessment tools and use their results to improve the training process.

6. Skills to deal with a variety of patterns in behavior and roles:

Knowledge of different behavioral patterns which are expected to appear during the training process, how to manage and deal with them, and the right strategies to deal with all types of behavioral patterns and roles.

7. Skills involving the use of Training Methods:

Knowing the ways of means employed in the training, how to choose them and use them efficiently, and having options that can be used at the right time.

8. The Skill of identifying training needs:

Knowledge of the processes, approaches and levels of training needs identification, and the implementation and evaluation of these identification tools, and how to prioritize needs.

9. Skills in the preparation of training packages:

Knowing the stages of formulating, developing and preparing the training material in line with the nature of the training goals, and knowing the characteristics and requirements of each phase, including preparing all the forms that are necessary for the program.

10. Time Management Skills:

Time management and planning the time in an efficient manner that is consistent with the training content, including planning the sub-activities and the group tasks, in a way that ensures the ideal use of the time, bearing in mind that time is one of the most important resources available.

- General Skills for Facilitation:

We will detail some of the important and specific skills that a facilitator needs.

(1) The Presence Skill:

This means that the facilitator must introduce himself to the participants in a way that indicates he is interested in them, and he wishes to establish a close relationship with them. the idea from this is to make it easier to communicate information, create experience, and ensure participatory learning.

In order to achieve Presence

Do's	Don'ts
<ul style="list-style-type: none">• Face all the participants• Maintain eye contact with all the participants• Move towards the participants• Stand somewhere where everyone can see you.• Keep your facial expression natural when talking to the participants.	<ul style="list-style-type: none">• Speak to the visual aids.• Give your back to some of the participants.•• Look at specific individuals and not others.• Stop making eye contact with individuals or a group.• Keep a distance between you and the participants.

<ul style="list-style-type: none"> • Acknowledge participants by nodding, or smiling, or any other way to make them feel you are listening to them. • Move around in the training hall when conducting an activity to make sure everyone is making progress. 	<ul style="list-style-type: none"> • Stand in the same place. • Turn papers and look at your watch while talking to the participants.
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(2) Observation Skills:

Observing the participants is very important in order to make the decision to go on with the training or not. The facilitator should implement this observation skill in three steps:

1. Look at the face of each participant, and notice their body language and movements (is he smiling? Is he frowning? Is he yawning? Is he looking at the facilitator? Is he looking away? Is he leaning forward? Or leaning back? Is he tapping his pen? Is he moving his feet?)
2. Try and identify the participant's feeling from your observations.
3. Make the right decision depending on your observations.

(3) Communication, Hearing and Listening to the Trainees:

Communication is a two-way process. It involves attempting to understand ideas and emotions expressed by a person, and respond to them in a helpful and useful manner. This means that good communication requires these skills.

- The ability to listen to other and monitor and understand what they are trying to express.
- The ability to communicate ideas and emotions in an efficient manner.

Verbal Communication

Positive	Negative
<ul style="list-style-type: none"> • Easy to communicate and receive. • Flexible. • Allows a person to inquire about and ask for clarification. • Can enhance the tone of voice. • Can be repeated until it is understood. • Is a two-way method. • Easy to use to discuss sensitive issues. • Is received by more than one sense like hearing and seeing. 	<ul style="list-style-type: none"> • It can be forgotten • If transmitted from one person to another, the content can be changed or distorted.

Written Word

Positive	Negative
<ul style="list-style-type: none">• Is very formal• No immediate response• It addresses only one sense (seeing)• The receiver could misunderstand the message• It does not stress the content.• Used to communicate confidential information• Needs time in terms of dispatch and receipt	<ul style="list-style-type: none">• It's authoritative• It can be maintained in a registry or file• When transferred from one person to another it remains unchanged• A good way to clarify complex information• It's an important way to make sure it is remembered

Non-Verbal Communication²⁷

This communication involves signs and body language to communicate meaning, ideas, and feelings from the communicator to the recipient and vice versa.

Facial Expressions

The face expresses the feeling, thoughts and attitudes about something, although sometimes it is difficult to read these facial expressions.

Smiles

A positive smile expresses support, friendliness, and love, and helps the sender and the recipient intimate familiarity, while a fake smile denotes malice, cunning and deceit.

The Eyes

The eyes send out both positive and negative information and feeling, and receives them too.

Eye Contact

Eye contact is essential, because it indicates self-confidence, respect, attention and honesty.

²⁷ Yaghmer.Solaf. (2019), *The effect of non-verbal communication on expression and communication*, Beirut University, Lebanon.

The eyebrows and the mouth

The movement of the eyebrows and the mouth can send out different messages like, surprise, rejection, astonishment...etc.

Head movement

The movement of the head can also send out both positive and negative meaning and emotions, like shock, shame, greeting, rejection, the mental state, and reverence.

Expression of the limbs

Like the use of hands, shoulders, arms and legs, which could indicate pride, vanity, rejection, greeting, acceptance and surprise...etc.

The Voice

The voice can give meaning about the mental state of the speaker:

- Increases in volume
- Decreases in volume
- Talking quickly or slowly
- The quality in terms of sharpness and tone

A loud voice could disrupt the communication process and annoy the participants, and could also be accompanied with facial expressions that indicate the anger of the speaker. As for a low voice, this requires high concentration that could be distracting. When you speak quickly it might be hard to understand what you are saying and also needs the receipt to focus hard, whereas speaking slow can also be boring and therefore distracting. A toneless voice is probably one of the biggest challenges of communication.

Silence

Silence can mean anything from approval, fear, satisfaction, acknowledgement, reflection and thinking. Silence can become a language in itself. A person can be silent because they have withdrawn from expressing their opinion, or is hesitant to do so. A person can also remain silent until they feel safe, so the reason for their silence could be fear. Also, a person may choose to remain silent because he is enjoying listening to those around him, and does not feel the urge to speak, so he is silently happy.

Clothes

The color of the trainer's clothes may excite the participants, or calm them down. And they can either give the atmosphere a feeling of fun, or make it formal. Therefore, here are a few examples about the impact of colors on participants:

Colors²⁸

Yellow

Yellow is a happy color, and gives a feeling of vitality, excitement and energy. It helps with flexibility and adaptation, and is linked to the ego, the brain, and brain activity. It works on the left side of the brain, and generate muscular energy.

Orange

Orange is linked to fun, happiness, creativity, motion, and ambition. It has a warm affect, and gives people a feeling of liveliness and celebration. Because orange is a mixture of red and yellow, it has the strength and motivation of the color red, and compassionate nature of the color yellow.

Red

Red is linked to strength, sex, intuition and vitality. It gives a feeling of strength and security. Red raises the pulse and blood pressure. As for pink, which is a lighter shade of red, it is linked to love, romance, care and compassion.

Purple

Purple is association with reflection and the encouragement to think. It is a calming and relaxing color, and indicates deep thinking, dignity, respect, sensitivity and foresight. As for the lighter shade of purple, lavender, it is a sign of peace and health.

Blue

Blue is a sign of honesty, loyalty, hope and harmony. It is also a symbol of spiritual love, protection and beauty, and gives a feeling of stability and calmness. Blue reduces the pulse and blood pressure, and relieves stress, and helps people breathe deeply. This color is associated with communication and imagination, and because it reduces the appetite, blue plates are often used for people who are on a diet.

Green

Green is linked with harmony, honesty, balance, and is closely associated with nature and justice. It implies happiness and gives a feeling of stability and acceptance. It is affiliated with generosity, care, compassion and sharing.

White

This is associated with light, serenity, mercy, cleanliness, innocence and calm.

²⁸ Leatrice Eiseman. (2006), *Color: Messages & Meanings*.

Brown

Brown is associated with mother earth and sturdiness, it gives us a feeling that our roots are linked to our bodies, and is considered a strong source of energy. It makes us feel strong and supported. It represents promise, dependency and security. It is a practical color and you can depend on it, it is warm and it gives a feeling of closeness and warmth.

Black

Black is associated with a feeling of protection, secrecy and the unknown, and it is an absorbent and muted color. As for gray, it is associated with neutrality and calm.

From the above, it is obvious that the facilitator must choose his clothes wisely. For example, if the nature of his trainees is advisory, then he must wear calm colors. In general, facilitators are advised to wear blues and grays.

Barriers or Walls of Communication

The barriers of communication (distractions) are “any changes that prevent or obstruct the exchange of information, thoughts and feelings, or delay the exchange thereof, or distort and changes their meaning, or causes it to be rejected by the targeted audience” Walls of communication can emanate either from the sender or the recipient alike. Sometimes we say or do things that make the recipients (listener, reader, viewer) cease listening, reading or watching, or could lead to them taking a defensive or offensive stand. In general, we can attribute the walls of communication to the following factors:

Obstacles by the Sender:

- The sender's rudeness and arrogance, or arrogance towards the recipient
- The sender's psychological state (temperament and trends)
- Not addressing the recipients in their own language
- Lack of eloquence in speaking
- Lack of honesty
- Anger when interrupted, asked, or someone enquires about something.
- Clothing
- Talks exclusively
- Tone of irony
- Controversy
- Social status
- Cultural differences

The Sender Can Break Down These Walls in the Following Manner:

- Determine your goal of communication.
- Know your audience in terms of their information, interests, trends, beliefs, languages, numbers, and ages, and put yourself in their shoes.
- Your impact depends on your message and how well it speaks to the audience's minds and touches their emotions.
- Choose the right time for the recipient.
- Use language that carries meaning that the recipient understands.
- Choose a location that is far from noise.
- Stay in touch with the recipient.

Barriers Concerning the Message:

- Distorting the meaning
- Too much information.
- Shortage of information.
- Not sending out the message at the right time to the right person.
- No logical sequencing.
- Not being able to identify verbal and non-verbal communication.
- Poor artistic output (content mismatch with the art form).
- Use of bad words.
- The lack of clarity of the message

Avoid Distorting the Message by Doing the Following:

- The message should be well organized, summarized and expressive.
- The wording of the message should have the same meaning for the sender and the recipient.
- Take into consideration the right time and place for participants.
- Harmony between the body language and what is being said.
- Use message that support and enhance the attitudes of the participants.
- Avoid language that is considered hurtful to the participants' feelings.
- Present the information in logical order.
- Focus on important ideas.
- Choose words that are simple but at the same time expressive.

The Obstacles Placed by the Recipient:

- Defensive responses.
- Inability to identify verbal and non-verbal communication.
- Anger – over reacting.
- Interrupting others.

- State of mind (temperament).
- Not listening to the message.
- Bias and lack of objectivity
- Rush to rate and comment
- Change the topic of conversation
- Controversy
- Focus on mistakes
- Poor scientific and practical level
- Withdrawal.
- Conflict.

Recipient Can Avoid These Disruptions by:

- Paying attention to the sender.
- Asking the sender questions and clarifications.
- Ask the sender to repeat the message if it was misunderstood.
- Stay in touch with the sender.
- Assess how much you understood the message.
- Exchange the opinions and feelings of the message, with the sender.

How to Be a Good Communicator (Sender):

- Set the goal of your communication.
- Greet the participants before you begin.
- Smile. A smile is a sign of love, support and compassion.
- Be friends with the participants, and help them. you can always count on friends when you need them.
- Say and Do. Be a role model for the people in what you say and what you do, to gain their confidence.
- Show interest in people by understanding their points of view.
- Thank them for listening to you.
- Take into consideration the feelings of others.
- Think of the opinions of others by listening to them.
- Provide services to the people.

The Characteristics of an Efficient Message:

- **Honest:** it speaks the truth in a clear and undeniable manner.
- **Accurate:** linguistically correct and accurate in content.
- **Clear:** linguistically clear, and obvious content.
- **Complete:** answers all the queries of the participants.
- **Brief:** it is expressive without the use of too many words.

- **Sweet (Polite):** Carries within tender meanings that impose respect and appreciation for the communicated.
- **Tangible:** it addresses the sense, and uses pictures, drawing and models to ensure the meaning is clear to the participants.
- **Simple:** is communicated in words and phrases that are familiar to the participants.
- **Speaks the language of the participants:** ensuring understanding between the communicator (sender) and the recipients (participants).
- **Repetition:** repeating the information in more than one way is useful.

Advice on How to Deal with Criticism That is Directed at You:

- Do what you have to do, but do not get angry.
- Listen to the criticism carefully.
- Try and accommodate your critic, even if the criticism is uncalled for.
- Ask your critic to give you examples of the shortcomings he is criticizing.
- Try and share with him your perspective about a situation.
- Do not consider your critic unfair, at all.
- Summarize the issues that you do not agree on.
- Express your feelings.
- Thank your critic.
- Agreement disrupts criticism.

Steps to Overcome any Objections:

- Listen closely to unexpected objections.
- Praise the person who made the objection.
- Keep calm.
- Reply to the objection and not to the person who objected.
- Don't ever show you are afraid.
- Strengthen our position when dealing with an objection.
- If this objection remains, and you are unable to quell it, ask the person who objected to give you an alternative plan.

Successful Communication Skills:

Anyone who possesses these successful listening skills, own the most important components of human communication. Listening has several levels:

1. Superficial listening: When we hear what is going on around us without focusing on it, or when there are other hindrances, like you are reading, or listening to music.

2. Inefficient listening: it looks like the listener is actually listening with interest while we talk, but in fact he is thinking of something else. He interrupts you and blames you, and ends the conversation quickly.
3. Efficient/Focused Listening: This means your interaction is with the speaker, and you interact with him, trying to understand what his idea is, and how he feels, intensely and with attention.

Rules for Efficient Communication:

- Be totally focused on the speaker, do not read your papers while listening to him.
- Pay attention to what he is saying.
- Give the speaker a chance to say everything he wants to say.
- Listen in order to understand, not to object or interrupt.
- Pay attention to everything the speaker is saying, and look at him.
- Stay calm.
- Stop talking. You cannot listen and talk at the same time.
- Ask the speaker questions, to clarify things and understand what he is saying. This will encourage him and will indicate that you are listening to him.
- Show compassion and empathy towards the speaker.
- Make observations that describe the content and name the events.

Issues that Hinder Communication:

- Lack of attention like being busy while talking to the participant, or being involved in other things and not looking at the person you are talking to.
- Interrupting the speaker by saying “Me too!”
- The speaker feels frustrated from the bad responses.
- Saying things like “If I were in your place...” to the speaker while he is talking about a problem he is facing.
- Interruptions.
- Anger or resentment towards what is being said.
- Getting extremely influenced by the speaker (emotional reaction).
- Making the speaker feel annoyed.

(4) a. The Skill of Interpreting the Behavior of the Participants:

Behavior	Possible Feelings
<ul style="list-style-type: none">• Smiling• Nodding in agreement• Leaning forward• Making eye contact	<ul style="list-style-type: none">• Enthusiasm• Understanding
<ul style="list-style-type: none">• Yawning• Staring without any expressions• Shuffling the feet• Leaning back onto the seat• Looking at the clock	<ul style="list-style-type: none">• Boredom
<ul style="list-style-type: none">• Frowning• Head scratching• Lip biting• Staring without any expressions• Avoiding eye contact	<ul style="list-style-type: none">• Confusion

(4) b. the Skill of Responding to the Behavior of the Participant:

Behavior of the Participant	Possibilities	Respond of the Facilitator
Enthusiasm and understanding	Many participants behave in this manner. Only one participant behaves like this.	Continue training – and make notes ensuring that the training is well received. Continue training – and make notes that you can come back to later.
Boredom	Many participants behave in this manner. Only one participant behaves like this.	Try and take a break, or speed up the pace, or revise the training methods to make sure everyone is taking part in the training. Continue training but make notes that you can go back to later.
Confusion (not understanding)	Many participants behave in this manner. Only one participant behaves like this.	Ask the participants about the things they do not understand, and clarify them with examples, or present the information in a different manner. Ask the participant about the part he does not understand, clarify and explain it to him, or talk to him during the break.

(5): The Skill of Dealing with Different Kinds of Participants:

Kind of Participant	Suggested Manner of Dealing
The participant who wants to impose his opinion on everyone	<ul style="list-style-type: none"> • Interrupt him with complex question. • Encourage the other participants to reply to him comment all the time, and let them handle him. • Try and build the confidence of the group, so that a participant like this one does not impose himself on them. • Do not forget to say “This is an important point of view, but we must listen to the opinion of the others.”
The participants who wants to argue	<ul style="list-style-type: none"> • Control your anger. • Try and bring out the best in him. • Talk about something else that is not controversial. • Shock him with the opinion of those who object to him. • Talk to him separately.
The participant who talks too much	<ul style="list-style-type: none"> • Interrupt him politely, and ask him to give others a chance. • Ask questions to the other participants. • Do not pay any attention to him. • Talk to him separately. • Do not look at him when he asks questions, look at someone else. • Remind him of the code of conduct which you all put together.
The shy participant	<ul style="list-style-type: none"> • Call him and ask him what he thinks. • Ask him an easy question to ensure he replies. • Direct the attention of the others to any good opinion he expresses. • Ask him to help you with the training, even if it is to do something simple, like giving out papers to the participants.
The stubborn participant	<ul style="list-style-type: none"> • Deal with him politely. • Suggest you vote for a majority to solve the issue. • Identify what he likes and what he dislikes.
The lazy participant	<ul style="list-style-type: none"> • Ask him direct questions. • Talk to him separately. • Encouraging him by stating something he already said.
The arrogant participant	<ul style="list-style-type: none"> • Do not provoke him, and do not insult his sensitivities or criticize him. • If he says something wrong, reply with “Yes. But....”
The participant who is not focused	<ul style="list-style-type: none"> • Interrupting him with an easy and direct question. • Ask for his opinion regarding the last point that you discussed.
The silent participant	<ul style="list-style-type: none"> • Try and grab his attention by asking his opinion on something.

	<ul style="list-style-type: none"> • Show respect for the experience he has, without exaggerating.
The kind and helpful participant	<ul style="list-style-type: none"> • Make use of his valuable contribution to the discussion. • Thank him for his opinions.

(6): Asking Questions and Dealing with the Responses of the Participants, and the Questions They Ask the Facilitator During the Training Session:

- The Different Kinds of Questions:

Knowledge questions: The aim is for the participants to share their knowledge or what they understood (ex, Mention... Define... What? When did it happen? Who said?)

Expressive questions: The aim is to provide an opportunity for the participants to express their opinions and feelings (such as, how do you feel? What do you think about ... explain that in your own words)?

Analytical and / or synthetic questions: aim to develop logical thinking by analyzing parts and/ or their synthesis (for example, what is the relationship between ... and? Extract the reasons, what is the difference between ... and? Why did it happen?)

Questions that develop imagination and anticipation (such as, what would happen if ... who agreed with ... and why? Who benefits from this situation? Imagine that you ... what will happen?)

Evaluation questions: The aim is to develop the ability to make appropriate judgments based on data (such as, what is your judgment on ... what do you estimate ... what information do you need in order to be able to evaluate?)

- Characteristics of Good Questions:

Do's	Don'ts
<ul style="list-style-type: none"> • Short, clear questions • Questions related to one topic. • Questions that provoke thinking and imagination • Safe questions that are connected to the training, and which guide the participants to answer logically. 	<ul style="list-style-type: none"> • Questions that are not clear (twisted) • Questions that deal with many topic (scattered) • Rhetorical questions. • Deceptive questions designed to ridicule participants

- How to Deal with the Answers the Participants Give:

The Participants' Answers	How to handle
Correct	Use efficient encouragement (like: Yes. That's positive. Correct answer.)
Wrong	Appreciate the effort exerted, then direct the questions to someone else, or the facilitator can answer the question himself, if no one else does. (Like: Thank you, but this is not what I wanted to know.... I know how you reached this conclusion... does anyone have another thought on this?)
Partially correct	Encourage the correct part, then ask the same participant the same question, or ask the whole group, or the facilitator can answer the question (Like: You are on the right track, do you have any other thoughts? That's a good point, who has another idea to continue what he said?)

- How to Handle Questions Posed by the Participants?

How to Handle	When.....
Answer the participant's question yourself.	When you are the only person able to answer the question.
Direct the same question to the same person who asked, but in another manner, or direct it at someone else.	When there is possibility that the person asking, or another participant is able to give the right answer.
Put off answering the question.	When the question has nothing to do with the subject. When there is not ample time to deal with the question. When the topic of the question is going to be discussed in another training session. You need too much time till you reach the correct answer.

4.6 - Ways and Means of Facilitation

The method of practical learning works more effectively, than just giving instructions, since it serves to change attitudes and behaviors. Giving instructions is when you tell someone something and insist that he accept it as a fact, or as an action, like saying, "Violence against women is very bad", even though these instructions may lead to what you hope the participants will accept.

However, acceptance that leads to change must come automatically from the participants themselves, and they need to understand, test, and think carefully about the actual change. In a specific way, and this can be achieved through a variety of methods, like the following:

1. Discussions and Dialogue

Is a training method whereby a topic is presented by the facilitator, and it is discussed with the participants, until a conclusion and recommendations related to the topic, are reached. When discussing, and having a dialogue about, the topic two types of questions are used:

Open-ended questions: Questions that can be used to encourage spontaneity and impulsiveness. They allow the trainees to use their own language and expressions. The use of open questions helps to keep the discussion going, and keep participants interested, and encouraged to participate.

Closed questions: These are the best questions to guide a discussion, and focus it on one particular point, since they require specific answers to specific questions, and so reminds the participants of the main points of the discussion.

Among the advantages of discussion and dialogue is that it encourages participants to develop communication skills, enables clarification and questioning of assumptions, provides immediate feedback, generates a kind of cooperation, enables an exchange of views and experiences, and can be useful in completing or summarizing other training activities.

One of the limitations of discussions and dialogues is that they consume a lot of time, and their success depends on the interaction between group members. Also, they may be controlled by some who are good at debating (arguing). The facilitator must possess a high level of skills in managing time and directing the discussion.

Tips for when you are using dialogue and discussion:

- Discussions are useless when the group has more than 25 members, and the larger the group, the more skill and capabilities are needed by the facilitator to manage the discussion.
- If the number of participants exceeds this figure, then it is better to divide them into smaller groups.
- The facilitator must give clear instructions to the participating groups to let them know what the tasks that are required of them are.
- When the group begins the discussion, the facilitator must monitor it, to make sure that the participants know what their roles and tasks are.
- After presenting and discussing the results of the groups, the facilitator should encourage the learning process by presenting and summarizing the outcomes, and giving his final comments.

2. Case Study

Case studying involves an intensive testing of a specific situation. This situation could be real or hypothetical, but it must be chosen carefully, so that it is clear and directly linked to the general framework of the training program. During a case study, the participants develop their thinking, analyzing and deduction skills, regarding to the theoretical and application principles. The points of strength of case studying is that it is a mixture between the practical curricula used to solve problems, and in-depth analysis for several cases, when you bring in realistic cases to the training hall. It is better to use case studies as a continuation to other training methods, whereby lectures are a much more interactive in the communication of the basic information about a specific subject, as opposed to case studies that are better when applying this knowledge about the specific subject.

Another advantage of case-studies is that they improve problem-solving skills, and the application of concepts and methods, and gives a sense of reality to theoretical discussions. This is an activity that focuses on the participant, and allows for interaction, group-learning and constructive analysis.

One of the limitations of a case study is that it consumes a lot of time, and it is difficult to choose from the available material, especially that preparing a new case study needs times. Also, there is a risk of dealing with it as a game or just an exercise when it is used hypothetically, and a right or wrong answer is expected. It also limits generalizing.

3. Role Playing

This training method involves participants playing a theoretical situation, or a real one, in front of an audience. The participants are given an important background and some ideas on who to organize their roles, but without a specific dialogue, or script, they have to improvise this while playing the role. When the performance finishes, the spectators and the participants conduct a discussion and dialogue. Taking part in role playing during the training fulfills the interests of the participants, and encourages them to contribute spiritually, and also helps enhance their impulsiveness and problem-solving skills. Role playing can be used specifically to:

- Change and develop attitudes.
- Develop negotiation skills.
- Reveal the weak human relations.
- Highlight the social and political aspects of a situation.
- Promote learning through working and making mistakes.

One of the benefits of role playing is that it presents topic in a dramatic manner, that helps fill in the gaps of the traditional training system, and increase the link between the training and specific situation. It also helps to develop the ability to conduct in-depth discussions, making it easier to solve a problem or understand the situation, as well as enhancing the controlling situations, critical thinking and problem-solving abilities, adopting spontaneity and problem-solving skills, and

promoting participation. It also helps dealing with attitudes and behavior, and will help encourage personal communication skills, build self-confidence, and learning through action.

One of the limitations of role playing is that its success depends on the ability of the individuals and the dynamics of the group, also it could require many materials. Also, not all participants are eager or serious enough about role playing (especially those in leadership positions), and the participants could drift away from the training objective, which is unsuitable for large groups, or insulting to sensitive individuals.

Role playing involves:

- Defining the problem and creating the situation.
- Determine which roles are to be performed.
- Determine the characteristics and nature of each role.
- Give a background to the participants on the topic.
- Scene performance, discussion and analysis.

4. Brainstorming

It is the process of generating and producing creative ideas and opinions from individuals and groups, in order to address a specific topic or problem that is relevant to the individuals concerned with the topic, and it is not a decision-making process. Brainstorming is used to break the traditional thinking barrier in solving problems, to generate new ways of thinking, to provide a good environment for building new ideas, and for the to promote the freedom to express ideas. A facilitator is chosen for the brainstorming session, and a time limit is identified. Other must not be interrupted when expressing their ideas, and specific key words are used to generate ideas. Additionally, ideas are not critiqued during or after the brainstorming process.

5. The Key Words Technique

This technique is used when you need to have one definition, or to promote the awareness of the participant's about a certain issue. This is done by sitting the participants in a semi-circle around a worksheet. When applying this technique, the participants must work without talking, they have to write in an organized and haphazard manner, words that express this definition from their perspectives. Then the trainer will put a mark near the words that mean more to him than others. There is no limit to the number of words that the facilitator could choose to mark. At this point the participants within the group can talk and discuss the ideas and words that were proposed in the worksheet. Then, one person from each group will write a special definition for the term, by choosing the key words on their individual worksheet. Each group will then look at the worksheets and definitions of the other groups, in order to get to know the thoughts of the other groups, and benefit from them. Finally, each group can make amendments to their definitions after having seen the worksheets of the other groups. When all this is done, one of the team members will present

his group's definition to the others. The facilitator encourages the participants to reach a common definition. If the definitions differ from one another to a large degree, the facilitator asks the groups to bring the concepts closer to each other and reach a common definition.

6. The Snowball Technique

This technique can be used with groups of 8 to 20 people. It is called the snowball methods because during the activity information is exchanged with others more than one time. This technique involves making a statement about a specific problem, or question. Then the facilitator asks each trainee to think, on their own, and find a solution to the problem or answer the question. Then each trainee will share his information with another trainee, and they exchange the information or answer that was communicated to them. then the two trainees with choose another two, so they are a group of four, and will share the information or answers that they can up with amongst themselves. At the end, the whole group should reach an agreement, and decide which is the most suitable solution or answer. Then the group summarizes the result it reached, and the group chooses one of its members to share this result with the representatives of the other groups, to come up with one solution to the problem, or one answer to the question. Finally, the facilitator provides feedback and notes on the results presented by the groups.

7. The fishbowl Technique

This technique is used to a topic on which two groups cannot agree. This technique is special because it overcomes communication barriers, like pressure of the two groups to insist on their opinion, bias, and intolerance.

- This technique requires 10 to 20 participants. Chairs are placed in a circle in the middle of the class room, and another row is placed behind it. The facilitator then divides the participants into two groups – one group supports the idea, and the other group opposes. The first group sits on the chairs inside the circle, while the other group sits in the outer circle. The trainees in the outer circle are not allowed to talk. They only need to listen to the discussion happening in the inner circle. They can only talk if the facilitator asks them to join the inner circle.
- The facilitator begins a discussion with the participants in the inner circle (the fishbowl), by making observations and comments, and they will discuss them and comment on them. then the participants can continue discussing the potential solution, until they stop introducing new information.
- The facilitator can interfere, from time to time, to motivate them, and to make sure that all the participants in the inner circle are taking part in the discussion.
- The participants then change places and the same rules apply. The newcomers to the inner circle present their point of view. They keep changing roles until the subject is exhausted (discussed from every angle possible).

- The perspective of the participants in the first group can be summarized as an alternative way, and the point of view of the other group is discussed.
- Once the subject has been exhausted, and discussed enough by the two groups, they can get together and have a joint discussion, while taking into consideration the views of, and listening to, the other group.

Evaluating the performance of the groups in terms of the training techniques

This tool helps measure the appropriateness of the training technique with the situation, and the training materials used. It is a tool that helps tests the training technique chosen.

	Level of Performance				
	1 (Low)	2	3	4	5 (High)
The technique chosen encourages interaction between the participants.					
The technique chosen is consistent with the chosen topic.					
The chosen technique can be implemented during the allotted time.					
The technique used helps deepen the participants' understanding of the topic at hand.					
The technique is employed in a way that adds effectiveness to the training situation.					
The technique used is employed correctly in observance of the principles of adult learning.					

When assessing the facilitation technique, you should:

- Encourage the participants to discover various situation connected to GBV.
- Challenge the participants to understand why they are adamant to maintain the attitudes they have.
- Challenge the participants regarding the negative attitudes they have against women and adolescent girls, which they insist on having in their societies, or those that are prevalent in their societies.

- Guide the participants to think of how GBV can have a negative effect on women and adolescent girls, families, communities, and perpetrators.
- Encourage the participants to think of ways to help prevent GBV, and respond to it, by adopting more just attitudes and behavior that is generally equal.

Facilitation involves the following five steps:

1. **Approve and ask:** Ask questions to help initiate dialogue between participants and discover participants' backgrounds, beliefs, and experiences about GBV. This will help guide the session according to the participants' backgrounds and experiences.
2. **Apply and discover:** Conduct a hands-on, interactive activity to allow participants to explore and discover.
3. **Add:** Add new information, present it to the participants, link it to their previous knowledge, and change misconceptions in a scientific and referential manner.
4. **Propose:** Pose an idea or topic related to the main GBV message, and ask participants to suggest positive and alternative ideas and practices for preventing GBV.
5. **Summarize and relate to their practical life:** Summarize the results of the activity to see what the participants learned, and to evaluate how they responded to the proposed idea, and let them relate this to their daily life.

4.7 - Facilitation Recommendations

1. Determine the desired objectives of the training.
2. Plan and organize the management of sessions, discussions and the training.
3. Diversifying effective and participatory training methods, techniques and exercises.
4. Link information, skills, and behaviors.
5. Set the rhythm and time of the sessions and discussions.
6. Urge the participants to criticize their experiences constructively, and build on them.
7. Find out more about participants' information and attitudes towards gender-based violence.
8. Direct participants to reflect on why they hold specific attitudes towards women and adolescent girls and gender-based violence.
9. Find out what participants can do to help prevent, and respond to, gender-based violence within their families and communities.
10. Create a space of privacy and non-judgment so that participants can discuss gender issues and GBV.
11. Generate interest by displaying statistics, experiences, and publications.
12. Do not tell participants what they should think.
13. We do not tell the participants how they should behave.
14. Do not advise participants about what is right and wrong.
15. Do not insist that all participants end the session with the same points of view.
16. Do not lecture the participants about the key messages of GBV.

4.8 - Presentation Skills

The way something is presented plays a major role in convincing the audience, since the impact that a presenter has on his audience will be achieved by:

- The content of the presentation (7%)
- The way it is presented and the tone of voice (38%)
- The way the body moves (55%)

The main elements that need to be taken into consideration when presenting:

- Stand properly: make sure you are standing right, in an upright position, with your arms and hand relaxed. It is not appropriate to put your hands in your pockets, or behind your back, or crossed. They should always be above the level of the waist.
- Control of distracting behavior: Avoid nervous movements, such as playing with a ring or a watch, or using "aha" or words such as "as you know."
- Maintain eye-to-eye contact with the audience: try to have eye-to-eye contact with all those in the room, and do not focus on one person and not another. Try to maintain this contact for 3-6 seconds with each person.
- Voice: tone, pitch, speed, and clarity. Speak calmly and speak slowly, so that you feel what you say word for word, and remember to change the tone of your voice from time to time depending to the situation, so that the audience does not get bored with the same pitch. Also pauses (silence) give the listeners a chance to understand and analyze.
- Enthusiasm and energy: If you are not enthusiastic about the topic you are presenting, you will not have the ability to attract the attention of the audience.
- Control your nerves: It is normal for a person to feel confused when doing a presentation in front of an audience, but nerves can be controlled, and tension reduced, through training and good planning for the presentation in advance. Also, nervousness can be reduced through the deep breathing exercise that effectively relaxes the brain and nerves.

Body Language

Some individuals use movement, such as facial expressions or tone of voice, to help the recipient better understand the information they want to communicate to them.

In a study conducted by the American psychologist Albert Mehrabeen, he discovered that only 7% of communication is by words, 38% by tone of voice, and 55% by body language, and if words and body language differ, the individual tends to believe the body language.

Uses of Body Language

Everyone uses body language, whether voluntarily or involuntarily. A trainer uses this method in the training room to help him convey the information to the trainees, and the engineer also uses it

when he wants to give instructions to the workers, and the president uses it to his subordinates, and so does an employer with his workers, with the most hard of hearing or people with special needs understanding it better.

Body Language Method

The eyes: It gives you one of the biggest indicators to the personality of the person, that truly guides you to what is going on in the mind of those in front of you. If his eyes/pupils widen this might indicate that you have told him about something that has made him happy. Whereas, if his pupils narrow, then the opposite applies. If his eyes are further narrowed, or he rubs his eyes, maybe this is a sign that you said something he does not believe. And if he tries to avoid looking into the eyes of people, and around him, this indicates that he has lost confidence in himself.

The eyebrows: If a person raises an eyebrow, this means you said something he does not believe, or thinks is impossible. But if he raises both eyebrows this means he is surprised.

The ears: If he pulls at his ears while telling you he understands what you want, this means he is confused about what you said, and it is possible that he has no idea what you want him to do, or that he has doubts about what you are saying.

The forehead: if the recipient squeezes his forehead and looks at the ground with a frown, then this means that he is confused or mixed-up, or that he does not like to hear what you have said, but if he grinds his forehead and raises it up, this indicates that he is amazed by what he heard from you.

The shoulders: When a person shrugs his shoulders, this means that he does not know, or he has no idea about what you are saying.

The fingers: A person who is tapping his fingers on the arm of his seat, or on his desk, means he is nervous, or has lost his patience.

The nose: When a person touches their nose while speaking, this means he is lying.

The mouth: Closing/hiding the mouth is a sign of lying.

The direction of the feet: The direction of the feet reflects the thoughts going on in a person's mind. For example, a student who has just been told off in front of his peers by a teacher, his feet will point to where he is sitting, or in severe cases to outside the classroom, or a guest who does not want to enter, his feet and the way he stands will indicate that he wishes to leave.

Some guidelines on how you can use your presentation skills:

- Use your eyes to attract the attention of your audience and remove any tension between you and them.
- Do not lose eye contact with your audience by looking at the floor or the wall.

- Don't be embarrassed to take a few seconds to get your thoughts together and then continue.
- Be interactive and not reactive.
- Do not stand in one place.
- Do not plan your movements, just be spontaneous.
- Use aiding and illustrative equipment and tools. It is important to use these because:
 - We remember what we see, hear and do, very well.
 - Presentation equipment attracts the attention.

When using illustrative means:

- Stand to one side
- Make sure everyone can see what you are presenting
- Let the viewers know what you are presenting as soon as it appears.
- Try to be as convincing, credible, committed and interested as possible.
- Face the viewers not what you are showing.
- Do not stand between the audience and what they are viewing.
- Do not give your back to your audience.
- Don't stop at "as you can see....".

Factor that will help you succeed in reaching your audience.

- Try and establish a positive relationship between you and your audience.
- Make the sessions as informal as possible.
- • Stay away from lecturing and stereotyping during the display.
- Make sure to provoke the audience's thinking.
- Make sure you respect the speaker and his opinions.
- Do not try to show off what you know, or appear superior to the audience.
- Ask the attendees to save their questions for later, if it's a big group.
- Encourage the attendees to ask specific questions, that are clear, and that will enrich the knowledge of the others.
- Do not allow side-talk.

4.9 - Designing Training Sessions

The training session in a training program is the time allocated for training, and is limited in terms of time. Usually, the training last from 30 to 60 minutes, not more. Designing a training session is very similar to writing a script, whereby the facilitator proposes activities through which the goals are achieved, with details that are clear, easy to understand, and in sequence, so that even if another facilitator is asked to conduct the session they can easily do so.

When designing a training session, the following needs to be taken into consideration:

- Use clear and honest language.
- Diversity the various illustrative techniques.
- Estimate the time needed. Deviating from the planned “script” is permissible to achieve the goals of the training, although it is better for a new facilitator to stick with the session plan as much as possible.
- During some training sessions the facilitator may find that he is obliged to completely change the session plan, mainly because the targeted group are not understanding the training process. Therefore, it is recommended that, before planning the session, the trainer attempt to gather as much information as possible about the target group to allow him to design the appropriate training session for them.

Normally, the planning of the training sessions will be complete when the following are made available:

- (1) **A title for the training session:** this will clarify the agenda of the training, and will be available when distinguishing this session from other.
- (2) **The expected Outcomes of the training session/objectives of the session:** This will clarify the aim for which this session was designed.
- (3) **The overall environment of the session:** some sessions required particular preparations, and have to be conducted at a certain time, under specific conditions. Also the behavior and response of the trainer and the trainees must be in a certain manner, so this must be specified in the plan.
- (4) **The duration of the session:** this will indicate how long the session is expected to last.
- (5) **The training aides:** indicates the things that need to be made available for conducting the training session.
- (6) **The steps of the session/description of the session:** This clarifies in details all the steps that the trainer will take to conduct the session, with an estimated time of duration for each step.

In order to better clarify this, there is a practical example in Chapter Five for the topics of Key Messages for the prevention of GBV.




Model for the Design of a Training Session

Title of the Training Session:

The anticipated outcomes of the training session/objectives of the session:

By the end of the training session, we expect the trainee to:

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-
- **The overall environment of the session:**

Training Session Activities		
Time	Description of the Session	Training Aides
		

Check-list for the design:

- Are you happy with the design and confident you are able to facilitate the training?
- Are you clear about the overall, expected outcomes of the training, and how appropriate they are for each session?
- Does the design take into consideration the five steps?
- Is the content consistent with the requirements of each group, and is the methodology consistent with the content?
- Does the design employ a variety of techniques to cater to the various learning patterns and needs?
- Are you making use of the time available in an efficient manner, with ample time for the participants to interact and participate?
- Have you allocated enough time for each session (or part thereof)?
- Are the steps of the design well ordered, to allow the participants to face the challenge and remain interested, without feeling overwhelmed?
- Have you identified discussion points to make sure that the design works, and that the anticipated outcomes are being achieved correctly?
- Did you anticipate any potential problems or situation that could require amendments to the design? For example, the content that could be shortened to removed completely if there is no time? Or a very short lunch break?
- Did you allocate enough time to evaluate the session/training?

Do not forget the following five steps when designing a session and facilitating it

- Approve and ask.
- Apply and discover.
- Add.
- Propose.
- Summarize and link to the daily life of the participants.

Chapter Five: Activities for the Prevention of GBV

This chapter comprises eight training activities, as practical examples for eight topics of key messages on GBV, which will help raise the awareness of women, adolescent girls, men and adolescent boys on GBV, after having learned from Chapter Four how to design activities for the prevention of GBV.

1. Knowing the available services relevant to GBV, and access to them, can save lives

Title of the Training Session: Supporting individuals to access the services relevant to GBV.




Anticipated Outcomes of the Training Session/ Objectives of the Session:

By the end of the session, the participant is expected to:

- Have a clear idea about the support services available to GBV survivors.
- Appreciate the importance of knowing what services are available to the survivors in their communities.
- Employ strategies to support individuals to access GBV support services.

The overall environment of the training session: interactive.

Activities of the Training Session

Time 	Description of the Session 	Training Aides 
<p>90 minutes</p>	<p>The facilitator begins this part of the training session by <u>approving and asking</u> by posing the following questions to the participants:</p> <ul style="list-style-type: none"> • What are some services and support that you think people might need if they suffer from GBV? • Is it easy to get to these services in your community? • What is preventing people from reaching the support services related to GBV? • The facilitator will then listen to the answers given, and exchange feedback. • The facilitator then <u>adds</u> information to clarify that easy access to the support services related to GBV can save lives, especially since there could be physical abuse that requires immediate medical intervention. Therefore, knowing about and access to these services will help those suffering from GBV deal with their experiences, and seek help to prevent this violence from occurring again. <p><u>Apply and Discover:</u> The facilitator will ask the participants to work in three groups.</p> <ul style="list-style-type: none"> • The facilitator will divide among the three groups one kind of GBV (The facilitator may review the kinds of GBV stipulated in the 1st Chapter under: The Theoretical Framework). • The facilitator will ask each group to identify the support services for people affected by the GBV on their cards, and try and write a script for a story, and describe what happens. What are the physical, emotional, and economic repercussions that the person suffers? • The facilitator will try ask each group to clarify the following: <ul style="list-style-type: none"> - What services does the survivor need? - Which of these support services are available in your community? - What are the issues obstructing access to these services? • The groups will present their work and exchange feedback. 	<p>Markers Worksheets Colored cards</p>

	<ul style="list-style-type: none"> • The facilitator asks the participants about their feeling towards the level of support that they can provide to survivors of GBV. • <u>Propose:</u> The facilitator will conduct a group discussion with the participants around the following questions: <ul style="list-style-type: none"> - Do you know what are the support services for survivors of GBV in your community? And why is it important to know this? - Do you think that survivors of GBV have easy access, or adequate access, to the services, in your community? - What are the challenges and difficulties that survivors of GBV face to reach the support services? What prevents them from reaching these services? - What can you do to help survivors of GBV reach the services in your community? • The facilitator listens to the participants, and they exchange feedback. • The facilitator comments by saying: Imagine you are in a position of authority, and you have the power to make one change to ensure access to the services available for GBV survivors in your community. What change would you do? • <u>Summarize and Link to the daily life of the participants:</u> The facilitator will ask the participants to sit in a circle, so he can listen to their ideas and document the key words for the changes they plan to make, as decision-makers. • The facilitator summarizes the training session, and highlights the importance of knowing what support services are available to GBV survivors. (The facilitator may add other services available to GBV survivors, and the referrals available too, by going back to the Policy Manual and Guidelines for Prevention and Response to Situations of Violence in Jordan – GBV and Domestic Violence and Child Protection – 2018). 	
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2. Gender equality is essential for the prevention of GBV




Title of the Training Session: Snakes & Ladders

Anticipated Outcomes of the Training Session/ Objectives of the Session:

By the end of the training session, the participant should:

- Be able to have a clear idea about GBV.
- Clarify the concept of GBV.
- Distinguish between sex and gender.
- Understand that a difference in gender does not mean any differences with regards to rights and responsibilities.
- Value the importance of gender equality to prevent GBV.

The overall environment of the training session: Interactive.

Activities of the Training Session		
Time	Description of the Session	Training Aides
		
2 Hours	<ul style="list-style-type: none"> • <u>Approve and Ask:</u> The facilitator begins this part by clarifying to the participants that they will be taking part in an interactive activity called “Snakes and Ladders”, and will remind them how this game is played. He will listen to any experience or memories of this game. • <u>Apply and Discover:</u> The facilitator will ask the participants to work in two groups, and tells them to stand in two lines opposite each other. • The facilitator will pass out cards with sentences on them randomly. • The facilitator will ask each group to give their opinion regarding the card that they have (approve or disapprove). • The facilitator will proceed with the game, whereby each sentence is discussed until all the participants are convinced of the perspective of each, and based on the answers the dice is thrown. • <u>For the facilitator:</u> the sentences on the cards: <ul style="list-style-type: none"> - A female can become a Physician, just like a boy. - Both females and males have a right to go to school. - Both girls and boys can express sadness by crying. - When a brother forbids his sister from going out with her friends, that’s his right. - If a brother orders his sister to get him a glass of water, that’s normal, and it is the girl’s duty to do so. - The right career for a girl is teaching. - The mother could be a physician while the father is a carpenter. - The person in control of the household expenditure is the man. - A woman can drive a truck. - A woman can be an aircraft pilot. - A woman can be a fighter in the army. - A father cannot help with the household chores. - A father cannot feed the children. - Girls and boys have the right to the same amount of pocket money. 	A Snakes and Ladder Game Dice Cards Glue Markers Worksheets

	<ul style="list-style-type: none"> - It's a mother's duty to clean the house because she is a female. - Both the mother and the father can raise the children, clean up the dining table, and wash the dishes, jointly. - Boys don't cry, but girls are emotional. - Girls are more dependent than boys. - Boys get angry quickly, more than girls. - Educating a girl is not feasible, because she is going to end up being a housewife. - Boys only think of girls. - Boys do not pay attention to their personal hygiene. - Boys must always be strong. - Household chores should only be done by the woman, even if she works outside the house. - Long hair – small minds. <ul style="list-style-type: none"> • Add: the facilitator will explain to the participants that we shall understand the main concepts of this game: sex and gender, and gender-based discrimination. • The facilitator will write sex on the left side of the worksheet, and gender on the right side. • The facilitator will then ask the participants to work individually and think of an explanation for the two concepts. • The facilitator will distribute colored cards so that each participant can write their definition on it, and put it under the written titles. • The facilitator will explain the difference between the concept of sex and gender: Sex means the physical/biological difference between males and females, and this is based on nothing but the biological structure. Whereas, gender is the social difference between males and females, and is based on social factors like, history, culture, traditions, social customs, and religion. Gender in any society also includes the interaction between boys and girls, and men and women depending on their roles, responsibilities, opportunities, advantages, and limitations, and what is expected from them, and which could change the definition of gender. This means that gender is not a neutral word, it is neither good nor bad, neither wrong nor right. • The facilitator will give the participants a group of sentences that they have to categorize as: are they related to sex or gender? (In order to clarify the concepts). 	
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	<ul style="list-style-type: none"> - Women give birth to children, men do not. - Girls are soft whereas boys are tough. - Boys' voices change when they reach puberty, but this does not happen with girls. - Girls wear pink, while boys wear blue. - Females do the housework, while males do not. <ul style="list-style-type: none"> • The facilitator then writes on the worksheet, the social/cultural expectation, and divides the worksheet in two: one for men/boys, and the other for women/girls. • The facilitator asks the participants to share some of the things that are socially/culturally expected from girls and boys in their communities. • The facilitator listens to their input, and they exchange feedback. • <u>Propose:</u> the facilitator will comment: Now that we have defined these concepts, and the term “gender-based discrimination, let’s discuss the sentences that I gave you at the start of the session.” • The facilitator will lead a discussion on any changes in opinion about the sentences, compared to the beginning. • The facilitator will explain that these roles and practices which discriminate between males and females, is not because we are males or females, they are due to customs and traditions, and they can be changes if we deal with them in the right manner. • The facilitator will ask and discuss with the participants the correct manner to induce changes. And once we have realized what these concepts mean, what is required of us as females and males? • In order not to end the sessions and cause the participants to feel frustrated, the facilitator may ask them to write down one of the rights that their grandmother did not have, but that they succeeded in getting, and a right that they did not get, and wish to enjoy. • <u>Summarize and link to the daily life of the participants:</u> the facilitator asks the participants: If you are asked to send a message to adolescent boys and girls you age, what would you say to them? • The facilitator will guide the participants' answers. • The facilitator will end the session by stressing that it is our right as adolescent boys and girls to enjoy all our rights without any form of discrimination. It is our duty to know what our rights are, and ask for them in a clear manner. 	
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3. Child marriage is a form of GBV




Title of the Training Session: Early marriage

Anticipated Outcomes of the Training Session/ Objectives of the Session:

By the end of the training session, the participant should:

- Have a clear idea about the concept of early marriage.
- Identify the reasons behind early marriage.
- Identify the impact of early marriage on children.
- Identify and describe the measures that need to be taken when meeting a beneficiary who is at risk of early marriage.
- Identify and describe the responses to early marriage that previously occurred.

The overall environment of the training session: Interactive.

Activities of the Training Session		
Time	Description of the Session	Training aides
		
2 hours	<ul style="list-style-type: none"> • Approve and Ask: the facilitator begins this part by clarifying that they will be discussing the concept of early marriage at the start of the training session, or he can display pictures of early marriages. • The facilitator will show the “Early marriage” video from the following link: https://www.youtube.com/watch?v=0GvVvCsfl3M • The facilitator will divide the participants into four groups, in order to come up with a definition for early marriage, and answer the following questions: <ul style="list-style-type: none"> - What does early marriage mean? - What is the legal age for marriage in Jordan? - The groups show their work and exchange feedback. • Add: the facilitator will further clarify the concept of early marriage, as any marriage below the age of 18, irrespective of whether the laws of the country allow it or not. And that the reasons for early marriage are: <ul style="list-style-type: none"> - Customs and traditions. - Poverty. - Fear for the girls. - The absence of deterrent laws. • Among the instructions for approval of marriage, are: <ul style="list-style-type: none"> - The person asking to get engaged must be able to pay the dowry and living expenses. - If the marriage will ward off an existing evil, or there is no other interest from it. - The judge should ascertain the consent of the fiancée and that this is her choice, and that her best interest is considered, or it is proven by a medical report that one of the fiancées is insane or demented, or it is found that there is an interest behind his marriage. - The marriage contract must have the approval of the guardian, bearing in mind the provisions of article (6) and (10) of the Personal Status Law. 	<p>The “Early Marriage” video Or A presentation with pictures.</p> <p>Small pegs A clothesline.</p>

	<ul style="list-style-type: none"> - A record is drafted to include the judge's verification of the aforementioned grounds that he adopted for permission to proceed with the marriage, and accordingly the permission to marry is issued according to the effective rules and procedures. • <u>The basics of a successful marriage:</u> <ul style="list-style-type: none"> - That a person believes in what the other promises. - That each partner supports the other partner. <ul style="list-style-type: none"> - Knowing and respecting the partner's boundaries and moral system. - Faith in the partner and helping them achieve their dreams. • <u>The impact of early marriage</u> <ul style="list-style-type: none"> - It is the cause of death for 70 thousand girls around the world, every year. - Puts girls at risk of getting sick with diseases linked to marital relationships, more than others. - A girl who is not yet 18 does not know how to protect her health during a pregnancy, during delivery, and after giving birth. She also knows very little about caring for a baby, and how to deal with him - Young girls are more susceptible to repeated miscarriages, early deliveries, and bearing children who are under-developed, and who very often die at birth. - Women who get married at an early age are more susceptible to depression, low self-esteem, and are more prone to feel anxious and tense. - It is the second most common reason for death among girls around the world, due to getting pregnant at an early age. - Girls can suffer from severe hemorrhages due to pregnancy or delivery, or even blood clots. <ul style="list-style-type: none"> - During childbirth, a girl may experience pregnancy cramping, recurrent miscarriage, severe anemia, and a uterine disorder due to its incomplete growth. - She is more at risk of uterine cancer, because the internal tissues are very sensitive (sometimes it is necessary for them to undergo a hysterectomy at an early age). 	
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	<ul style="list-style-type: none"> - The rate of infant mortality, whether pre-natal or post-natal increases by 70%, worldwide, because the child does not grow properly, or because they have, more often than not, a very low birth weight. • <u>Apply and Discover:</u> The facilitator will ask for four volunteers, from the participants, to play the role of a 15-year-old girl objecting to pressure from her family to accept to marry a young man, who is financially well-off, but at the risk of losing her opportunity to go back to school. (the script can be amended as the participants deem fit.) • The facilitator may introduce an element to the acting scene. • <u>Propose</u> The facilitator gives the participants a chance to discuss the scene, and the measures that can be taken in such a case. <ul style="list-style-type: none"> • The facilitator comments that there are several measures that can be taken to prevent or respond to cases of early marriage. • The facilitator will clarify the following: <p><u>The services available to address cases of early marriage:</u></p> <ul style="list-style-type: none"> - When identifying beneficiaries that are at-risk of early marriage, the service-providers must apply case-management procedures that are used for GBV. Additionally, the concerned agencies shall: <ul style="list-style-type: none"> ✓ Give advice to the beneficiary, the parents, and the potential groom about the legal, social and health repercussions of early marriage. ✓ If the beneficiary agrees, keeping in mind that safety is a priority, then the family is provided with counselling in an attempt to prevent the marriage from taking place. ✓ In the case of refugee's/refuge seekers, the case is sent to UNHCR, if the beneficiary approves. ✓ Provide other referrals with the approval of the beneficiary. <p><u>When receiving a case of early marriage that has already occurred, the services that are available are:</u></p> <ul style="list-style-type: none"> ✓ Legal assistance and representation in obtaining birth registration, marriage documentation, and family legal issues when appropriate. 	
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	<ul style="list-style-type: none"> ✓ Providing counseling and services on reproductive health, including family planning services. ✓ Facilitate access to education, training and vocational training, and referrals. ✓ Advice and information about psychosocial services available, including women's spaces, counseling and advice for couples, and referral if the person agrees. <p style="text-align: center;"><u>Basic Learning Points:</u></p> <ul style="list-style-type: none"> ✓ The legal age for marriage in Jordan is 18, and only in exceptional cases can a judge from the Supreme Court approve marriages for individuals over 15 years of age. ✓ The reasons behind early marriage are multifaceted, and have changed among the Syrians since their arrival in Jordan. ✓ Early marriage has multiple negative effects on the child, and every effort should be made to prevent it. ✓ There are several kinds of responses to early marriages that have already occurred, including reproductive health care, legal advice, education, and more. <ul style="list-style-type: none"> • <u>Summarize and link to the daily life of the participants:</u> the facilitator will ask the participants to work individually. <ul style="list-style-type: none"> • The facilitator distributes colored cards. • The facilitator will ask each participant to write something he wishes to change in his personality based on what he learned and the knowledge he acquired during the training session. • The participants will hang their cards on a worksheet entitled “A New Outlook”, or on the clothesline with the pegs. • The facilitator will read out some of what the participants wrote. • The facilitator will allow the participants to ask questions, and he will answer them. <ul style="list-style-type: none"> • The facilitator will thank the participants for their interaction and will encourage them to transfer what they learned to others. 	
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4. Domestic Violence is a form of GBV




Title of the Training Session: Domestic Violence

Anticipated Outcomes of the Training Session/ Objectives of the Session:

By the end of the training session, the participant should:

- Have a clear idea about the concept of domestic violence.
- Be able to identify the impact of domestic violence on family members.
- Propose solutions and measures to prevent this kind of violence.

The overall environment of the training session: Interactive.

Activities of the Training Session		
Time	Description of the Session	Training Aides
		
2 hours	<ul style="list-style-type: none"> The facilitator will begin this training by clarifying the objectives of the session, which is to identify domestic violence as a form of GBV. Approve and Ask: The facilitator will ask the participants the following questions: <ul style="list-style-type: none"> What are the most common problems that couples fight over? What causes violence among a married couple? What are the repercussions of violence among married couples? The facilitator asks the participants about their understanding of domestic violence. The facilitator will listen to their answers, and document key words. Add: The facilitator will add: “Domestic violence is a form of GBV, and in many cultures domestic violence is not considered violence. It is defined as an action, or the lack thereof, that befalls a member of a family by another member of the same family, causing physical or emotional harm. The facilitator asks the participants “Who do you think is responsible for domestic violence, and who is the victim in this case, and what is the impact of this violence on the family?” The facilitator leads a discussion on the answers of these questions, and they exchange feedback, to end up with a definition of domestic violence. Apply and Discover/Propose: the facilitator explains that they will now read a story made up of five parts, and questions will be asked and discussed after each part. <p>Part 1: This morning I opened the album containing picture of my wedding day, of me and my husband. I began crying, and remembered how happy we were at the time, and how sweet he was then.</p> <ul style="list-style-type: none"> - The facilitator leads a discussion and exchange of feedback, on the following questions: 	<p>Colored cards Markers Worksheets White paper Notebooks for the participants Pens</p>

	<ul style="list-style-type: none"> - What is going on in this story? - What is the woman thinking? - Is the woman narrating the story different than the woman in the pictures, in terms of her personality and feelings? And How? - What do you think could be the cause of this change? <p>Part 2: The first two years of our marriage went by quickly. I was happy, although my husband suddenly prevented me from going out to work. Then I had my son. Once when my son was sick all day, I did not have time to do all the household chores and the meal I cooked was not very good. I knew my husband was not happy when he pushed the plate away, and began screaming. I tried to explain to him what happened, but he slapped me across the face. I was so shocked I began to shake. Next day, he apologized and promised that this would never happen again. He really looked like he was sorry. I believed him, because he has never done anything like this before.</p> <ul style="list-style-type: none"> - The facilitator will lead a discussion and exchange of feedback on the following questions: - Why did the husband slap her? - Do you think this is justified? - How do you think she felt? - The husband promised never to do this again, do you think he will keep his promise? <p>Part 3: This all happened 20 years ago. And since then there were some good days but there were also some very bad ones. The hitting was very frequent. Slapping, punching and kicking. I lived for many years in fear and suspicion. I had no idea whether that day was going to be a good one, or a bad day. I have three children now. I ask myself, how is this going to affect my children. I try to be careful, so that they do not hear or see him when he is angry.</p> <ul style="list-style-type: none"> - The facilitator leads a discussion and exchange of feedback about the following questions: - Why do you think the husband was able to go on being violent against the woman? - What do you think the impact of this violence is on her, along all these years? - Do you think the children realized what is happening with their parents? - How could this affect them? 	
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	<p>Part 4: I did my best to protect my children. My eldest son is very moody, and he is starting to get into trouble more often, and I heard him shout at his newly-wed bride. My youngest daughter is very smart, but she is afraid to challenge her father. She did not argue with him when he arranged for her to get married at the age of 15. I had to do more to protect her.</p> <ul style="list-style-type: none"> • The facilitator leads a discussion and exchange of feedback about the following questions: <ul style="list-style-type: none"> - How does the violence affect the mother? - How does the violence affect her daughter? - How does the violence affect the son? - How does the violence affect the father? - How does the violence affect the whole family? <p>Part 5: I am still with my husband today.</p> <ul style="list-style-type: none"> • The facilitator leads a discussion and exchange of feedback about the following questions: <ul style="list-style-type: none"> - Why did she remain with her husband? - What prevented her from leaving him? - What would happen to her had she left him? - What do you think of her husband? • The facilitator asks the participant to draft a script to act out their day-to-day life. <ul style="list-style-type: none"> - The group will present their work, and a discussion and exchange of feedback takes place. • <u>Summarize and link to the daily life of the participants:</u> the facilitator will ask the participants what they learned about domestic violence, and how this has led them to think differently about women who suffer from domestic violence, and how they think this impacts the males in our community, and how we end this kind of violence in our lives? • The facilitator will ask the participants to write their answers on colored cards. • The participants will show their work and exchange feedback. • The facilitator will end the session by asking the participants to identify a trusted member of the family, and ask him/her what they think the reason is for domestic violence? 	
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5. Knowing about sexual violence contributes to protecting oneself from GBV




Title of the Training Session: My Little Home

Anticipated Outcomes of the Training Session/Objectives of the Session:

By the end of the training session, the participant should:

- Making sure that children know the importance of person hygiene.
- Identify the various parts of the body, and that the body of the child is his, and no one has the right to invade his privacy.
- Identify what touching is permissible and what is not (Safe and not safe)
- Identify the characteristics of trusted adults (relative, stranger, female and male).
- Clarify the ways through which a child can tell a trusted adult about any danger he has witnessed or is threatened with.

The overall environment of the training session: Interactive.

The Activities of the Training Session		
Time	Description of the Session	Training Aides
		
2 hours	<ul style="list-style-type: none"> • <u>Approve and Ask:</u> The facilitator receives the children in My Little Home, which is a simple model of a modern home divided into six sections, overlooking a popular neighborhood, and the facilitator moves from one section of the house to another, and begins to talk about these sections and the equipment in each one. • The facilitator leads a discussion among the children on the various sections of the house, beginning with the bathroom, and asks the following questions: <ul style="list-style-type: none"> - What are the tools inside a bathroom? - What do we use the bathroom for? And what are some right and wrong practices? - Who are the persons whose help we can ask for when we take a bath? • <u>Propose:</u> the facilitator will present different situations to the children and ask them how they would react in such cases: <ul style="list-style-type: none"> - Someone tries to remove my clothes. - Someone tries to touch my private parts. - Someone tries to open the bathroom door when I am inside. • <u>Apply and discover:</u> The facilitator displays clear pictures and visual stimuli with the children and begins with them discussions to identify safe and unsafe touching through: <ul style="list-style-type: none"> - What are the parts of my body that no one is allowed to see, and identify these on the picture of the girl and the boy? - What does safe/unsafe touching mean? - What do I do when I am exposed to unsafe touching, or someone tries to expose a part of my body (the facilitator guides the children: I refuse, I say no, I shout, I leave, I run away, I tell someone...etc.) - Who is the person I talk to if I am exposed to unsafe touching, and how do I stop it? 	<p>A picture of a boy's body</p> <p>A picture of a girl's body</p> <p>Cards with a danger sign printed on them, prepared by the facilitator.</p>

	<ul style="list-style-type: none"> - When I am sick, who is allowed to see my body (the physician), and in whose presence? • The facilitator leads a discussion with the children, and ensures everyone participates to make sure everyone understands. • The facilitator shows a cartoon to summarize what was spoken about. The video: https://www.youtube.com/watch?v=X1_bpVvrKis • <u>Summarize and relay to the daily life of the participants:</u> the facilitator keeps moving throughout the different parts of the house and the popular neighborhood and relating what the children learned from the “bathroom section of the house” to all the other parts of the house, to make sure that the children have understood what safe and unsafe touching means in all parts of the small house, and have linked this information to their lives, homes, neighborhoods and schools. 	
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6. Building the capacities of women and girls helps them protect themselves from GBV




Title of the Training Session: A brief description of myself.

Anticipated Outcomes of the Training Session/ Objectives of the Session:

By the end of the training session, the participant should:

- Acquire internal keys that allow them to be self-awareness.
- Acquire skills to help them organize the internal thoughts that lead to self-awareness.
- Value the importance of self-awareness to protect themselves from GBV.

The overall environment of the training session: Relaxing/ Discussions.

The Activities of the Training Session		
Time	Description of the Session	Training Aides
		
90 minutes	<ul style="list-style-type: none"> • <u>Approve and Ask:</u> the facilitator receives the ladies and greets them. • The facilitator asks the participants to work individually. • The facilitator distributes white papers, pencils and colors to the participants. • The facilitator asks the participants to draw a circle, and then draw themselves in the middle of the circle. Then they can use the colors and other available tools to express the following in any pictorial, realistic or abstract manner: <ul style="list-style-type: none"> - I like.... - I do not like - I feel strong when.... - I feel weak when.... - I need... - I feel.... When ... (choose a nice feeling) - I feel... when (choose a bad feeling) - Give your artwork a title. • <u>Apply and Discover:</u> the facilitator will then pose the following questions to the participants, and will lead a discussion about the answers: <ul style="list-style-type: none"> - Present yourself to us through the artwork you just completed. - How did you feel when doing this exercise? - Which part was most/least fun? - Did you have any difficulty answering or expressing any of the ideas? - If you could present this description of yourself to a group, or someone in your family, personal or social environment, who would it be and why? - On a scale of 1 to 10, how would you rate your level of self-confidence when presenting yourself? - Will you allow the participants to ask you questions, or give you an opinion? • <u>Propose:</u> the facilitator asks the participants to propose ideas that will enhance their self-awareness. • The facilitator leads a discussion session about the ideas they proposed, and relates them to the importance of protecting themselves from GBV. 	<p>Different arts and crafts equipment</p> <p>Colors</p> <p>Pencils</p> <p>White paper for drawing.</p> <p>Soft music.</p>

	<ul style="list-style-type: none"> • <u>Add:</u> the facilitator adds “The ability of a person to express themselves in words, thoughts, behavior and attitudes towards other people and events, helps them to appreciate themselves, protect their rights, and achieve their goals, to be able to live happily, and also protect themselves from any form of violence that they could be subjected to, because they have the ability to express themselves and communicate efficiently with others.” • <u>Summarize and link to the daily lives of the participants:</u> the facilitator summarizes what they discussed during the training session, and asks the participants to think of a piece of advice they can give to other women with regards their ability to express themselves, and increase their self-awareness, and who they shall give this advice to, and why? • The facilitator will guide the answers of the participants in a closed-circle discussion, while listening to soft music throughout the session. 	
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7. Men can reduce GBV




Title of the Training Session: The Effective Family.

Anticipated Outcomes of the Training Session/ Objectives of the Session:

By the end of the training session, the participant should:

- Have a clear idea about the characteristics of an effective family.
- Appreciate the importance of equality among all the family members (males and females)
- Identify the role of males in reducing GBV.

The overall environment of the training session: Interactive.

Activities of the Training Session		
Time	Description of the Session	Training Aides
		
2 hours	<ul style="list-style-type: none"> • <u>Approve and Ask:</u> the facilitator begins by clarifying that during this session we shall identify the most important practices that will help us build the effective family. • The facilitator will inform the participants that they shall be working in groups. • The facilitator will ask the groups to identify the characteristics of what they think is an effective family. • The groups will show their work, and exchange feedback during a discussion on the answers to the following questions: <ul style="list-style-type: none"> - In your opinion, what is an effective family? - What are the most important characteristics of an effective family? - Who is the person responsible for ensuring a family is effective or not effective? - Do the roles of females and males differ within the family? • The facilitator will ask “What is the reason for your attendance today in a session about effective families, and why do you think this topic was presented to the fathers and mothers?” • The facilitator comments, “Family is the building block of the society, and is the base for changing incorrect social beliefs, the most important of which is the discrimination in dealing with male children, as opposed to females.” • <u>Add:</u> The facilitator will give an introduction about the effective family by saying “There are some important characteristic for each effective family, which create a positive environment that helps children, whether they are male or female, to mature. During this session we shall identify some of these characteristics, which will help us assess our own families, and make the necessary changes in the following manner: 	Cards Glue Pens Introductory presentation

An effective family is a supportive and encouraging family, that offers:

- **Respect:** everyone respects the boundaries, needs, and wishes of the others (the old, the young, males and females)
- **An emotionally safe atmosphere:** everyone can express his opinion, ideas, dreams, desires and needs without fear of criticism, rejection, shame or mockery without discrimination between males and females.
- **Able to unite, and put up with the pressures and problems:** and even shock, while supporting one another, and caring for their food, health, sleep and physical activity.
- **Privacy:** this means the privacy of personal space, body, and mind. Everyone knocks at the door and requests permission to enter a locked room, and no one is insulted if a member asks for wider space.
- **Responsibility:** It is the feeling of responsibility to inform others of who I am, and I do not do this because you are entitled to it, but rather to build trust and safety instead of anxiety and insecurity.
- **Apologizing:** The effective family are bound to enter into conflict with each other sometimes, but what distinguishes this family is that they handle their differences with satisfaction and love. If the issue blows out of proportion, and things that we regret are said, then apologizing quickly and asking for forgiveness will bring the members of the family even closer.
- **Permission to express reaction within acceptable limits:** the members of this family are allowed to cry and express their anger in a controlled manner, and they support the person doing so. He does not feel bad about expressing his feeling (it is permissible for males and females to express their feelings without imposing limits based on gender differences, like: boys are not allowed to cry because they are strong, girls are over-expressive because they are emotional and sensitive.)
- **Joking and teasing is permissible** but only to have fun and not as a way to put someone down.
- **An effective family allows its members to change and grow.** The father may decide to retire at an early age and start a new career, or the mother may decide to go back to school, or one of the children may decide to work while studying. Alternatives and changes in

roles are discussed, while respecting the desire the others have to grow and change. (For example: the girls have as much right as the boys to choose what topic to study, and what they thing is suitable, without being forced).

- **The parents, whether they are together or divorced feel responsible** towards the raising of their children, and are united to create a single point of reference, that is neither too lenient nor too harsh.
- **The parents encourage the siblings to have a close relationship** by playing together, solving problems together, and communicating. They are keen to not interfere in their arguments, so the siblings feel responsible, and they become closer and more confident when they solve their problems, without allowing one member of the family to control the other (male or female).
- **Apply and Discover:** the facilitator displays the following picture:



A father says to his son "Watch out where you put your feet."

The son answers "You watch out, father, because I will follow your footsteps."

- The facilitator will discuss the above picture with the participants, clarifying the role of the father in an effective family.
- The facilitator will clarify the following:
- **Putting limits:** a father is a father, and not a friend, even if he is very friendly. Children are not an extension of us, they are independent individuals who have their own needs and desires.

	<ul style="list-style-type: none"> - <u>Support:</u> Everyone is ready to support the other, and stand by their side in times of trouble. - <u>Everyone understands the moods of the other</u> and they have inside jokes that are exclusive to the family and that bring them closer. - <u>They insist on eating their meals together</u>, because they like doing so, and not because it's a duty. <ul style="list-style-type: none"> • The facilitator continues discussing how much these things are applied in their families. • The facilitator asks the participants what they think causes these differences in the way we view and treat females. Do they lead to negative practices by the father? How do these practices affect our life as a family? Do they cause an increase in cases of violence? • <u>Propose</u> the facilitator asks the participants to propose a process to reach fathers and sons, and illustrate to them their role in achieving gender equality, and to becoming an effective family. • The facilitator listens to the opinions of the participants and they exchange feedback. • <u>Summarize and link to the daily life of the participants:</u> the facilitator asks the participants the following questions: <ul style="list-style-type: none"> - How would you describe your family? - What are the points that you need to work on to become an effective family? - What is the role of the males in achieving this? • The facilitator listens to the participants and they exchange feedback. • The facilitator summarizes the characteristics of an effective family, and the role of the males within it, and stresses the following: <ul style="list-style-type: none"> - The effective family, when raising children, is one that stresses that a difference in sex does not mean a difference in rights and duties. - An effective family is one that is encouraging and supportive, and offers these to all members of the family regardless of their sex. - Respect, a safe environment, unity, the ability to put up with pressure and problems, allow the family members to change and grow. 	
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	<ul style="list-style-type: none"> - Males play a major role in achieving gender equality, which reduces the occurrence of GBV. • The facilitator summarizes what was discussed during the training session, and asks the participants to think of a piece of advice they want to give to someone, in order to enhance the role of males in achieving gender equality, a safe environment, and an effective family. • The facilitator listens to the answers of the participants in a closed-circle, and ends the session by motivating them. 	
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8. The Support of the Community Helps Prevent GBV




Title of the Training Session: Reducing the risks of GBV.

Anticipated Outcomes of the Training Session/ Objectives of the Session:

By the end of the training session, the participant should:

- Realize the importance of providing support to women at-risk of GBV.
- Identify the challenges and barriers preventing the provision of support to women at-risk of violence.
- Employing strategies to propose solutions to overcome the challenges that are preventing the provision of women at-risk of violence.

The overall environment of the training session: Interactive.

Training Session Activities		
Time	Description of the Session	Training Aides
		
2 hours	<ul style="list-style-type: none"> The facilitator begins this part of the training session by indicating that during this session we are going to help other women in order to reduce the risks of GBV, and respond to it. Approve and Ask: the facilitator will pose the following questions to the participants: <ul style="list-style-type: none"> Why do you think that women are hesitant sometimes to help other women who are subjected to violence, even if they are friends of family members? Why is it difficult for you to promote the reduction of violence against women in your community? And what about your own household? The facilitator leads a discussion on the replies to the questions, and exchange of feedback. Add: The facilitator adds that the support coming from another woman may be easier for women to leave a situation that is putting them at risk of GBV, and this support could be vital to the women already suffering from GBV, to give them access services like medical help. Apply and Discover: the facilitator will ask the participants to work in two groups. The facilitator will tell them that he wants each group to continue a story, the first part of which they will listen to. They will finish it and present it a theatrical play. The facilitator related the beginning of the story: <i>Amira's happiness does not last for too long after she gets married. She begins to argue with her husband all the time. The arguments between them were mostly about money. After Amira delivers her first child, she noticed that her husband is spending a large amount of the family's income on himself. This led to a shortage in food, for her and for her child. During one of their arguments, her husband tells her that he is fed up with her complaints, and he slaps her on the face and throws her out of the house.</i> The facilitator gives the participants the following guidelines to complete the story" <ul style="list-style-type: none"> Group (1): how will this story continue of her friends decided they are unable to intervene to help her? 	<p>Colored cards</p> <p>Markers</p> <p>Worksheets</p> <p>Notebooks and pens for the participants</p>

	<p>How will her friends feel? What could happen to her in the future?</p> <ul style="list-style-type: none"> - Group (2) What would happen in this story if her friends decide to intervene to help her? What can they do to help her? And what will her response to her friends be? • The facilitator presents the plays of the two groups, and will ask them to discuss the following: <ul style="list-style-type: none"> - What prevented the friends from intervening and helping her? - What are the obstacles that the friends need to overcome in order to intervene and help her? • <u>Propose:</u> The facilitator adds, “Imagine that you know that your neighbor or friends are being subjected to GBV, and that her husband is abusing her verbally and physically. What challenges would you face when trying to help her?” • The facilitator distributes colored cards to the participants – each participant must write two answers for each question, and one obstacle that is hard to overcome, and one obstacle that is less difficult and could be overcome. • <u>Summarize and link to the daily life of the participants</u> the facilitator will give the participants time to think of the obstacles and challenges that they have identified. And while they are doing that, they have to answer the following questions: <ul style="list-style-type: none"> - Why are these obstacles and challenges difficult? - Do you think that the men in your community can play a role in ending violence against women, especially domestic violence? - How can you encourage a man to work with you on ending violence against women in your community? • The facilitator will lead a discussion among the participants, and the exchange of feedback. • The facilitator will end by telling the participants to think of a female they wish to visit, and share with her what they learned. Let her know that you trust her and you often think of telling her about the difficulties you are facing, and you would like her to do the same. 	
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Annexes

Annex (1): Contact information for organizations involved in developing a GBV prevention curriculum

#	Organization Name (English)	Website of the organization	Info email for the organization	Landline number for the organization	Organization Portals on Social Media
1	Jordan River Foundation (JRF)	www.jordanriver.jo	NA	06 5933211	https://www.facebook.com/JordanRiverFoundation , https://twitter.com/JordanRiverFDN , https://www.youtube.com/user/JordanRiverFDN , https://www.instagram.com/JordanRiverFDN/
2	CARE International in Jordan	https://www.care.org	NA	06 5527921	https://www.facebook.com/CAREJor , https://twitter.com/CAREJor , https://www.youtube.com/channel/UCeTV865x298YozJtx3vZUPw , https://www.instagram.com/care_jordan/
3	ActionAid	www.actionaid.org	NA	06 461 66 56	www.twitter.com/ActionAid , www.facebook.com/actionaid
4	Arab Renaissance for Democracy and Development (ARDD)	www.ardd-jo.orh	consult@ardd-legalaid.org	06 4617477	https://www.facebook.com/ArabRenaissance/ , https://twitter.com/AR_Renaissance
5	Plan International Jordan	www.plan-international.org	infojordan@plan-international.org	NA	https://twitter.com/planinterjordan
6	United Nations Population Fund (UNFPA)	https://www.unfpa.org/	NA	NA	NA
7	UNHCR	https://www.unhcr.org/	joram@unhcr.org	06 530 20 00	https://www.facebook.com/UNHCRJordan/ , https://twitter.com/unhcrjordan

8	Arab Women Media Center (AWMC)	www.again.org	awmc@ayamm.org	06 4648889	https://www.facebook.com/ArabWomenMediaCenter
9	Movimiento Por La Paz (MPDL)	https://www.mpdl.org/	middleeast@mpdl.org	NA	https://www.facebook.com/mpdljordan , https://twitter.com/movimientoxlpaz
10	Institute for Family Health- Noor Al Hussein Foundation\ King Hussein Foundation	www.ifh-jo.org , www.kinghusseinfoundation.org	NA	06 5377190	NA
11	International Rescue Committee (IRC)	WWW.Rescue.Org	NA	06 5527203	https://twitter.com/RESCUEorg , https://www.facebook.com/InternationalRescueCommittee
12	Terre des hommes Foundation – Lausanne (TDH)	https://www.tdh.ch/en/our-interventions/jordan	blerta.spahiu@tdh.ch	06 4655717	NA

Annex (2): Criteria for Selecting Good/ Best Practices

The purpose of this document is to define the criteria for selecting good/ best practices for the prevention of gender-based violence with a view to integrating it into the curriculum developed by the Jordan River Foundation in cooperation with the SGBV Working Group:

#	Standards	Eligibility Elements
1	Place: Location of Implementation	Jordan
2	Date of implementation	From 1992 until present
3	Duration of implementation	Two rounds at least
4	Accessibility	All target groups, the possibility of inclusion of persons with disabilities
6	Repetition	The possibility of repetition and expansion
7	Sustainability	The possibility of sustainability is of the same quality
8	References	The presence of references, studies, evaluations, reports, and news

Annex (3): Best Practice Info Sheet

The Development of GBV Prevention Curriculum

Jordan River Foundation (JRF)

March 2020

1. General Information

Name of the organization	
Project Title	
Project Duration	
Partner(s)	
Targeted Group (Age group, nationality, etc.)	
Project Location	
Project Status (On going, or date of completion)	

2. Project Information

Please provide an overview on context and the overall goal, main project components, services, and interventions
<ul style="list-style-type: none">• What is the context of where the project was implemented? (For example: The project was identified as a need to be implemented in Jordan, X city during the year Y and Z after the data from source L showed a significant risk on the increase of violence in the targeted community. Furthermore, the DHS 2017 also indicated for the risk of increased GBV through the indicators: a) ... and b) Therefore, taking in consideration (mentioning the identified capacities in the community or opportunities for project's implementation), the project has been developed to respond to the (mentioning the identified need) between the years Y and Z. P.S. Any data relevant for population, case studies identified in the identification phase can be helpful here. <ul style="list-style-type: none">• What is the overall objective for the project?• What are the specific objectives for the project?• What are the main activities under the project?• Is it possible to link project's impact to a national strategic objective or to JRP?

3. Project's implementation and achievement description

Please provide description on how the project's main activities are being\have been implemented

- What are the main steps taken to implement the main project activities? (maybe by on a specific objective level, or activity level as preferred)

4. The Project as a Best Practice

Please provide an analysis how this project can be considered a best practice

- How **effective** are the project's activities\Interventions? *Can you provide a description on how the implemented activities met the desired objective within timeframe and budget; and if there is a measurable indicator of which your description can be based upon?*
- **Relevance** to context's need and **compatibility**? *Can you provide a description to which extent has the intervention met identified context's need?*
- **Significance** of the project? *How this project is considered significant from similar interventions to respond to the same need (if any)*
- **Sustainability** of intervention? *Is the project implementable for next period within same resources? And what concerns or risks might affect its sustainability?*
- Can the project be implemented in similar contexts (**duplicated**)?
- Beneficiaries' **participation**? *How did the targeted beneficiaries take part in the implementation and\or the sustainability of the project?*

5. Lessons learned and Key Considerations

Please list the main lessons learned and key consideration for future implementation of this practice

-

6. References

Please list (if any) references (i.e. Assessment, studies, reports, news articles, interviews, etc.)

-

7. Case Study

Could you please provide a one case study (if available) that captures the project as a best practice?

-

8. Photos (If available)

Could you please provide one or two photos for practice implementation (if available)?

Annex (4): Theory of change

Impact

Contribute to improve community's practices towards GBV, and reduce the GBV at a national level:

- Improved access to GBV services.
- Improved gender equality.
- Community members take action to stop child marriage, domestic violence, sexual violence and GBV.

Outcomes

Long term-
change in
knowledge

Women and girls
reporting the GBV
incidents

Women and girls have
access to GVB
services

Women and girls
prevent themselves
from GVB

Intermediate-
change in
knowledge

Community members are
actively preventing the
GBV in all forms

Immediate-
change in
knowledge

Community
members are
aware of GBV
services available
and their right to
access them

Community
members
understand that
gender equality
prevents GBV

Community
members
understand the
consequences of
child marriage

Community
members are aware
of the
consequences of
domestic violence
and how to protect
themselves from

Community members understand the SV and its relation to the GBV

Community members are aware that capacity building would prevent them from GBV

Community members are aware of the role of men in reducing the GBV

Community members are aware of the role the surrounding community in reducing GBV

Interventions

SGBV sessions

Community members participate in SGBV sessions conducted by NGOs

Community members interact during the sessions and share experiences related to SGBV

Capacity building of professionals

NGOs professionals in senior positions are engaged in capacity development program on how to design SGBV interventions using the identified key messages

NGOs professionals in junior positions are engaged in capacity development program on how to implement/ facilitate SGBV interventions in the field to deliver the identified key messages

Trained NGOs professionals identify specific targeted activities to deliver the key messages through their organizations

Indicators:

- Toolkit has been developed and distributed to all NGS professionals
- Improved knowledge and skills of NGO professionals on GBV
- Number of activities promoting for the preventive actions of GBV designed by the NGO professionals
- Number of community members attended the GBV sessions (disaggregation required)
- Participation rate of men in the GBV sessions
- Observed positive reactions of the community members towards the GBV prevention
- Increase in knowledge and awareness of community members of the 8 key messages (disaggregation per message)
- Increase in number of GBV cases reported
- Increase in number of women and girls who have access to GBV services
- The GBV awareness sessions are sustained within the organization (regular sessions are conducted).

Assumptions:

- Support and commitment of the SGBV-WG to roll-out the toolkit among the NGOs in Jordan.
- All targeted NGO professionals are trained (committed to complete the training and the application of sessions).
- NGOs are committed to organize activities to appropriately deliver the 8 key messages.
- No opposition of the different community entities and local authorities to prevent the implementation of the GBV sessions.