

FINAL REPORT



HEALING, NONVIOLENT EMPOWERMENT  
AND PREVENTING EXTREMISM FOR  
CHILDREN IMPACTED BY ARMED CONFLICT  
IN JORDAN THROUGH A COMPREHENSIVE,  
INNOVATIVE, SUSTAINABLE PSYCHOSOCIAL  
APPROACH



**IMPLEMENTED BY**  
INTERNATIONAL  
ASSOCIATION FOR HUMAN  
VALUES

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**IAHV**  
INTERNATIONAL  
ASSOCIATION FOR  
HUMAN VALUES

FINAL NARRATIVE REPORT

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## ACTIVITIES

THIS REPORT PROVIDES AN OVERVIEW OF THE ACTIVITIES AND IMPACT OF THE PROJECT “HEALING, NONVIOLENT EMPOWERMENT AND PREVENTING EXTREMISM FOR WAR-AFFECTED CHILDREN” IMPLEMENTED BY THE INTERNATIONAL ASSOCIATION FOR HUMAN VALUES JORDAN BETWEEN THE 15TH DECEMBER 2016 AND 15TH JUNE 2018.



## CONTEXT

There are approximately 265,000 child refugees in Jordan who have escaped the war in Syria. According to data collected by UNICEF, UNHCR, IMC and others on the mental health and psychosocial wellbeing of violence-affected children in Jordan, 50% of children suffer from nightmares, sleeping disorders and other forms of psychological distress since the conflict began, such as clinically significant levels of anxiety, PTS symptoms, and displacement stress.

## CONTEXT

Syrian youth are concerned about tensions with host adolescents, bullying and intimidation, feelings of loss, anger and aggression, nightmares and sleeping problems, sadness, witnessing and experiencing family violence and child abuse, constant worry, war-related fears, education concerns and issues of self-esteem. While refugee boys show more trouble-making behavior, girls, being vulnerable to early marriage and pregnancy, harassment and sexual abuse, show strong emotional distress, self-mutilation, and isolation due to safety concerns and lack of opportunities. Because of the widespread violence, bullying and harassment between Jordan and Syrian students between the school shifts, many Syrian students have stopped going to school, citing discrimination and harassment as a main reason. Against this background, UNICEF's Child Protection Working Group identified in 2014 as a key protection concern the active recruitment of children under 18 by numerous armed groups for combat and non-combat roles, which puts the children at great risk of psychological distress, death or injury. An increase in family tension, domestic violence and child abuse combined with hesitation of children to disclose emotional difficulties to their overburdened parents undermine family support and make self-empowering coping tools for children even more crucial. When not addressed or transformed longer term, these psychosocial consequences can lead to a tendency for self-harm (substance abuse, suicide, self-mutilation, depression) or harm towards others: aggression, violence and crime. By healing the victimized side of children, we can take away a major driving force of future violence, crime and destructive behavior and effectively break the cycle of violence. Restoring a strong and healthy psychosocial foundation in individuals and communities from a young age is necessary for successful rehabilitation, reintegration of combatants, prevention and transformation of violence/extremism, education and social cohesion in conflict zones.

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In order to support the well being of children, teachers and frontline workers who take care of children on a daily basis in difficult circumstances also need to be supported in maintaining their own well being. The 2014 IASC mapping in Jordan (WHO and Ministry of Health) also emphasized the need to develop effective strategies to integrate Mental Health and Psychosocial Support in educational/school settings, to build capacity of additional mental health staff due to a gap in human resources, and to provide self-care, stress management and psychosocial support for frontline workers and caregivers of children, which is currently not provided in 72% of organizations.

## ABOUT US



The International Association for Human Values (IAHV) is a non-profit, United Nations-affiliated organisation with consultative status at ECOSOC (UN). Founded in 1997 by Sri Sri Ravi Shankar and other global humanitarian leaders in Geneva, Switzerland, its mission is to build a sustainable and inclusive peace by promoting the development of human values in both the individual and societies on a global scale.

The aim of IAHV's Peacebuilding Program is to increase the impact of peacebuilding and development efforts worldwide by effectively transforming mindsets, attitudes, wellbeing and behaviours of individuals and communities engaged in or affected by conflict. Cooperating with other organisations in a holistic approach, IAHV aims to strengthen the psychosocial foundation in which other peace and development efforts take root, turning personal transformation into greater peacebuilding impact.

IAHV's proven track record includes efforts to provide rehabilitation of victims as well as perpetrators, re-integration of ex-combatants, youth leadership and women's empowerment training, prevention of radicalization and leadership development initiatives in areas beset by conflict, including Iraq, Kosovo, Kashmir, Sri Lanka, Ivory Coast, Israel- Palestine, India and South Africa.

Given this expertise, the IAHV Peacebuilding Program focuses on the following program areas:

- (1) Trauma Relief, Resilience and Empowerment;**
- (2) Preventing and Transforming Violent Extremism - Mobilising Youth for Peace;**
- (3) Bridging Divided Communities, Dialogue and Reconciliation; and**
- (4) Training Professional Peacebuilding and Development Agencies.**



## ABOUT US



Our human-centred approach lends itself to working across sectors and populations, including international organisations (UN, EU, World Bank), governments, managers and CEO's, social and community workers, women's groups, religious leaders, refugees, victims of violence, youth, terrorists and rebels, prisoners and children, bridging religious, ethnic and social divides. Together with our sister organisation, the Art of Living Foundation, our programs have reached over 300 million people in 150 countries.

IAHV's innovative and comprehensive psychosocial approach provides healing, trauma-relief, resilience and nonviolent empowerment for children that is evidence-based, accessible, inclusive, scalable and cost-effective. The results are profound and effective, while the techniques themselves are easy to learn and to integrate in life, they are applicable across cultures, free from risk of stigmatisation, self-empowering and without requiring the involvement of psychologists and psychiatrists often scarce in complex emergencies. IAHV programs do not just alleviate symptoms and provide "psychosocial" support, but also lay a strong, healthy psychosocial foundation in individuals and communities on all sides of conflict, which is the necessary prerequisite for stable and cohesive families and for peacebuilding objectives such as social cohesion, reconciliation, reintegration of combatants, prevention and transformation of violence/extremism and education in conflict zones.



1

## personal transformation

IAHV uses a holistic approach to personal transformation that addresses the physical up to deeply existential layers, transcending the strictly cognitive. Restoring peace at every level, our programs are deeply human, life affirming and empowering.

2

## positive roles

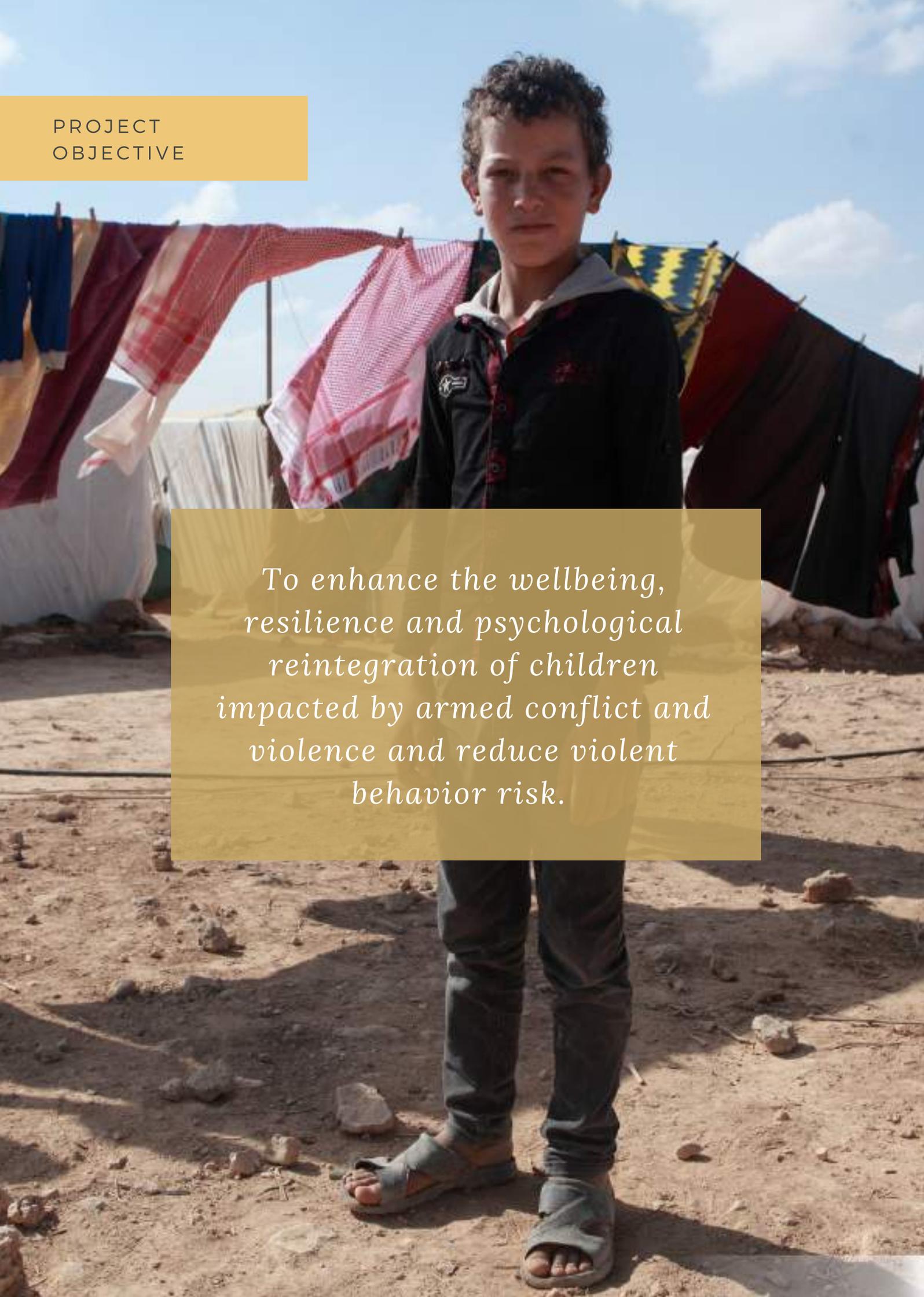
Healed and empowered, these individuals can play a positive peace enhancing role in their communities, institutions and all sectors of society. Underpinning this work, we promote universal human values such as non-violence, dignity, equity, justice and well-being, which produce a positive impact on the way individuals, relationships and communities interact at every level of society.

3

## peace-building impact

IAHV enacts individual transformation and structural change at every level of society, from grassroots to global leadership. Focusing on the individual as the basis for social and political transformation is how we turn personal transformation into peacebuilding impact.

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A young boy with dark, curly hair stands in the center of the frame. He is wearing a dark jacket with a small emblem on the chest and dark pants. He is looking directly at the camera with a neutral expression. Behind him, a clothesline is strung across the frame, with various items of clothing hanging on it, including a pink and white checkered shirt, a blue and yellow patterned shirt, and a dark red shirt. The ground is dry and dusty, and the sky is blue with some light clouds. The overall scene suggests a refugee camp or a similar environment of displacement.

PROJECT  
OBJECTIVE

*To enhance the wellbeing,  
resilience and psychological  
reintegration of children  
impacted by armed conflict and  
violence and reduce violent  
behavior risk.*



## PROJECT NUMBERS

- 18 month-long project
- 2 multi-stakeholder meetings
- 8,211 children participated in Stress Relief and Resilience Workshops
- 196 of the most vulnerable children to violent tendency took the intense Trauma-Relief, Healing, Resilience and Human Values Trainings
- 68 of the vulnerable children who took the Trauma-Relief, Healing, Resilience and Human Values Training took the Youth Anti-Violence and Peace Ambassadors Trainings and became Peace Ambassadors
- 1,326 community and family members participated in Healing, Resilience, and Empowerment Training to provide better support for the children
- 300 Frontline Workers took the training for Personal Resilience, Stress Management and Professional/Self-Care to provide better support for the children
- 60 frontline workers became certified to deliver SRR workshops after graduating from the Training of Trainers program
- Peace Ambassadors carried out 6 Peace Projects to reduce violence within their communities
- Peace Ambassadors hosted 6 celebration ceremonies to present their peace projects to stakeholders

**The following covers the impact of this project in relation to intended outcomes and objectives. Recognizing the below improvements in these key objectives and outcomes, IAHV is confident to say it has successfully achieved the main aim of this project to enhance the wellbeing, resilience, and psychological reintegration of children impacted by armed conflict and violence and reduce violent behavior risk.**

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# IMPACT ASSESSMENT

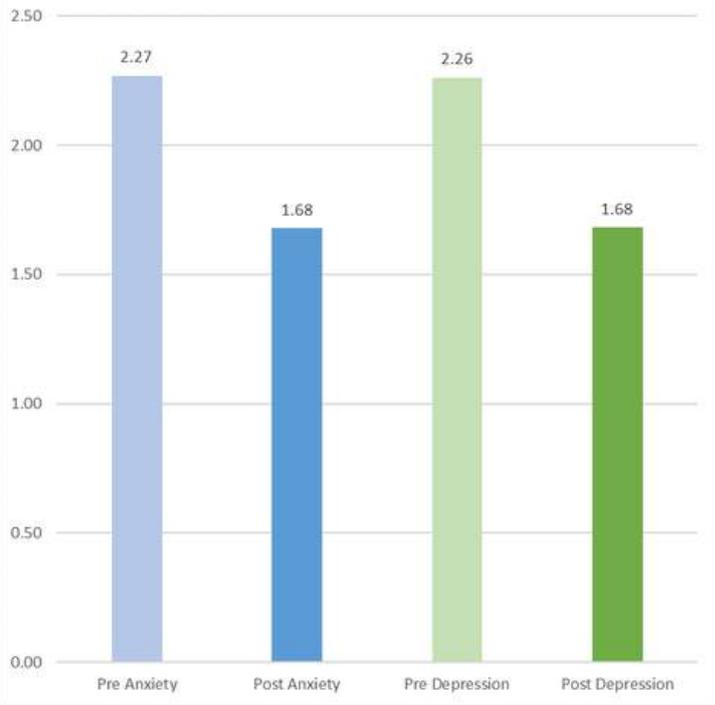
## OUTCOME 1

Reduced stress, PTS, depression, anxiety and improved human and social resilience and sleeping disorders among 8,000 children in Jordan

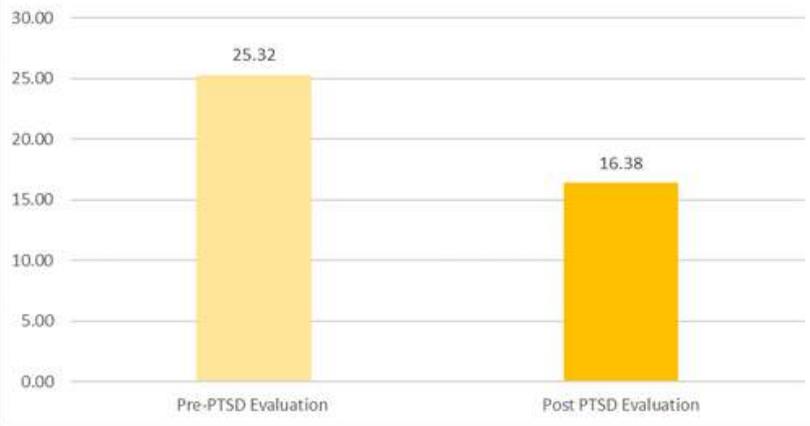
*Almost all of the 8,211 children (73% boys and 27% girls) participating in the short SRR workshops experienced a reduction in stress, PTS symptoms, depression, or anxiety levels or an improved quality of sleep after our trainings.*

*Very significant improvements were recorded among the participants of the intense 4-day THRH and 7-day YAVAP trainings: Symptomatic participants experienced a 25.92% decrease in anxiety levels, a 25.46% decrease in depression levels, a 36.41% decrease in PTSD levels, a 40.61% decrease in sleeping problems, and a 44.19% decrease in feeling hopeless about the future upon completing THRH and/or YAVAP trainings.*

Weighted Anxiety and Depression Averages for All THRH and YAVAP Groups



Weighted PTSD Averages for All THRH and YAVAP Groups



### GRAPH ABOVE

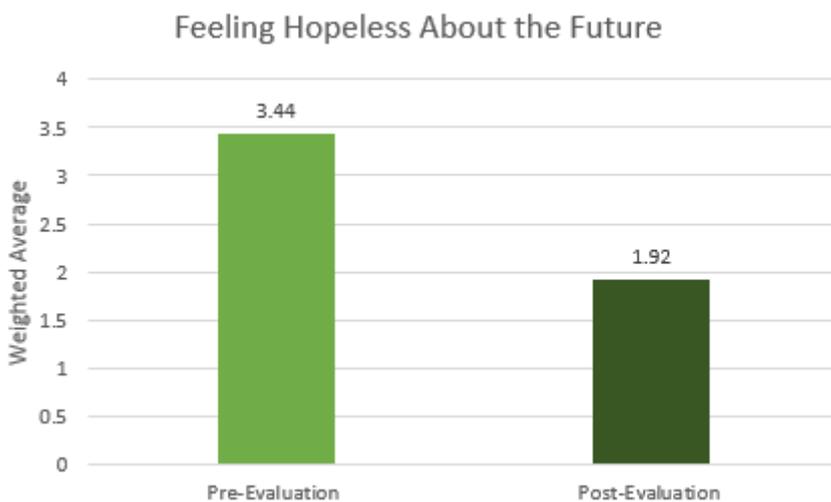
- Participants with scores of greater than 15 on The Child PTSD Symptom Scale (CPSS) are considered symptomatic. These participants are most likely experiencing significant emotional distress.
- Participants experience a 36.41% decrease in PTSD levels upon completing THRH and/or YAVAP trainings.

### TOP LEFT GRAPH

- Participants with scores of greater than 1.75 on Hopkins Symptoms Checklist for Anxiety and Depression are considered symptomatic. These participants are most likely experiencing significant emotional distress.
- Participants experience a 25.92% decrease in anxiety levels upon completing THRH and/or YAVAP trainings.
- Participants experience a 25.46% decrease in depression levels upon completing THRH and/or YAVAP trainings.

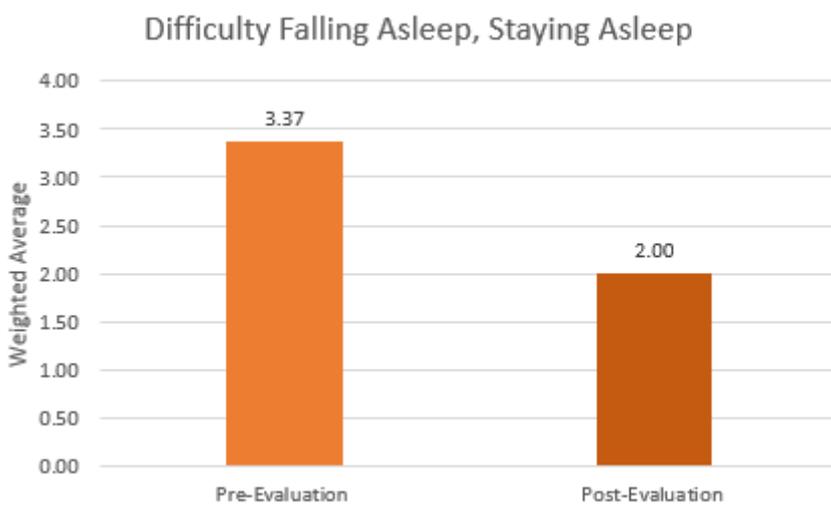


## OUTCOME 1 (CONTINUED)



- Participants with scores of greater than or equal to 3 on question 17, “feeling hopeless about the future,” in the Hopkins Symptoms Checklist for Anxiety and Depression are considered symptomatic. These participants are most likely experiencing significant emotional distress.
- Participants experience a 44.19% decrease in feeling hopeless about the future upon completing THRH and/or YAVAP trainings.

*"I used to always have nightmares about the bad things that happened to me in the past. I would relive them in my dreams. Now I am not scared to sleep anymore. The breathing lets me sleep without nightmares and I wake up rested" (SRR Participant, Irbid)*



- Participants with scores of greater than or equal to 3 on question 16, “falling asleep, staying asleep,” in the Hopkins Symptoms Checklist for Anxiety and Depression are considered symptomatic. These participants are most likely experiencing significant emotional distress.
- Participants experience a 40.61% decrease in falling asleep, staying asleep problems upon completing THRH and/or YAVAP trainings.

Reduced violent behavior risk and strengthened connectedness, human values, positive self-esteem and outlook among 200 of most vulnerable children to violent tendency

196 vulnerable and violence affected children (52% girls, 48 % boys) have benefited from the intense 4-day THRH trainings in July–August 2017.

Based on the THRH participants' testimonials, the trainers' observations, the feedback of the referring organizations and the evaluation forms, the THRH trainings reduced depression, anxiety, PTSD (see graphs on the previous page) and violent behavior and improved the participants' sense of safety, positive emotions, self-esteem, outlook and coping mechanisms. The testimonials of the THRH participants speak of the reduction in their stress levels, anxiety and tendencies for violent behavior throughout the program, and of being able to control their reactions to fight with other participants. They also mention their increased positive outlook on life and sense of hope.

Very early on in the trainings, a sense of **connectedness** was established among the youth from different regions, nationalities and backgrounds, as well as between the youth and their supervisors, trainers and communities, which has lasted till now.

***“When I’m in the classroom with the trainers, I feel like I belong to them, I’m not a student, they’re not teachers, we all belong to each other ... When we first began the training, I felt like everyone just wanted to provoke each other. This person wants to fight with this person while this other person is making fun of anyone who participates. Everyone had an ego, but after the breathing and the games and the sleepovers, everyone was on the same level. Me and the rest of the kids started making friends, we started supporting each other and cheering for one another in the group activities and games. By the end, we were all one family. We all cared for one another, including the trainers. We didn’t judge each other anymore.” (THRH Participant, Jarash)***

Participants often mention an increase in their **self-confidence**. Allowing participants to lead exercises and eventually their own community peace projects proved to be a successful method to ensure their confidence and ability to take responsibility within their own schools, homes, and communities.

***“I used to be so insecure because of my glass eye. I couldn’t even look people in the eye when they were talking to me. I always looked down. After working with IAHV, I’m no longer embarrassed of my eye. I’m proud of who I am. Not only am I proud, I appreciate everyone for their own stories and struggles rather than their looks and what they have.” (Volunteer, Zaatari Refugee Camp)***

Most participants feel that the IAHV training provides a **safe space**, one where participants are encouraged to express themselves without consequence, to foster a space where they are comfortable.

***“I feel like we entered a ‘room of Peace’ when we enter the training. You release all the bad energy and return happy to your house when you finish the training”. (Peace Ambassador, Zarqa)***

Partner organisations who had referred their most vulnerable children to the IAHV trainings gave very positive feedback and observed among their children increased self-confidence, restored optimism and hope towards the future, reduced violence, more calmness, increased school participation, and a new sense of togetherness among Jordanian and Syrian children who used to separate themselves before.

***“My students have become much better. They participate better and like the music lessons. They used to hit each other but that does not happen now anymore.” (Teacher, Menshieh)***

***“We used to hit each other. Now we talk to each other.” (YAVAP graduate, Menshieh)***



## SOS CHILDREN'S VILLAGE SUCCESS STORIES

***The SOS children used to live isolated, not interacting much with society, distrusted and distrusting. In the SOS village in Amman, each house was more or less like a gang stronghold, but since they participated in IAHV programs there has been a big positive change in the relationships within the village. After the YAVAP training, the youth from different houses started meeting and studying together. Youth who were enemies before are now together, there is more brotherhood and no more problems. “When there is a problem among them, they are now less aggressive than before. There is a much more positive connection among them.” (SOS Manager)***

***“I used to be very stubborn, but now I am listening more and accepting others more. I hated socialising before, but now I have many friends. I never made so many friends in such a short time!” (YAVAP graduate, SOS)***

## SOS CHILDREN'S VILLAGE SUCCESS STORIES

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One of the biggest successes for SOS working with IAHV, was the **change in the personalities** that they observed in their children. It was the first time that their children started mixing and interacting with other youth. They lost their shyness and inhibitions, did not feel embarrassed and expressed their emotions freely. They are now motivated from inside. The management was (positively) shocked with the changes they observed.

**A 16-year-old orphan living in the SOS villages:** *People around her claimed she was very violent and aggressive. Her supervisor stated that once she is triggered, she is like an 'untamed bull'. 6 years ago, her father, not sober, beat her mother to death in front of her, and turned himself in. Ever since then, any threatening situation triggers those memories and she attacks. A little comment from a friend at the camp triggered her anger and she lashed out and scratched her face. After sitting and talking, she mentioned the techniques of the training and calmed down, saying: "In these few days, I have learned to forgive my father, and move on with my life. Life goes on, and if you don't move with it, your memories will suffocate you. I forgive him, I forgive my friend. Life is too short."*

When the SOS children started visiting cancer hospitals as part of their YAVAP project, the boys all decided to shave their heads as a sign of solidarity and **empathy** with the cancer patients. For these boys, for whom the haircut is a very important aspect of their outlook and personality, this was a very new and strong message of empathy with others, which was coming from their hearts.

**"Normally our children think in the first place about themselves when there is money involved. Now, when they started thinking about the project, it was the first time they thought about others in the first place, such as the cancer patients." (SOS manager)**

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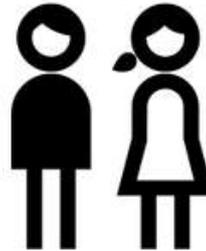
## OUTCOME 3

Strengthened acting capacity and ownership of local community of the support provision to children and of the prevention of violence and tendencies of extremism in their communities

***IAHV has strengthened the acting capacity and ownership of youth, social and youth workers, parents and caregivers, to provide support to war-affected children and prevent violence and tendencies of extremism in their schools, camps and communities. The participants say the mastering of effective breathing techniques, the implementation of their local peace projects, and the TOT certificates have given them a respected role in their communities that they can be proud of.***



YAVAP graduates organize and implement peace and community projects, awareness raising, sensitization and celebration activities in their schools and communities.



68 youth have the wellbeing, confidence, values and skills to be effective change agents preventing violence in their communities



Improved wellbeing, resilience and performance capacity of 300 teachers and frontline workers working with children on the ground



60 frontline workers are trained as multipliers for Stress Relief and Resilience workshops for children in their schools and communities



Improved wellbeing, resilience and positive attitude of 1,326 affected parents, family and community members to support the wellbeing of their children

***“IAHV programs have had a huge impact in Menshieh, on personal lives, work, homes and the community as a whole. You have changed the mentality of this community. It created brotherhood among the communities here. The violence among the children has reduced. They smile more, are more relaxed and more motivated. Now there is friendliness without fighting. First through the football matches, this project created familiarity, what was needed. The local community came together because of this project. Syrians started coming to our community center. We convinced the parents to allow their children to develop their talents in music and art. It created bridges of trust.” (Mayor of Menshieh, Mafrag)***

## OUTCOME 3

68 vulnerable and violence affected children from Jordan and Syria have graduated as Youth Anti-Violence and Peace Ambassadors following two YAVAP trainings in July and August in Jordan. The large majority of these youth (60,3%) are now engaged in peacebuilding projects in their schools, communities and camps to prevent and reduce violence, improve social cohesion, raise awareness and practical solutions for healthy coping mechanisms, strengthen human values, provide peace education and reduce tension among different nationalities.



### PEACE THROUGH SPORT

This young group of boys created social cohesion between Jordanian and Syrian youth and sportsmanship between the youth of different identities by organizing peaceful football matches with mixed teams and the integration of human values and conflict resolution skills, to pave the way for peace in their community in Menshieh. They not only created fun activities for the other boys participating in the football tournaments, but also mobilized their entire community to come together and support the teams. The football tournaments created social cohesion among Syrian and Jordanian family and community members.

*“What you offered is very big to us. We lived each and every detail of this experience. We wish it would never end. It has strengthened our personality. These were the 7 best days of our lives. We would love to be trainers and give this to others.” (YAVAP graduate, Menshieh)*

### LEADERSHIP & ANTI-BULLYING CAMPAIGN

A group of young girls from Zarqa reduced violence and bullying and created a peaceful and respectful environment in their school through workshops and community service initiatives together with the school teachers and IAHV trainers. They launched an anti-bullying campaign along with leadership and social cohesion workshops to empower all girls in their school. Today they are discussing with the Ministry of Education the possibility of continuing their anti-bullying workshops and awareness campaigns throughout the Hashemite Kingdom of Jordan.

*“Girls attend school more now. There are less clashes. There is more love and empathy among them. They interact more, even a girl who always used to be on her own.” (YAVAP graduate, Tamador)*



### PEACE DAY

This group of boys and girls created a conflict-free environment among disadvantaged youth in the SOS village for orphans in East Amman, so that they can better concentrate on their education and plan their future. The Peace Day offered several stations in which all orphans and other stakeholders could actively participate and learn from peace-building exercises. Each peace ambassador from SOS ran a station on Peace Day, to teach necessary life skills and values that will promote a peaceful environment and community within the village. By establishing a supportive environment through the peace day, SOS orphans can now focus on their future rather than worrying only about present threats to their happiness, such as an angry and hostile environment.

***“I feel I am now part of peacebuilding from inside. I can filter what I take in from the stress and garbage outside. The breathing exercises will always stay with us, whether we go back to Syria or to Europe. Through the Peace Ambassadors, we can now create a Peace Republic.” (IRD staff, Zaatari refugee camp)***



## PEACE AMBASSADORS INITIATIVE ZAATARI

The peace ambassadors from Zaatari Refugee Camp graduated from the Training of Trainers Program so that they could organize and deliver SRR workshops to children within the refugee camp. They were so successful in delivering powerful trainings to over 4,000 children in Zaatari that the children's parents started urging them for the trainings as well. The demand for adult SRR trainings was so high, that these peace ambassadors graduated from another Training of Trainers, one where they became certified to deliver HRE within their community. These boys continue to apply their newly gained knowledge and skills through an ongoing initiative within the camp to further this project's objective and outcomes on a sustained basis.

***“Children in Zaatari start having better school results. Their mind is more clear and they can concentrate better. One child who did the short SRR workshop can now do mathematics, while before he could not do it. The children keep coming back and want more programs.” (YAVAP graduate and SRR trainer, Zaatari refugee camp)***

## PEACE THROUGH MUSIC & ART

These creative girls organized music and art classes centered around the idea of peace to promote a safe space where Syrian refugee children can occupy their time constructively, develop their creativity and confidence, and avoid isolation and violent habits and tendencies in Menshieh. The classes brought many children and youth together and offered several opportunities for new friendships. The girls inclusively showcased all of the art work made during the classes during the end-of-project celebration. This ceremony also showcased several of the music students' new skills in a live performance of dance and song.



***“There is less bullying in school.” (Teacher, Zaatari Refugee Camp)***

## ANTI-SMOKING AWARENESS MOVIE

These young men promoted positive coping strategies to release stress in Zaatari Refugee Camp through the production and screening of an awareness raising movie and the implementation of SRR workshops by the YAVAP ToT graduates themselves. They partnered with IRD within the refugee camp to screen the film for all IRD beneficiaries. Their film not only provides the stressed camp residents with alternative coping methods to deal with stress, it also provides them with tools that will create a more connected community, as it invites viewers to practice these techniques together, as a group.

***“There are many problems and fights among the girls with whom I work, but when IAHV came, it all changed and the fights reduced. The girls used to be stressed and fearful, but now they know what they can do. This change is very rare in the camp. We hope it gets more spread out.” (Case manager, Relief International, Zaatari refugee camp)***



***“I discovered my place in my community. I discovered my talent which is teaching. I used to be bored, with nothing to do. Now I have something that wakes me up in the morning, something that makes me have fun, something I'm proud of, something that makes me special... I used to think about the past all the time and be sad about it, but now I think more about the future. I feel like I have a future in something and it's called peace.” (Peace Ambassador, Zaatari)***

*IAHV's Peace Ambassadors from Zaatari Refugee Camp are responsible for reducing levels of stress, PTS, depression, anxiety and improving human and social resilience and sleeping disorders among 5,928 children within the camp.*



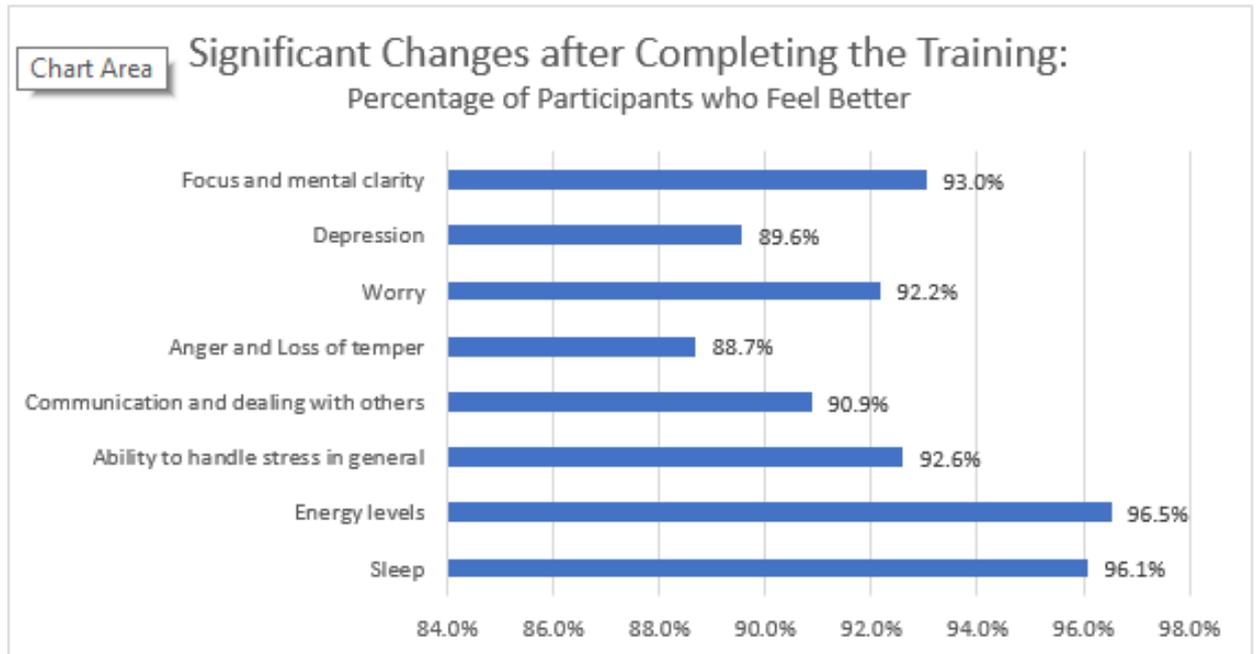
*Their commitment to and efforts towards peace-building continue within the camp, where they are now working to improve the wellbeing, resilience and positive attitude of affected parents, family and community members to support the wellbeing of their children within Zaatari.*



# OUTCOME 3

Improved wellbeing, resilience and performance capacity of 300 teachers and frontline workers working with children on the ground

## IMPACT ASSESSMENT



The graph on the right depicts the percentage of people who experienced an improvement in their wellbeing after participating in the PC and HRE training.

*“I am capable of handling more pressure... whether from the kids, or the house, or work, everywhere... we accept others’ opinions more. I used to be so intolerant of people before. If there was a situation I didn’t used to think, I just reacted straight away, and I would get angry, but I don’t do this anymore. Now I understand events and situations better.” (TOT Graduate, ICCS)*

***“We learned how to release stress and anger and control our emotions. In our job we go into much detail of each person’s situation and make decisions that may change somebody’s life. Sometimes we struggle with feelings of guilt when we refuse refugee status. This affects our emotions. In the Professional Care training of IAHV I experienced that there is hope in life. I don’t need to go to the doctor. I can think better and come out of my negativity. I can release negativities and can become a better human being. 25 staff members did the program and all agreed that they felt more improvement and awareness. This program should be widespread, not just for refugees.” (Director Refugee Center, Australian Embassy, Amman)***

*“Now I am able to recover my energy during the week itself, so I don’t have to catch up with sleep anymore during the weekend. I take more care of my health now.” (JRS refugee staff for house visits)*

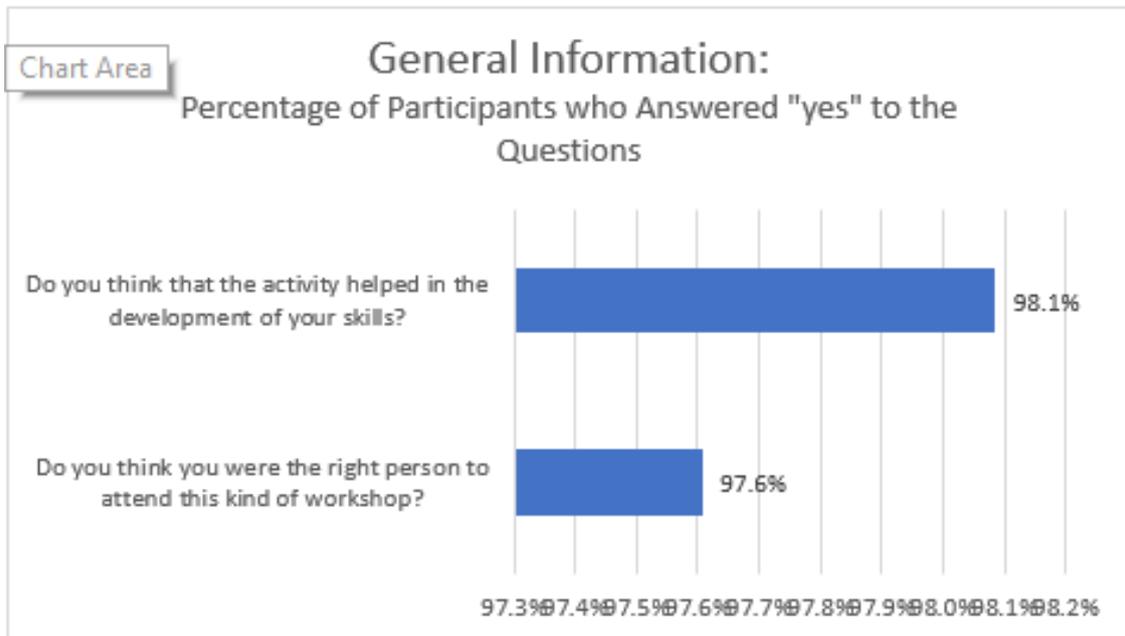
***“I do things more calmly now. I used to be in a hurry all the time. I started to let go of the problems and think more positively.” (JRS refugee staff for house visits)***

*“It was the first time they thought about themselves as a person, about their own mind and emotions. For the first time their mind was able to stop. One staff member who was very depressed, started speaking and smiling again.” (Manager, Handicap International, about their staff who work with war victims in Syria on a daily basis and who were very affected themselves)*

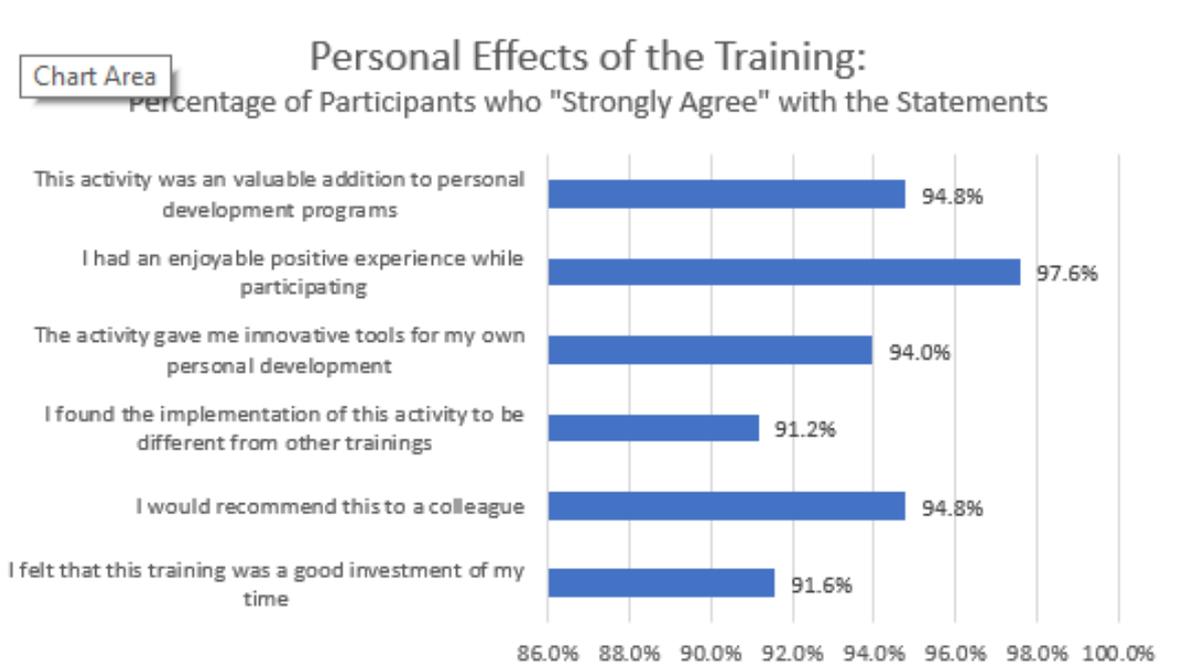
# OUTCOME 3

Improved wellbeing, resilience and positive attitude of 1,326 affected parents, family and community members to support the wellbeing of their children

The graphs below depict how HRE and PC participants felt towards their respective trainings.



***“I work with war-affected children and get their stress as well. Now I feel more relaxed when I go home after work and I also changed my behavior towards the children more positively.”***  
(Teacher, Menshieh)



***“I always felt there was something missing in my personal and professional life. This gap has now been filled.”***  
(JRS refugee staff for house visits)

***“It eased my pain and tension and made me happy.”*** (HRE Participant, JRS)

***“These techniques are effortless and allow us not to let things pile up.”*** (JRS refugee staff for house visits)

## JESUIT REFUGEE SERVICES SUCCESS STORIES

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Jesuit Refugee Service (JRS) staff has integrated IAHV techniques in their classes for refugees, who are asking for it and are thus able to focus and study better. Staff is less affected negatively by the stressful situations of the refugees and able to have a more positive impact on them now. They no longer take the stress home so that family relationships improve. Also team relationships have improved.

***“I now keep a smile on my face when I teach my 300 refugee students.” (teacher with Jesuit Refugee Service, participant in 3-hour IAHV program)***

***“I teach these techniques in my classes now. The (refugee) students are asking for it. They are more energized and focused now.” (teacher with Jesuit Refugee Service)***

***“I became more patient and more cooperative with colleagues. My relationships with family and friends have also improved.” (JRS refugee staff for house visits)***

***“When I am angry now, I stay relaxed and solve the problem instead of creating it.” (JRS refugee staff for house visits)***

***“These techniques help teachers to manage themselves and the (refugee) students better. We can react differently now on the way they react.” (teacher with Jesuit Refugee Service)***

***“I am teaching life skills to refugee children, but something was missing. IAHV’s Stress Relief and Resilience workshops give that. Children want more of it. I integrate it in my workshops now. Their energy levels used to drop but now stay high during my sessions.” (teacher with Jesuit Refugee Service)***

***“Working with the refugees used to give a lot of stress and take a lot of energy. Their conditions, especially when they have disabilities, are so stressful. Before I didn’t know how to deal with their anger when I was visiting them. Now that I have more energy (after the IAHV workshops), my perspective has changed. I can now give them hope and a positive outlook.” (JRS refugee staff for house visits)***

***“This project could take off a huge load from the refugee community.”  
(JRS refugee staff for house visits)***

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## OUTCOME 4

**Increased awareness, understanding and commitment among concerned officials and practitioners to strengthen a culture and practice of human rights and dignity that meets with the specific needs and risk prevention of children impacted by armed conflict and violence**

IAHV stakeholder meetings, peace projects, and peace celebrations have paved the way for communication between IAHV beneficiaries and their community members as well as decision makers. IAHV peace ambassadors from Madrasati in Zarqa are in the process of meeting with the Ministry of Education to discuss and expand the anti-bullying campaign and workshops organized for their peace project. IAHV Jordan's Project Manager Nisreen Al-Otaibi conveyed in person to Mr. Omar Al Razzaz, current Prime Minister of Jordan, the importance of ministerial support to address the needs of war-affected and vulnerable children in Jordan.

### UNINTENDED, POSITIVE PROJECT RESULTS

- 1 IAHV has brought awareness about psychosocial support and peacebuilding to the community level. People are inspired by the simple but effective link between wellbeing and inner and outer peace. They relate to it and are inspired to share and spread this further for the benefit of their families and communities.
- 2 There is more awareness and readiness among the broad population that there is another way to deal with the stresses of life.
- 3 Strongly affected people have a renewed sense of self-importance: They realise that they matter as individuals and that it is important to take care of themselves.
- 4 IAHV is seen as an organization that can be trusted: they do what they say, there are no other interests
- 5 IAHV has instilled hope in many people by working in the field
- 6 Small stories of forgiveness that make big differences in people's lives.
- 7 Innovation has been introduced into traditional cultures, gender barriers and religious objections have been softened.



IAHV member gives a speech to the beneficiaries of Child Care Association and the Mayor of Mafrag during a peace celebration.

**The culture and machismo in this region make it almost impossible for a man to willingly attend a training of this nature. Several female participants spread word of how good they felt after the HRE trainings, so much so, that the men in Zaatari Refugee Camp personally requested an HRE Training.**

*“I worked with other organizations with bigger budgets and more staff, but we achieved less.” (IAHV staff member)*

*“The way they (IAHV) meet us is different from other organizations” (Partner Organization)*

**Syrian parents in Menshieh in general do not trust to send their children somewhere, except for safe spaces, but with IAHV the parents felt the trust to let their children go to the programs.**

# LOCATION OF ACTIVITIES



IAHV has worked in the following locations: Ramtha, East Amman, Amman, Irbid, Al Huson, Mafraq, Rusaifeh, Tabarbour, Zaatari Refugee Camp, Azraq Refugee Camp, Baqa, Jerash, Zarqa, Dafyaneh, Agrabah, and Al Kura



# SUMMARY OF ACTIVITIES

## **Stress Relief and Resilience workshops SRR**

SRR is a low threshold workshop to address psychosocial consequences of conflict and violence, releasing acute and basic stress and fears, improving sleep and providing relief. SRR is a basic IAHV intervention program that can reach many children while still effecting strong individual benefits.

## **Healing, Resilience and Empowerment Training (HRE)**

A short, effective training to release stress, anxiety and worry, and increase coping capacity and empowerment.

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## **Trauma-Relief, Healing, Resilience and Human Values Trainings THRH**

A more profound training to address both psychosocial consequences and push factors of conflict, violence and extremism, providing deeper trauma-relief and healing, strengthened resilience, improved learning capacity, strengthened connectedness, human values, positive self-esteem and outlook. Providing more profound transformation, THRH targets at risk and high potential youth from refugee and host communities, in or out of school, as well as former child soldiers. Apart from physical and mental health improvements, THRH addresses on a fundamental level the range of emotional, cognitive, behavioral and social problems often experienced by the targeted youth

*“I saw my father die in Syria. But I couldn’t accept it. I couldn’t move on. I tricked myself into thinking he’s still alive, I convinced myself he was just away and coming back. After the training I acknowledged what happened to my father. I accepted his death and I was okay with it.”*

*(THRH Participant, Jarash)*

## ACTIVITIES

### **Youth Anti-Violence and Peace Ambassadors Trainings (YAVAP)**

Empowers selected youth with the wellbeing, confidence, values, skills and tools to become effective change agents preventing violence and extremism and building peace on their school campuses and in their communities. YAVAP provides 7 days of hard and soft skills development, focusing on personal development, leadership training and locally informed and owned peace-building strategies.

### **Training in Personal Resilience, Stress Management and Professional/Self-Care (PC)**

A short, effective training to prevent burn-out and improve stress management, personal resilience, wellbeing and performance capacity. In order to support the wellbeing of children, teachers and frontline workers who take care of children on a daily basis in difficult circumstances need to be supported in maintaining their own wellbeing.

### **Trainings of Trainers (ToT)**

An intense capacity building training to train local key teachers and frontline workers in the delivery of Stress Relief and Resilience workshops for children in their schools and communities.

A 16-year-old Jordanian orphan: very athletic and energetic, but constantly running around and very hyper. When you see her, you see pure confidence, but when you get closer, she pushes you aside. As the days went by, her tough act was dropped and her vulnerable side showed. After getting into a fight with one of the other girls, she stood for 10 minutes choking on her apology. Upon finally saying it, she collapsed, crying, repeating the words "I'm sorry". That same night, she interacted more with the girls. Before, the girls would blast music and dance each night, but she would shrug and tell us it wasn't her thing. That night, however, she joined in, stood front line, and danced like she has never done before.

**(YAVAP SUCCESS STORY)**



Salam is a teacher from one of the Madrasati peace building schools. After she took the PC course, she felt so inspired and empowered to empower her students through peacebuilding efforts that she enrolled in an masters program. Today Salam teaches sustainable peace in her classroom and learns about Peace in Positive Education in her masters program.

**(PC SUCCESS STORY)**

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***“Visiting refugees in their homes and shelters, seeing their situation and listening to their stories, is a stressful job. We take the stress home with us. In other self-care workshops there was always something missing. They focused more on cognitive levels and mental health. However, IAHV’s Professional Care workshop addresses this gap, because it is more holistic, touches on more aspects, goes deeper and raises our energy levels. My health and energy levels have improved and I have quit smoking!” (Ahmad, JRS refugee staff for house visits)***

By conducting various interviews with all stakeholders benefiting and being affected by our project, IAHV outlined the most relevant policy recommendations that cater to several categories such as communication, education, youth and gender issues. Interviews were conducted within refugee camp settings, self-settled areas, host communities, UN agencies, local, national, and international non-governmental organizations throughout the governorates of Mafraq, Irbid, Amman, and Zarqa and the Zaatari Refugee Camp. The main purpose of these recommendations is to suggest ways to improve the communication systems between all stakeholders, provide opportunities for youth, provide ways to alleviate tensions, and improve the overall conditions of the Syrian refugees and the host community members.

The Jordanian government has welcomed an influx of Syrian refugees who are currently facing increasingly difficult situations. Policymakers and populations do not want to see refugees settled permanently, and while they support these refugees with basic access to employment, education and health services, the majority of their policies remain very restrictive, resulting in several forms of discrimination. Below are a few policy recommendations that serve to ensure best practices in the path of bettering the lives of Syrians alongside their host communities in Jordan in all aspects.

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## GOVERNMENT

1. Invest in communications. To make informed decisions about the options open to them, refugees need information about how to access support and work permits that is transparent and accessible, and shared in a way that is clear and intelligible. This can be communicated through organizations that have trusted relationships with refugees, including refugee organizations, community-based organizations and influential community actors, such as faith-based groups
2. Permit Syrian teachers in Jordan to teach Syrian refugee children in Jordan beyond their currently permitted role as assistant teachers.
3. Increase support for informal learning opportunities, non-formal education and remedial education programs.
4. Increased female police presence at all hierarchical levels and protection staff (govt. and non govt.) with knowledge of SGBV core principles and referral mechanisms.
5. Support initiatives to enhance the participation of vulnerable segments in society, including women and youth, in local elections and create institutional mechanisms through which they can play a constructive role in the identification of needs and priorities in their community.
6. Better implementation of ideas and practices with regard to humanitarian assistance is required, in light of the current massive counter-terrorism legislation, which also translates into lack of sympathy for Syrians.

## EDUCATION

1. One major gap relates to the lack of coordination and dialogue between the Ministry of Education (and its directorates in the governorates) and the schools. An example is the way changes in the curriculum are conceived and implemented. Whereas the teachers agreed that the national curriculum is improving, decisions to implement changes are usually taken unilaterally by the Ministry of Education and imposed upon them without any prior consultation or training.
2. Targeting overcrowding in schools. Overcrowding is also said to lead to the overuse and ensuing degradation of the schools' furniture and equipment and affect the overall quality of education. During focus groups, students frequently aired sentiments of discomfort and the ensuing lack of concentration, weak (if not non-existent) teacher-student relationships, limited technological and other resources in the classrooms, inadequate cleanliness inside and outside the classrooms, and poor academic performance.
3. Another management gap pertains to the lack of communication between the schools' staff, including school principals and teachers, and the parents. Many parents attending the focus group discussions complained that they were not being informed about such important matters as changes to the curriculum and the evolution of school-related legislation. Improve the flow of information between schools and parents by coming up with a channel for mutual communication.
4. Rewarding students who contributed actively to a positive learning environment by access to extra-curricular activities.
5. Allowing schools to organize fundraisers to help under-privileged families and create a greater sense of social cohesion and ownership of one's community.
6. Establishing relationships with neighboring schools to share resources, e.g. share teachers with particular skills
7. Identifying and addressing reasons for children not attending school.

## YOUTH

1. Create a cross-sectorial mechanism and youth strategy.
2. Support the staff capacity and strength of the Ministry of Youth and involve them more.
3. Increase the budget for youth programs
4. Improve coordination between all youth engagement/empowerment stakeholders.
5. Strengthen the education system in the provision of skills for active citizenship
6. Make volunteering and civic engagement more mandatory for youth.
7. Develop a strategy to integrate youth perspectives in policies.

### **The data included in this report has been collected through various methods:**

1. An IAHV evaluation form given to PC and HRE participants.
2. An IAHV evaluation form, Hopkins Symptoms Checklist for Anxiety and Depression and Child PTSD Symptom Scale (CPSS) given to THRH and YAVAP participants before and after their training.
3. An IAHV evaluation form, Hopkins Symptoms Checklist for Anxiety and Depression and Child PTSD Symptom Scale (CPSS) given to THRH and YAVAP participants several months after the completion of their training.
4. 5 Focus group discussions with partners and stakeholders.
5. 3 focus group discussions with IAHV facilitators.
6. Individual interviews with training participants.
7. All media included in this report has been taken by IAHV trainers throughout the project and approved by the individuals featured in it through signed media consent forms.



# THANK YOU

**IAHV would like to thank the following partnering organizations and team members for their support in our project in Jordan.**

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**Partnering organisations:**

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