

Stakeholder Workshop

Community-Based Psychosocial Support in the Context of Forced Migration Advanced Training Course at Yarmouk University



**Yarmouk University
Irbid, Jordan**

14 December 2017

Background

An agreement was signed between the Government of the Federal Republic of Germany and the Hashemite Kingdom of Jordan concerning the Project of *Psychosocial Support and Trauma Work in Jordan* in 2016. The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ GmbH) acts as the implementing agency on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). The project falls under the Framework Agreement between the Government of the Federal Republic of Germany and the Government of the Hashemite Kingdom of Jordan on Technical Cooperation in 1977 and governmental talks and agreements in 2016 and 2017.

GIZ Project in Jordan

The GIZ Project on *Psychosocial Support and Trauma Work in Jordan* (2017-2019) aims to improve the quality and quantity of psychosocial services provided by state and civil society actors to community members in selected host communities with refugees. On the level of building capacities, the project aims to train selected personnel on psychosocial skills so they gain appropriate gender-, trauma- and conflict-sensitive attitudes and approaches towards their clients, and to conduct advanced psychosocial training for graduates of universities, especially social workers, psychologists and doctors as well as personnel within the health system. In December 2017, an agreement was signed with Yarmouk University to jointly establish a training course on Community-Based Psychosocial Support in the Context of Forced Migration.

Yarmouk University

Established in June 1976 by a Royal Decree, Yarmouk University (YU) has developed steadily into one of the largest and most prestigious state-supported educational institutions in Jordan, with over 13 faculties that offer Bachelor, Master and PhD programs in a variety of specializations. It has 11 centres for research and career development. YU offers opportunities for community service and extra-curricular activities, and encouragement of innovation, over and above its excellence in teaching, to produce productive citizens with integrity, vision, reasoning, tolerance, and a sense of purpose¹.

Refugees, Displaced Persons, and Forced Migration Studies Centre (RDFMSC)

In compliance with gracious directions from HRH Prince Al-Hassan bin Talal, Refugees, Displaced Persons, and Forced Migration Studies Center (RDFMSC) was established at Yarmouk University according to the Higher Education Council resolution 1396 of 1997. The mission is a pioneering academic research center, dedicated to serve the issues of refugees in the region and the world with the mission of raising awareness on refugees issues. It encourages research related to refugee and displacement issues, and aims to teach courses related to forced migration, raise awareness, disseminate information and organize conferences related to refugee, displacement and forced migration, while building local and regional capacities. The RDFMSC has the noble mission of teaching and spreading the values of tolerance and coexistence throughout the society, respecting diversities and opinions while leaning to moderation and avoiding extremism².

¹ <https://www.yu.edu.jo/en/index.php/welcome-message>

² <http://rdfmsc.yu.edu.jo/en/about-center>



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Table of Contents

| | |
|---|----|
| Workshop Rationale | 5 |
| Proceedings and Content of Workshop | 6 |
| Questions and Answers | 9 |
| International Café: Interactive Brainstorming Session | 13 |

Annex 1: List of Participants
Annex 2: Workshop Agenda
Annex 3: Presentation in English

Acronyms

| | |
|--------|---|
| BMZ | German Federal Ministry for Economic Cooperation and Development (BMZ) |
| CMS | Content Management System |
| CSO | Civil Society Organization |
| G20 | Group of the Twenty |
| GIZ | Deutsche Gesellschaft für Internationale Zusammenarbeit (<i>German</i>) |
| GoJ | Government of Jordan |
| H.E. | His Excellency |
| HRH | His Royal Highness |
| IASC | International Agency Standing Committee |
| ICT | Information and Communications Technology |
| IDPs | Internally Displaced Persons |
| IRC | International Rescue Committee |
| IT | Information Technology |
| KOICA | Korea International Cooperation Agency |
| KR | Kurdistan Region |
| MENA | Middle East and North Africa |
| MHPSS | Mental Health and Psychosocial Support |
| MIS | Management Information System |
| MoH | Ministry of Health |
| MoSA | Ministry of Social Affairs |
| NGO | Non-Governmental Organization |
| PSS | Psychosocial Support |
| PWD | Persons with Disabilities |
| RDFMSC | Refugees, Displaced Persons, and Forced Migration Studies Center |
| ToT | Training of Trainers |
| YU | Yarmouk University |

Workshop Rationale

The Workshop “Community-Based Psychosocial Support in the Context of Migration”, was conducted through the partnership between the GIZ and RDFMSC/YU, on the 14th of December 2017, at the RDFMSC Centre, Yarmouk University. The aim was:

- Receive input and ideas from stakeholders coming from different organizations working in the field of psychosocial support in and around Irbid concerning the planned advanced training course.
- Get feedback on the possibilities of organizations to host interns who participate in the training course.

38 participants from different organisations attended the workshop.

The YU in cooperation with GIZ will develop a Certified Advanced Training on Community-Based Psychosocial Support in the Context of Forced Migration at the Refugees, Displaced Persons and Forced Migration Studies Center YU.

The RDFMSC at YU in Irbid with the support of GIZ will develop a postgraduate course along 4 modules on Community-Based Psychosocial Support in the Context of Forced Migration. The course will equip post-graduate students of different disciplines, e.g. medicine, nursing, psychology, social work, special education or counselling, with relevant knowledge and skills by focusing on strengthening their psychosocial competencies that will enable them to provide improved psychosocial support services in order to strengthen the resilience of migrants, refugees, and the Jordanian population. The course will be run for the first time in September 2018 with a duration of about 10 weeks.

The training methodology will be a combination of theoretical and conceptual input by professionals in the fields of migration, refugee studies and psychosocial support with practical exercises, through blended learning. Students will apply their newly acquired knowledge in a field activity for two weeks followed by a written assignment and the presentation of results of the course.

Rationale for Conducting the Advanced Training on Community-Based Psychosocial Support:

Worldwide, forced migration has led to a changing social life in communities where former residents and refugees with different backgrounds, personal histories and experiences live alongside one another. This situation often creates fears, stress and pressure on residents and refugees and can increase the level of instability and insecurity in the host communities. Through forced migration, refugees experience not only material losses, but also personal losses, the loss of control and autonomy, and of access to resources. Traumatic experiences are often aggravated by situations faced in refugee camps and host communities, e.g. poverty, discrimination, violence, and hopelessness. Ongoing personal distress may increase the risk of developing moderate to serious mental health problems over time (GIZ MHPSS Orientation Framework, 2017).

Psychosocial services and support structures significantly contribute to the well-being of individuals and can prevent the need for medical support through non-clinical interventions. Psychosocial support can be described as "a process of facilitating resilience within individuals, families and communities. By respecting the independence, dignity and coping mechanisms of individuals and communities, psychosocial support promotes the restoration of social cohesion

and infrastructure” (IFRC Reference Centre for Psychosocial Support, 2009 A). These interventions will be carried out on individual and community levels, to cover individual health, security and safety of the environment, respectively.

The proposed training goes hand in hand with the vision & values and principles outlined in the Jordanian National Mental Health Policy, which “promotes the adoption of a multi-disciplinary bio-psychosocial model at all levels of care” and emphasises the need for highly qualified and knowledgeable staff providing psychosocial support services.

Proceedings and Content of Workshop

Welcome Address

Dr. Fawwaz A. Momani, Director of Refugees, Displaced Persons, and Forced Migration Studies Centre (RDFMSC), Yarmouk University welcomed His Excellency Prof. Yousef Abu Al-Udous, Vice President (VP) Quality and Centers, Yarmouk University (YU), Dr. Christine Müller, Head of Project *Psychosocial Support & Trauma Work in Jordan* and her team, the visiting local and international organizations, faculty members, students, researchers and all participants.



The training course on Community-Based Psychosocial Support in the Context of Forced Migration will be launched in September 2018. Trainees will be selected from different disciplines and specializations, e.g. medicine, nursing, psychology, social work, special education or counselling, according to stringent selection criteria. This combines humanitarian work with academia to empower students and instil psychosocial support skills and competences to support their work with refugees, displaced persons, migrants and marginalized or vulnerable members of host companies. The training will adopt the participatory and blended approach (face-to-face and distant training) and combines theory with practice and internships in order to apply gained knowledge and skills. It covers issues related to forced migration, psychosocial support, gender equity and equality, and other related topics.

Introduction of Participants

Participants introduced themselves and their organizations. Their scope of work covers – but not exclusively - working in Syrian refugees camps, working directly with refugees, displaced persons, marginal and vulnerable groups focusing on families, women, youth, juveniles, children and persons with disabilities (PWD) from both refugees and host communities. Some of them also work with men on raising awareness. Their services comprise medical care, clinical psychology, chronic diseases, primary health care, special education and psychology counselling and services, social services, safe places for women and children, child care and protection, urgent and rapid response, rehabilitation and reinstating back into communities, training and empowering women, provision of legal support and assistance in getting identification and travel documents, among other services. Their geographical areas mainly cover urban areas, all Governorates while some work outside the Kingdom as well.

Presentation by Dr. Fawwaz Momani, RDFMSC

The Refugees, Displaced Persons and Forced Migration Studies Centre (RDFMSC) was established upon the gracious directives of HRH Prince Al-Hassan bin Talal, at Yarmouk University on the 28th of July 1997. The Center is considered an extension of the Refugees and Displaced Studies Program, having already worked with Palestinian and Iraqi refugees, in addition to working with Syrians and other nationalities refugees. HRH will be the Patron of the upcoming “Syrian Refugees in the Middle East Forum”.

Jordan is hosting 13% of all world refugees, of more than 3 million out of which 20% are Syrians.

Survey conducted by the Centre revealed that 3% of Jordanian citizens regard Syrians refugees as foreigners, versus 97% who described them as ‘family’ and ‘friends’, particularly in the Northern parts of the country.

The RDFMSC has active partnerships and funds from various donor agencies supporting refugees in Jordan, this includes:

- MADAD project funded by the European Trust Fund in collaboration with the HOPE’s Project for the Education of Syrian Refugees and empowering Syrian undergraduates to join higher studies programs; this includes HOPE’s Scholarship Program for Syrian students and young vulnerable youth in host communities;
- RESCUE funded by the European Union (EU) on Refugees Education Support in addition to “Kashef” survey to detect talented Syrians at the refugees’ camps in Jordan;
- The National Special Education training centre, in partnership with the Korea International Cooperation Agency (KOICA), project value is 5.5 M\$ in addition to several studies, researches and surveys related to Syrians refugees and displaced persons.
- The Center participates in international conferences and forums on issues related to refugees, sustainable development and human security. It had summarized results of educational policies related to refugees, together with the GIZ and presented them at the Group of the Twenty (G20) Summit in Germany. With the support of GIZ, the RDFMSC will host the third International Conference on “Refugees in the Middle East” to be held on the 14th and 15th of March 2018.

The Centre also works in other fields and areas, such as technical water pollution research, funded by the the National Scientific Research Fund on monitoring water sources through sensory grids.

Presentation of the Training Course on Community-Based Psychosocial Support

Mr. Jafar Udwan, Technical Advisor in the project *Psychosocial Support and Trauma Work in Jordan* (GIZ) gave information on the training, as follows:

Jordan has been receiving refugees from all nationalities from Palestine, Iraq, Syria, Yemen, Libya, Somalia and others. Psychosocial support is among the foremost and mostly needed support for refugees. Some Jordanian entities are not fully aware nor proficient in providing psychosocial support to refugees, hence came the idea of the project and the need to customize it to suit post-war trauma.



The presentation introduced the training course, which is composed of 4 modules plus field work / internship, covering theory and practical application of knowledge and gained skills, using the blended learning approach which combines face-to-face and distant online learning. The project will be announced in the middle of May 2018 whereby 25 participants are selected by the end of June 2018. The training will start in mid-September. The field work will run for 2 weeks after which the students (trainees/interns) will submit their reports using innovative ways and receive their certifications from GIZ and the refugee centre at YU. The project and course proceedings will be fully evaluated.

Timeframe September 2017 – December 2018

| | | |
|----------------|---------------------------------------|---------------|
| Step 1 | Draft course outline | Sep 2017 |
| Step 2 | Curriculum development | Dec 2017 |
| Step 3 | Finalizing course curriculum | Mar. 2018 |
| Step 4 | Announcing the course to participants | 15 May 2018 |
| Step 5 | Selection of max 25 participants | 30 Jun 2018 |
| Step 6 | Beginning of course | 15 Sep 2018 |
| Step 7 | Field activity / internship | Oct /Nov 2018 |
| Step 8 | Students presentation | Nov 2018 |
| Step 9 | Graduation ceremony | Dec 2018 |
| Step 10 | Course evaluation | Dec 2018 |

The ten weeks training course will basically run as follows:

(W=Week, M=Module, D=Day)

| | | |
|-------------|--------------------------------------|---|
| W 1 | M 1 | In-house seminars (2 D) Online learning (1 D) |
| W 2 | M 2 | In-house seminars (2 D) Online learning (1 D) |
| W 3 | M 2 | In-house seminars (2 D) Online learning (1 D) |
| W 4 | M 3 | In-house seminars (2 D) Online learning (1 D) |
| W 5 | M 4 | In-house seminars (2 D) Online learning (1 D) |
| W 6 | Field | Field activities / Internship (5 D) |
| W 7 | Field | Field activities / Internship (5 D) |
| W 8 | Assignment | Students work on their field assignment |
| W 9 | Reporting | Students work on their field assignment |
| W 10 | Presentation & Graduation | Students present their work Graduation |
| | Evaluation | Course evaluation |

Please refer to the full presentation in Annex 3

Questions and Answers

Most of the participants inquired about the eligibility of students and the selection criteria of the training course. There were also questions about who the “experts of the field” are and “who will host internships”. The participants added the following very valuable comments, perceptions and shared experiences, on the nature of the **prolonged crises** and the **timely interventions of psychosocial support**, respectively:

- "We cannot predict when will the refugees' crises end, we cannot design accurate policies accordingly. My mother and grandfather are refugees from 1948, my grandfather passed away without fulfilling his dream to return".
- "I am Syrian, I think that you are very late talking about psychosocial support when we are entering the 7th year of the Syrians crisis. Psychosocial support should have been given during the 1st or 2nd years, when mostly needed. What is the use giving psychosocial support now?"

On Psychosocial Support in Jordan:

On the topic of **psychosocial support in Jordan**, it was noted that Jordan is suffering from fatigue due to the protracted nature of the crisis and several waves of refugees entering Jordan from different countries and nationalities, this is causing individual, institutional and donor fatigue. There are existing gaps in Jordan “We have psychosocial support in Jordan but we have a gap between theory and practice”. The importance of psychosocial support comes from worldwide definitions that tie up psychosocial support with health, as a basic need and right. “There is no health without mental health, and I say there is no mental health without psychosocial health. This is the integrated definition of health.” The importance is also drawn, based on the fact that “we administer psychosocial support anytime, anywhere, at any event – it is important to all. We need to also reach mental health”.



On Selection Criteria in Terms of Disciplines, Specializations and Personalities of the Candidates:

- It is important to incorporate all specializations since we need caregivers’ skills to deal with refugees on first-hand basis.
- Post-graduates have to have a **good background** (about psychosocial support) medical students do not necessarily have a good background in psychology. If we want to accept medical students, we should be able to accept students with a background in history or English Literature.
- Medicine and nursing students are educated on professional counselling (2 comments)
- We have to appreciate the difference between guidance and counselling (service provision).
- On the level of the team members **specializations** “I support the diversity of specialization within the same team is necessary, but there has to be one leaders of the case that will study, analyse and conclude” and “we need different specializations within the same team. We need experts in IT, psychosocial support, and mental health. We need accumulated experiences to deal with one case. There is no one-person-knows-it-all”. (2 comments)
- It is extremely important to choose the **right person in the right place** “I have 8 years’ experience in psychosocial support; persons in the wrong place destroy themselves and others ... this is destructive on both directions”. The selection criteria should be based on **ethics** and knowing our (professional) limitations “We need to know our limits and know who we are and

- what exactly are we capable of giving” and “we should put limits; for example, a social worker should be able to say - I can no longer help you, you need a psychologist”.
- Eligibility criteria should be based on interest, they should be asked “why are you interested to become a part of this team that provides psychosocial support and services?”
 - **Personality** traits supersedes disciplines and specialisations “A background in history should be okay if there is charisma” and “we need simpler criteria to include charisma, interest and attitude as opposed to medicine”.
 - Trainees should be selected according to their **measured attitudes**, “specially their attitudes towards refugees and counselling within the communities”.
 - **Turning theory into practice:** “we also need to look at how they apply the skills they have learnt” and we need to verify their attitudes because “we do not want them to modify their attitudes just to join the course. We have witnessed many workers in NGOs with negative attitudes. Some of them are giving psychological support”.
 - “We need to differentiate between professionalism and interest”.
 - **Self-care:** Specialized post-graduate students are equipped with skills which include the ability to protect themselves by separating their feelings from the cases, so as not to be affected. “In 2013, I met a female worker with positive attitude. She said she is helping because she cares. The result was that she ended up in a clinic due to depression”. Therefore we need to combine practice with education on self-care.
 - Whom are we targeting exactly? Post-graduate students who finished their Masters Degrees and preparing for PhD? Or we targeting pre- or post-graduates?
 - **Abusing the profession:** “We discover some field workers that say they are psychologists, but they are abusing psychology”
 - We can refer to the eligible target group of holders of the B.Sc. / B.A. certification as “First Degree graduates or above” Masters students are better because they need to have completed the Toefl exam, meaning the student will be proficient in English.



On the Course Curriculum:

On the level of **course curriculum**, the participants reflected some vital issues to be considered when preparing the training material such as **weak practical experience** in the field; “I have 17 years’ experience; even post-graduate students cannot give psychosocial support if they lack the right experience to do so; there is under-supervision and lack of practice in the field”, and “we need advanced training to students with relative backgrounds – because we are expecting that the trainees already have built capacities, these are not beginners”.

There is a need to create apps on smart phones to serve the purpose of psychosocial support in Jordan “you mentioned end-of-project creative presentations, what if we want to design a psychosocial support mobile application. These are costly and we need financial, marketing and ICT support”.

The organizers of the workshop Dr Christine Müller, Mr Jafar Udwan and Dr Fawwaz Momani and his team and the Refugees, Displaced Persons and Forced Migration Studies Centre (RDFMSC) responded to comments as follows:

On Selection Criteria, Target Group, Disciplines, Interests, Achievements and Personalities:

- The **eligible applicants** are (example) post-graduates of medicine, nurses, sociology, psychology, and special education or counselling who are preparing for their Masters or PhD studies in disciplines related to psychosocial support.
- If we consider all specializations are eligible, then we will get thousands of applications.
- We agree (GIZ and RDFMSC), we are focused on **suitable specializations** that contribute to psychosocial support, since we are talking about an advanced course, and we are expecting that the trainees have already covered the basics. We shall review disciplines, specializations and academic achievements.
- We need to have a “Letter of Motivation” to see if the students are truly interested and why they would be selected. We are going to conduct **interviews with all nominees** in person. This will help us better decide on the most suitable nominees for the training course. We are also going to take gender into consideration so that we have a balance between men and women joining the course. We also want the trainees to be from different backgrounds and nationalities.
- We are very strict in the **selection process**. We need to be convinced. This is why we have interviews with students. We shall dig to really see if they are truly interested, if they have and practice empathy. We shall create situations to see reactions. Finally, we conduct a post-evaluation in addition to monitoring each module to measure individual progress and recommend them to advance to the next course.
- There is a big difference between medicine and history, the former deals with patients and awareness of psychosocial support needs that is embedded in the medical curriculum; the medical students study and deal with patients every day. Besides, we need to make it simple for applicants by specifying the fields. Yet, we do look closely at their respective activities and Letter of Motivation.

On the Nature of the Prolonged Crises and Timely Support:

- Once the crisis is over, not all refugees will immediately return. It may take 30 years until they are reinstated back into their societies.
- It is never too late to give psychosocial support. Even when the crisis is going on and there is no end in sight. It maybe late but never too late. A lot of capacity building in terms of psychosocial support is still needed. We need to prevent deterioration at later advanced stages.
- Many are still traumatized. Just because the years have passed does not mean – nor should we assume, that they are cured of trauma or escapes post-traumatic stress syndrome. Yes, it is good to give psychosocial support in the beginning, but internationally in times of crises, the basic needs are covered first, there is neglect of psychosocial support.

On General Aspects related to the Training:

- The courses will be conducted in the Arabic language, with some English terminologies.
- We have not yet defined specific field experts, e.g. for legal advice, UNHCR could be consulted, and MoH (or WHO) could advise on health related matters.
- We realize the importance of connecting theory to practice, this is why we are aiming for advanced training and internships.
- Regarding distant e-support: Online counsellors need training. Our current training will be old-fashioned tomorrow. We should work through e-labs to serve our students. We have to start at the Centre first (RDFMSC).

Finally, the organizers assured the participants an ongoing and open communication, thanked them very much for all of their questions and comments.

International Café: Interactive Brainstorming Session

The organizers introduced the brainstorming café concept as follows:

Five teams will rotate among 5 different pin boards placed at 5 different corners of the hallway. The charts cover the outlines of Modules 1-4 plus field work. The teams are requested to spend 10-12 minutes at each station to listen to the moderator of that station, add their comments, post them on the board and move on to the next station (upon hearing the whistle blow). At the end of the activity, each moderator at each station summarizes the comments to all the groups jointly. The comments were summarized as follows:

Module 1 - Introduction to PSS and the Refugee Context

- Introduction to migration and refugees
- Individual and social consequences of migration and forced displacement
- Human Rights, SDGs/Agenda 2030, international frameworks, national context
- English terminology related to forced migration, protection, trauma, mental disorder and any related topics

Suggestions for Inclusion into Module 1:

- > Gender – women and children who are the most needy
- > Gender-based violence (GBV), violence against women and girls in refugee context
- > Post-traumatic family violence issues
- > Early marriage of children after refugee – in order to mitigate this phenomenon
- > Psychological support provision to the family
- > Children's rights and how to give them psychological support
- > Human trafficking, abuse of workers and illegitimate migration
- > Profound stress and how it effects the brain and behaviour
- > Identifying roles of service providers
- > Terminology and consequences should be age related
- > Social consequences of refugees communities and host communities
- > Consequences, stressors and vulnerability factors related to war or displacement
- > Change social roles in refugee context

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- > Raise awareness among the participants on the importance of thinking outside the box, in relation to psychosocial support services
 - > Know the limitations of the service provider, and define roles of service providers and know the pyramid of interventions between the organisation
 - > Define levels of refugees: political asylum, humanitarian asylum and displacement
 - > Manifestations of discrimination that appear due to social interactions between refugees and citizens
 - > Manage relationship with others, to know when can you or can't our interfere with the work of other organizations
 - > Apply practical training
 - > Orientation sessions
 - > Code of conduct
 - > Early marriage for underage girls and the psychological consequences
 - > Combatting illiteracy in legal aspects
 - > Psychological needs of men
 - > Psychosocial support and the differences between psychosocial support and specialized psychological support
 - > Clarity on resources to use (networks, social, psychological, material)
 - > Predictions or specific things about the host communities
 - > Psychosocial "First Aid".
 - > In light of the proposed content related to human rights, we hope you will cover the rights of displaced persons inside the host country and their duties. We hope for increased awareness among them (i.e. inform displaced persons) about the many available supportive entities in the host country that are responsible for their basic needs and various services inclusive the psychological, social and economic support services that they have the right to register in.
 - > International Humanitarian Law
 - > International humanitarian organizations and their roles



Module 2 - Psychosocial Support Services for Individuals, Family, Community

- Psychosocial interventions (IASC, IRC), tools, services, referral system at community level
- Assessing and understanding psychosocial needs
- Individual, family and community interventions: Gender roles, forms of gaining empowerment, self-control and dealing with consequences such as trauma, stress, fears, anxiety, etc.
- Educational services for people with special needs (Gifted and disabled people).
- Counselling people with special needs and their families.
- Increasing higher education opportunities for people with special needs. Social and educational inclusion.
- Monitoring and evaluation of psychosocial services (measuring well-being)

Suggestions for Inclusion into Module 2:

- > A certain percentage of trainees must be selected from PWD / or have a specialisation to issues of PWD
- > Methodology of measuring wellbeing of refugees in terms of resources
- > Community visits to assess needs
- > Conduct community awareness campaigns on the dangers of early marriage for underage girls
- > Psychological workers have to be able to assess available resources
- > Differentiating between the terms: intervention and support
- > Complementary support on all levels (individual, family, community)
- > Parenting at different age stages
- > Parents managing their anger
- > Marital consultations pre- and post
- > Family counselling: communications between the family members and married couples. Family problems: alliances, unhealthy relationships, healthy relationships. Roles within the family
- > Obligatory reporting of dangerous / emergency cases
- > Legal awareness
- > Conflict between privacy and law
- > Psychological first aid
- > Community counselling support
- > School counselling
- > Group counselling
- > Referral system



Module 3 – Effective Communication & Conflict Transformation

- Principles of effective communication (e.g. non-violent communication, active listening, constructive feedback)
- Dealing with tensions, conflict, violence, stereotypes: mediation, moderation
- Cultural aspects (expressions in cultural terms) of wellbeing
- Self-care and self-efficacy

Suggestions for Inclusion into Module 3:

Reasons why this module is important:

- > Refugees need to know their rights (and PSS providers can inform them)
- > Ease of tensions is crucial in working with refugees
- > PSS providers can clarify misconceptions that refugees have, e.g. regarding fears of host communities
- > PSS providers need to / can mediate between refugees and hosting communities

Required characteristics and qualifications:

- > PSS providers must understand the personalities of refugees, their culture, traditions and habits, as well as their mindsets (can vary with age)
- > Students should be of a suitable age (“the age of psychosocial support providers can be important, as well as their charisma”), they must have calm personalities, practice empathy and sympathy and understand the difference between the two
- > Basic communication skills should be a requirement for selection - students can learn from each other’s knowledge and experience

What should be trained in the module?

- > The role of PSS providers in conflicts should be clarified
- > Knowing and applying the difference between hearing vs. listening
- > Non-verbal communication and how to control body language
- > Self-acceptance and acceptance of others (diversity, respect!)
- > Peer-to-peer support

Suggested methods and techniques:

- > Role plays
- > Cooperation activities / games
- > Psychodrama
- > Techniques to resist hate speech
- > Design activities on how to bring refugees and host communities together and practise them in the course and incorporate them in the field activity

Self-care

- > Extremely important – staff need to know where to get help and when
- > Separation of private life and work
- > Important not to get emotionally involved with a case
- > Signs of burnout
- > Integrate self-care into daily work
- > Peer-to-peer support
- > PSS providers can share their own self-care techniques with refugees to help them deal with stress



Module 4 - Smart Technologies used in applying Psychosocial Support Services

- Online Psychological services
- Using smart technologies in Psychological services
- Counselling Websites
- Students e-consultation services

Suggestions for Inclusion into Module 4:

- > What are the levels of education needed in support of psychosocial support e-services? Example:
 - We need success stories and case studies
 - How to do ToT using e-counselling services
 - Will it be done using voice or typing?
- > What are the challenges that face psychosocial support e-services? Example:
 - We are not able to see the facial expressions
 - How can we maintain privacy?
 - Ethical issues when using e-counselling, and risks in general
- > Parenting applications (apps), in addition to e-counselling
- > Cloud Management System (CMS)
- > Structure of the counselling sessions
- > Does the provided services fit the case



Field Activities

Suggestions for Inclusion into Field Activities:

- > There was an inquiry about the number of the training hours needed for this training and a question about "how to receive a case"
- > The number of participants is too low
- > Conduct personal interviews to select the participants in the training program
- > *Duration:* The duration of 2 weeks for field works or internships is not enough
- > Two weeks is not enough for field activities this needs establishing efforts, training, application, and practice before implementing the activities
- > The proportion of the theoretical training is larger than the practical application
- > "I wish that the training interval is longer so that the individuals can gain sufficient experience, particularly that most of the modules are theoretical in nature and lack practical application or

sometimes the practical application is not sufficient in terms of quantity and quality – and are just routine procedures for the sake of graduating”

- > There has to be practical training per and after each module
- > The time interval is too short and will not reap aspired benefits
- > Unfortunately, in some Jordanian universities, some specializations - like psychology and psychological counselling, lack practical application. This is important for practicing the profession. There has to be a certain number of (credit) hours for field training. Specially that we are talking about service providers
- > To learn and apply own approach in psychosocial support
- > Provide the psychosocial support via recreational children’s and youth activities
- > Conduct the activity designed in Modules 2 and 3 to clarify misconceptions
- > Participate in the preparation and planning of the psychosocial support activities
- > Focus on doing the work in the field through the communications with refugee student in the school in order to submit reports on their needs and challenges
- > Create support groups and group support sessions
- > Organizations should have a psychologist to provide staff care
- > Attend individual and group sessions with psychologists and counsellors
- > Attend awareness sessions
- > Ensure that the training focuses on provide the suitable service that is needed for the intervention (i.e. the level of service suits the phase of the case)
- > Conduct continuous follow-up on the participants after the conclusion of the training interval
- > There has to be a follow-up on the trainees by the hosting organization (internship)



Organisations’ Interest to Host Interns

There were numerous positive responses from national and international organizations who volunteered to host interns for on-site and hands-on training and mentoring. Some participants advised that they need to check with their organizations and revert.

The door is open and we encourage you to participate in hosting interns given aspired benefits to all those concerned.

Summary of Brainstorming Session

At the end of the above activity, each moderator summarized the comments of each pin board to all the participants.



Closing

Dr. Christine Müller Head of the *Psychosocial Support and Trauma Work in Jordan* (GIZ) and Dr. Fawwaz M. Momani, Director of the Refugees, Displaced Persons and Forced Migration Studies Centre (RDFMSC) thanked the participants for their cooperation and support. The Workshop Report will be distributed to all participants. All comments will be taken into consideration to be incorporated in the training content design, as appropriate.

For more information, please contact:

Yarmouk University: Dr. Fawwaz Momani, refuge@yu.edu.jo

GIZ PSS Project: Dr. Christine Müller, Christine.mueller@giz.de

Annex 1 List of participants and organisations

| Name Of Organisation | Participant |
|--|----------------------------------|
| Care International | Widad Al-Tamimi |
| Doctors without borders | Ahmed Yousef Salem Bani Mufarrej |
| Family & Child Protection Association | Mai Zuhair Malkawi |
| Family & Child Protection Association | Mariam Q. M. Jaradat |
| International Medical Corps | Alaa Al Massi |
| International Medical Corps | Mustafa Serdaneh |
| International Rescue Committee IRC | Ala' Mihyidin Bishtawi |
| Islamic Relief Jordan (IRJ) Ramtha | Rami M. A. Al-Hami |
| Jordan National Red Crescent | Laila Toucan |
| Jordan National Red Crescent | Razan Obeid |
| Jordan Women Union | Mohataha Tayyem |
| KFH | Areej Samreen |
| Medecine Sans Frontiere (France) | Niklas Krokauer |
| Medecine Sans Frontieres (France) | Tiphanie Crutel |
| Medecins Sans Frontieres (MSF-F) | Muna Anabousi |
| Medecins Sans Frontieres (MSF-S) | Suleiman |
| Medecine Sans Frontieres (Spain) | Fatima Salman |
| Mercy Corps | Rawand Zreiki |
| Mercy Corps | Alana Shehada |
| Syrian American Medical Society (SAMS) | Fatima Ahmad Y. Abidi |
| Yarmouk University | Ali Alodat |
| Yarmouk University | Feras Qurit'e Al-Jobour |
| Yarmouk University | Ranim Abu Musa |
| Yarmouk University | Dr. Ahmad Al-Sharifain |
| Yarmouk University | Huda Jamil M. Al-Muqbel |
| Yarmouk University | Feras Al-Jobour |
| Yarmouk University | Dr. Moawiah Khatatbeh |
| Yarmouk University | Balqees Adulat |
| Yarmouk University | Nawaz Abu Asasad |
| Yarmouk University / Student | Hala Ziad Abwini |
| Yarmouk University / RDFMSC | Batoul Ziad Al-Qawasmeh |
| Yarmouk University / RDFMSC | Hanin Atef Al-Razieh |
| Yarmouk University / RDFMSC | Shorouq Madi Othman |
| Yarmouk University / RDFMSC | Hala Aboyenii |
| Yarmouk University / RDFMSC | Husain Farid Ibrahim |
| Yarmouk University / RDFMSC | Riyadh Qasem Al-Ta'ani |
| Yarmouk University / Director RDFMSC | Dr.Fawwaz A Al-Momani |
| Yarmouk University / Co- Director RDFMSC | Dr. Ahmed AlEroud |
| Yarmouk University / RDFMSC | Sawsan Al-Ta'ani |
| GIZ/PSS Project | Jafar Udwan |
| GIZ/PSS Project | Julia Long |
| GIZ/PSS Project | Maryana Alhaddad |

Annex 2 Workshop Agenda

14 Dec. 2017 – Irbid

| | |
|----------|---|
| 10:00 am | Registration |
| 10:15 am | Welcome and Introduction of Participants |
| 10:45 am | Presentation by the RDFMSC <ul style="list-style-type: none">- Director of the RDFMSC: Dr. Fawwaz M. Momani- Vice President, Quality and Centers, YU: H.E. Prof. Yousef Abu Al-Udous- Psychosocial Support & Trauma Work in Jordan, GIZ: Dr. Christine Müller |
| 11:00 am | Coffee Break |
| 11:15 am | Presentation of the Training Course on Community-Based Psychosocial Support |
| 12:15 pm | Questions and Answers |
| 12:45 pm | Interactive Brainstorming Session |
| 1:45 pm | Summary of Brainstorming Session |
| 2:15 pm | Closing |
| 2:30 pm | Lunch |

Annex 3: Workshop Presentation



Community Based Psychosocial Support in the Context of Forced Migration

Certificate Advanced Training of the Refugees, Displaced Persons, and Forced Migration Studies Center at Yarmouk University, Irbid

Psychosocial Support and Trauma Work in Jordan 2017/2019



IMPLEMENTING PARTNERS



GIZ - Project for Psychosocial Support and Trauma Work in Jordan (on behalf of BMZ)

**The Refugees, Displaced Persons, and Forced Migration Studies Center
Yarmouk University**



THEORY OF CHANGE

IF

Graduated Psychologists, Nurses, Sociologists, Social Workers and Counselors are equipped with PSS relevant knowledge and skills,

Then

They will be able to provide improved psychosocial support services.

In Return

Will strengthen the resilience of migrants, refugees, and the Jordanian population.



BENEFIT OF TRAINING COURSE

Organisational Benefits:

- Availability of skilled staff for hiring
- Staff aware of refugee context, need for PSS services

Participant Benefits:

- Increase ability to provide PSS and help people with special needs to reach their maximum potentials
- Maximize chances for getting higher education opportunities
- Maximize opportunities in the labor market

Individual Benefits:

Life perspectives, physical and psychological well being, dealing constructively with conflicts, coping strategies, mutual understanding for each other

Community Benefits:

Secure society, stability, solidarity, strong absorption and integration mechanisms, healthy citizens for economic contribution, trust



TIMELINE & PROGRESS

| | | |
|-------|--|----------------|
| Step1 | • Draft Course Outline | September 2017 |
| Step2 | • Stakeholders input in curriculum development • Stakeholders interest to host intern/s | December 2017 |
| Step3 | • Finalizing Course Curriculum | March 2018 |
| Step4 | • Announcing the Course for participants | 15 May 2018 |
| Step5 | • Selection of max 25 participants | 30 June 2018 |



TIMELINE & PROGRESS

| | | |
|--------|-------------------------------|------------------------------------|
| Step6 | • Beginning of the course | 15 September 2018 |
| Step7 | • Field activity (Internship) | 21 October 2018 - 01 November 2018 |
| Step8 | • Students Presentation | 18 November 2018 |
| Step9 | • Graduation Ceremony | 01 December 2018 |
| Step10 | • Course Evaluation | December 2018 |



Course Duration

- 15.09.2018 - 30.11.2018 (2.5 months)

Course Participants

- A first degree in Medicine, Nursing, Psychology, Social work, Special Education, Counselling, or any a related discipline
- Maximum 25 participants
- Jordanians & Syrians, both male and female, encouraged to apply

Course Language

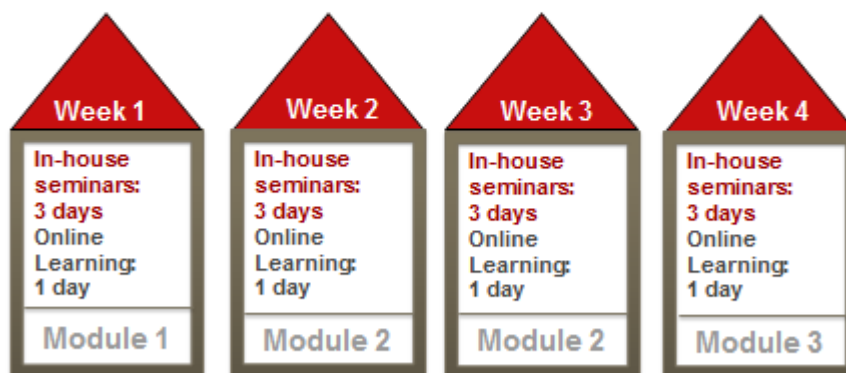
- Arabic/English (the course will be mainly taught in Arabic)

Course Lecturers

- Formal Lecturers from Yarmouk University
- External Speakers – Experts from the field for specific disciplines



COURSE STRUCTURE





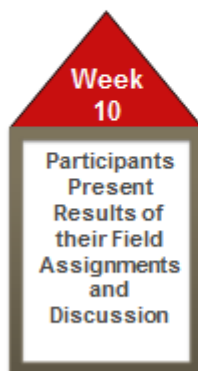
COURSE STRUCTURE (CONT.)



20.12.2017

Psychosocial Support and Trauma Work in Jordan

Seite 9



Graduation

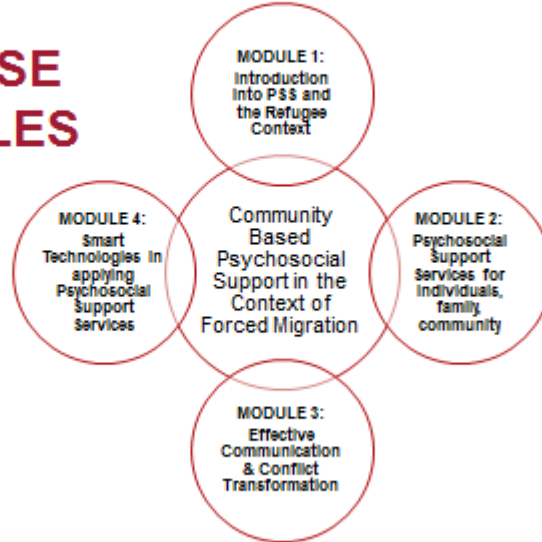
20.12.2017

Psychosocial Support and Trauma Work in Jordan

Seite 10



COURSE MODULES



Module 1: Introduction to PSS and the Refugee Context

- Introduction to migration and refugees
- Individual and social consequences of migration and forced displacement
- Human Rights, SDGs/Agenda 2030, international frameworks, national context
- English terminology related to forced migration, protection, trauma, mental disorder, and any related topics



Module 2: Psychosocial Support Services for individuals, family, community

- Psychosocial interventions (IASC, IRC), tools, services, referral system at community level
- Assessing and understanding psychosocial needs
- Individual, family, and community interventions: Gender roles, forms of gaining empowerment, self-control and dealing with consequences such as trauma, stress, fears, anxiety, etc.
- Educational services for people with special needs (Gifted and disabled people)



Module 2 (cont.):

- Counselling people with special needs and their families.
- Increasing higher education opportunities for people with special needs. Social and educational inclusion.
- Monitoring and evaluation of psychosocial services (measuring well-being)



Module 3: Effective Communication & Conflict Transformation

- Principles of effective communication (e.g. non-violent communication, active listening, constructive feedback)
- Dealing with tensions, conflict, violence, stereotypes: mediation, moderation
- Cultural aspects (expressions in cultural terms) of wellbeing
- Self-care and self-efficacy



Module 4: Smart Technologies used in applying Psychosocial Support Services

- Online Psychological services
- Using smart technologies in Psychological services
- Counseling Websites
- Students e-consultation services



COURSE MODULES OVERVIEW OF MAIN STEPS

20.12.2017

Psychosocial Support and Trauma Work in Jordan

Seite 17



Selection of participants
30.06.2018



Course: In-house & Online sessions
16.09 – 18.10.2018



Field Activity:
21.10. – 01.11.2018



Announcing the course
15.05.2018



Graduation
December
2018



Presentation of Results
15.11.2018

20.12.2017

Psychosocial Support and Trauma Work in Jordan

Seite 18



Thank you for
your attention