

Guidelines

Procedures for the recruitment of staff working in antiviolence centers

2010

“logos”

UNIFEM oPt,

Ministry of Social Affairs (MoSA)

Sawa all the women together today and tomorrow

Acknowledgements

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List of abbreviations

GLOSSARY

Antiviolence centers: These centers work to provide protection, security, and psychological support to victims of all forms of violence--whether through physical protection and accommodations for those affected, or by giving advice over the phone--which aims to bring about social change through the provision of prevention programs for women and children, family and society in general.

Employee: A person appointed by a decision of the competent authority in this post included in the job and financial cadre.

Job title: A set of tasks assigned to an employee of the protection center under a job contract, a functional and task description applied on a basis of professional ethics, (including the guarantee of confidentiality and privacy, respect for others, the granting of the right to self-determination for the users or beneficiaries of services, and independence in making important decisions).

Professionalism: Performance is based on scientific knowledge and practical application based on the principles of ethics and on theories related to this field, free of personal bias or entanglement.

Advertising: A text outlining the specifications and requirements of a job vacancy is by the Centre and advertised in the media generally used, such as local newspapers and internet websites.

Job Application: A form tailored to the advertised post, which includes questions to assess the suitability of the applicant, designed for the use of antiviolence centers.

Short list: A small number of possible suitable applicants for posts chosen after applications have been submitted.

Orientation: A job applicant is granted an opportunity to work on their own and with a team in workshop-based activities, such as role play and presentation of case studies, which help indicate suitability for the job. This helps to identify the best job applicants, screening them based on their skills and professionalism, and their familiarity with the subject.

Interview: This meeting with the applicant focuses on several aspects, both on the personal and professional level, to examine the suitability of the applicant for the job.

Evaluation: This is a tool that helps in measuring the capacity of the employee to fill the position offered to him/her, highlighting the challenges s/he has faced in the performance of his/her work during the most recent period. The strengths and weaknesses which need to be addressed to improve performance are assessed, by examining performance during the

previous period and the extent of the employee's development during that time.

Contract: An agreement between the organization and the employee, through which the rights and duties of the worker are explained directly. After the interviews are conducted and a decision is reached, the final stage in the application process is the signing of the contract.

Supervision for the staff: This is a tool to help the group to express their feelings and share the difficulties and challenges they face in their work, especially addressing cases, and their professional relationships.

Scoring Sheet: This is a tool used for evaluation within specific criteria and a scale, for the purpose of employee recruitment.

Introduction

What is the purpose of this manual?

This manual is for use in the process of selecting staff candidates with the appropriate qualities based on professional criteria for work in the field of protection of women and children from violence. Working with women and children who are victims of violence is distinguished by the need to integrate a variety of concerns, including the medical, cultural, social, legal and psychological aspects. The work must be based on understanding and acceptance, commitment and willingness to participate in a sympathetic way in the treatment of victims.

There are different methods to provide protection services for women and children victims of violence, including treating the victim through antiviolence centers, safe houses and lines of protection, or through clinics, therapeutic or social services or by providing psychological counseling of different kinds (face-to-face or over the phone), all of which require the skills of a professional service provider due to the sensitivity and difficulty of the work.

The problem of violence is a complex and multi-dimensional problem. It is exacerbated in a patriarchal social environment. The prevailing cultural stereotypes in our society still consider domestic violence cases as private family matters, not community problems. Under this social culture, blame and accountability are placed on battered women and other victims. Perpetrators of violence are considered justified; domestic violence is still acceptable in our society.

Therefore, those working with victims should be conscious of and able to assume responsibility in the face of cultural stereotypes within the community. They should work to change the prevailing perceptions and stereotypes that may hinder work. They should be ready to face conflicts and challenges at the professional and personal levels. This underscores the need to work within an integrated team, to support one another as employees face disturbing emotions and situations during their work, and to ensure the support of supervisors.

Logical framework for the preparation of this Manual:

This manual is an initial reference for all private and public sector community institutions in Palestine working in the field of protection of women and children from violence. It is subject to development and amendment in the future as necessary. We hope that this manual will serve as a national guide to all institutions working to protect the Palestinian family from all forms of domestic violence.

Since the establishment of Mehwar Centre, it has faced many challenges and many difficulties. Through experience of the requirements of this type of work, it is recognized that clear procedures and a variety of trained and skilled staff are needed. With the Ministry of Social Affairs, it has been

concluded that a manual describing the process of selection of personnel for protection centers is needed as a reference tool for the recruitment of staff, and should be approved for use in all protection centers.

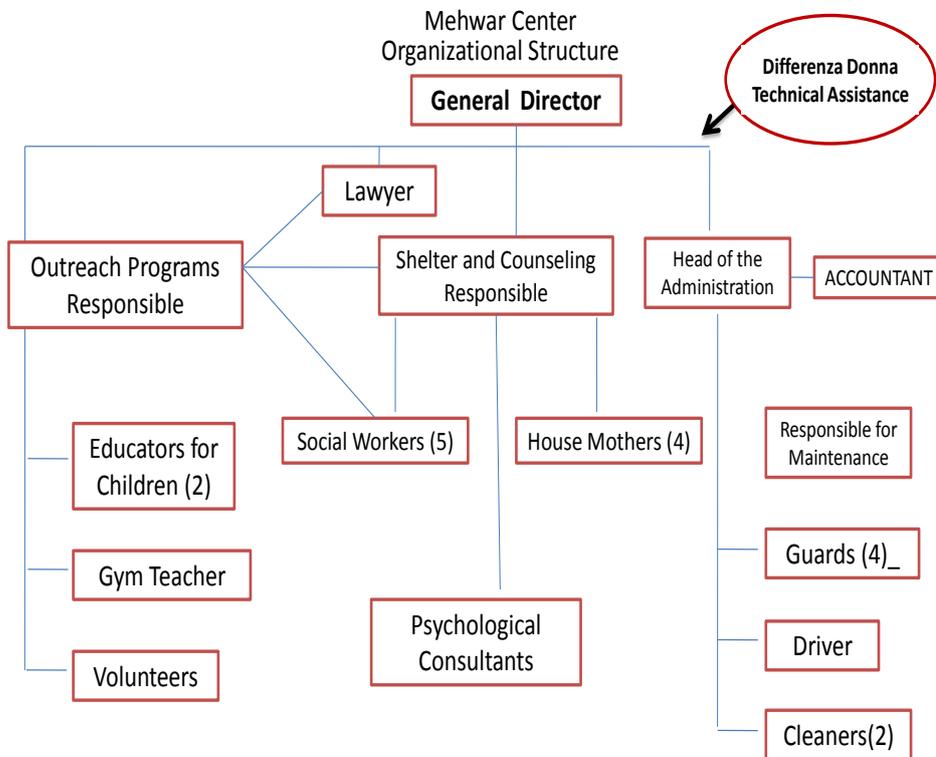
Mehwar Center :

This center is a pilot project to protect and empower women and children victims of violence, aiming to support and strengthen family and community relationships based on the principles of dialogue and acceptance of others, reduction and mitigation of all manifestations of violence against women. There is a focus on empowerment of victims of domestic violence to contribute to society and the family. The center operates on the basis of justice, equality, and respect for human dignity. Hence, the center aims to bring about social change through the provision of accommodations, tutoring, social and legal services, and rehabilitation, in addition to preventive community programs that benefit women and children, family and society in general. This manual for hiring at the Center is produced based upon Mehwar Center's long experience and the many challenges the Center has faced over its years working in this very sensitive field.

Manual Content:

This manual contains the procedures and regulations related to the recruitment process. It is necessary to follow each part in the sequence indicated within and to form committees that will be responsible for this whole process, including vacancy announcement, receiving applications for employment, classifying them, preparation, orientation programs, assessment of participants, personal interviews, preparation of final reports, recommendations on the selection process, staff recruitment and hiring, the probation period, and the employee evaluation.

Organigram of Mehwar Center



Recruitment procedures:

In this part of the manual, it will display the steps that follow in sequence before the recruitment process.

1. Organizational decision to recruit vacant posts:

This is the process of identifying the need for a vacancy on the basis of the functional and administrative structure and the requirements of the Centre, such as in the case the resignation or dismissal of an employee, or the existence of a vacant post.

2. Committee formation:

By a decision by the Minister of Social Affairs, two employment committees have been formed to collect applications and conduct interviews to select candidates for the posts advertised.

* **Major Interviews Committee:** This committee is responsible for all required steps in the recruitment process. The Committee is composed of a chairman and other members so that the number of members of the Committee is odd.

* **Chairman of the Committee:** The Chairman of the interviews committee is an employee of higher category in the Ministry of Social Affairs provided that the following conditions are met:

1. Sufficient experience in management of interviews
2. Capable of making decisions
3. Experience, knowledge and familiarity with the subject of violence against women and children

• Members of the Committee:

One of the partners must be a permanent member of the committee of employment (UNIFEM). Experts are designated for Committee membership according to their specialization.

The following conditions must be met for general recruitment:

1. No fewer than 5 years' professional experience in cases related to human rights and the rights of women and children, and in the major issues related to discrimination based on gender
2. No fewer than five years' experience and professional expertise in working with women and children victims of violence in all of its forms
3. Knowledge and understanding of Palestinian Penal Code and the laws of personal status
4. Familiarity with the moral system of the National Union of Social Workers
5. Knowledge of the basics of sound management, planning and policy formulation
6. Knowledge of services available to victims of violence in community governmental and non-governmental organizations
7. High-level communication skills

8. Work experience with psychotherapy for victims of violence in all of its forms
9. Experience in professional supervision, and professional development
10. Sensitive to gender issues

Orientation committee: This committee is responsible for the orientation for the job, the second stage in the selection process.

Composition of the Committee: The committee will consist of a group of local experts specialized in working against all forms of violence and directing and facilitating groups. They will have expertise and high-capacity communication skills, and work experience in psychological treatment for victims of violence in all its forms.

*** Members of the Committee:**

1. Professional experts
2. Senior experts in the candidates' fields
3. Official for internal section

It is necessary to define the functions of these committees and the time required to complete the task, and to notify the General Personnel Council to form committees, according to the rules established in the higher decision-making body.

3. Vacancy announcement:

The required steps to prepare a vacancy announcement are listed below:

- Preparing the vacancy announcement in coordination with the main interview committee, the Department of Public Relations and Information Service, as a specialized aspect of the higher decision-making body
- The vacancy announcement is reviewed by the Legal Unit in the higher decision-making body.
- Notifying the General Personnel Council
- Advertisement in a local newspaper for a period of not less than one week
- Advertising the vacancy announcement through the higher decision-making body 's website

The **vacancy announcement** should include the following:

- Number of the vacancy announcement
- Title of the vacant post
- Number of vacancies
- The higher decision-making body will decide on the type of contract; salaries will be according to the scale of the hiring institution.

Requirements:

- University degree

- 3 years experience in the required vacancy post
- Technological skills such as computer, internet, and other programs
- Ability to work under pressure
- Knowledge of report writing

General requirements and personal skills for all vacant posts:

- Knowledge on women's human rights issues
- Willingness to work extra hours and night shifts
- Commitment to confidentiality
- Willingness to live in Bethlehem area, due to the particularities of work in the center
- The ability to work within a team
- Ability to learn and develop new competencies through participation in specialized training
- Willingness to work night shifts system in the center, or to work whenever necessary

Required Documents:

- Copy of academic qualifications and high school certificate
- Copy of personal identification or passport
- Certificate of membership in a trade union or professional organization, for jobs that require it
- Copy of birth certificate
- CV
- Copy of expertise certificate
- Copies of other training certificates
- A personal photo
- Each applicant passes through two stages which add up to 100% of potential candidate evaluation points:
 1. 40% for the orientation program; the minimum requirement is 20%
 2. 60% for the personal interview selection process

To obtain a vacancy application, visit the hiring organization or consult the center's organization

A sample of the advertisement for jobs is included in Annex 1
Employment application is included in Annex 2

3. Candidate short list:

The major interview committee meets by invitation from the Chairman of the Committee in order to carry out the following tasks:

- Collect the applications
- List all submitted applications with vacancy announcement number, name, address, years of experience, specialization, year of graduation, training courses, comments
- Review the suitability of applicants according to a vacancy requirements checklist and exclude those who do not meet the requirements

- Prepare a short list of applicants that fall under the requirements and selection criteria
 - The short list should include at least five and not more than ten applications for recruitment for each vacancy
 - The short list must be approved and signed by all members of the Committee
 - Inform the short list candidates and ask them to attend the orientation program as a part of the recruitment procedures
 - In the absence of suitable applicants, the post will be advertised again.
- Selection Criteria, annex No. 3

5. Orientation program

What is the Orientation program?

The orientation is an important part of the hiring procedures for vacant posts in an antiviolence center. It has the objective of allowing evaluators to increase the knowledge of candidates on the delicate problem of gender-based violence from a personal, professional and cultural point of view. In addition, it helps to familiarize candidates with the theory, political environment, and culture of the center.

The orientation program will help the group selected through the questionnaire part of the hiring process to understand team work, through sharing personal motivations with the group, discussing case studies, role playing and other activities. This also helps facilitators to recognize the professional skills of each candidate, in addition to attitudes, self confidence, communication and power relations skills, skills in taking decisions, leadership skills and others.

Professional staff such as social workers and administrative staff such as guards and cleaners will take orientation together in order to learn from each other and so that both may develop a better understanding of the sensitive nature of the center's work. For example, guards must fully understand the complexities of work at the center in order to know how decisions are made by the team about allowing visitors in.

Orientation Goals:

Working as a group will allow the evaluators to offer the candidates a clearer idea of the methodology that will be used in the center, how every member may influence others through their own abilities and experience, how to manage a crisis situation, communication skills, encouraging staff to rely on each other and show respect for the individual qualities and contributions, for ongoing motivation and support.

The orientation will give them the opportunity to better understand the professional challenges they will face. At the same time, it will allow the evaluators to consider the future staff in a more comprehensive way, to make selection using tools other than a simple interview, by assessing the employee's strengths and weakness—even though they may already have

given a good impression through the application form--and what kind of training they need to increase their knowledge, abilities, and qualifications during the probation period.

The antiviolence staff will be exposed to situations which will oblige them to understand a complex array of human and institutional relationships. For this reason, the selection process must deeply evaluate their professional capacity to handle team work.

Data will be collected by the facilitators of the program and measured according to proportional and interval scales. Objectivity must be strongly emphasized in leaders of the orientation program. They must assess potential problems and difficulties, to determine if and how the work environment might contribute to an inappropriate culture.

Training models used for the orientation program:

The program uses an integrated approach to training, development and education, as well as a democratic teaching model exemplifying the principle of power-sharing in decision-making, thereby raising confidence and commitment to learning, understanding, and assimilation of information. This differs substantially from the traditional teaching model in process, goals, and skill attainment.

The method is based on reaching learning objectives and outcomes through interaction and participation. It is a learning process that influences understanding and awareness. It uses a variety of communication tools to address different issues in an entertaining, challenging, and discerning manner, invoking the motivation to learn and develop skill and understanding. Social work management would also, therefore, benefit from these methods as they can also be employed to raise awareness and develop understanding, and can be applied to a diverse group of persons on an equal basis. These methods help to identify strengths and weaknesses and develop personnel with the required potential. The use of this method to support and develop employees matches cognitive behavioral theory and an integrative body of knowledge with the range of values, knowledge and professional skills needed by center employees. They should internalize the need for lifelong learning and constantly update their knowledge on new approaches, theories and legislated law.

- **How to build an Orientation program:**

1. Attendees are shortlisted candidates.

Short-listed candidates are selected, based on the type of position and the vacancy description, to attend orientation programs. The candidates should not be more than 15, to enable the facilitator to observe the interaction of the group members and the dynamic between participants, their capacity, skills, and qualifications. These qualities are evaluated based on the standards and specific qualification need for each position.

If we have more than 15 candidates, they will be divided into two groups, or another orientation will be scheduled..

2. Orientation days:
The orientation program should not be less than two days, if we have more than 15 participants, or if two different posts are vacant.
3. Location: Orientation programs should take place in the center itself, to give the participants the opportunity to understand the environmental therapy which takes place there. If appropriate space is unavailable at the center, the orientation program will be held in a hotel or an equipped training hall.
4. At the end of the orientation program, the facilitators must be able to define the weaknesses and strengths in each participant and make recommendations on how they can build capacity.
5. Attendees will be evaluated on the following areas of competence:
 - Gender sensitivity (how does the candidate address the cultural dilemmas arising between traditional culture and a feminist/human rights-based approach, and to what extent is she able to implement a gender-based analysis of cases, as well as of the general context?)
 - Human approach (what is the candidate's capacity for approaching cases with a human sensibility, an understanding of psychology, and a non-judgmental attitude, and how strong is the candidate's ability to communicate, report, and mediate among external institutions, Mehwar, and beneficiaries?)
 - Personal motivation to work on gender-based violence, personal commitment and interest
 - Positive leadership ability (strong democratic leadership skills, to promote a participatory and more horizontal management style)
 - Strong diplomatic and communication skills (ability to work and build consensus with very diverse partners from GOs to NGO to civil society, at all levels)
 - Advocacy skills, the ability to present cases to the public and to present information on public occasions credibly and persuasively, including written and verbal skills
 - Willingness and openness to learn and experiment with innovative practices, challenges, unknown scenarios. This may entail dealing with crisis and disagreements .
 - Propensity and ability to engage in team work, readiness to develop new competencies
6. The 3 facilitators will be chosen through governmental and non-governmental institutions based on the following standards
Not less than five years' experience working in the following areas:
 - Working in the field of humanitarian action, or of domestic violence and violence against women
 - Direct experience of working in shelters for abused women or victims of domestic violence, as a social worker or with individual and group therapy

Must be skilled in:

- Facilitating and conducting groups
 - Recruitment procedures
 - Ability to analyze and evaluate
7. Two different kinds of orientation will be held, for professional staff, and for administrative staff such as the accountant, cleaners, drivers, and guards.
 8. If the candidates are of both kinds of specialist (professional staff or management/administrative staff) the facilitator should divided them into two groups based upon their particular needs. Guards, cleaners, accountant, and drivers will always have their own separate type of orientation.
 9. Preparation of the two different orientation programs (one for the professional staff and one for management/administrative staff) should follow the guidelines below:
 - Introductions and stating expectations.
 - Addressing violence against women in the Palestinian context: achievements and challenge.
 - Team exercise for building team spirit and solidarity
 - Applying gender analysis and a vision of social change to work with women victims and survivors of violence (presentation)
 - The center as an advocacy tool: from service to policy
 - Team exercise (leadership abilities and a feminist approach to leadership)
 - Case studies
 - Working under pressure

The facilitator should use the same methods, tools, and activities for the different levels of specialist (professional staff and management/administrative staff).

Annex # attached

Evaluating the Orientation Program

The facilitators meet to evaluate each candidate (using a prepared evaluation sheet) by giving points to different qualifications. This part of the evaluation will make up 40 points of the overall assessment. At the end of the meeting, the facilitators choose the three candidates with the highest number of points and invite them for an interview.

- Evaluation criteria: university or school degrees, work experience, recommendation letters, human approach, personal motivation, positive leadership, strong diplomatic and communications skills, advocacy skills, willingness and openness to learn, propensity and ability to engage in team work. All will be important criteria for the final evaluation for each post.

- How to integrate the facilitators' feedbacks, how to use the evaluation: Facilitators should meet together after preparing their own evaluation sheet to discuss, according to the criteria that we mentioned above, and to combine their results and homogenize their evaluation, bearing in mind that evaluating a candidate's capacity for "human approach" is more complicated and subjective, and harder to standardize.
- Facilitators will send to the general selection committee the results of the orientation program assessment. The three people with the highest scores will be selected for each post, and the committee will call them for a final interview, selection and hiring.

Two main forms:

- Form 1--individual assessment: a form to be completed by a member of the Committee, a standard measurement that has been adopted as a basis for evaluation:

No.	Name	Character	Professional knowledge	Theoretical knowledge	Professional values	Understanding of women's issues and rights	Capacity for vocational development	Total
1		20	15	15	15	20	15	100

Date, name, and signature of committee member(s)

- * Form 2--compilation of scoring sheet: totals of scoring sheet are collected by the Chairman of the Committee and the form is signed by all members as follows:

No.	Candidate name	Chairman of committee	Committee member	Committee member	Committee member (partners)	Committee member (expert)	Average (out of 100%)
1							

- * Date for interviewing candidates will be set by the Main Committee of recruitment, based on the scoring sheet evaluation and recommendation made by the orientation program committee. The selected candidates are interviewed by the major recruitment committee to choose the most appropriate person for the vacancy. He or she is then informed that s/he has been accepted for the vacancy for a three month probation period. Each new employee will receive professional training to enable development and improve their skills as necessary.

6. Interviews

The Major Interviews Committee meets by an invitation from the Chairman of the Committee to prepare for individual interviews to be held with those who were selected in the first part of the recruitment process, the orientation.

They are provided with the findings and recommendations on candidates. There will be a general framework showing the questions to be asked in the interview, the scoring sheet, and how to calculate points during this phase. For the interview, each candidate gets the proportion of not less than 30 of the total points and not more than 60 of the gross total. The points are collected during the interviews and orientation program.

Interview guidelines:

1. Ice-breaking questions to give a preliminary idea about the objective of the interview, and to break any tension felt by the applicants about the interview.
2. Questions about the post and the knowledge required for it
3. Questions on past experiences and their compatibility with the requirements for the vacant post
4. Questions to assess the candidate's ability to learn
5. Specific questions on personal perceptions and understanding
6. General cultural questions
7. Questions concerning women's human rights issues, such as CEDAW Convention, children's rights, types of violence, gender sensitivity issues and the beliefs about these issues

The interview focuses on the personality of the candidate and his/her suitability for the position, so that 20% of the points may be awarded for this aspect, and 20% for understanding of women's human rights issues, either vocational skills, theoretical knowledge and capabilities of the professional development, each of which has a proportion of 15% of the points.

The themes or topics on which the evaluation forms are based were decided upon as a result of the experiences of partners working in this area who have followed the experience of Mehwar Center from the moment of its establishment, such as the Ministry of Social Affairs, Women's Center for Legal Aid and Counseling Difrensa Donna, the United Nation Development Fund for Women UNIFEM, Sawa Center, and others. Through their experience, they found the need to focus on certain themes more than others, and they have determined the ratings for each aspect accordingly. For example, they determined the percentage of 15% for the subject of theoretical knowledge. However, the personal aspect is 20%, because they found that this theme deserves greater attention than others.

The Major Interviews Committee should deliver all documents listed below to the Minister, the deputy, the responsible department and the Director of the Centre:

- Documentation of all the Committee works in a special file, and kept by the chairman of the Committee
- The decision to form the Committee signed and approved by the Minister
- Minutes of meetings of the Committee
- Copy of the vacancy announcement
- The preliminary list of candidates and the short list
- Forms filled by the committee

- Scoring sheet for each member
- Final scoring sheet (gross total)
- The Committee's final report and recommendation

Interview procedure:

- * Sending a formal invitation letter (by fax or e-mail) to all candidates for an interview, specifying place, date and time of interview
- * Contacting all candidates by telephone to inform them of all the details about the interview
- * Preparing the interview space and providing the necessary supplies
- * Placing a sign at the entrance of the institution or the ministry specifying the floor and the room where the interview will be conducted
- * Providing all the members of the Committee with all necessary forms as well as a list of candidates
- * Distributing a copy of the questions agreed upon

Interview processes:

- Members of the committee sit to discuss the division of roles during the interviews, each of them focusing on certain, according to his or her own position and experience, and according to the proposed job description in the manual.
- Members of the Committee sit in a position where they can see the applicant at the same level
- The applicant sits across from the members of the Committee
- The interview is opened by the Chairman of the Committee who provides a brief explanation about the job and salary and whether it is a part- or full-time contract, fixed or not, etc...
- The applicant is asked to introduce himself in Arabic and English (age, education, marital status, experience)
- Questions are divided among all members of the Committee so that each member takes up a certain aspect according of the interview according to his or her specialization
- It is not permitted to provide the applicant with the results of his/her interview
- All applicants are given the same time allocation for the interview; applicants may not be deprived of their rights to conduct the full interview.
- In case the applicant has special needs, it is necessary to provide all the facilities required for the interview.
- Each committee member fills one scoring sheet

7. Evaluation and scoring sheets:

- After the completion of the interviews, a meeting is held by the interview committee to collect scoring sheets and create a table indicating the final mark percentage.
- In case of a tie, the candidate who has the highest qualification is appointed, then the more experienced. In case they are equal, the eldest is appointed.

- The final statement on the scoring sheet is signed by all members of the Committee.
- The Chairman of the Committee prepares a memorandum addressed to the minister, explaining all the procedures that were followed and recommending approving the winning candidate.

Scoring sheet form:

ne	Personality	Professional skills	Theoretical knowledge	Professional values	Understanding of women's issues and rights	Capacity for professional development	Total
	20	15	15	15	20	15	100%

Date

Name and signature of a member of the Committee

.....

Form of the final scoring sheet

No.	Candidate name	Committee chairman	Committee member	Committee member	Committee member (partners)	Committee member (expert)	Average (out of 100%)
<u>1</u>							
<u>2</u>							
<u>3</u>							
<u>4</u>							
<u>5</u>							
<u>6</u>							
<u>7</u>							
<u>8</u>							
<u>9</u>							
<u>10</u>							

8. Employment contracts

Employment contract: an agreement between the organization and the employee, through which the rights and duties of the worker are determined directly.

After the interviews are conducted and the end results reached, we move on to the stage of concluding the contracts, which occurs according to the following steps:

- Minister's acceptance of the results of the interviews
- The acceptance is sent to the legal unit for preparation of the contract
- The Chairman of the Committee, in coordination with the Personnel Unit, provides all the legal documents required for the completion of the contract, including a copy of the candidate's identity card, CV, and account number.
- The new employee signs the contract
- A copy of the contract shall be sent to the following authorities:
 - Office of the Minister.
 - Administrative affairs.
 - Legal Affairs.
 - Chairman of the Committee.
 - The Centre.

The successful candidate will be informed by an official letter about the outcome of the interview and date of commencement of work according to work contract.

Contracts are signed by the Minister and stamped by the seal of the Minister's office. Contracts outline the basic conditions of work, including:

1. Working hours.
2. Labor laws
3. Pay and the type of work, location and duration (based on the Palestinian law)

4. Confidentiality commitment
5. The commitment to professional code of ethics

Opening a file for an employee:

Upon selecting the appropriate staff member for each job, the executive secretary opens an employment file or personal file for each employee that includes the following:

- Employment application
- Biography
- A copy of personal identity documents
 - Working hours
- Academic degrees
- Experience certificates
- Recommendations from previous places of work
- Health report showing that the employee is able to conduct business and lacks any health problems which may prevent him/her from working
- Holidays and leaves
- Sick leaves
- Monthly work report includes work program, events and activities
- Report of income
- Letters of attention and warnings
- Official communications directed by the employee on behalf of the institution
- Stage evaluation forms and annual progress.

This file is used as a reference in the following cases:

- Evaluation of the performance of the employee and the extent of development and personal and professional progress and the extent of his/her contribution to the development of the Centre and its objectives.
- Service termination
- Dismissal of the employee
- System of rewards and incentives as well as salary and grade

9. Probation period

Why is a probation period for newly hired staff necessary?

Human resource management determines all the methods, processes, and activities that the center uses to train and develop workforce members so as to attain organizational goals. Human resource management is no longer concentrated only on personal administration and training. It has evolved into a human service consultancy and gives support to the entire Center in its struggle for performance improvement. Thus training and developmental methods are conducted using an outcome-based education model which has specific learning objectives as its determinants.

It is important to give various trainings to the workers because they are the Center's most significant resource, bringing to the Center their own values, personal traits, knowhow and potential which can be enhanced so as to be personally enriching, reap rewards, and ultimately contribute to job satisfaction and success. The aim is primarily help the workers become an effective team. This will be done through the implementation of policies and procedures to make workers feel more committed and take a positive attitude towards performance, and to harmonize the work environment and to ultimately meet the needs of the Center.

Change in employees' level of awareness and understanding as they become accustomed to their role in the workplace must be measurable according to the Center requirements and professional criteria. It must add value and increase goal attainment and internal effectiveness. Employees must continuously strive to improve their skills, competencies, and professionalism.

The first three months probation should include the following:

1. Training: training can be viewed as a program for altering employee attitudes and increasing knowledge and abilities, to engender efficient progress toward organizational goals

Training has a narrow focus and is conducted to affect changes and improvements in skills, and attitudes.

See one of the training models that could be used and in the maintenance of personal performance and achievement of organizational goals in the annex.

Workers should be prepared for the training with an explanation of the training program and why it is relevant to the job. The activities should be thoroughly planned. The program must be structured in progressive stages of learning. The structure must allow for flexibility.

The newly hired persons will go through a specific training program that will be focused on:

- Violence against women: the consequences of trauma and how it destroys psychological defenses; abuse in the family and consequences for women and children; the silence of society and its consequences
- The role of antiviolence centers in society: the innovative nature of a place which recognizes the right of women to justice; the important of social and the political recognition of the work of the antiviolence center; the institutional network and cooperation with MOSA, police, schools, hospitals, NGO's, and other ministries

- Violence against women and the consequences for physical and psychological health: the effects of violence on women's health, in particular violence during pregnancy; victims of sexual violence; awareness about reproductive health in general and the importance of awareness about sexuality.
- Children victims and children's testimony of violence: the child witness of violence in the antiviolence center; arrival at the center; consequences of the trauma on the short and long term, goals and priorities for the counselors; support for the relationship between mother and children as a primary factor for recovery from the trauma; methodology; nutrition; sleep; hygiene; encounters with the father; recreational and pedagogical activities network activities.
- Legal support: the function of the lawyers office; synergy between the lawyers and the counselors at the centers; approaching and dealing with cases; counseling and assistance in the courts; domestic violence; how to speak about sexual violence against women and children in courts; the role of the antiviolence center staff in the courts.
- The antiviolence center management: quality of management; documentation; collecting data and analysis of the work; intervention skills.

Training is a maintenance function:

- Training function is a process whereby training needs are analyzed and established, training is introduced as an applied science, and untrained employees are transformed into trained, productive workers in pursuance of the center goals.
- Training causes the primary inputs to be transformed into outputs by use of the training techniques.
- Training is a subsystem, and is influenced in its role and function by internal and external phenomena which include social-political, economic and legal constructs.
- Training helps evaluate the weaknesses and strengths of human resources' skills.
- Training programs cannot be said to be theoretically based if it is not grounded in theories of the psychology of learning. Learning is defined as attitude change brought about by the experience or input received by an individual. Learning is the modification of understanding and attitudes due to activities and experiences, which in turn result in permanent changes and development in the learner's knowledge, skills, attitudes, and in adjustments to the environment.

2. Mentoring:

Mentoring the new staff in their daily work means--in the case of staff members newly hired to work in a shelter newly opened--external experts who will remain for a set period to help guide the new employees. In the case of new staff hired in an existing, successful shelter, experienced staff will take on the mentoring role. During this period, those who take on the mentoring role will have a supervision session every two weeks. This methodology has been proven successful over many years, both with local and with international teams. It involves experts or experienced staff joining the newly established team in their daily routine, sharing their tasks and duties, contributing to problem solving, sharing analysis of cases and jointly developing plans for intervention. This methodology ensures the quality of the interventions and a competent assumption of responsibility towards the cases from the very beginning. It also ensures continuous critical and gender-based analysis of cases, which is the added value of any antiviolence center, differentiating it from traditional and assistance-oriented social services.

3. Supervision:

Career guidance is important and necessary for the staff:

The American Association of Psychiatrists defined psychological counseling in 1981 as the services provided by specialists in Counseling Psychology in accordance with the principles and methods of studying human behavior through the different stages of growth. This service confirms the positive side of a patient's character to achieve new skills necessary for growth, coping with life, and making decisions.

The philosophy of counseling is based on giving the patient the opportunity to choose what is best for him/herself and bear the responsibility for his/her decisions. Counseling is a personal interaction focused on the individual's behavior in the past and what s/he expects or wants for the future. Counseling enables the individual to relieve stress and discuss problems and patterns of thought, to form new ways of thinking that allow the individual to eliminate emotional attitudes that impede self-expression and examination of feelings.

Counseling services provided by the counselor in social institutions are based on an interactive relationship to help the employees cope with difficulties in his or her work. It is characterized by a strong personal relationships and empathy, serving the employees professional growth and helping him to form healthy attitudes and make healthy decisions.

Objectives of professional counseling for the staff:

- Counseling aims to help staff members to achieve their goals, while providing an environment of neutrality, professionalism and objectivity.
- It aims to facilitate professional growth, improving experience and knowledge.
- Counseling aims to achieve the objectives of the institution and ensure the effective delivery of its services. The counselor must work within the principles and the rules laid down by the institution and commit to its goals. The staff may forget these principles or become confused due to the stress they face through their work.
- The role of educational counseling and educational support is to develop the professional abilities of the individual.

Mehwar requires professional counseling for the staff due to the type of difficult cases that are addressed by the center. Therefore the provider of counseling should focus attention on gender-based violence and sexual abuse within the family, and address these problems in a professional manner. This should be done in a professional way, using scientific concepts, as free as possible from personal and cultural judgment and bias. This will help workers form better intervention plans for beneficiaries.

The counseling provided in the center:

Individual counseling:

A session held face-to-face between the professional staff counselor and the center employees (the patient), to be held based on need and on the type of position. Its duration should range from 50 to 60 minutes. This should occur in an environment of trust, where the patient can feel free to express him or herself without being judged.

Group Counseling:

This is a group session between the professional counselor and members of the professional staff working in the center, held every two or three weeks, lasting 90 minutes. These sessions help to improve group cohesion and allow staff to address problems and affect change in their own and others' attitudes in an atmosphere of acceptance. Group members discuss cases, share challenges, and improve their professional relationships. These meetings strengthen trust, acceptance, understanding, support and mutual interest toward each other and improve quality of work.

Supervision in this field of work is fundamental for ensuring good center services and for the mental health of the workers themselves. Supervision should occur at least once a week, especially for newly-hired workers among the professional team, such as social workers, social counselor, managers, and lawyers.

We are aware that economic problems and time management problems may lead to the condition where supervision will be delayed or even cancelled. We stress the importance of giving priority to supervision under all economic

and time conditions, providing individual supervision at least twice a month and group supervision once a month group.

10. Decisions to confirm employee appointment

Evaluation

All employees must be evaluated, whether they work on a professional or an administrative level. This offers an opportunity for the staff to share openly their work experience, focusing on the challenges they encountered during the probation period, how this affected them, and how to productively face these challenges.

On the other hand, the evaluation process should give the evaluators an idea of the major issues which need intervention for the best interest of the center, the client population (women survivors of violence), and employees. The evaluation analysis indicates vital issues that need to be discussed on a higher administrative level. The evaluation covers more than one level, but the most important is the employee level, including job titles, positions, duties and responsibilities, dynamics, professional growth, and communication at the center and civil society level. The staff must understand that the evaluation process serves to improve the employees' professional input and not to criticize them personally. It helps the staff to better understand their job title, positions, duties, roles, and responsibilities. It is healthy to disagree during the evaluation, and have conflicts with regard to points of view, but it is very important to maintain a professional atmosphere in order to lead an effective and organized work team. The evaluation results highlight the subjects in which staff need additional training, such as human rights, domestic violence, CEDAW, and other topics related to the nature of the work on a professional level. In this way the staff can build their capacity through training courses and workshops, developing their skills and abilities to become transparent in their work, aware of new ideas in the field, and able to use better techniques. The evaluation also fosters better coordination between the Mehwar Center and local agencies by indicating where there exists a need to initiate a memorandum of understanding with certain institutions. These institutions may include governmental organizations such as hospitals, courts, police, general attorneys, schools, whom the center will contract MoU's in order to facilitate work procedures and safeguard the privacy of the cases. This will also speed up the process of intervention.

The evaluation is an opportunity to review all the staff positions: house mothers, social counselors, social workers, guards, drivers, etc. After the three-month trial period, every worker should go through an evaluation to complete the recruitment process. The objective of this process will be to discuss and assess the work experience and performance during the period.

See an example of an evaluation form in the annex??

The evaluators will be:

- The center director.
- MOSA representatives (it would be suitable for MOSA to have focal points for the women's projects, or for women's protection services to be the reference persons in all recruitment processes). In the

meantime, we advise referring to the following: those responsible for district offices, family and child protection department, human resources department.

- Civil society representatives (we suggest including national and international experts who may be involved in technical assistance for these services)

Annex 2
Vacancy announcement
Introduction (for all posts)

Within the framework of the "Mehwar Center for the Protection and Empowerment of Women and Families" Project funded by the Government of Italy and executed by the United Nations Development Fund for Women - **UNIFEM**, the Palestinian **Ministry of Social Affairs** is looking to recruit suitable candidates for the posts of:

- **CENTER DIRECTOR**
- **SHELTER & COUNSELING COORDINATOR**
- **OUTREACH PROGRAMS COORDINATOR**
- **PSYCHOLOGIST**
- **SOCIAL WORKER**

General Requirements (for all posts)

- Proven commitment to women's human rights
- Ability to work under pressure
- Readiness to work extra hours and night shifts
- Commitment to confidentiality
- Willingness to reside in Bethlehem area
- Propensity and ability to engage in team-work
- Readiness to develop new competencies through participating in specialized training
- Computer literacy

Recruitment Process (for all posts)

All candidates interested in the job and truthfully **responding to the above-mentioned requirements** are invited to submit their CV in English and to fill an application form, which is available at the (contact details...) and at (contact details...).

Submission of candidate-developed articles, conference papers, presentations, etc, will be highly appreciated, especially if applying for the posts of Center Director, Shelter & Counseling Coordinator and Outreach Programs Coordinator.

All short-listed candidates will be required to attend a 2-day orientation program as part of the recruitment process.

All applications must be submitted at the following address, no later than...:
...

*** understanding of gender-oriented policies/actions, track record of working with women, and demonstrated motivation to contribute to the achievement of women's human rights are considered essential requirements.

Example:

Post: **PSYCHOLOGIST**

Type of assignment: **Part-time**

Job station:

Main duties and responsibilities:

- To provide psychological support and therapy to women and children victims of violence, both individually and in groups
- To provide social workers, social counselors and lawyers with professional consultancy and/or reports in order to help them in shaping the best possible intervention plans, taking into consideration the psychological aspects of cases
- To provide technical reports on the psychological consequences of violence to support women/children victims of violence during court trials, and in any other circumstance where it may be required
- To contribute to the development of innovative practices/policies to best serve abused women's and children's needs in terms of psychological well-being;
- To contribute to community awareness, while changing community perceptions which identify women/children victims of violence as "psychologically ill" and in need of "clinical treatments" and/or "hospitalization", as ways of further stigmatization and marginalization
- To perform additional tasks and develop additional skills as required by the nature of the assignment

Requirements:

- **Understanding of gender-oriented policies/actions, track record working with women and demonstrated motivation to contribute to the achievement of women's human rights are considered essential requirements**
- Bachelor's Degree in Psychology;
- Specialization in Psychotherapy or Psychoanalysis would be preferable
- Proven experience in providing therapeutic counseling to women and children in difficulty
- Knowledge and understanding of the Palestinian context, in particular of the existing health and social services systems
- Strong diplomatic and communication skills
- Ability to intervene in crisis situations
- Ability to work with children and adolescents
- Excellent written and spoken Arabic; proficiency in English highly recommended;

Post: **SOCIAL WORKER**

Type of assignment: **full-time, shift-based**

Job station:

Main duties and responsibilities:

- To facilitate the development of healthy and supportive relationships among the sheltered women
- To continuously assess and regularly inform the team about sheltered women's needs, the shelter's positive and negative dynamics, women's interactions, women's relation with their children, etc;
- To partner social counselors in counseling sessions as planned
- To accompany women through the various steps of the intervention plans while contributing to the implementation of the plans;
- To facilitate cooperation between the various counselors
- To monitor and follow up women's interaction and reactions throughout the various stages of their rehabilitation process
- To set timetables and supervise daily activities in the house such as skills/ training courses, recreational activities for women and children, women's contribution to house cleaning, etc
- To participate in and contribute to the implementation of awareness raising activities
- To be responsible for and follow up all logistics of the house such as supplies, maintenance, cleaning, etc;
- To contribute to the development of innovative practices to best serve women's needs and ensure their rights
- To write regular reports and fulfill administrative duties
- To perform additional tasks and develop additional skills as required by the nature of the assignment

Requirements:

- **Understanding of gender-oriented policies/actions, track record in working with women and demonstrated motivation to contribute to the achievement of women's human rights are considered essential requirements**
- Bachelor's Degree, preferably in social work related fields
- 3 years of voluntary and/or remunerated experience cooperating and/or supporting women in difficult circumstances
- Good understanding of women's human rights
- Propensity and ability to work with groups, and to promote solidarity while avoiding competitive behaviors
- Strong diplomatic and communication skills
- Mediation and conflict-management skills
- Ability to work with children and adolescents
- Arabic (written and spoken); English is an asset.

Annex 3
Application form

Date:

**QUESTIONNAIRE FOR THE SHORL LISTED CANDIDATES TO WORK IN
“MEHWAR”**

PART. I

Name _____ Gender _____

Age _____

Address _____

Tel. _____

Mobile _____

E-mail _____

ID Type and Number _____

Academic Specialization _____

Year of Graduation _____

Current Studies _____

Profession (current job) _____

Years of experience in the field you are working in _____

Previous job experience

	Topic	Time (month/years)	Employee (name and address)	What I learned
1				
2				
3				
4				
5				

Future plans for training and studies

Social, cultural and political activities with which you are involved

Describe one personal experience or difficulty you are facing which you would like to resolve

To be useful and helpful with other people, one needs to be trained

Yes

No

PART.II

Select the correct answer

Only females experience sexual violence

Always

in most cases

rarely

never

When a female who is sexually assaulted does not defend herself, it means that she accepts what is happening

Yes

No

Some husbands rape their wives

Yes

No

Men beat their wives when the wives provoke them

Always

In most cases

Never

The tribal system provides the best solutions for domestic violence

Always

In most cases

Never

Relatives and/or close acquaintances commit most sexual abuses

Always

in most cases

never

Masturbation is a very unacceptable behavior and causes harm or damage

Always

in most cases

never

Any human being can be raped

Yes

No

PART.III

Comment the following sentences:

1. Women who experience sexual violence contribute to the violence by the way they dress and behave

2. For a woman who lives in a violent family, it is against her interests and her family's interests to report the violence to the police and/or to a specialized centre for battered women

3. According to your ideas and knowledge, how should women who are living in a violent family solve the problem?

4. A virginity test should be applied to every woman who is raped

5. Killing women because of sexual relations outside marriage does restrain women from breaking society's rules and customs

6. Some women enjoy being beaten by their husbands

7. Protecting and sheltering women in safe houses breaks up families

8. Children need a father, even if he is violent

9. Children become aware of and sensitive to family violence in an early age

10. A husband cannot rape his wife

PART.IV

CHOOSE THE CORRECT ANSWER

please explain why you chose this answer

A man is allowed to beat a woman because:

- Dominant social culture
- Religious education
- He is the owner of the woman
- Psychological illness
- Childhood problems
- Other (please specify) _____

The solution for a pregnancy outside marriage is:

- Honor killing
- Abortion

- Sending the woman outside the country
- Marrying the woman to the man who is suspected to be the father of the baby, even if it is against the woman's will
- Let the woman choose what to do
- Other (please specify)_____

For a baby who is the child of an unknown father or whose father who does not recognize him/her, it is best to:

- Stay with the mother in a safe place
- Be left in an orphanage
- Be adopted by a Palestinian family
- Be adopted by a foreign family
- Else (please specify)_____

Children who are witnesses of domestic violence are:

- Negatively affected by the violence
- Not affected by the violence
- Affected only by certain types of violence
- Else (please specify)_____

The person legally responsible for a woman over 18 years of age is:

- The woman herself
- Her family
- Her father
- Her husband
- Her brother(s)
- Else (please specify)_____

The best solution for a woman who is not a virgin anymore is:

- To marry as soon as possible
- To live under the control of her brother(s)
- To live under the control of her parents
- To live under the control of her mother
- Killing the woman
- Else (please specify)_____

The best solution for a woman sheltered in Mehwar is:

- To go to her family
- To start psychological therapy with her husband
- To stay in Mehwar planning her own life
- To start family reconciliation
- To leave the country

Else (please specify) _____

PART.V

GENERAL QUESTION

1. Can you please describe the meaning of the term “gender-based violence”? _____

2. How do you feel and react when you encounter a case of gender-based violence?

3. Are you satisfied by the role you play? Why?

4. What is the role you aim to fulfill in the framework of your work on gender-based violence cases?

5. What are your expectations from this job?

6. Do you understand the vision and methodology for addressing gender-based violence according to the Antiviolence Center for Women based on the international standard (CEDAW)?

7. Where and when have you heard about topics related to gender-based violence? Please give an example

8. Have you been a witness of gender-based violence? If yes how did you feel and what did you do? Please give an example

9. Has one of your friends ever told you that she has been victim of gender based violence? If yes, how did you feel and what did you do? Please give an example

10. What do you think an Antiviolence Center for Women is?

11. What are the objectives of an Antiviolence Center for Women?

12. What do you think you can contribute to an Antiviolence Center for Women and why?

13. What is a special or unique contribution you could make through your position?

14. What brings you to work or to choose to work in this field?

15. What, in your opinion, is the proper environment to cultivate in a shelter?

16. Describe three qualities that you like in your character

17. Describe three other qualities you dislike or do not prefer in your character, or would like to change, and why?

18. How could this kind of work affects you, on the following two levels:

a) Professionally

b) Personally and emotionally

19. What kind of tools would you need to fulfill this position most successfully?

20. Do you think you might face risks or difficulties through your position?

Please describe:

PART.VI

A True Story (name changed)

- Hello this is the Antiviolence Centre for women
- Hello, I am Suha and I need help

Suha arrives at the centre half an hour after the phone call; she is pale confused. She starts narrating her story: "I got married when I was sixteen years old. I am one of eight daughters and my family is too poor to cover our living expenses. Mahmoud my husband was my school teacher. He is 10 years older than me. Everything was ok in the beginning, then when I had my first daughter he started insulting me using harsh expressions, he called me stupid and an idiot. I first thought that he was facing a hard time at work, or perhaps that I was not able to understand what he says because he is educated and I am not. When I got pregnant for the second time, I got so tired and often I was not able to do the housework. He started beating me. When the baby was born, a boy, my husband was very happy and for a while. He stopped beating me. Nevertheless, the work load was getting heavier and often I could not fulfill my household obligations as well as my duty as a wife, so he started to force me to have sex and when I refused, he used to beat me .

One year after I delivered my second child, I had twins, so I had 4 children, and for me it was a big burden. Meanwhile, my husband continues to insult and beat me. I could not live with him anymore, so I went to my parents to complain.

My father said I could ask for a divorce, but I would have to leave the children with my husband. The idea of leaving my 4 children frightened me, so I went back to my husband's house. He resumed beating me, and I decided once more to go to my parents asking them to help me keep my children with me in case of divorce. They refused, so I stayed at my parents' place without them.

After a month and a half, my husband came to me to bring me back to his house. He asked me back to stay with my children and take care of them, since he had gotten married again and the new wife does not want to take care of them. I went with him, but do not have any relations with him. I went to get divorced, but I want to keep my children with me. Please help me.

(Note: Suha told her story through many sessions, but we have put it together in one narrative for you)

New workers must go through a general reproductive health course, due to the importance of awareness about sexuality. The course will refresh and increase their knowledge, their ethical understanding, and their level of professionalism.

Suggestions:

To develop a form more specific to each position.

To let some of the candidates about whose attitudes toward issues relevant to the job we are still uncertain fill this form again after finishing the orientation (to see if their attitude has been changed during the process).

Or instead, to ask candidates to fill out an evaluation form both before and after the recruitment process and orientation, in order to assess the change in their attitude.

Annex 4

Orientation program for vacant positions

First day

10:00 – 10:30: Introduction to the orientation program. Introduction by the candidates (how they imagine the work of Mehwar and their place in it, what kind of expectations they have on a professional and personal level)

Facilitator:

10:35 – 10:55: Introduction to Mehwar (objectives, mission, services, organizational chart, 3 years of work: what has been done so far)

10:55 – 11:10: Questions by participants / questions they want to see answered during the orientation program.

11:10 -11:25: *Coffee break*

Facilitator:

11:25 – 12:15: How does Mehwar differ from traditional social services?
Case study n.1.

- Presentation of the case with clear information and questions (10 min)

What are the main elements of the Mehwar approach?

1. How to conduct a risk assessment?
 - a. Factors to be considered
 - b. Interpretation of victims' presentation of the facts
 - c. Building an objective scenario of the risk through balancing victims' perceptions and other factors
 - d. Approaching the victims to facilitate risk assessment
 - e. Other essential issues for risk assessment
 2. How does the Mehwar team work in relation to cases?
 - a. Avoiding one-to-one relations
 - b. Individual counseling versus collective counseling
 - c. The role of the shelter director/center director/outreach programs coordinator
 - d. Professional and political value of solidarity and empathy among women
- Division into small groups for discussion (20 min)
 - Gallery review by groups (20 min)

Facilitator:

12:15 – 13:05: How Mehwar differs from traditional social services. Case study n.2

- Presentation of the case with clear information and questions (10 min)

What are the main elements of the Mehwar approach?

1. How to prepare a reintegration plan?
 - a. Factors to be considered
 - b. Evaluating women's readiness for reintegration
 - c. Finding "the right plan for the right woman"
 - d. Engaging the community
 - e. Guaranteeing long-term safety
 - f. Other essential issues
 2. How does Mehwar cooperate with other institutions in relation to cases?
 - a. Creating consensus
 - b. Developing specialization and complementary work
 - c. Strengthening supportive networks
- Division into small groups and discussion (20 min)
 - Gallery review by groups (20 min)

13:05 – 13:45: Lunch break

13:45 – 14:05: Team exercise (leadership abilities/feminist approach to leadership)

Facilitator:

14: 05 – 14:25: Addressing violence against women in the Palestinian context. Achievements and challenges. (The facilitator gives an example of a case from his/her experience).

Facilitator:

14:25 – 14: 40: Coffee break

14:40 – 15:30: Working under pressure. Case study n.3.

- Presentation of the case with clear information and questions (10 min)

The case will have to present a situation with staff division, strong disagreements (internally and externally), and pressure from higher-up decision makers, the involvement of critical issues, loss of control in the shelter. In particular, the following issues will have to be highlighted:

 - Understanding the nature of the work pressure
 - Identifying priorities in crisis interventions
 - The role of the center team and of the management team
 - Resources to be used
 - Prevention of crisis/minimizing the pressure.
- Division into small groups and discussion (20 min)
- Gallery review by groups (20 min)

Facilitator:

15:30 – 16:00: Wrap-up, identifying strengths and challenges as a professional working in Mehwar.

Second Day

10:00 – 10:30: Team exercise (team spirit and solidarity)

Facilitator:

10:35 – 10:55: Applying a gender analysis and a vision of social change in work with women victims and survivors of violence; Mehwar as an advocacy tool: from service to policy

10:55 – 11:10: Questions by participants

11:10 -11:25: *Coffee break*

Facilitator:

11:25 – 12:15: How does Mehwar differ from traditional social services?
Case study n.3.

- Presentation of the case with clear information and questions (10 min)

What are the main elements of the Mehwar approach?

1. How to conduct an advocacy action benefiting from a shelter facility?
 - a. Tools and resources available
 - b. Strategic objectives and priorities
 - c. Factors to be considered (internally, externally)
 - d. Using media in a constructive way
 - e. Engaging the community
- Division into small groups and discussion (20 min)
- Gallery review by groups (20 min)

Facilitator:

12:15 – 13:05: How does Mehwar differ from traditional social services?
Case study n.4.

- Presentation of the case with clear information and questions (10 min)

What are the main elements of the Mehwar approach to cases?

- What does it mean to adopt a horizontal management structure?
- What kind of commitment does it require from the team members and from the management?
- What are its advantages in relation to the work of an anti-violence center, versus those of a traditional vertical management approach?
- What are the challenges?
- Division into small groups and discussion (20 min)

- Gallery review by groups (20 min)

13:05 – 13:50: Lunch break

13:50 – 14:30: Wrap-up: Where and how does participant see herself working at Mehwar? Have their perceptions and expectations changed after the orientation program? How?

the activities and events that we suggest to use within the orientation program

Exercise 1: Introduction

Objective:

Ice-breaking between members of the group participating in the program.

Duration: 10 minutes to choose the cards.

40 minutes to view the cards.

Materials needed:

Persona game cards showing photographs of different types of people with different personalities.

Steps:

The facilitator distributes the cards over a wide area such as the table or the ground.

Each participant chooses one card to reflect the qualities or characteristics which suit his/her personality or remind him/her of events s/he has been through which reveal something about his/her personality.

After selecting the cards, members of the group return to their places.

They take turns talking about the character each person chose, considering the following topics related to his/her personality:

- Qualities and characteristics in his/her personality
- A situation or event which happened with him/her or which s/he experienced
- A certain character s/he dealt with

After all the participants complete their turns, the facilitator summarizes this exercise and how it contributed to the process of ice-breaking between the members of the group.

Exercise No. 2: Introduction

Objective:

What are the participants' expectations from the orientation program?

Duration: 10 minutes to write their expectations.

50 minutes for presentation and discussion.

Materials needed: small square sheets in two colors.

Pens for writing

Paste or adhesive

A flip chart

Steps:

Each participant takes a small blue sheet of paper and writes what s/he wants to achieve through this program.

Each participant takes a second paper in red and writes what s/he expects of himself during this program.

After finishing writing, papers will be hung on the wall

The participants read the papers and classify them according to similarities

The facilitator opens discussion about what is written on each paper with the group, summarizes all the expectations, and writes them on a flip chart.

The facilitator summarizes the discussion and reviews the program's objectives and links the objectives to participants' expectations.

Case No. 1

Presenting a case:

A young girl, 18 years old, ran away from her family due to severe physical punishment inflicted on her by her brothers and cousins. They abused her in order to suppress her and prevent her from expressing or living by her own views and principles. They force her to work at home like a servant without rest, claiming that a girl's place is in the kitchen and that girls are born to clean. Her relationship with her father is good, but he cannot help her or grant her protection, because of his weak character and unemployment. Her mother has suffered from mental disorders for a long time and also cannot help. In the end, she decided to put an end to this severe persecution by running away from home and going to a man she had gotten to know by cell phone four months before. He brought her to his friend's house without the knowledge of the owner of the house, then smuggled her from the region because he was afraid that his friend would report and inform about her. He tried to bring her to Israel without a permit, in an effort to improve her status, but police and soldiers saw that she did not have official papers to prove her identity. They knew that the situation was unusual and in great need of intervention. In particular, while stopping in the check point, she did not stop crying and wailing. They could not communicate with her or understand why she was with this married man or why she had escaped from her home. She was troubled and confused, laughing and crying at the same time. The police decided to take her to a protective center because they did not know what to do with her in the middle of the night. They have contacted the center to attend immediately.

Case No. 2:

Presenting the case

A girl called Nahed came to Mehwar; she is sixteen years old. She had been exposed to sexual harassment by her uncle and one of her father's friends, who was a drug dealer. Previously, her father promised to let him marry his

daughter, in payment for quantities of heroin and other types of drugs for personal use, which he could no longer afford. He was unemployed as a result of health conditions and frequent use of drugs. The girl's family is composed of a mother in her early thirties, a father who was also in his thirties. The mother also ran away from home, taking all her other children, five daughters and two sons, because of the severity of the violence that she and they suffered at the hand of her husband, and seeing him in the difficult state of withdrawal. Due to his abuse of narcotic drugs, he displayed no attention to or care for his children. The youngest was less than one year old. She went to the Social Affairs who in turn created appropriate arrangements for the rest of the children in cares' centers dedicated for children.

It is worth noting also that Nahed had experienced a horrible and ugly rape at the age of seven, by her uncle, who was older than her eleven years old. She was taken to the hospital in a difficult physical condition, with severe bleeding in the vaginal area. After examining her, it was apparent that the rape had led to the rupture of the hymen.

When she was referred to us, she had been shown, based on psychological tests, to have low or limited mental capacity and language skills (she had trouble expressing herself). Most of the time, she kept silent and remained alone. She lacked a great deal of vocabulary. She has angry moments from time to time, lifting heavy furniture with both her hands and letting it fall to the ground, or breaking her possessions. Sometimes, she escaped to the street, running wildly, seeming lost or disoriented, or as if searching for something. She would return after a period of time, crying hard and trembling.

After a while, it was clear she will not be able to stay in regular education because of her low achievement and continuing lack of desire to learn, in addition to the loss of the ability to focus. She left school and entered a training course for assistants in nurseries and kindergartens, as a part of the program of intervention, in order to enable her to acquire a profession which will help her in the future. During this time, her mother met a man in his early thirties. We found later that he had been working in illegal industries such as drug trafficking and forging official papers and money.

She introduced him as her future partner, giving him the legitimacy to visit Nahed with her mother, and to take her alone sometimes to go to the mother's house. We soon saw that she went into regression whenever she returned to the shelter, although she had made good progress in both her psychological treatment and her professional training course. This strange behavior was in contrast to earlier observations. In addition, she took on the role of the obsessive mother, wanting to take care of and watch over her brothers and sisters, especially the girls, as if she would like to protect them from danger. This has raised doubts about the character of the mother's partner. We thus began to ask about him, and it became clear to us that, in addition to what was reported in the past, he is also works as a spy and in women trafficking networks.

Nahed was approaching the age of eighteen and her mother was pressuring her to marry one of the sons of her current husband. It was difficult for the girl to refuse because of the sense that she is indebted to her mother, as she was able to rescue her and her siblings from the life of corruption and drug they lived with her father. At that time Nahed met a young man with a positive personality and good reputation, who works as a driver and takes her from the shelter to her place of work as an assistant nursery teacher. He made her feel confident and safe with him. For the first time, she had met a young man who loves and respects her without any intention for sexual exploitation and harassment. We found that her stepfather had attempted to sexual harass or assault her. He typically denied any bad intentions, behaving as though the attempts were accidents. He left the bedroom door half-open at night while having sexual intercourse with her mother. He watched sexual movies while they are alone at home, and bought provocative underwear for her mother (his wife) in the presence of Nahed. Nahed then decided not to go to the house of her mother on weekends and expressed a strong desire for a relationship with the young man she liked.

Nahed's psychological conditions are a result of her childhood trauma, and her symptoms are an expression of that trauma. Moreover, the issue of the hymen made her confused; she worried it had been broken, although the report noted that it is present. While confronting her mother with the things that she has faced from her mother's husband, her mother denied the accusations, and accused Nahed of imagining things. She also accused those working on her treatment of making up lies.

The mother would not agree to let her daughter marry the man she had chosen and threatened to complain to the family of one of the social workers about her work with Nahed and her "various false testimonies." She was hoping the family would deter her from working with Nahed. In addition, she would block every attempt of Nahed's to have a relationship with the young man she wanted. even if this costs exposes her daughter to scandal and what her daughter been exposed to rape in childhood and that she has strong sources of support for the implementation of what she wants, whether with her daughter or with the social worker

This led the social worker to feel scared and angry on the one hand and determined to succeed in the intervention plan on the other. She felt that she might feel helpless before her family and her extended family. She felt as if she had shifted from a position of strength to a position of weakness. She was no longer the challenger, but was instead required to defend herself and work with women and girls.

Please, after you have finished reading the case, each group should address in their discussion the following points:

- What are the main factors that must be taken into account?
- Assessing the vulnerability of women, or their readiness to work within a plan of intervention.
- How we can build an appropriate intervention plan.

- The client's Return and engagement in the community
- Ensuring protection and long-term security.
- How can the staff deal cooperatively with all aspects of this case?
- What are the steps that can be taken by the staff regarding the mother and her husband?
- What caused the change in Nahed's status after being diagnosed as having a low mental capacity and poor language skills.
- Why was Nahed sure that her virginity has not damaged?
- Why does Nahed's stepfather use such tactics to seduce Nahed?
- What led to Nahed's traumatic symptoms appearing once again?

Case No. 3

Presentation of the case

A girl who is fifteen years old called Sirene came to us fleeing from the home of her parents, asking for protection and safety. She had been referred by a juvenile delinquency officer who works in the Social Affairs Ministry. This girl had been exposed to sexual harassment and attacks since the age of eight years by her grandfather. He is a highly prominent member of the community, carrying out his obligations to provide material resources for the family, buying a big and luxurious house for the family and many gifts for the girl. All this with the consent of her mother. Sirene is the eldest daughter of the family consisting of a mother, father and two brothers between the ages of 9-13 years. The mother is in her late thirties and the father in his early forties. The mother is a housewife and the father is a famous trader.

Sirene decided to escape from the house when she felt that she would be at a high risk, because she felt that he was planning to make a full sexual relation with her. One of her teachers noted a decline in Sirene's academic performance and low marks, and saw that she was very confused during her lessons. Symptoms included continued absentmindedness, inability to focus and blurred mental state, grief and continuous eating disorders (which led to a significant decrease in her weight). All this led her teacher to refer her to the counselor of the school who decided to refer her after several sessions to a social worker in the Social Affairs Ministry.

It is worth mentioning that when her grandfather realized that the girl had fled from the house, he quickly communicated with the social worker, and passed a message implying that if the girl was not returned to the house and if any action is taken, he has many weapons he has not used before against her and others in the Social Affairs Ministry.

The mother and grandfather had expressed surprise at the reason for Sirene's fleeing from home, and have strongly denied the problem and accused her of lying and imagining things. They accused her of wanting to harm her grandfather because he favors her brothers over her. This led the social worker to refer her to the juvenile delinquency officer to continue the legal process of reporting to the police and presenting a formal complaint against the grandfather, based on the desire of this girl to bring the case to trial. This procedure has been stopped, however, after some people close to grandfather began to follow and watch the officer, her sons and her family, especially near the schools of her children. She put Sirene immediately in the shelter for protection and tried to calm the situation and consider appropriate intervention plans with the members of her family and to prevent the grandfather, from harming her.

The girl was very ferocious and angry because no one took any legal actions, so she began to behave in a very provocative way as revenge.

Please, after you finish reading the case, discuss the following:

- How do you think you should work in stressful situations or circumstances?
- How do you determine what are the priorities during crises situations and how do we build a suitable intervention?
- What is your role in such situations?
- What are the resources that we can rely on or refer to?
- How we can prevent more crises or reduce the pressure of the present situation?
- What made Sirene behave in an angry, provocative way?
- What does this kind of behavior indicate?

Exercise number ? : Moving shapes

Objective:

To observe the skills and capacities of the participants and the role that each participant chooses for himself in this exercise, such as the role of leader, planner, guide, watcher, controller and other....

Duration:

3 minutes to build the first structure

3 minutes to build the second structure

20 minutes for discussion

Materials needed:

Wooden or plastic blocks (Legos)

A flip chart

Steps:

1. The large group is divided into small groups of five people. Each small group gets an equal number of blocks.
 - All members of the small group build the tallest possible structure from the blocks within a period of 3 minutes.
 - The facilitator monitors how groups work and the roles played by each individual within the group.
2. Reducing the number of blocks for each group and ask them to build as large a structure as possible with the available number of blocks, within a period of 3 minutes. It is possible to change the required tasks according to need and according to the number of blocks
 - The facilitator monitors how the groups work and the roles played by each individual in the group, directing them to switch roles at times.
 - At the end of exercise, each participant talks about his role during the exercise, and the factors that helped him/her to succeed in the task.

Exercise number?: Team exercise (team spirit and solidarity):

Objective:

Develop the ability to listen and focus

Acquire leadership skills

Work within a team cooperatively

Communication and interaction, aiming at learning analytical thinking , which helps in building a suitable plan of intervention for the clients
Thinking and planning in a creative way

Duration: 20 minutes.

Materials needed: the participants themselves

Steps:

Participants are asked to think about tone and sound and to use a tool to issue a tone or sound

The first participant starts making the chosen sound, trying to control the rhythm. The rhythm depends on the first participant.

The first participant continues, and then the second participant makes the sound s/he chose so that the sounds are continuous. Participants focus on making sounds and movements one after the other, with a view to compatibility and consistency between the movements. Each member chooses to add his/her part when it fits the rhythm, and they continue until the last participant. It will sound like a beautiful orchestra or band with a harmonious rhythm.

The facilitator addresses questions to the participants:

What are the skills needed for the success of the exercise?

How could this exercise help in working at the safe home?

Discussion and summary.

The second day of the orientation program:

Discussion on an article about the Arab family structure and the culture of the Arab community. The culture underestimates women's potential and portrays her as a weakness person who lives under the shadow of the man, or the father/head of household, or the tribe.

Exercise number?: Relaxation exercise

Objective:

Try to eliminate negative energies, frustration and feelings of despair as a result of our response to the sensitive issues we have discussed, especially when we feel helpless to intervene. Pressure and tension the client has been through might affect us. Also, those around us may pressure us to stop our support and protection of the beneficiaries.

Duration: 30 minutes.

Materials needed: The participants themselves

Steps:

The participants imagine a white ball that enters the body through the mouth, which relaxes them and brings them to a comfortable place and brings feelings of trust and confidence, eliminating all hard emotions.