



Empowering Care Leavers in Jordan

07 March 2017



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Executive Summary.

With the support of a Democracy and Governance Grant from FHI360 and USAID, the Information and Research Center – King Hussein Foundation (IRCKHF) designed and implemented a project with the aim to improve the lives of youth deprived of family ties (YDFT) in Jordan. The goal of the project was to identify and reduce the legal and social inequalities and discrimination faced by YDFT in Jordan who are or were placed in residential care homes alongside devising a formalized and coordinated support system for those ageing out of homes, in order to allow for healthy transitions from alternative care to independence.

The research component of the project aimed to explore the social and legal discrimination faced by YDFT. This study is the second volume of the research and presents the findings of the primary research (field research). It used a mixed methods approach including qualitative peer research with YDFT as well as quantitative research with society members and aims to answer the following research questions:

- Does society perceive this group of having a negative social identity? In what ways and why?
- What are the attributes associated with YDFT?
- Do they feel that they are members of a group that have a negative social identity?
- Do youth deprived of family care in Jordan strive to achieve or maintain a positive social identity? How so?

The study is divided into the following chapters:

Chapter one provides an introduction to their plight, and elaborates on the goals of the project. Chapter two outlines the methodology used in the research, gives some insight on the research design, the tools used and target groups selected, the ethical considerations, and research validation and limitations. Chapter three expands on the social identity theory which is the theoretical framework adopted in this research. Chapter four presents the research findings in four sub-sections. The first explores the experiences of in care youth. It sheds light on circumstances of admission, the daily routines of in-care youth, their academic life, support mechanisms, challenges and barriers as well as discrimination and stigma. The second

section provides in-depth analysis of how youth are geared up to join society by measuring their knowledge and skills in different areas as well as their perceived fears. The third explores the post care experience of YDFT by looking into their daily routines, self-reliance, relationships with society, support mechanisms, challenges and barriers, discrimination and stigma and self-perception. Finally, the last section presents the findings of the quantitative survey with society and explores societal perceptions, attitudes and behaviors towards the different sub-groups of YDFT.

Chapter five tabulates all findings and presents the research conclusions. The research concluded that there are a number of attributes associated with YDFT which are mostly negative. The first is the lack of familial ties which increases the risks faced by this group of youth upon their transition into independence and limits their prospects in different aspects of life; the second is isolation and dependency which also limits their interaction with society and contributes to their lack of preparedness to transition as well as increases their chances of being rejected by society; and the third is vulnerability as they are seen as a group that is easily exploited and undermined by society. Furthermore, the research shows that this group of youth has a negative social identity which they try to disassociate themselves from rather than attempt to change to a positive one. Chapter six raises some recommendations based on the research results.

Chapter 1

Introduction

According to Ibrahim (2010), the political prioritization of children's welfare has had a strong presence in Jordan (ibid: 72). Children and youth deprived of family (colloquially termed orphans) have consistently received a form of attention in Jordan. Hammad (1999) suggested that within Arab society, a religious, moral, humanitarian and cultural significance is attached to children, with corresponding duty towards their welfare and well-being (ibid: 217). These cultural and religious domains in Jordanian society were said to have 'facilitated the smooth introduction, integration and legitimization of the Convention on the Rights of the Child' (ibid: 218). The ratification of the CRC was accompanied by an explicit endorsement by the previous and current monarchy in Jordan stating that the welfare of children is a national duty (ibid: 217).

Royal endorsement and political prioritization were translated into concrete initiatives. Examples of such initiatives are reflected in legislation and in the creation of specialized organizations such as the National Council for Family Affairs (NCFA) headed by HM Queen Rania Al-Abdallah. Other initiatives include the establishment of the Family Protection Department (FPD), and the Child Safety Program (CSP) at the Jordan River Foundation (JRF). Most recently, a number of NGOs that target supporting youth who were raised and aged out of residential care homes have also been established. For legislation to be consistent with the principles of CRC, several amendments need to be made. Legislative changes include guaranteeing the right to education, mandatory completion of basic education, prohibition of children in hazardous employment, child protection, health and culture (NCFA & WB 2004).

Ibrahim (2010) noted that although strides have been made in both legislation and development of services, the Concluding Observations Report for Jordan raised important considerations related to this research and target population that must be considered. The Committee urged abolishing the discriminatory classification of children born outside marriage or other sexual taboos as 'illegitimate'. Articles 20-22 of the Civil Status Law (2001) refer to children born due to incest, sexual abuse, extra or premarital intercourse as 'children born illegitimately'. The

article also mandates that names of both parents – unless requested by either parent and with evidence of being the birth parent – are not to be noted in the same documents. In certain conditions the mother's name may be present but not the father's name without proof of paternity. Concealing the identity of birth parents (especially the mother) are measures taken to protect all involved parties from potential 'crimes of honor'. While the need for protective measures is appreciated, they do not warrant utilization of discriminatory terms such as 'illegitimate', however unintentional their usage is.

In addition to labeling in formal documentation, and the psychosocial difficulties that these children and youth are often challenged with on an on-going basis throughout their care history and beyond, they were found to continuously struggle with stigma in Jordanian society (Ibrahim & Howe, 2011). In a country where the basic unit is that of the family, and where family is the main life-long support system for its members socially, economically and even politically (Joseph, 1996), "orphans in Jordan are expected to survive and thrive within citizenship structures that assume the centrality of family while they are not part of families" ¹ thus exacerbating already present psychosocial challenges and as a result of care histories and further contributing to their social alienation and exclusion.

Building on the experience of IRCKHF in researching and advocating for the rights of children and youth in Jordan and the region, and with the support of a Democracy and Governance Grant from FHI360 and USAID, IRCKHF designed a research and advocacy project that aimed to improve the lives of YDFT in Jordan by addressing the discrimination and challenges faced by this vulnerable group of youth, and more specifically, when they are no longer under the protection of alternative care.

The goal of the project was to identify and reduce the legal and social inequalities and discrimination faced by YDFT in Jordan who are or have been residents of care center and provide care leavers with a support system to alleviate challenges inherent in transitioning from alternative care to adulthood. The objectives of the project are as follows:

1. To identify the various and most salient forms of discrimination faced by YDFT in Jordan whether social, legal or other.
2. To create a network of civil society organizations who provide services for care leavers in Jordan by building their capacities in order to continue and improve their services through cooperation with each other and coordination with the Ministry of Social Development.
3. To reduce the stigma and discrimination towards orphans by raising awareness and advocating the legal and social rights in order to protect and promote equality and a healthy integration into society.

To contribute to further developing the draft of the National Strategy on Alternative Care and make policy recommendations on alternative care so both are increasingly evidenced-based. The research component of this project is comprised of two volumes. In the first volume, IRCKHF provides a review of the literature, legislation, strategies and good practices and media coverage surrounding YDFT in Jordan. Volume one thereby laid the groundwork for the primary research that followed.

This report is the second volume and presents the findings of the primary (field) research. In this component of the research, IRCKHF used a mixed method approach including qualitative peer research with YDFT as well as quantitative research with society members. Using a solid theoretical framework to analyze and interpret the results, this study aims to answer the following research questions:

1. Does society perceive this group of having a negative social identity? In what ways and why?
2. What are the attributes associated with YDFT?
3. Do they feel that they are members of a group that have a negative social identity?
4. Do youth deprived of family care in Jordan strive to achieve or maintain a positive social identity? How so?

Chapter 2

Methodology

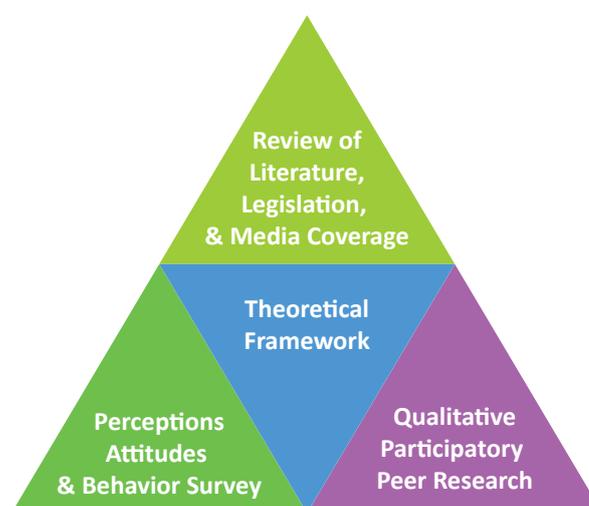
2.1 Research Design

In order to identify the various forms of stigma and discrimination against YDFT, IRCKHF designed a mixed method approach for this research.

The first volume of the research comprised of a legislative, media and literature review to ensure that the research is built on and further develops current knowledge. Additionally, this allowed for key elements to be identified and analyzed to inform the design, implementation and analysis of the primary research.

The primary research incorporated quantitative and qualitative methods. The peer research and preparedness survey allowed the researchers to consider challenges as perceived by the research participants (the youths themselves). Incorporating participatory action research (peer research) ensured that the care leavers are part of the data collection, analysis and validation of the results and therefore inclusive in every step of the process. Additionally, IRCKHF conducted a Perceptions, Attitudes and Behaviors Survey with society members in order to measure their perceptions towards this target group.

Thereby the overall research component of this project comprises of a legislative, media, and literature review (Volume I), a quantitative survey with society and qualitative participatory research (volume II) to provide the most comprehensive in-depth analysis of the situation and discrimination faced by care leavers in Jordan and will guide the advocacy efforts to combat root causes of discrimination alongside the contribution to strengthening and further developing existing mechanisms that serve to support and empower this marginalized population.



2.2 Peer Research: Target Groups & Tools

2.2.1 Training of peer researchers

Assisted by Sakeena, a local Community Based Organization (CBO) that works with care leavers in Jordan, IRCKHF gathered a team of 12 care leavers. The team consisted of six males and six females aged eighteen to twenty seven (table 1 highlights their demographic characteristics). They were selected based on the following criteria:

- Must be highly recommended by CSO specialized in working with YDFT (PTI or Sakeena)
- Must be of age 18 to 30
- Must have good listening skills and able to read and write
- Must have the following personal traits: good behavior, respectful towards others, cooperative
- Must be willing to commit to the responsibilities of the research project
- Agreement to adherence of the ethical considerations and confidentiality clauses of IRCKHF

Table 1 – Demographic Characteristics of Peer Researchers

	Sex	Age	Educational Attainment	Occupation Status	Role
1	Female	22	-	Secretary	Researcher
2	Female	24	-	Graphic Designer	Researcher
3	Female	24	College	Accountant	Researcher
4	Female	21	12th grade	Marketing	Researcher
5	Female	28	Bachelor's	Teacher	Researcher
6	Female	23	Diploma	HR	Researcher
7	Female	31	-	Employed	Researcher
8	Female	31	-	Employed	Researcher
9	Male	27	12th grade	Barber	Researcher
10	Male	24	Diploma	Unemployed	Researcher
11	Male	27	Bachelor's	Care Home Supervisor	Researcher
12	Male	23	College	Chef	Researcher
13	Male	19	12th grade	Unemployed	Researcher
14	Male	18	10th grade	Chef	Researcher

The team attended a three day training retreat in the city of Madaba between the 28th and 30th of May 2015. During the retreat, the group was introduced and trained to implement a number of Peer-Research tools by IRCKHF researchers. The aim of which was to prepare them to become a peer-research team that would conduct data collection in two different peer-research sessions (further elaborated on below). IRCKHF believed that the incorporation of care leavers in the data collection process served two purposes:

- Preserving the agency of the studied group by ensuring the collection of data by those who belong to the YDFT group themselves.
- The capacity building of a group of YDFT and training them to use skills they can utilize later on in life.



2.2.2 Research with care leavers

The first group that the trained researchers conducted research with was care leavers. A total of 19 care leavers participated in the research (table 2 highlights their demographic characteristics). They were selected based on the following criteria.

- Care leavers must be nominated by Princess Taghreed Institute (PTI) or Sakeena
- Must be of age 18-30
- Gender balance to be considered in the selection of youth

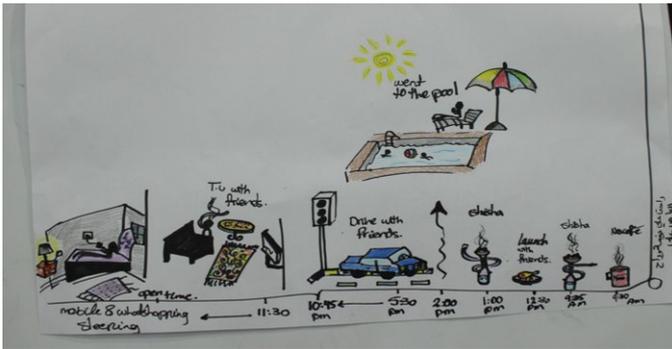
Table 2 – Demographic Characteristics of Research Participants

	Sex	Age	Educational Attainment	Occupation Status	Marital Status	Role
1	Female	20	10th grade	Employed	-	Participant
2	Female	29	10th grade	Unemployed	-	Participant
3	Female	25	5th grade	Employed	Married	Participant
4	Female	21	10th grade	Employed	-	Participant
5	Female	25	-	Unemployed	-	Participant
6	Female	25	-	Employed	Married	Participant
7	Male	37	Diploma	Employed	-	Participant
8	Male	40	-	Employed	Married	Participant
9	Male	19	10th grade	Employed	-	Participant
10	Male	19	Tawjihi (fail)	Unemployed	-	Participant
11	Male	19	10th grade	Employed	-	Participant
12	Male	19	11th grade	Unemployed	-	Participant
13	Male	31	7th grade	Employed	Married	Participant
14	Male	25	-	Unemployed	-	Participant
15	Male	18	Tawjihi	Student	Single	Participant
16	Male	23	-	Employed	-	Participant
17	Male	18	College	Student	Single	Participant
18	Male	18	Tawjihi (re-sit)	Student	Single	Participant
19	Male	19	11th grade	Employed	Single	Participant

The researchers used the following creative qualitative tools with this group:

A Day in the Life of

Through this tool, the participants outlined their daily routines (weekdays and weekends). It was helpful in revealing some of the patterns that make up their daily routines and the people they interact with. It was also a useful tool to understand the different productive and non-productive activities they engage in during their weekly routines.



“A Day in the Life of” tool as part of the peer researchers training in Madaba

Me Map

This tool was helpful in mapping out some of the relevant stakeholders in YDFT’s lives and the relationship they had with them. Mainly, it aimed to understand how participants regarded, and thought they were regarded by their community, schools or universities, employers and civil society organizations.

Resource Map

This exercise aimed to gauge the participants’ knowledge of institutions that are able to provide them with viable services. It also aimed to inform the research team of some of the challenges in acquiring services from such institutions, and gave the participants a chance of suggesting possible solutions for tackling such challenges.

Flower Map

This tool mapped the different sources of support that are relevant to the lives of participating YDFT. Similarly, it was also useful in mapping unsupportive persons or entities in their lives. The tool also allowed the participants to elaborate on the various forms of support entities and figures provided them with.



“Flower Map” tool as part of the peer researchers training with YDFT

Risk Map

This tool concluded the peer research data collection. Its purpose was to engage all the participants in a discussion on what they considered to be risk and safety factors that were particular to them as male and female care leavers. It involved the participants listing all risk and safety factors they could think of, taking part in a discussion about the impact such factors had on them, and then prioritizing them to come up with the three factors they think having the most positive or negative impact on them inside and outside of care.

2.2.3 Research with in-care youth

The second group that the trained researchers conducted research with was in-care youth. A total of 22 in-care youth participated, 16 males and 6 females. The participants came from one of the three participating care homes. The sample’s age range was: 16-19. Table 3 highlights their demographic characteristics.

The youth were selected based on the following criteria:

- Diversity of the care homes: Public and privately run NGO care homes
- Each home (whether governmental or private) nominated their own youth
- Youth must be of age 16-18
- Gender balance to be considered in the selection of youth

Table 3- Characteristics of Participants | In Care Youth

	Sex	Age	Educational Attainment	NGO / Governmental
1	Female	19	College	Governmental
2	Female	19	10th grade	Governmental
3	Female	18	10th grade	Governmental
4	Female	18	12th grade	Governmental
5	Female	17	11th grade	Non-Governmental
6	Female	18	12th grade	Non-Governmental
7	Male	18	12th grade	Governmental
8	Male	18	10th grade	Governmental
9	Male	18	12th grade	Governmental
10	Male	18	10th grade	Governmental
11	Male	17	10th grade	Governmental
12	Male	18	11th grade	Governmental
13	Male	16	10th grade	Non-Governmental
14	Male	16	10th grade	Non-Governmental
15	Male	16	10th grade	Non-Governmental
16	Male	17	11th grade	Non-Governmental
17	Male	17	11th grade	Governmental
18	Male	17	7th grade	Governmental
19	Male	17	11th grade	Governmental
20	Male	17	8th grade	Governmental
21	Male	16	7th grade	Governmental
22	Male	16	6th grade	Governmental

The team used the same qualitative tools as with the care leaver group including: A Day in the Life of, Me Map, Flower Map, Resource Map and Risk Map (see section 2.2.3). While peer research activities provided some insight into the challenges faced by youth, researchers were frequently concerned about the credibility of answers provided by participants. This concern comes from the fact that they felt that the participants were sometimes influenced by the presence of their caregivers and supervisors. This concern was reiterated by a number of participants who expressed their discomfort in talking freely about certain topics for fearing penalized later on.

As such, in lieu of the risk mapping exercise (which was the originally intended tool to gauge the most important risks in the participants opinions), the research team led an open discussion with the participants. The goal of the discussion was to provide them with a safe space where they can voice their concerns and fears freely. In order to create such a space, the research team improvised a focus group tool that was implemented with the caregivers. The focus group had two goals: to get a better understanding of the nature of care in different care homes, and to isolate the care givers and supervisors away from the in-care youth in a separate room, thus allowing the participants to speak more freely. The result was an hour and a half long discussion.

Additionally, a preparedness survey was conducted with the in-care youth group.

Preparedness Survey

As the aim of this project was to ease challenges and facilitate the transition of youth from living in care homes into their post-care independent lives, the issue of transitioning was a major focus of study in this volume of the research. It was thus important to assess the preparedness of youth who are in care to graduate.

Serving this purpose, a survey was designed in collaboration with Dr. Rawan Ibrahim, a consultant for the project who is a leading expert in Jordan on leaving care and alternative care. The survey relied on three major sources in its design:

- A study directed by Dr. Mark Courtney on the transition of youth in California to adulthood.²
- Casey Life Skills: a tool that assesses the behaviors and competencies in various areas that youth need to achieve their long-term goals.
- Dr. Rawan Ibrahim's Thesis titled: "The Experience of Jordanian Care Leavers".³

The tool aimed to assess the development of youth in different areas including (but not limited to): life skills, educational attainment and aspirations, experience in care homes, relationship with adults and self-perception. The survey was conducted with a total of 18 participants from three different care homes. Twelve males and six females participated in this survey.

2.3 Society Survey

Another crucial aspect to consider in this study was the attitudes and perceptions of Jordanian society towards YDFT. The survey aimed to assess and explore the manner in which Jordanian society regards different groups of YDFT. The survey was also used as a probing tool for understanding how discrimination against YDFT is manifested socially.

2.3.1 Survey Design and Testing

This component was initially inspired by findings from Ibrahim and Howe (2011), where subjective experiences of stigmatization by Jordanian care leavers were detailed and the implications for marginalization. The development of the survey was also inspired by findings from collaborative studies conducted in Jordan about the potential influence of stigma attached to children with care histories and youth in conflict with the law, as well as stigmatization of adolescent Jordanian mothers.⁴ Finally, the findings of the qualitative peer research also fed into the design of the qualitative research – where the experiences of YDFT with stigma and discrimination were captured in the survey questions.

The survey was divided into three sections. The first section explored the colloquial and other terminologies used by society to refer to the different categories of YDFT. The second and third sections outlined a number of statements that explore the attitudes and behavior of society towards the different categories of YDFT. The respondents were asked to determine whether they agreed or disagreed with statements that explored matters such as employment, marriage, education and friendship. The second section asked about what they thought others would find acceptable and the third asked what they themselves thought was acceptable.

After the survey was designed, it was programmed into electronic tablets to assist the process of data entry. The survey was also revised by an external party, the King Hussein Cancer Centre (KHCC), to ensure its statistic validity. Furthermore, the KHCC helped the research team determine the detailed attributes of a scientifically valid sample to conduct the survey with. The survey was also tested with a pilot sample and amendments were made accordingly. The KHCC also conducted the coding and quantitative analysis of the research results.

Data collection was conducted between December 2015 and January 2016 with 600 participants located in the northern, central and southern regions of Jordan.

2.3.2 Sample

The society survey was completed by 600 participants; 51.8% males and 48.2% females. 98.8% of respondents lived in an urban area and 12.5% in a rural area and came from the center, north and south of Jordan:

Table 1 - Geographical Distribution of Survey Respondents

Region	Number of participants
Center	372
North	168
South	60

The ages of respondents ranged between 18 and 74. 63.2% of respondents were single, 34% married and 1.3% and 1.5% were divorced and widowed, respectively. The majority of respondents (52.3%) had an undergraduate degree. 19.5% had a diploma, 15.5% had completed high school education and the remaining few claimed illiteracy¹ or had primary, secondary or vocational education. 3.7% of respondents had a postgraduate degree.

The following chart demonstrates the employment status of respondents, the majority of whom were unemployed. The majority of those employed worked in the private sector. 23.5% of respondents earned a monthly income between JD 301-450, 21.3% earned between JD 151-300 and the remaining respondents fell either in the lower or higher income bracket. While all respondents (99.8%) stated that they have never lived in a care home or juvenile center, 7 respondents (1.2%) had a family member who lived in care at some point in time, 7.5% had a friend who lived in a care home and 13.2% know someone who lived in care.

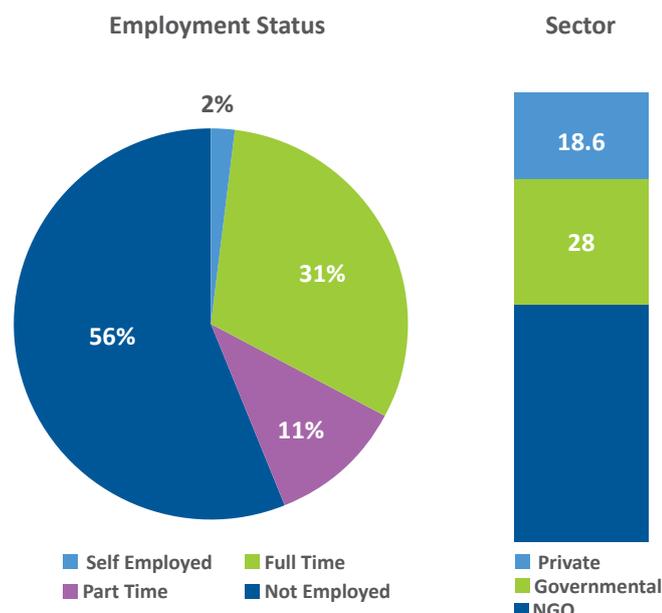


Chart 1 - Employment Status of Respondents

¹ The data was collected by IRCKHF researchers. The participants gave their answers which were then recorded by the researchers.

2.4 Ethical Considerations

Keeping in mind the sensitivity of the topic and the potential vulnerability of participating youth, it was important that certain precautions were taken at the implementation of various research activities, particularly those implemented with in-care youth and care leavers.

2.4.1 Informed Consent

To ensure that participating youth were fully aware of the purposes of the research project and the activities they were participating in, a consent form was prepared in accordance to CITI standards for research with vulnerable populations and minors.² As per the guidelines the forms detailed the main principles required by international standards, especially those pertaining to vulnerable populations and research with minors. Principles included approval of adults for minors, in addition to obtaining assent. Principles also included safeguarding confidentiality while ensuring any needed services are provided in case of adverse events. As also required, the consent forms also contained the contact information of the research team for them to contact them in the future in case of any emergency resulting from the research. The consent forms were also recited to all participants to ensure they were understood and that all participants were in fact positively clear on all that it entailed.

2.4.2 Anonymity

Anonymity and confidentiality were of paramount importance. This was discussed with the youth that participated as peer researchers who also wanted to remain unknown. Additionally, anonymity was of particular importance for in-care youth who feared the possible ramifications of sharing explicit information about their experience in care homes. To respect their wishes and to ensure the upholding of the participants' best interest certain measures were adopted in the collection and analysis of collected data including the coding of collected data by age and gender rather than using names.

2.4.3 International Research Ethics Requirements

While the IRCKHF complies with international research ethics requirements and is experienced in conducting research with vulnerable populations and minors, IRCKHF nonetheless still advise from their consultants on the project to ensure that principles of research ethics with vulnerable populations are imbedded in the research project activities', design and methods of data collection. A particular activity included a training session by Dr. Rawan Ibrahim on research ethics with this population in particular as she has extensive experience in conducting research with children in care and with care leavers.

² The Collaborative Institutional Training Initiative (CITI Program) is a leading provider of research education content. The Human Subjects Research series covers the historical development of human subject protections, as well as current regulatory information and ethical issues. [<https://www.citiprogram.org/index.cfm?pageID=88>]. The ethical considerations also met the Ethical Research Involving Children (ERIC) standards [<http://childethics.com>]

2.5 Research Validation

In order to maintain the highest quality of data and ensure its accuracy and consistency, the IRCKHF validated the data collected on three different levels.

2.5.1 Validation Workshop with Peer Researchers

In June 2016, the IRCKHF team held a validation workshop with the team of peer researchers. The aim of the workshop was to validate all the data analyzed from the peer research. One of the main tools used during the workshop was the “H Assessment” tool where the peer researchers were asked to note the strengths and weaknesses of in-care YDFT and care leavers based on what they have observed in the two sessions in which they collected data. The results of the workshop were compared with the results of the peer research findings. The workshop also gave the peer researchers the opportunity to propose recommendations they think necessary to be incorporated in this report.

2.5.2 Validation Focus Groups with Society Members

In order to validate the data collected through the society survey, the IRCKHF formed two focus groups from society members in East Amman. The first was formed of females and the second of males. The age of participants ranged between 18 and 24. In addition to validating the results, the aim of the focus groups was to shed light on some of the perceptions and attitudes that came out of the survey and understand the different opinions. Thereby the participants were asked many ‘why’ questions and given the chance to elaborate on the reasons behind their answers. Generally speaking, the results of the focus groups matched the results of the survey and no major discrepancies were found. It was useful also to explore the opinions of the young participants and compare them to the opinions they think their parents and families would have on this matter.

2.5.3 Care Givers Focus Group

As part of the validation process, the IRCKHF called for a focus group discussion with care giving staff (care mothers, supervisors, and mentors) in order to give the staff a chance to elaborate on the in-care situation of youth, the current circumstances of care homes and the youth’s preparedness to graduate. The participants nominated by the MoSD were not care givers, but were mostly in administrative positions. Three males and four females participated.

2.6 Research Limitations

2.6.1 Society Survey

While IRCKHF sought consultation from KHCC in ensuring the statistical and representational validity of collected data. The survey however experienced certain limitations in its implementation.

While collected data was proportionate in representation of the geographical locations according to the sample size, some difficulties were encountered in trying to find locations with enough traffic to implement the survey in. Organizations such as CBOs, malls and markets had little traffic of people, and due to the somewhat long nature of the survey (each took 10-15 minutes to fill), it was hard to find people who are willing to fill the survey while they were waiting in line. As such the ideal locations were universities, where a large number of students were more than willing to participate while they were on breaks. However, that led to a somewhat disproportionate representation of youth aged 18-23 in the surveyed sample in comparison to older populations.

Additionally, while close ended questions were relatively easy to process and analyze, difficulty was experienced in the analysis of open ended questions that required additional grouping and categorization of responses.

2.6.2 Peer Research Tools

The in-care peer research session experienced some particular challenges largely due to the presence of supervisors from the care homes throughout most of the day. In several instances, researchers expressed they were worried of the presence (and sometimes direct interference) of their supervisors compromised the validity and credibility of responses given by youth, particularly regarding issues relating to the quality of care they receive in care homes and their opinions of it.

As such, in lieu of the risk mapping exercise (which was the originally intended tool to gauge the most important risks in the participants opinions), the research team led an open discussion with the participants, the goal of the discussion was to provide them with a safe space in which they can talk about all of their concerns and fears freely. In order to create such a space, the research team improvised a focus group tool that was implemented with the caregivers. The focus group had two goals: to get a better understanding of the nature

of care in different care homes, and to isolate the care givers and supervisors away from the in-care youth in a separate room, thus allowing the participants to speak more freely. The difference in willingness to talk and quality of information provided was largely noticeable.

Other limitations concerning the in-care peer research were the participant's abilities to express themselves in general, and particularly in writing as a large number of them required assistance in writing down their responses even though the peer research tools were designed to be more flexible to use than ordinary research tools such as surveys or other tools that require the writing of long responses.

Finally, while the research aimed to have a gender balance in the peer research, this was not possible and could be attributed to the homes that were selected and whom they nominated to take part in the research activities.

2.6.3 Preparedness Survey

While this tool was specifically tailored to be easily answered by respondents, some difficulties were still experienced. Mainly, respondents seemed to be unclear on what some of the concepts used referred to, as simplified as they were intended to be. For example, a number of participants seemed to confuse the concept of being prepared to leave care with leaving care itself. In other instances, the reliance on self-assessment-based questions proved to be somewhat problematic, as was in the example of the question asking them to assess their abilities to read and write, where a number of participants exaggerated in their responses as noticed by the researchers conducting survey as well as those who conducted the analysis who noticed some inconsistencies in responses made by the same participants in different sections of the tool.

Chapter 3

Theoretical Framework

When researching issues of discrimination, or target groups that have a certain stigma placed over them, it is necessary to identify the types and sources of discrimination in order to be able to plan how to reduce and eliminate such discrimination. For this reason, the research design of this project not only looks into the self-perception of the target group, but also the social context in the form of researching society's perceptions and attitude toward them, as well as legally or officially in order to determine whether or not the discrimination is embedded into the system or practices, intentionally or unintentionally.

In order to analyze all primary data, it is necessary to use a theoretical framework that takes into account the context of the social construction of identities based on the components of one's individual identity vs the group's collective identity, the perception of the rest of society or the other towards it, and the way the system has treated that group, as part of the goal of this project is to identify the various forms of discrimination faced by youth deprived of families. The theoretical framework was selected and thoroughly explained in the first volume of the research.

It was crucial to contextualize the chosen theoretical framework on both the micro and macro levels (individual identity and broader social constructs and perceptions pertaining to the target group in question). As described in the literature and legislative reviews, a great deal of discrimination is reflected in the formal labels used to describe the social background of the young people. These include 'unknown origin' or lack of a known patrilineality. Therefore when a child is deprived of family care or ties, previous research has shown that they have been discriminated against by society, and have even been referred to with discriminatory labels such as 'children of sin' or even officially as 'illegitimate children' or 'children born out of wedlock'.

First, identity can be defined as such:

- 'Identity' denotes the ways in which individuals and collectivities are distinguished in their relations with other individuals and collectivities.
- 'Identification' is the systematic establishment and signification between individuals, between collectivities, and between individuals and collectivities, of relationships of similarity and difference.
- Taken – as they can only be – together, similarity and difference are the dynamic principles of identification, and are at the heart of the human world.⁵

"Social identity theory is intended to be a social psychological theory of intergroup relations, group processes, and the social

self."⁶ The leading authors of social identity theory, Henri Tajfel and John Turner proposed that there are three cognitive processes relevant to a person's belonging to an 'in-group' or 'out-group', which as associated with the possible association of discrimination related to group membership.

The main idea of social identity theory is that "a social category (e.g., nationality, political affiliation, sports team) into which one falls, and to which one feels belongs, provides a definition of who one is in terms of the defining characteristics of the category- a self-definition that is part of the self-concept."⁷ In other words, social identity theory is about becoming a part of a group, and how membership of the group constructs ones identity, based on the boundaries set by other groups.

While the research will elucidate the source and impact of discrimination on the young adults in question, social identity theory will show how they are related as "a central point of departure in the social identity theory approach is that the impact of social groups on the way people see themselves and others around them cannot be understood without taking into consideration the broader social context in which they function."⁸

Social identity theory deals with intergroup relations: "how people come to see themselves as members of one group/ category (the in-group) in comparison with another (the out-group), and the consequences of this categorization, such as ethnocentrism.⁹ A social group is "a collection of individuals who perceive themselves to be members of the same social category, share some emotional involvement in this common definition of themselves, and achieve some degree of social consensus about the evaluation of their group and of their membership of it."¹⁰

An individual's social identity, according to Tajfel and Turner, is derived from the following assumptions:¹¹

1. Individuals strive to maintain or enhance their self-esteem: they strive for a positive self-concept.
2. "Social groups or categories and the membership of them are associated with positive or negative connotations. Hence, social identity may be positive or negative according to the evaluations (which tend to be socially consensual, either within or across groups) of those groups that contribute to an individual's social identity)."
3. "The evaluation of one's own group is determined with reference to specific other groups through social comparisons in terms of value-laden attributes and characteristics. Positively discrepant comparisons in terms of in-group and out-group

produce high prestige; negatively discrepant comparisons between in-group and out-group result in low prestige.

As the literature and media coverage of youth deprived of family care in Jordan has shown (see Volume I), the membership of this group is associated with a very negative connotation, especially for those 'born out of wedlock' who have been referred to as 'children of sin' for example. A negative connotation however is also associated with other youth deprived of family care, such as those who are in care due to a broken family. Because the family is the basic unit in Jordan, both legally and socially, the lack of association with a family or 'origin' creates a negative social identity that has resulted in the formation of a negative social identity group, as the second assumption of Tajfel and Turner states.

Based on the above mentioned assumptions, Tajfel and Turner have identified the following 3 principles for social identity theory:¹²

1. Individuals strive to achieve or maintain positive social identity.
2. Positive social identity is based to a large extent on favorable comparisons that can be made between the in-group and some relevant out-groups: the in-group must be perceived as positively differentiated or distinct from the relevant out-groups.
3. When social identity is unsatisfactory, individuals will strive either to leave their existing group and join some more positively distinct group and/or to make their existing group more positively distinct.

As these youth have a negative social identity, the participatory action research with the youth will determine whether or not they are striving to achieve a positive social identity, and how they have tried to do so. Another principle the research will explore is whether or not, as mentioned in the third principle of social identity theory, the individual youth try to leave their existing group, and try to become part of a more positively distinct group, which in this case would be the broader Jordanian society. The other matter to explore, again based on the third principle of social identity theory, is whether the youth prefer to remove themselves from this social identity group, or try to change the group's social identity to a positive rather than a negative one.

There are many variables that need to be considered according to social identity theory. For example, while "the most powerful causal factors determining a group's identity" is the consensual definition of others (in this case the other is the system and society), it is not enough. In fact, social identity theory assumes that the individuals of the group have "internalized their group membership as an aspect of their self-concept: they must be subjectively identified with the relevant in-group." In a group with a negative or stigmatized social identity it is understandable that the stigma or negative social connotation did not originate from the individuals themselves, however the impact of 'the other' is so powerful that the individuals of the in-group, in this case youth deprived of family care, have come to identify themselves by this stigma.

In reaction to this negative social identity, individual members may try to dissociate themselves from the group, which social identity theory describes as the concept of 'individual mobility' which entails a strategy or an attempt "to achieve upward social mobility, to pass from a lower – to a higher – status group."¹³ The main feature of social mobility is that it is an individualistic approach, meaning that the individuals set to achieve a personal solution by dis-identifying themselves with the in-group, rather than find a group solution.¹⁴

Another reaction that may occur by members of the in-group is 'social creativity,' meaning they may seek "positive distinctiveness for the in-group by redefining or altering the elements of the comparative situation."¹⁵ This does not necessarily mean that anything in the group's social position may change, however as the group's strategy may be to find a new dimension as a point of comparison between themselves and 'the other'. The group may also try to change the connotation of the values assigned to their social identity from being perceived as negative to positive instead. Or the group may try to change 'the other' out-group by choosing a new point of comparison. For example, in the case of youth deprived of family care in Jordan another out-group may be that of orphans, who do not necessarily have a positive social connotation, but nor is it entirely negative. If 'social creativity' is the strategy used, by selecting to become known as orphans, society is then more obligated (whether by culture, traditions, or religion) to support the group, therefore changing the dimension of the group from negative to positive by way of obligation.

The last reaction according to social identity theory is that of 'social competition,' where "the group members may seek positive distinctiveness through direct competition with the out-group."¹⁶ However Tajfel and Turner have hypothesized that this strategy would actually "generate conflict and antagonism between subordinate and dominant groups." In other words, in the case of youth deprived of family care, this would mean changing being born out of wedlock or being a part of a broken family as a positive rather than a negative connotation, which would be unaccepted by Jordanian society, and as Tajfel and Turner have assumed, indeed generate great conflict as opposed to being a solution for the group's social identity.

Tajfel and Turner, considered experts of social identity theory, believe that "a status difference between groups does not reduce the meaningfulness of comparison between them providing that there is a perception that it can be changed." Therefore, it can be concluded that in order to reduce the stigma and negative connotation placed over this group in Jordanian society, the perception of both the system and society itself needs to be changed.

Based on the research conducted with the group itself and the rest of Jordanian society, this research study determines whether the youth upon becoming care leavers prefer to disassociate themselves from this social identity group (individual mobility), or to change the social identity of the group from a negative to a positive social connotation (social creativity).

Chapter 4

Research Findings

4.1 The In Care Experience

4.1.1 Overview

This chapter explores the experiences of YDFT in care homes. The findings are mainly derived from the peer research with in-care youth (a day in the life of, flower map, me map, resource map and risk map) and well as the preparedness survey. The following sub headings will expand on circumstances of admission, the daily routines of in-care youth, academic life, relationship with adults, support mechanisms, challenges and barriers as well as discrimination and stigma.

4.1.2 Circumstances of Admission into Care Homes

The circumstances in which youth are admitted into care are important to consider since they constitute the first step in their care experience, and the reasons leading to admission may have implications on the care experience itself, as well as post-care. As such it was important to understand the age in which youth were admitted into care homes, the reasons they were admitted, and if they had siblings that were admitted into care with them. The primary data source for this section came from 18 preparedness surveys conducted with in-care youth, and the results can be summarized as follows:

Reason for admission

The different categories of YDFT vary in their experiences in terms of the social stigma they would face after they leave care, but also during the period they reside in care homes due to the types and quality of connections or informal support that they may receive, while peers from other subgroups may not. For example, youth that are from broken homes and those whose parents are deceased may have connections with members of their immediate or extended family, and as such they may receive certain forms of support from family members. Youth whose both parents are unknown however do not have a connection as such in their life within care homes. Below is a breakdown of the participants' reasons for admission into care homes:

- Known families: orphaned or from broken homes
- Unknown families: both parents unknown or unknown father
- Half respondents did not know the reasons behind their admission

Age of Admission

The age in which youth were admitted into care homes and the duration they spend in the care system is also an important factor to consider. Youth that have spent longer durations in care homes and those who were admitted into the care system at younger ages have higher tendencies of developing dependence on assistance from care homes. Furthermore, they might also exhibit more difficulties in integrating into society after leaving care because of their further limited normalized interaction with society¹⁷.

While average number of years that youth in this sample spent in care homes cannot be determined due to the large number of participants who did not know when they were admitted into care, below is a breakdown of the ages in which participants were admitted into care:

- Unaware of age of admission, possibly admitted into care before they became self-conscious (10 participants)
- Less than one year of age (1 participant)
- Between 1-4 years of age (10 participants)
- At the age of 17 (1 participant)

Admission of siblings

While the admission of siblings could serve as positive indicator in the sense that having known biological ties can provide a unique type of support, it can be problematic when siblings are separated into different care homes. Furthermore, the proceedings of the research reveal that only two categories of youth admitted into care homes know of their siblings, especially if they're admitted at a young age, they're also youth from broken homes, and youth whose parents are deceased. Below is a breakdown of the participants' knowledge of siblings admitted with them into care homes:

- Ten participants stated no siblings or relatives were admitted into care with them
- Five participants did not know if any siblings were admitted into care with them, the reason for admission for one of them is unknown parents, the rest did not know the reason for their admission.
- Three participants were admitted with their siblings. All of them stated they were not separated except for one who said she was separated from her brother at the age of seven. They

also happen to be the only participants in the sample who maintain a relationship with their family and relatives, being visited by siblings in all three cases, and aunts and uncles. The frequency of visits ranged from one to three times a week.

4.1.3 Daily Routine in Care Homes

Ten participants made a distinction between their activities during a weekday and those in a weekend and thereby are committed to a productive use of time. They are engaged in attending school, college or a job. Almost all of those attending schools or colleges scheduled in 1-3 hours a day to tend to homework. Their recreational activities included watching TV, playing cards, exercising or playing football or just talking to friends.

Over the weekend a majority of the ten participants engage in productive activities such as studying, exercising, feeding animals and in one case free writing. The social aspect is also a very important element in their weekend routine as many socialize with their fellow care home residents and friends. Two participants expressed they meet with care leavers over the weekend for lunch, and another meets with their family.

Eleven of the participants' outlined routines depict a very ominous cycle where no self-development, self-reliance, or achievement takes place. Rather, the participants spend their time either socializing or doing recreational activities. In the most extreme scenarios, two of the participants did not have any routine whatsoever. While such results are distributed across the different participating care homes, it is uneven in its distribution. Seven participants were from the Shafa Badran care home, five of which belonged in the category of youth having no distinction between a weekday and a weekend. Similarly eight participants were from Dar Al Bir and five of them did not make a distinction between the two (weekday or weekend) routines. While one hopes that such sample is not representative of the home's entire number of residents, it is a cause for concern.

4.1.4 Academic and Educational Life

International and Jordanian research strongly suggests that educational achievement during the in-care experience has a significant impact on the quality of post-care lives, particularly during the initial phase of transitioning from care¹⁸. As such, a preliminary assessment of the participant's educational standing was conducted as part of the preparedness survey.

Literacy

In this component, the participants were asked to assess their own reading and writing abilities, on a scale ranging from "no ability" to "competent". At this point, it is important to acknowledge the limitations of the method used as self-assessment of literacy may not be entirely accurate. This statement is also supported by the observation of the research team, which had to assist participants in writing frequently during the implementation of Peer-Research tools.

Experience in Schools

The participants were also asked about the number of schools they have attended and whether such schools were private, public or military. The highest number of school transfers was expressed by two participants who also had the highest number of care home transfers in the group. The average number of schools attended by participants was 3.8 schools.

12 out of the 18 participants felt that they were discriminated against at least once in school for being deprived of family ties. A total of 17 incidents of discrimination were cited by these participants. The majority of such incidents (9) took place in public schools. Instances of discrimination included acts such as: name calling and insults using derogatory terms for YDFT, harassment of students by principals and teachers for receiving discounts on their education, unfounded accusations in situations of theft and misbehavior, and even physical abuse in some instances.

Academic Achievement

Some inconsistencies were noticed when comparing the age of participants to the class they have reached. In one instance, one young person only reached 7th grade even though he's 17 years old, in another a 16 year old expressed he dropped out of school as a result of recurring issues with teachers and students.

12 out of the 18 participants indicated they have previously been suspended or expelled from a school. Reasons for suspensions and expulsions included: continuously missing class, late attendance of class, arguments with teachers, administrations and students, and poor academic achievement.

Future Educational Aspirations

On a more positive note, 13 out of the 18 participants expressed they intend to pursue their higher education after graduating from care homes. 3 participants indicated they do not plan to continue their education, one of them citing a main reason for such is the physical abuse by teachers.

Aspired fields of education varied amongst participants, citing options such as: cooking, tourism, fashion, aviation, air hosting, law, and media amongst other fields of study.

An overwhelming majority of the students who aspire to continue their education (10 out of 13) had a plan of supporting such aspirations, however, it is worth mentioning that all of them, with the exception of one, relied on the future support of CSOs, CBOs and NGOs for such support. Thus highlighting the importance of further empowering civil society's role in assisting care leaver's post-care home transition. Organizations mentioned included Al Aman Fund, Sakeena, and Princess Taghrid Institute.

4.1.5 Relationship with Adults

The relationship of in-care youth with their care providers plays an integral role in their post-care experience, as they constitute the majority of adults they interact with while in care. However, the concept itself is hard to explore with one question, as such a number of probing questions were used to explore the nature of the relationship between in-care youth and caregivers.

Types of support provided by the caregivers (as expressed by respondents) include emotional, financial, guidance and general advice.

When asked about how they would characterize their relationship with their caregivers, 11 of 18 respondents gave positive feedback.

However, that number is quick to drop when follow-up questions are asked about the type of supports they may receive from those relationships. 6 out of the 11 respondents do not feel comfortable seeking help from their caregivers, usually due to not trusting them. All in all, only 4 respondents felt comfortable resorting to seek help if they were to face trouble.

11 respondents feel like they have been dismissed by their caregivers at some point when they approached them with a problem. Additionally, while some of them were not in a situation where they were dismissed personally, negative experiences of peers caused a number of them not approach caregivers with personal problems.

Some of the care-home specific observations include complaints about the management of homes, more specifically pertaining to the director and an assistant who were believed to be involved in the intimidation of residents, disciplining them through locking them up, as well as believing that there was deliberate interfering to prevent the recruitment of one of their residents in the army.

While this has not been verified, the sense of mistrust at a home residents convey in their administration specifically is surely alarming.

Similarly, a number of residents (all males) complained not about direct caregivers, but about their supervisors and coordinators, and in one instance the director accusing her of favoritism.

Other important adults in the lives of care home residents are those who graduated before them upon reaching the age of 18. The vast majority of respondents still maintain contact with only 4 of them expressing they do not get in contact with them. While the continuity of support and consistency of supportive figures is usually a positive feature, it is important to note some of its possible negative attributes.

When care leavers meet with their friends who still reside in

care, they talk about their respective lives and their reflections on their care experience. Complaints about poor care conditions by those who still live in care echo through the (mostly) negative circumstances of those who have graduated and still struggle in many aspects of their lives, which further amplifies their fear of the future and their pessimism.

4.1.6 Support Mechanisms

The sources and quality of support youth receive while they're in care is very important in shaping their development and in-care experience.¹⁹ Support-related data came from two research tools: a section on the forms of support they receive in the preparedness survey, and the flower map peer research tool.

The preparedness survey section on support explored the sources and consistency of three types of support: emotional, tangible, and cognitive of the 18 participants.

Emotional Support

Out of the 18 respondents, 5 indicated they do not confide their secrets or share their personal aspirations and issues with anyone. While they are from different care homes, they were all males. Figures of emotional support included friends, caregivers, and in a few cases, biological families.

While the intention of the last part of the question was to assess the continuity of emotional support figures throughout the participant's transfer between care homes, it was found that most participants only lived in one or two different care homes, however all those who chose to confide in a figure of emotional support from this category labelled their experience as continuous. On the other hand, two participants from the sample that have transferred between 7 different care homes expressed that they do not have a figure of emotional support.

Tangible Support

Similar to the emotional support, 4 males indicated they do not seek tangible support from anyone. Two of them were the participants with the highest number of transfers between care homes.

The majority of respondents indicated a continuous and consistent relationship with their sources of tangible support. Excluding the four males mentioned above, only two participants reported the discontinuity of their sources of tangible support, however, it was advised in both cases that the reason for the fluctuation is due to a change of the care home staff rather than their transfer between care homes.

In four cases, sources of support were not associated with persons; rather, with the care home as a whole. However, in other cases participants relied on individuals including supervisors and directors in their care homes, Kufalaa', and

members of family in 3 cases.

Psychosocial

Similar to the emotional and tangible support, the most important observation pertains to the in-care youth with the highest number of care home transfers having discontinued support throughout the three types of support mentioned above.

The flower map tool aimed to get a more general perspective of the major supportive persons and entities in the lives of youth while they are in care. Similarly, it was of equal important to understand which persons and entities in-care youth felt disappointed by not receiving support from.

Support from Entities and Figures

- A majority of participants relied on friends for emotional support.
- Half of the participants relied on caregivers for guidance and emotional support. However, in most of the cases the participants specified and named one or two caregivers as supportive only rather than their caregivers in general. Almost half of the participants cited their caregivers to be unsupportive. Some participants elaborated that they considered them as such due to reasons including feeling neglected, discriminated against and in some cases being subjected to verbal and physical abuse.
- Only one third of participants labelled their care homes as supportive, and they explicitly mentioned it was because of supplying basics of food, shelter, clothing and education. Furthermore, in two cases, researchers noted that the participants felt obliged to rank their care home as a positive support figure due to the close watch their supervisors were keeping on them, thereby compromising the credibility of their answers. Half of the participants on the other hand considered their care homes to be unsupportive. In some cases, the complaints about the quality of care were not directed at immediate care givers, but at the administrative staff of care homes. Three participants complained that the director and the assistant were responsible for threatening youth with locking them up. Furthermore, a young man believed that a Juvenile Judge was colluding with the administration of the care home to participate in such threats and imprisonment.
- Four participants highlighted the role of either their biological or care mothers as a primary source of support.
- One third participants cited organizations such as Al Aman Fund and The Princess Taghrid Institute to be a source of educational and vocational support.
- Only two participants cited the MoSD as being a supportive

entity. Many participants expressed that they felt unwelcomed by the MoSD and feared they will not be supported by the Ministry after they leave care.

4.1.7 Additional Challenges and Barriers

National ID Numbers

The issue of National ID numbers is considered to have been rectified by the MoSD and Civil Status and Passports Department (CSPD). The majority of in-care youth and care leavers still have national ID numbers beginning with triple zeros. A participant described two situations in which this issue can manifest into a problem: being stopped by police officers and automatically assumed to be suspicious, and attempting to issue a cell phone number in which case they are denied because their ID number is considered unauthentic.

Another participant indicated that he was discouraged from joining the Public Security Forces because he was told they would not accept him because of his ID number.

A female participant said that her distinguished ID number raised suspicion of one of her previous employers as well. When she explained the issue, they started treating her differently, to the point of being sexually harassed.

Discrimination in Schools

One participant mentioned how they (in-care youth) are treated differently in schools. She mentioned that if any type of misconduct was to occur in the school, they're automatically assumed to be the perpetrators. Furthermore, the punishment they receive is not proportionate to what other students would receive. As an example she mentioned how students would receive a week-long suspension while care home residents could be suspended for months without anyone advocating on their behalf, in the same manner that many parents would. The participants then elaborated that such maltreatment is largely due to their lack of figures who would support them, a role traditionally performed by family members.

Another participant mentioned he was physically assaulted in the school by a teacher and sustained head injury as a result. Surprisingly, no one was held accountable for such actions; on the contrary, the student received further punishment by the administration of the care home when he complained about it. Discrimination can also be attributed to the teachers' unawareness of how to properly address the issue of family ties deprivation. As one participant mentioned; while everyone else in the class was asked to write an essay about Mothers' Day in school, she was asked to write one about hygiene in the classroom. This highlights the magnitude of differences between in-care youth from other peers in schools, a practice that is considered to be harmful by any account. In another instance of not knowing how to address the issue, a participant

mentioned how they referred to as a charity case in certain events, and what was clear throughout the entire research process is that YDFT anger at being treated in this manner. Police and Security as tools for intimidation and controlling of behavior

A participant mentioned the malpractice of care institutions' haste to call for police intervention as a method of punishment regardless of the degree and nature of the offence or misbehavior. According to the participants, sometimes in-care youth are locked up without even knowing why. Disobedience to caregivers and to an even larger extent the administration of care homes is perceived to be a large cause for involving police forces, as an intimidation tool.

Unqualified Care Givers

The main issue voiced regarding care givers concerns the general lack of qualification that characterizes a large number of them in the youths' opinion. Numerous participants expressed that their care providers lack the knowledge of how to address the needs and personalities of different individuals in a positive way. Using a rather sarcastic tone one of the participants mentioned that the care giver ended up being a care giver because of his failure in life, how is he expected to instill the principles of self-motivation and success in those he cares for?

Participants also expressed they felt unsupported by caregivers because they scare them of what will happen to them after leaving care. The youth explained the frustration they face when their care givers do not believe that the youth will amount to anything when they leave care. Poor expectations by caregivers in other research were related to poor self-esteem and lack of faith in their own abilities²⁰.

Another symptom of the improper handling of misbehaving youth is the reliance on mental health professionals who – in the participants' opinions – seem to do more harm than good by prescribing medication to those who do not need it and only ends up slowing them down making them easier to manage. The participants' cited multiple examples of friends they thought were completely healthy and were then prescribed medication that deteriorated their condition.

Some care givers and supervisors were considered unqualified because of the way they punished misbehaving youth through locking them up in dark rooms and physically assaulting them. In one example, a participant cited an occasion in which he (16

years old) was accused of damaging property of the care home and through the administration's connections with a judge, received a three months sentence and was placed in a juvenile detention center during which no one came to visit him and the young person noted that the judge did not even hear him out.

Interaction with Society

Some participants explained the hardship of interacting normally with the world outside the confines of care homes while living there. One respondent explained that it is largely due to the involvement of bureaucratic complications in which a simple request to visit and stay at a friend's house has to go through multiple administrations in the care home and the Ministry, a process that sometimes takes months. Additionally, some females complained about the need to be chaperoned even when for example going to places like malls. Nevertheless, it is important to remember that they are minors and wards of the state, and also cultural views with regards to gender play a role. The same thing would take place in most conservative families. The young women are expressing needs for some freedom, but this is a dilemma for authorities.

Marriage

Some female participants talked about how they felt 'paraded' for out of home male suitors. The motives of such suitors usually being a cause of suspicion. In their words, they are usually disabled, non-nationals, already married or significantly older than them. The supervisors consider marrying the girls off to be in their best interest because they think of it as a safe option and a better alternative of being left on their own after graduating. The care-brothers of the females who voiced those complaints further expressed their frustration with the process because they consider them to be their sisters. Care leavers further elaborated on how this is further problematized by the lack of background checks done to the suitors, and the non-existence of checking on the status of that marriage after it is done.

المشكلات التي يتعرض لها فاقدي السند الأسري

مش بلا سند #الأردن_سندي

حملة دعم الأيتام فاقد السند الأسري



4. الزواج



ذكور

في استبيان طُبق مع 600 فرد من المجتمع الأردني: وُجد أن النسب التالية لا تمنع تزويج بناتهم بشباب فاقد السند الأسري. و اختلفت الإجابات حسب فئة فاقد السند الأسري كالتالي:



فاقدي
كلا الوالدين
معروفي الأم
مجهولي الأب



إناث

أما فيما يتعلق بنسبة الأشخاص الذين لا يمانعون تزويج أبنائهم لفاقد السند الأسري، فكانت النسب كالتالي:



فاقدي
كلا الوالدين
معروفي الأم
مجهولي الأب

3. العمل



استكمال التعليم



يواجهون صعوبات بسبب شح المتابعة الفردية بما يتعلق بالتحصيل العلمي



تحديد مسار مهني

تعليق:

يقول أحد فاقد السند الأسري: "لما توصلت توجيهي بحكولك بلا فوت أدبي. طب في حدا حكاكك شنو يعني علمي؟ شنو يعني أدبي؟ لما تبجي بدك تطلع بيصيروا يحكولك أنت فاشل من يومك!"

2. الرقم الوطني



مولود قبل عام ٢٠٠٠

1. فاقد السند
الأسري
2. المولودين خارج
الأردن وغير
مسجلين



مولود بعد عام ٢٠٠٠

لا يرتبط
بتاريخ الولادة
لجميع الأردنيين

الحل:

استقبال طلبات أي أردني / أردنية من فاقد السند الأسري يرغبون بتعديل الرقم الوطني

تعليق:

ما زالت المشكلة تشكل عائقاً لدى فاقد السند الأسري

1. المسميات



حسب التقارير

مجهول النسب
غير شرعي
لفيط
مولود خارج
نظار الرقعة



حسب الإعلام

36% مجهول
نسب
21% لفيط
9% بنيم



حسب المجتمع

51% لفيط
7.5% بنيم
32% ابن حزام
7.8% بنيم

مجهولي كلا
الوالدين

94.5% فاقدي
بنيم

فاقدي
كلا الوالدين

#الأردن_سندي

#فاقد_السند_الأسري

#ممكن_الأيتام

#الأيتام



KING HUSSEIN FOUNDATION
مركز المعلومات والبحوث
INFORMATION AND RESEARCH CENTER



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THE SCIENCE OF IMPROVING LIVES

ترد هذه المعلومات المصورة من الشعب الأمريكي ومن خلال المنحة المقدمة من برنامج USAID لدعم مبادرات المجتمع المدني والمنفذ من قبل منظمة صحة الأسرة الدولية FHI360 وتمويل من الوكالة الأمريكية للتنمية الدولية (USAID). ويعتبر هذا المحتوى من مسؤولية (مركز المعلومات والبحوث - مؤسسة الملك الحسين) ولا يعكس بالضرورة آراء الوكالة الأمريكية للتنمية الدولية (USAID) أو آراء الحكومة الأمريكية أو حتى آراء منظمة صحة الأسرة الدولية FHI360.

4.2 Preparedness to transition out of care

4.2.1 Overview

A number of participants from different care homes expressed their fear of joining society after leaving care. The issue of preparedness was addressed through various tools, and while a lot of participants indicated a lack of enthusiasm and preparedness to transition into an independent post-care life, some expressed their readiness. However, when the question “Does anyone feel like they are ready to leave care?” was asked to all participants, the answer was unanimously “No”. One participant made a point that there’s more to care than providing food and shelter, mentioning that while MoSD’s post-care services can be considered inefficient by some, they would be unnecessary in the first place if care homes focused on preparing individuals to be independent and driven in a way that they can rely on themselves upon leaving rather than the aid provided to them by the Ministry.

In another participant’s portrayal of care in care homes they are provided with the basic means of sustenance and recreation until they reach the age of 18. However, when they do reach that age they feel that their care experience does not gear them up to manage life post-care, and as such they feel like they have wasted years they could have utilized to acquire skills and knowledge they can rely on as independent individuals when they leave care.

A debate between the participants took place regarding the issue of preparedness, specifically educational preparedness. In such debate some of the participants said that the blame lies on both the young people in-care and the care providers equally. The argument being that some students do not want to study even if they’re given the opportunity to go to school and should take responsibility for it. However, the majority of the young people were quick to retort by arguing that if no supervision and care is paid to the educational fulfillment and progress of in-care youth, they cannot be expected to achieve anything on their own.

As example of the general lack of preparedness, one participant mentioned that there are currently care leavers who still live in the streets years after they have graduated. He explains that they cannot find employment, and they face issues renewing their IDs as that would require them to return to their care homes to retrieve the documents required to renew their IDs.

This section of this research report will provide a deeper analysis of how prepared youth are to join society by measuring their knowledge and skills in different areas as well as their perceived fears.

4.2.2 Everyday life skills and knowledge

This sub-component of the research assessed the participants’ knowledge and abilities in performing everyday tasks that would generally be required of them upon leaving care. Generally speaking, this was one of the sections that was relatively positive compared to other sections.

The higher range of positive responses included skills such as knowledge of where to do their home shopping, knowledge of how to take care of themselves in case of minor medical emergencies, daily self-care and hygiene and maintaining a clean home among other criteria.

The mid-range of positive responses included skills such as knowledge of how to prepare healthy meals, differentiating when to go to the ER and when to schedule a doctor’s appointment, knowledge of how to seek proper accommodation, and knowledge of where they would be living upon graduating.

The most notable criterion that scored in the lower range of positive responses was knowledge of how to deal with legal issues as nearly all participants indicated that they had no knowledge of how to deal with such issues if they were to arise. Other questions that received a notably low aggregate sum were those concerning the issuing of important documents such as personal IDs and driver’s licenses. Additional negative results were related to knowledge of acquiring services such as health insurance and social security.

4.2.3 Perceived Availability of Adult Support Post Care

This subsection assessed the participants’ perception of adults they feel they can rely on for multiple purposes upon transitioning from care. Some of the areas of support that were explored included legal, financial, educational and health advice, as well as providing a safe sanctuary should they feel in danger.

The aggregate results for each of the questions asked depicts a generally positive and promising presence of adults participants can rely on upon graduating. However, it is important to note that there were some significant changes of results when disaggregated by care homes.

4.2.4 Knowledge of Post-Care Services Provided by Different Organizations

This subsection assessed the participants’ knowledge of post-care services provided by Civil Society Organizations (CSOs) in the domains of education, careers and vocational training, and financial assistance. As well as their knowledge of services offered by the MoSD and their post-care department.

The overall results were positive for organizations offering educational assistance, and were within mid-range for

organizations offering career and vocational assistance. They were however negative for organizations offering financial assistance. However, the most negative of results were those concerning the knowledge of MoSD's services reflecting a lack of knowledge amongst young people about the role of MoSD and how it can support them.

4.2.5 Self-Perception

This section assessed how the participants regarded themselves in terms of their ability to define their social background, identify their strengths and weaknesses, and regard themselves as proud, mature and responsible, in control of their lives, as well as their feeling of belonging to Jordanian society.

The aggregated sums for each of these questions were either generally positive or within the mid-range. With the exception of the participant's believe of themselves to be in control of their lives in which the score verged on the negative. When the results are analyzed according to the different care homes, they show that residents of certain care homes scored generally higher than others.

Another alarming result concerns one of the assessment criteria. While every other criterion received a high or average positive score, the answers for the question about being worried about the future depicts a very negative picture. Only one participant expressed that he was not worried about his future. In order to go into further detail, the participants were asked whether they feel optimistic or pessimistic about their future and why they feel that way.

- One third of the participants was pessimistic about their future, their rationale included reasons such as family disputes and instability, lack of support to rely on after leaving care, negligence of psychological health and maltreatment while being in care, and feeling unprepared to tend to themselves financially once they graduate.
- Less than one fifth of participants said they were both pessimistic and optimistic about the future. Their reasoning included uncertainty about their future, and being intimidated about their futures by their caregivers, but no substantial reasons for being optimistic. They were mostly optimistic because they felt like they had to be hopeful.
- The majority of participants stated they were optimistic about the future. However, only three of them had substantial reasoning to be optimistic where they stated they feel like they're confident that their academic performance will enable them to pursue higher education and a good career after. The rest of respondents who stated they were optimistic did so because:

- They felt it could only get better after what they have experienced in care.
- They felt like a positive outlook on life is always helpful.
- They felt like they had to be positive about their future as a manner of maintaining hope.

4.2.6 Social Skills and Relationships

This section assessed some of the social skills of participants such as the ability to defend one's personal opinion and expressing such opinions.

Scores for this section's questions were generally positive and were either in the high or mid-range of positive answers. However, participants seemed especially negative about their ability to disagree with someone's opinion without being aggravated.

The questions that received the most positive answers were those about their abilities to build new friendships on their own and having a solid group of friends that they belong to.

4.2.7 Vision of the Future

This portion assessed the optimism or pessimism in which the participants regard their future. Some of the questions asked included questions about the existence of a plan for next year, and how they think life would be after leaving care. The aggregated sum of answers for individual questions was generally mediocre as most questions' answers were in mid-range of possible positive responses. However, one result stands out in this section as a negative one and it concerns the participants' belief that they would be discriminated against upon graduating, highlighting a possible area of concern.

4.2.8 The Discharge Process

The manner in which youth are informed of when they would leave care and the preparation that the discharge process entails is pivotal to YDFT's post care experience and their integration to society. This section aimed to investigate the different proceedings and strategies adopted by the three different care homes in this sample. In general, the results of this section were very negative.

Being Informed of the Discharge Process

More than one fourth of the participants did not know when they're going to leave care. Furthermore, with the exception of one participant, none of the other participants knew when they would leave exactly, rather they had a general idea that they will leave at the age of 18. This is especially alarming considering that one third of the sample were already 18 years old. Another aspect to take into consideration is when the in-care-youth are notified of their date of graduation, since it is assumed to mark the process of preparing youth to be discharged. The underlying assumption when analyzing this issue was that each care home would have a standard procedure of notifying their residents of when they are expected to be discharged and how such topic

is discussed. However, this falls short of explaining how in each care home there at least one participant was claimed they were not notified but that they reached that conclusion on their own by talking to their care siblings. As such, one can conclude that there is no standard procedure adopted in the care home in the sample of informing the residents of when they will be discharged.

Some aspects however, are consistent across the different care homes and their residents, such as the persons involved in informing the youth of when they will be discharged, an overwhelming majority of which are the supervisors and administration of different care homes. Unfortunately, the manner in which youth are informed of this process is done in groups, rather than individually. Mainly, participants were told that they would be leaving at the age of 18, and in some cases they were told they'd be granted accommodation for a year upon their graduation.

Preparation for Discharge

Another underlying assumption in this portion of the research was that notifying the in-care-youth of their discharge date would mark the beginning of a process of preparing them for their post-care lives. As such, it was important to ask the youth about the type of preparation they have received and how long such process lasted, as well as what it involved.

However, when asked about a preparation process, a vast majority of respondents responded negatively. Only two participants mentioned that there was in fact a preparation process, however only one of them elaborated on its details sufficiently, while the other said it merely involved giving them general advice on what to expect. Additionally, while one respondent from a particular care home did answer positively and mentioned that there was a preparedness process involving seminars on self-reliance and what to expect upon graduation, no other residents of the same care home shared that opinion. A possible explanation for such inconsistency was that there may have been some confusion among the respondents on what qualified as a "preparedness process". As such, probing questions were used to ask about whether the participants worked with their supervisors and caregivers on creating individualized plans that concern the areas of pursuing education, securing a job, getting health insurance, and securing residence.

- Only two participants said they had worked with their supervisors on securing a job to join after graduating.
- Only three participants worked on a plan of continuing education after graduating.
- Only two participants worked on a plan for securing health insurance after graduating.
- The most positive result was concerning securing residence after graduating where six respondents worked on a plan with their supervisors to plan their post-care residence. However, that is still an alarmingly low rate, especially considering that MoSD guarantees accommodation for care leavers upon their graduation. Moreover, in one case, a participant seems to think they would only get residence if they performed well in school.
- It is however important to note that two participants were 15 years old and may have been too young to be involved in the preparation process. Another important thing to note concerns a certain category of YDFT: those coming from broken homes, they constitute somewhat of an exception because:
 - In some cases, they can be discharged before turning 18 if it's a matter of resolving a certain family dispute, as such, their discharge process may differ.
 - Respondents noted that unlike other in-care-youth, they are not granted residence by MoSD upon graduation and are expected to return to their families, which can be very problematic if the reasons that led the youth to be placed in care in the first place are not resolved by the time they leave care.

Up until now, this report provided research results pertaining to the youths' care experience and their preparedness to leave care homes and transition into an independent life. This has served as background to understand how many of the challenges they face during care may continue and in their post care lives, and how some additional challenges may manifest after their discharge from care homes. The next section will discuss the results pertaining to their post-care experience.

Preliminary Research Findings Preparedness to Leave Care

مش بلا سند
#الأردن_سندي
حملة دعم الأيتام فاقدى السند الأسري




Regulation No. 49 of 2009 on the Licensing and Management of Children's Homes:
Homes must create an environment that is conducive to the development of children and provide a secure family setting where children can enjoy excellent physical and mental health and thus develop the social, emotional and other capacities that they need to learn. These arrangements are used when there is no possibility of housing a child with a family member or a suitable alternative family.

#orphans #ECLJ #YDFT #EmpoweringOrphans



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4.3 The Post Care Experience

4.3.2 Overview

This section explores the post care experiences of YDFT. The findings are mainly derived from the peer research with care leavers (a day in the life of, flower map, me map, resource map and risk map). The following sub headings will expand on the daily routines of care leavers, self-reliance and employment, relationships with society, support mechanisms, challenges and barriers, discrimination and stigma, and finally self-perception.

4.3.2 Daily Routines

Almost half of the participants were employed at the time of the research (five females and seven males). They all worked regular 8-hour shifts, starting as early as 7:00 am and finishing at 6:00 pm at the latest, with the exception of two men who worked evening shifts.

Almost all participants spend their leisure time watching television, browsing Facebook, chatting on WhatsApp, going to the mall or the market, smoking shisha at home or at cafes and sleeping.

Those who are married spend their evenings and weekends with their spouses and children and the findings show that their time was closely spent with their families. Other participants mentioned visiting or talking to relatives on phone.

Six participants (three males and three females) had not mentioned friends or family at all and spend their leisure time alone. Those who visited or went out with friends to cafes or restaurants were all males. Interestingly, those who mentioned having ties with their neighbors, whether male or female, were married.

Finally, findings show that for the five unemployed participants and one of the students, their routine during the weekends and weekdays was exactly the same.

4.3.3 Employment

As mentioned previously, twelve participants were employed at the time of the research. No link was found between education and employment, meaning, having a higher education attainment was not associated with having a job. Most of the employed and unemployed participants had a secondary-level education. The jobs varied and fields of work included hospitality, restaurants, airport, government and the military. It was not possible to know the source of income of those who were unemployed or students through the Day in The Life of tool.

The majority of males and females said that they had normal relationships with their work colleagues. Some male participants in particular mentioned that their work colleagues and managers were very supportive and provided them with financial, moral and logistical support.

Fewer participants stated that they had somewhat negative experiences at work or that they keep their relationships at work formal in order to avoid exploitation and negative perceptions.

4.3.4 Relationships

The relationships that the care leavers have with different individuals and organizations were highlighted and explored in the research. This included relationships with their community, neighbors, work colleagues, friends, teachers and students and community-based organizations. The responses of male and female care leavers varied slightly. The types of relationships are discussed below.

Sense of Community

When asked about their sense of community, most respondents referred to their relationship with their neighbors. Two females said they had no relations with their neighbors whatsoever. The remaining female respondents said they had relations with their neighbors; some were good and others were superficial and limited to saying hello.

The experiences and relationships of males with their neighbors were different. Interestingly, they spoke about how much of their identity they revealed to their neighbors. Some said that they were discrete about being care leavers and this is because they were ashamed of how they will be perceived by their neighbors and wanted to avoid any pity. Others however said that their neighbors knew about their history and they were still treated normally, as brothers and family members. The remaining two did not specify anything about the relationship.

Work Environments

As for their work environments, the care leavers gave varied answers. The majority of males and females said that they had normal relationships with their work colleagues. Nine males said that their colleagues and managers knew that they were care leavers and their relationship was brotherly and built on respect. The females who had good work relationships and did not mention whether their colleagues knew of their care history or not.

The remaining respondents (2 females and 3 males) had a different work experience. Two females said they kept the relationship formal and were discrete to avoid exploitation and negative perceptions. One male respondent also said that he is discrete about his personal information. The other two said that when they revealed such information, one was asked too many questions and the other was exploited. Finally, there is one male who has not worked yet but said that when he does he would rather be discrete to avoid any pity and to be independent.

Educational Institutions

The care leavers spoke about their past relationships with their teachers and fellow students while they were in school. The female respondents gave varied answers. Two females said they had normal and healthy relationships at school. Another two said that they did not tell anyone about their background in fear of being discriminated against or pitied. Two females said that some teachers treated them very badly as they were blamed for any wrong doing in the school as well as discriminated against for being orphans. One female said that they were offered help because they were orphans and that orphan girls in the school ganged up against other girls.

As for the majority of the males (7), they expressed having had good relations at school despite teachers and students knowing about their background. Two males said that they had mixed experiences as some teachers and students treated them well while others pitied them. Another two males said that in their primary school, everyone knew that they were orphans and so when they moved to a new secondary school they were discrete about their backgrounds. One male said that he had a negative experience at school as most teachers and students were insensitive towards him.

4.3.5 Knowledge of Community- Based Organizations

The aim here was to assess the knowledge of care leavers about CBOs and potentially available resources for them upon leaving care. A variety of answers were given with regards to community-based organizations. Almost all care leavers had positive experiences with some CBOs and negative experiences with others. They also referred to specific individuals who work at CBOs and NGOs. Positive experiences included receiving support and follow up while negative experiences included exploitation, lying, superior treatment and false promises. The care leavers also mentioned the MoSD here despite it being a governmental institutions.

Resources and Support Mechanisms

The peer research highlighted the different institutions that are able to provide male and female care leavers with viable services as well as the support mechanisms available to them.

Recreational locations

Responses by males and females included cafes, restaurants, friends' houses, malls and shopping markets. Some females said that mall prices are quite high but they still go for entertainment. The mall for males was also a source of entertainment (walking with friends, seeing people) and not for shopping purposes. The majority of males also mentioned going to play football with friends (sport was not mentioned by females).

General Service providers

Locations that offered services included hospitals and healthcare clinics, Al Aman Fund, the MoSD, university, pharmacies, Sakeena, work place, and PTI. One complaint that was almost unanimous among all respondents concerning the MoSD was the lack of help they got from it. Most respondents said that they could not benefit from the MoSD as it was unhelpful and provided no support. The female participants raised transportation as a challenge in their daily routine as it was costly and difficult to get.

Sources of Support

The sources of support that the participants listed varied and included friends, family, work colleagues, care centers, former care givers and individuals working in care centers or NGOs. The type of support provided also varied from financial, moral, capacity building and logistical support. Some responses of males and females were the same and others differed slightly. Among the most frequently mentioned sources of support for both males and females were friends, care mothers and siblings.

Other sources that were mentioned by females include individuals working in care centers. Female respondents did not mention work colleagues or teachers as sources of support. Males on the other hand gave some different answers. Other frequently mentioned sources included work colleagues, former teachers and individuals working in NGOs. Interestingly, a few males mentioned prayer and football teams (such as Barcelona and Al Faisali) as sources of support that keep them going.

Lack of Support

The most frequently mentioned unsupportive organization to the care leavers was the Ministry of Social Development. The reasons behind this included, lack of empathy, lack of follow up and support after leaving care and false promises. Other responses included officials, care centers (not following up, work without pay), family members (throwing them out in the street) and society (in terms of accommodation and work). It should be noted however that upon becoming care leavers, youth have not had support from any other organizations or institutions, and therefore expect MoSD to continue supporting them even after leaving care. This is what they know so it is considered the norm, as opposed for example to turning to other organizations in civil society for support.

4.3.6 Challenges faced by care leavers

During the peer research, male and female participants outlined what they considered risk and safety factors. They engaged in a discussion and then prioritized the top three factors that they saw having the most positive or negative impact on them inside and outside of care. The results varied between males and females, as such findings are illustrated based on gender, beginning with the responses of the male.

Male Group

The post-care risk factors mentioned by males were abundant. They spoke about the absence of any type of post-care supervision or attention. They specifically spoke about a number of shortcomings in the services provided by the MoSD after leaving care such as poor condition of accommodation given to care leavers by the Ministry for the year after graduating as well as denying care leavers entry to the MoSD and forcefully removing them by calling the police if they refused to leave. In addition, they explained that there is no database that is shared between the MoSD and CSOs in order to follow up with them after they leave care.

Furthermore, male participants spoke about the difficulty they face when proposing to women which leads them to marry fellow care leavers as they are the only ones who would accept them. Similarly, they raised society's in-acceptance of them as a risk factor.

The male participants ranked the following factors to have the most negative effect on them:

1. The lack of a proper preparation system that adequately equips youth for the challenges they would face after leaving care.
2. The absence of a post-care followup system that ensures they keep track of the care leavers conditions after leaving care.
3. Social discrimination against them.

Female Group

The females also identified a number of risk factors that they face after leaving care. This included leaving with a poor educational qualifications and lack of proper preparation that equips them cope with their post care life and particularly finding employment.

They also spoke about the challenges they face in their marital relationships. While marriage was considered a safety factor by many females as it provides them with stability, it was also a worrying risk factor because they feel they are taken advantage of most of the times.

The females ranked the following factors to have the most negative effect on them:

1. Finding and maintaining a stable residence, attaining health insurance, marriage, administrative relocation, lack of preparation, and the abuse and violence experienced in care homes.
2. The hardship in finding employment and continuing education.
3. The discrimination in labels used to refer to Youth Deprived of Family Ties, the lack or absence of morals and ethics in care

providers.

4.3.7 Discrimination and Stigma

The participants spoke about the discrimination and stigma that they face by the different groups of society. Although male participants seemed to be more open about their identity and background, both male and female participants were worried about revealing too much of their personal information to work colleagues, neighbors and community members. The most frequently mentioned reasons behind this were fear negative perceptions, pity and of being exploited. Some of them recalled situations in which such information was revealed which led to them being exploited and pitied.

4.3.8 Challenges Facing YDFT According to Their Care Givers

While the last sections of this report discussed the challenges facing YDFT as they see them, it was important to compare such challenges with those perceived by their care providers. The Information from care providers was collected through a focus group discussion with some of the administrative staff working in different care homes. The importance of this information is twofold:

- Comparing the views and perspectives of in and out of care youth with care givers.
- Including the experience of some care providers in this report will contribute to a more comprehensive understanding of the residential care system, at least for the older age groups.

Most Notable Challenges Facing Care Leavers from the perspective of care givers:

1) Dependency & Institutionalization

One participant noted that while he works primarily with youth aged 10-15 years old, he can still notice some of the major challenges care leavers face from his experience in the field. He mentioned the lack of vocational preparedness and orientation as a rather important and prominent issue. He mentioned that while the MoSD strives to provide care leavers with work opportunities after they leave care, they rarely commit to their positions and often leave their jobs within the first weeks or months. He also mentioned that employers often complain about the care leavers' lack of commitment to their positions as well.

He then went on to talk about how a certain number of care leavers refuse working opportunities they are presented with because of their dependence on their care homes.

The same lack of motivation to pursue employment was pointed

out to be prevalent in the case of education as well. He argued that while the MoSD provides educational opportunities to all its beneficiaries, a lot of them are not motivated to attend class or performing well at their schools.

Additionally, YDFT's dependence on their care homes isn't exclusive to the services they receive from them, but also extends to the social structure they get from it. This proves to be a challenge in integrating them into society while they are in care as participants noted that their beneficiaries often interact with society as a group and very rarely experience society independently.

The dependency on one another is also present in their schools, as they rarely make friends with other students who are not from their care home.

According to the opinions of caregivers, this dependency is a result of the manner YDFT are cared for within care homes. Their criticism being that beneficiaries are not taught how to tend to themselves, rather, they are handed everything, from meals, to clothes and even to being told when to shower or get a haircut, as such, the residents of care homes are not used to think for themselves.

2) Preparedness and the Prevention of Dependency

Participants agreed that at the core of the different issues care leavers face, is the preparation they need in order to be more independent while they are in care. The participants noted that while facilitating the transition of in-care youth to care leavers may be helpful, the main issue to address should be how ready they are to be self-reliant before they reach the age of 18. The participants even pointed out that such process should start at an age that's as early as 12 years old in a comprehensive program that details the different aspects of self-sufficiency young people should achieve at different ages.

One participant seconded the idea that there is a need to prepare YDFT at a young age, and he based his opinion on observations he made as the director of the care home that deals with youth aged 16 and 18 noting that such age is too late of a stage to achieve any substantial personality change or preparation.

Participants noted that the lack of preparedness youth receive to be independent affects their abilities of benefitting from services available for care leavers. Citing Al Aman Fund as an example, participants noted that if young people were taught

to explore their own professional and educational aspirations on their own, they would be more likely to pursue one of the many different vocational opportunities available. Rather, young people often lack the knowledge of the direction they want to pursue employment wise, and are not happy with the available options.

Some of the areas to be included in such preparedness process in the participants' opinions are self-reliance, communication skills, and abilities to interact with society.

3) External Hindrances

One participant noted that care homes and the Ministry are sometimes prevented from delivering services in way that fosters a sense of independence. She mentioned that the interference of some non-governmental entities on the basis of ensuring human rights are preserved encouraged this sense of dependence to grow. The way she frames it, the fear of being criticized or accused of mistreating YDFT pushes the staff to do everything for them including washing their dishes and making their beds. As such, a sense of dependency is fostered amongst the young people while still in care, and they do not have opportunities to develop and try new skills while still in a safe and protected environment, thus increasing attachment to the care system.

4) Caregivers perception of young people's perception of society

Different care providers mentioned that the dependence of care leavers on their care home as an institution highly affects their perception of society. One noted that there's a general fear of the outside world present among in-care youth. He mentioned that such fear is manifested in the manner they try to hide the fact they are deprived of family ties when they are interacting with people outside their care homes. He points out that their beneficiaries are very aware of the negative social stigma YDFT have in society.

Interestingly however, the exact opposite behavior ensues whenever they are within the confines of their care homes, as they start stressing their deprivation of family ties as a means for them to demand everything they want from their care givers.

5) Shortage of Adequate Human Resources.

Participants also talked about some of the issues they face in terms of finding appropriate staff to work at the care homes. One participant noted that while the Ministry does its best at building the capacity of caregivers working in care homes, the way they are hired is usually through the Civil Service Bureau. As such, they do not seek it as a job out of their own personal interest to work with the youth, rather, they are assigned into the position, and a lot of times, it is not their primary intention to work there. The participants made it clear that such a position requires a lot of work, hard work especially considering the relatively modest compensation workers receive there. As such, workers either do not last long in their position, or remain due to the lack of more appropriate alternatives, which at sometimes compromise the quality of individual attention young people receive.

The different administrative participants in the focus group also pointed out the financial burden caring for youth in institutions poses. As one of them estimated it costs about one thousand Jordanian Dinars every month to care for each individual who is in care.

Due to such difficulties and burdens, the participants welcomed the involvement of civil society organizations and their help in better preparing YDFT for their post care lives, so long as their involvement was part of a larger long-term plan that aims to strategically equip youth throughout the different developmental phases.

All participants believe that the best environment for a child to grow up in is a family one, or at least one that resembles that of a family. As such, a recommendation was made to try and utilize other forms of alternative care such as the foster and alternative families system to a higher degree, making sure care homes remain only as a last resort.

4.5 Perceptions, Attitudes and Behaviors of Society towards Youth Deprived of Family Ties

4.4.1 Overview

The quantitative survey aimed to capture the perceptions, attitudes and behaviors of society members towards the different sub-groups of YDFT. These groups included:

- Youth with one or both parents deceased
- Youth from broken homes
- Youth with unknown parents
- Youth with known mothers and unknown fathers (generally referred to as 'born out of wedlock')

The first part of the survey explored the terminologies and labels that society members thought were most fitting to describe the different groups of YDFT. This was important to explore because the findings of the literature review showed that a great deal of discrimination against YDFT is reflected in terminologies such as 'children of sin' and 'unknown origin' which automatically negatively associate and portray YDFT.

The remaining survey questions explored two aspects: how society members thought other members perceive YDFT and how they themselves perceive YDFT. The purpose behind this distinction was threefold. The first was to measure any possible discrepancy between their perceptions and others' perception. The second was thereby to explore where the discrimination against YDFT comes from. And the third to explore whether or not they thought they were part of the discriminatory issues against YDFT and thus contributed to the problem.

4.4.2 Terminologies

When asked about the terminologies respondents see most fitting to describe YDFT, it was necessary to look at the positive and negative terminologies that were mentioned. The youth who took part in the peer research said that a big part of the discrimination that they face comes from the labels and terminologies that the society assigns to them and thus in order to eliminate this discrimination they would prefer being called by their names, or referred to as orphans.

Almost all respondents referred to youth with one or both parents deceased as 'orphan', however such was not the case for the other groups of YDFT. 'Victim' was the term used by 40.5% of respondents to describe one who comes from a broken home. Other answers included lost (ضائع), broken (مفكك) and helpless (مسكين).

Half of the respondents (51%) used the term 'foundling' (لقيط) to describe one whose parents are unknown. Other terms used included 'unknown paternity/identity' (مجهول النسب/الهوية), 'children of sin' (ولاد حرام), and 'victim' (ضحية). As for those who are born out of wedlock, 32% of respondents believed that 'son of sin' (ابن حرام / ابن زنا) was an appropriate term to describe them. Other answers included 'children of unknown paternity' (مجهول النسب), 'foundling' (لقيط) and 'illegitimate' (غير شرعي). Chart (2) highlights the terminologies with the highest percentages against the percentage for the term 'orphan'.

Terminology | Label with highest percentage vs. 'Orphan'

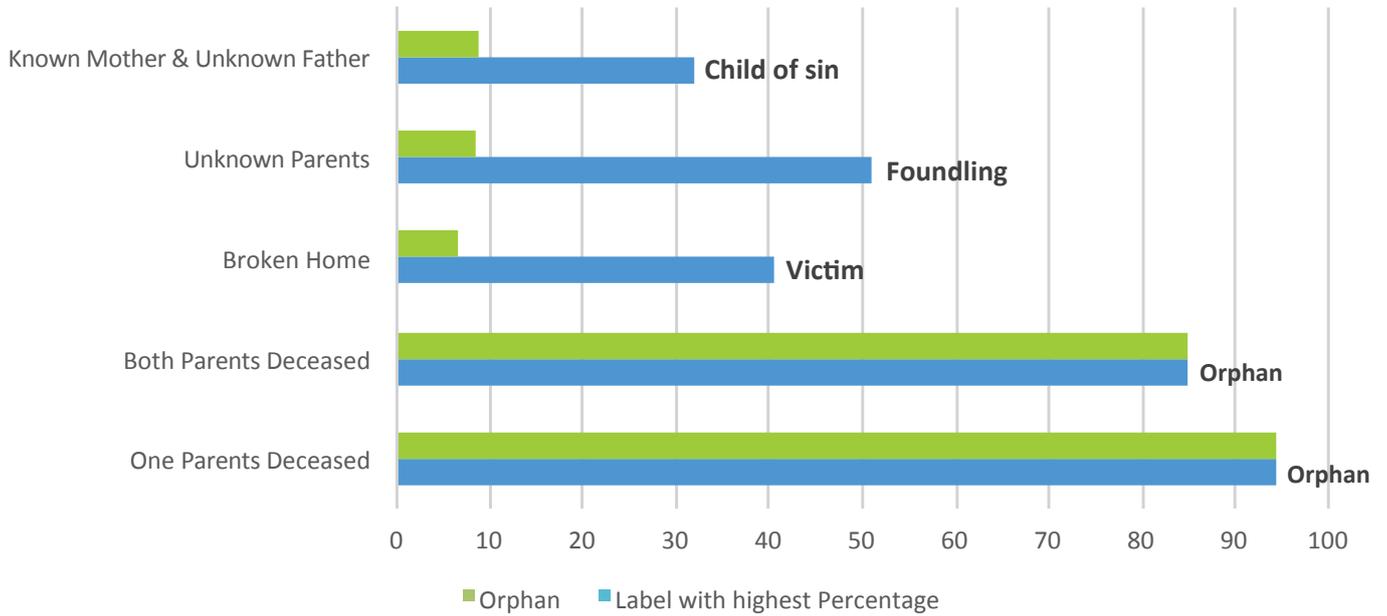


Chart 2 - Terminology | Label with highest percentage vs. 'orphan'

4.4.3 Perceptions, attitudes and behaviors of others towards young people with a care history

The respondents were given a number of statements that ask about the perceptions and attitudes of other members of society towards orphans and care leavers in Jordan. Thereby this section does not capture the respondents' personal perceptions but what they think the perceptions of others are. Respondents were asked about the perceptions and attitudes of 'most society members', as well as the attitudes and behaviors of 'most employers and landlords' (see Table 4 p.53 for all statements).

Generally speaking, the responses were almost equally split between positive and negative as demonstrated in chart 3. The total sum of 'strongly agree and agree' (which reflected negative responses) was 40.42% and the total sum of 'strongly disagree and disagree' (which reflected positive responses) was 45.31%.

Total percentages Perceptions and behaviors of others

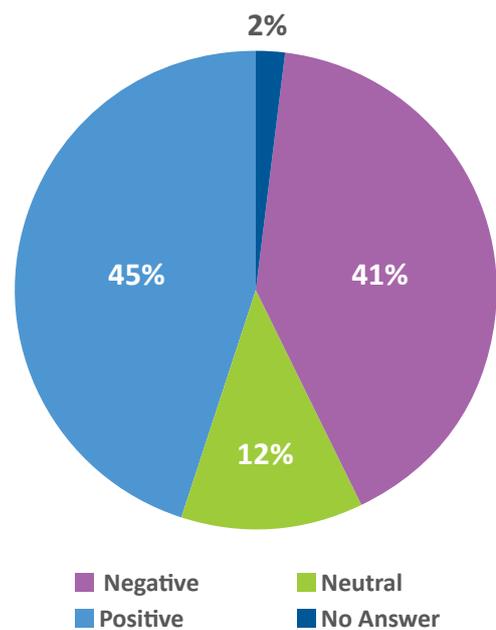


Chart 3 - Total percentages | perceptions and behaviors of others
General perceptions and attitudes towards care leavers
The results that respondents gave on how 'other people' perceived

YDFT show that there is a negative connotation associated with this group of youth, however its degree varies depending on the degree of interaction with them (i.e. degree of close interaction with them). Generally speaking, the findings show that more than half of the respondents believed that most people in society exploit, look down and undermine YDFT and think that this group of youth is prone to deviance and delinquency. Additionally, most respondents believed that most people do not think that YDFT are losers, however they are worthy of pity and should not be blamed for having to live in a care home.

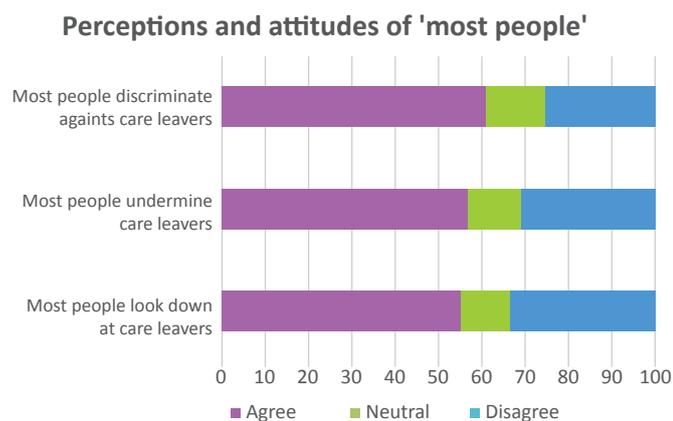


Chart 4 - Perceptions and attitudes of 'most people'

Perceptions and attitudes of others towards marrying, working and living with care leavers

Furthermore, the respondents were asked about how most employers, landlords and families would behave towards YDFT (chart 5). The results were positive when looking at employment as more than half agreed that most employers would hire male or female care leavers. This was also true when asked about whether most landlords would rent out to single or married care leavers and whether most families would befriend other families who host care leavers. However, such was not the case when asked about marriage, as more than half of the respondents believed that most male and female youth from society at large would refuse to marry care leavers.

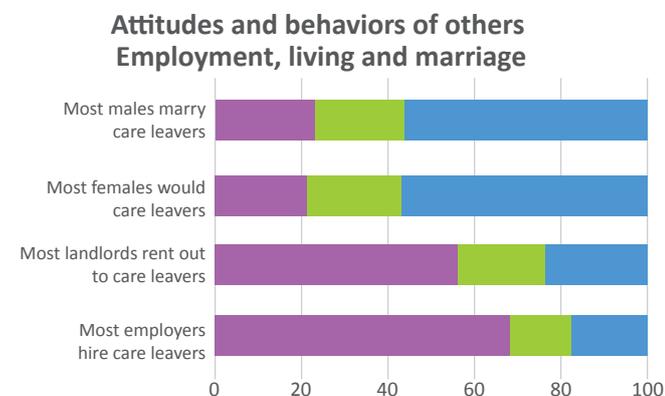


Chart 5 - Attitudes and behaviors of others | employment, living and marriage

Overall attitudes

It was necessary to look at overall attitudes of respondents

towards YDFT. This was done by looking at the consistency of their answers; were they generally positive, negative or neutral? Chart 6 demonstrates this and shows that the overall attitudes of respondents when asked about 'what others think and do' were almost equally divided between positive and negative.

Overall Attitudes of Respondents What others think

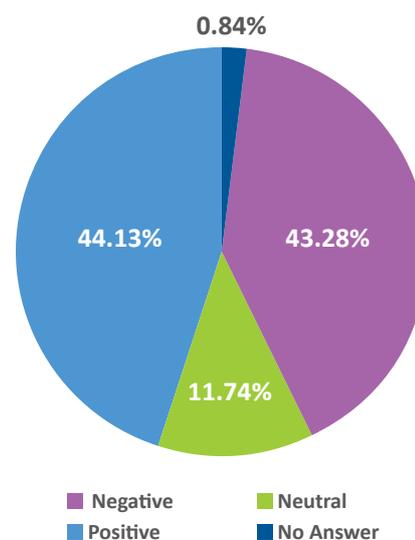


Chart 6 - Overall attitudes of respondents | what others think

4.4.4 Perceptions, attitudes and behaviors of respondents towards YDFT

The respondents were given a number of statements that ask about their own personal perceptions, attitudes and behavior towards orphans and care leavers in Jordan, in contrast to above sections that solicited individual views of society at large towards this population. The statements also explored issues such as marriage, employment and friendship in relation to their own sons and daughters, and themselves (see Annex 1 for all statements).

The perceptions, attitudes and behaviors of respondents also varied according to the level of interaction with YDFT. Overall, it was found that there is more acceptance for youth with one or both parents deceased and less acceptance for youth from broken homes, with unknown parents or born out of wedlock. The likely reason for decreased acceptance of the latter three groups is the stigma attached to their parents (in the case of broken homes that they may be lacking in morals, and for those from unknown parents / born out of wedlock are considered to be products of immorality).

More than half of the respondents believed that care leavers are capable individuals with enough skills to cope and interact with

the rest of society. They also felt that they are not responsible for the circumstances that led them into care homes. The following subsections expand on respondents' responses when asked about employment, studying, friendship and marriage.

E employing youth deprived of family ties

The respondents were asked about employing qualified males and females from the different groups of YDFT and their responses were all positive. Almost all respondents agreed to employing qualified male and female youth with one or both parents deceased, and over 75% of respondents said they have no problem with employing all the other groups of YDFT. Thereby there was no major discrepancy between their answers for different groups or according to gender as demonstrated in charts (7) and (8).

I accept to employ a qualified male with

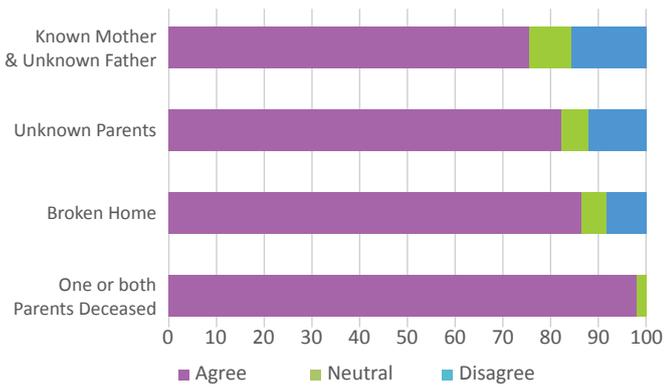


Chart 7 - Employing Qualified Male YDFT

I accept to employ a qualified female with

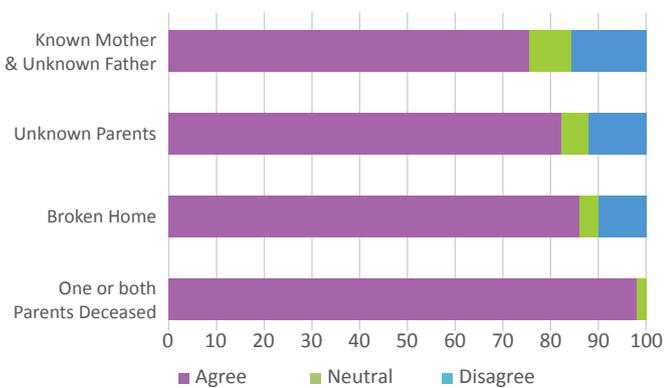


Chart 8 - Employing Qualified Female YDFT

Studying with youth deprived of family ties

The respondents were asked whether they would agree or

disagree to having their son/daughter study in the same class with YDFT. Their responses were also all positive for both males and females across the different groups as demonstrated in charts (9) and (10).

I accept to have my son study with a male with

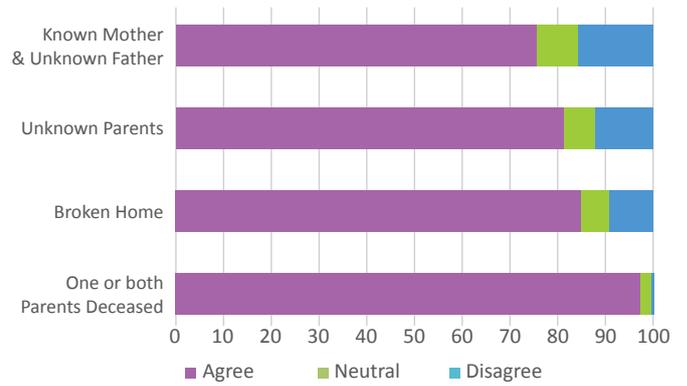


Chart 9 - Son studies with male YDFT

I accept to have my daughter study with a female with

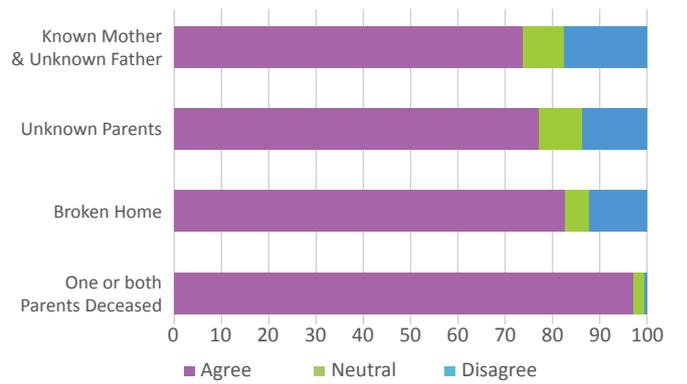


Chart 10 – Daughter studies with female YDFT

Friendship with youth deprived of family ties

The levels of accepting different groups of YDFT started to vary when respondents were asked about friendship and marriage (as interaction is getting closer). Looking at friendship first, most respondents did not mind their son/daughter to befriend someone with one or both parents deceased, but some did when asked about the remaining groups as they were almost divided as shown in charts 11 and 12.

I accept to have my son befriend a male with

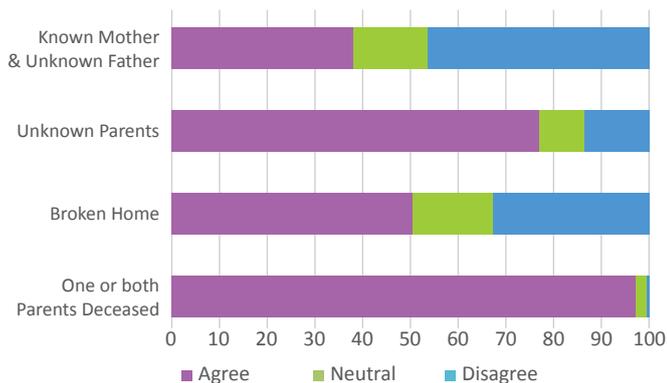


Chart 11 - Son befriends male YDFT

I accept to marry my daughter to someone with

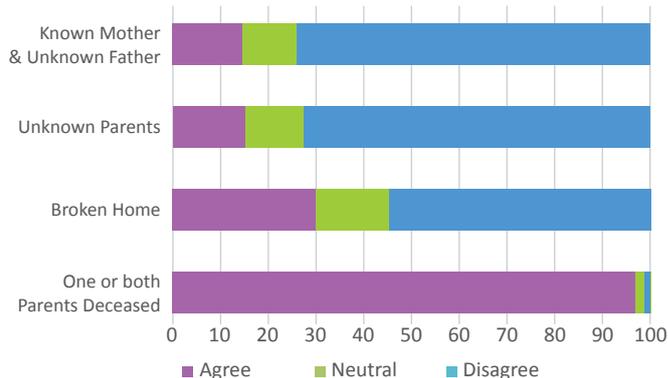


Chart 14 - Daughter marries male YDFT

I accept my daughter to befriend a female with

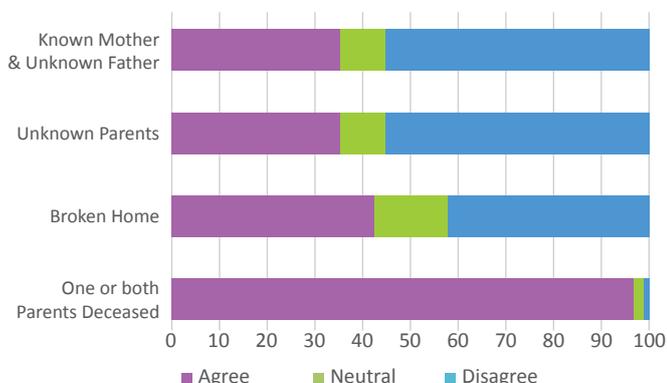


Chart 12 - Daughter befriends female YDFT

Marriage to youth deprived of family ties

On the other hand, the answers respondents gave regarding marriage were clear cut. The majority of them agreed to marry their son or daughter to someone with one or both parents deceased but disagreed when asked about all the other groups – with higher disagreement percentages for youth with unknown parents and born out of wed-lock as demonstrated in charts 13 and 14.

I accept to marry my son to someone with

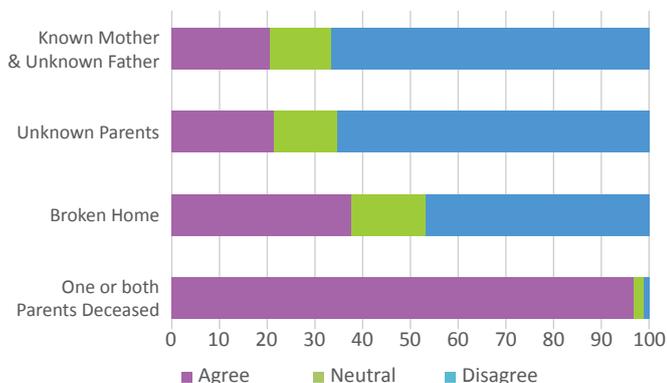


Chart 13 - Son marries female YDFT

If i was single i'd marry a male/ female with unknown parents and

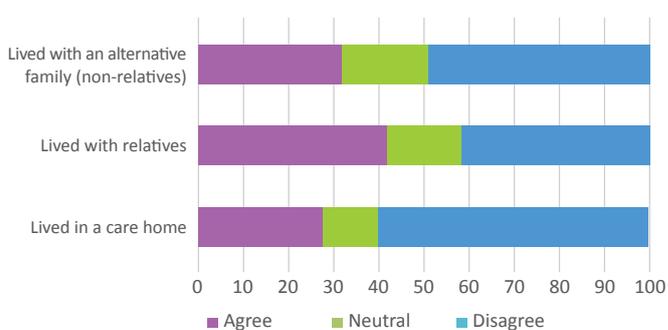


Chart 16 - Respondent marries someone from different care settings

I accept to marry my son/daughter to someone with unknown parents and

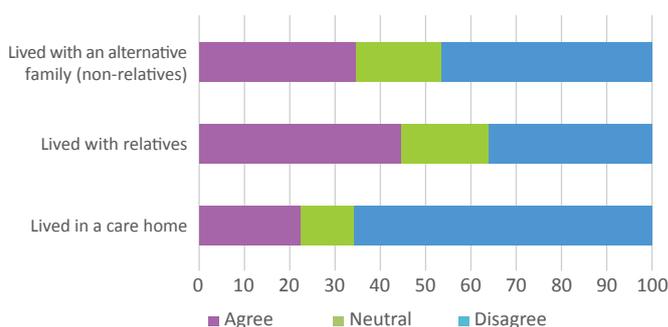


Chart 15 - Son/daughter marries someone from different care settings

Children and youth with unknown parents

Previous research has shown that youth with unknown parents and those born out of wedlock are at a higher risk of facing the most discrimination. The group of YDFT as they face varying forms of discrimination. Thereby the survey asked specific questions about this group of YDFT. Most respondents believed that this group of youth is in fact exploited by society and employers and that they have been negatively portrayed by the media. Furthermore, over 80% of respondents believed that this group of children and youth should not be separated from others in classrooms and care homes.

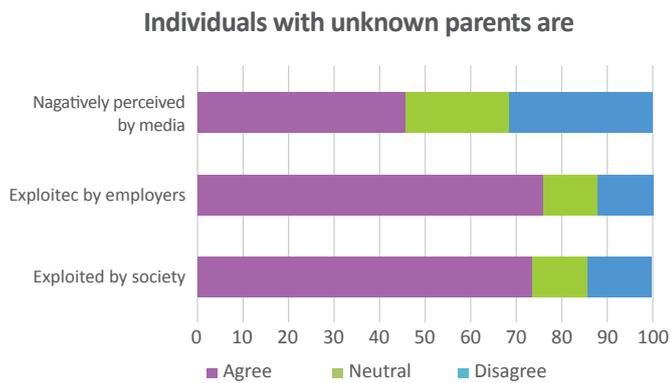


Figure 17 - Perceptions and attitudes | Children and youth with unknown parents

However, over 35% of respondents disagreed to fostering a child born out of wedlock of a male relative (who was involved in a relationship) or a female relative (who is a victim of sexual assault). Additionally, 47.5% of respondents believed that children born out of wedlock are more prone to illnesses and genetic defects than others.

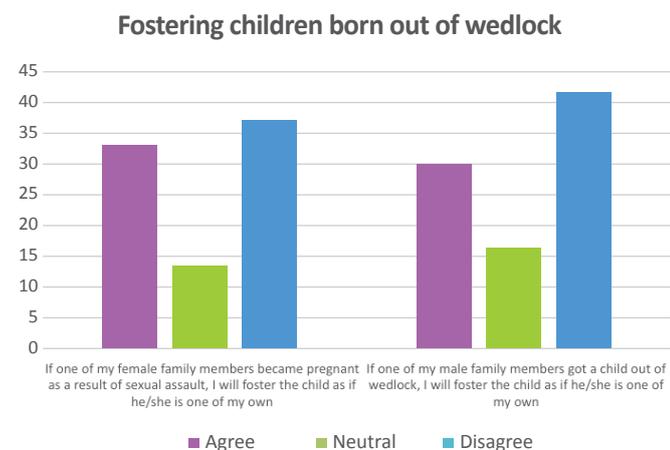


Figure 18 - Fostering children born out of wedlock

Overall acceptance of youth deprived of family ties

It was also necessary here to look at the overall attitudes of respondents by checking the consistency of their answers; were they overall more accepting or less accepting of YDFT? The chart below shows that generally speaking 74.67% of respondents were more accepting of YDFT and 15.83% were less accepting, whereas 9.5% were indifferent or neutral. Taking a closer look, the data shows that female respondents were generally more accepting than male respondents and similarly single respondents were more accepting than married respondents.

Overall attitudes of respondents towards YDFT

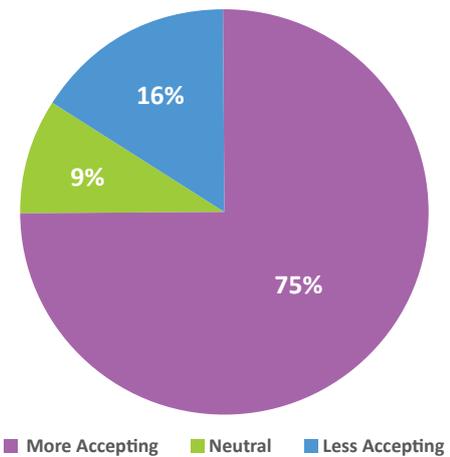


Figure 19 - Overall attitudes of respondents towards YDFT

The following charts show the linkage between the overall acceptance and the use of certain terminologies, in particular 'of unknown origin' and 'illegitimate child'. They demonstrate the percentage of respondents agreed and disagreed with the use of such terminologies from each group (more accepting, neutral, less accepting). They show that from the more accepting group, 45.5% and 36.8% accepted the use of 'of unknown origin' and 'illegitimate child', respectively.

Do you agree with using the term 'of unknown origin'

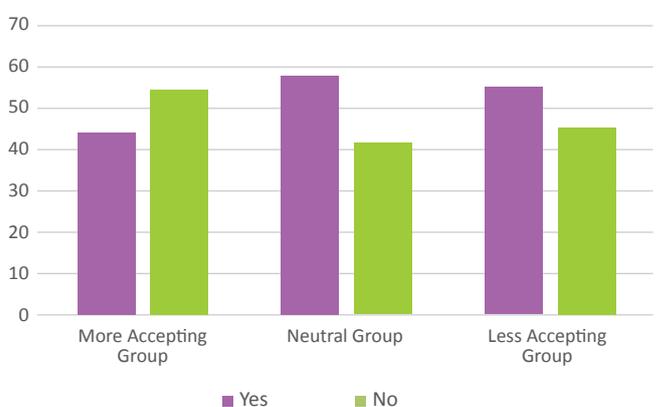


Chart 20 - Overall Acceptance | Use of 'Unknown origin'

Do you agree with using the term 'illegitimate child'



Chart 21 - Overall acceptance | Use of 'illegitimate Child'

Further Insight

The purpose of the validation focus groups was to validate the results of the survey as well as to provide more insight regarding the different perceptions and attitudes. In general, the results of the focus groups matched the results of the survey in terms of terminologies used, general attitudes and perceptions. The participants who took part in the validation focus groups were mostly youth and overall were more accepting of YDFT. They were asked about their own personal opinions as well as their parents'.

Many participants explained that their choice of terminology stems from terminologies that are commonly used by society and thereby the first term that came to mind was the term they were used to hear in their communities. Although the participants cited the terms that first come to mind, many of them thought that such terms including 'unknown origin' or 'child of sin' were offensive and hurtful and should not be used.

Similar to the survey results, the levels of acceptance of YDFT varied according to the subgroups as well as level of interaction. Youth with one deceased parent were highly accepted when it came to studying, employment, friendship and marriage. The participants explained that the death of one or both parents is a natural occurrence and by no means should impact the child negatively.

Different opinions were given on youth from broken homes.

Some participants stated that children and youth from broken homes may inherit bad habits or traits from their parents, while others thought the opposite was true. However, in general, the participants believed if he/she was a good person, they had no problem in marrying them even if they came from a broken home. When it came to youth with unknown parents or born out of wedlock, the participants said that they have no problem when it comes to friendship and studying, however marriage was more problematic. The youth explained that while they personally may have no reservations if he/she was a good person, their parents will most likely be against the marriage. They stated that the family unit is very important in Jordan and the first thing that is asked about a person is his/her family/parents/grandparents/uncles ... etc. Thereby the family is always the reference which provides the background check on the person at hand. With no reference or family, many questions will arise as to the person's manners, morals and general traits.

Additionally, the female participants stated that a male with unknown parents is perceived as someone who has no elders to keep him in check, and thereby he fears no one and might behave badly towards his wife with no consequences to keep in mind. Furthermore, the participants stated that males and females whose mother is known and father is unknown will possibly have bad morals as they will follow their mother's example/footsteps.

While the youth participants were generally more open and stated their willingness to fully interact with YDFT on all levels, they emphasized their parents and family's reservations when it comes to marrying YDFT.

Chapter 5

Research Conclusions

The research findings highlighted the opinions and experiences of YDFT as well as the attitudes and behaviors of society members towards them. As the research looked into different sources of data using a range of tools, the results were comprehensive and extensive. Drawing from the research findings, the study came out with a number of conclusions.

Attributes associated with YDFT

There is a number of attributes associated with YDFT and these were determined by the youth themselves, care givers as well as society members. First and foremost is the lack of 'family tie' or 'paternal lineage'. Given that the family unit is the basic unit in Jordan, it influences the individual's social class and position, power, agency and sources of support. This was clear in the findings as the youth themselves expressed and highlighted many risks as a result of being deprived of family ties including risks associated with continuing education, work, accommodation, marriage prospects and the ability to fully express themselves and their identities in society.

The second attribute is the institutionalization of YDFT which leads to their isolation from society, increased dependency and institutionalization. This was particularly highlighted by the care givers who participated in the research as well as the youth participants themselves as many expressed their lack of preparedness to transition into an independent post-care life. Additionally, the fact that there is mostly sheltered while in care significantly reduces their proper interaction with society, thus hindering the integration process and increases the difficulty in the transition.

This leads to the third attribute, which is the vulnerability of YDFT. The society survey highlighted this and showed that YDFT are seen as a group that is easily exploited, undermined and looked down upon. Some of the youth participants themselves expressed their discretion when dealing with society with a fear of being exploited and pitied. Furthermore, the vulnerability of this group of youth is exacerbated by their lack of preparedness for an independent life, the limited skills they have to cope as well as the lack of support network to help them get by.

The social identity of YDFT

The research shows that most of the youth participants feel that they are members of a group that has a negative social identity. This can be validated by the fact that many of them try to hide their personal information and not reveal the fact that they are deprived of family ties when interacting with 'other groups' such as community members, work colleagues, or teachers and students at school.

The youth were rightly angered by the labels that society assigns to them, such as 'foundling', 'of unknown origin' and 'illegitimate' which are all labels negatively portray and discriminate against them. Such labels disassociate this group of youth from the rest of society and assigns to them negative attributes (such as the ones mentioned above) which add to their disadvantage.

When it comes to society, it was found that the acceptance of YDFT varies according to the different sub-groups. Orphans (with one or both parents deceased) were the most accepted group and youth born out of wedlock (known mother and unknown father) were the least accepted. Additionally, the level of acceptance varied according to the degree of interaction with them, as it was found that most society members were more willing to hire male and female YDFT and less willing to have them part of their family (marriage and friendship). All of this indicates that the social identity of YDFT is in fact negative.

Individual mobility vs. social creativity

One of the objectives of this study was to determine whether the youth upon becoming care leavers prefer to disassociate themselves from this social identity group (individual mobility) or to change the social identity of the group from a negative to a positive social connotation (social creativity).

Based on the findings and the conclusions above, it is clear that upon becoming care leavers many prefer to disassociate themselves from their social group and thereby opt for individual mobility.

Chapter 6

Recommendations

Terminology and Labels

- Based on the results of the research and according to the preferences of the participant YDFT, the research recommends that all discriminatory terminology is dropped and the following terminology is adopted instead:
 - Children deprived of family ties under the age of 18 should be referred to as 'orphans' and/or 'children deprived of family ties'.
 - Youth deprived of family ties over the age of 18 can be referred to as 'care leavers' and/or 'youth deprived of family ties'.
- This terminology should be stated within the Jordanian National Strategy for Orphans, confirming that those deprived of family ties are also orphans.
- This terminology should be mainstreamed in all laws, policies, administrative practices, and shared with care givers and all those who interact with the orphans.

Social Awareness

- All senior staff of print and broadcast media outlets should be informed about the agreed upon non-discriminatory terminology in order for them to mainstream it via their coverage of those deprived of family ties, and prohibit the use of discriminatory terminology that is related to one's 'origin.'
- Awareness needs to be raised within local communities that children, youth, or adults deprived of family ties are entitled to respect and should not be discriminated against.
- When raising awareness with local communities, emphasis should be made on the point that orphans and care leavers deprived of family ties should be treated with respect not because of pity but because it is their right to be treated as such.
- The misconception about the ID numbers should be shared with the public via the media.

Care Homes

- In order to ensure the highest quality standards of care, it is recommended that an independent entity, not affiliated with the Ministry of Social Development, carry out the supervisory roles on care homes in Jordan
- Devising an Ethics and Behavior Correction Committee made up of professionals and qualified personnel to deal with issues of misconduct in care homes (including abuse, mistreatment, discrimination etc.)

- The promotion of discipline among in-care youth through the placement and implementation of proper rules and procedures.
- The integration of local communities and civil society organizations into the care system and care homes to start the integration process from an early age, ideally from the age of 14, but definitely not later than 16.
- Minimum qualifications should be set for caregivers in care homes, in terms of education and experience in order to be best qualified to care for orphans, as the research has shown they have the greatest impact on the orphan's self-perception and self-confidence, as well as remain a source for advice for orphans even after becoming care leavers.

Discharge and Preparedness

- Work on early-age preparedness programs to better equip youth to graduate in a non-abrupt manner. The program should work on equipping the youth in different aspects including education, psychology, life skills and social skills.
- Through the preparedness programs and before the care leaver graduates, an after-care plan should be designed with the soon to be care leaver.
- The creation of a Civil Society Network that works on supporting the youth upon graduation and providing them with the necessary support and services that they need.
- The development of a Tool Kit that outlines all the technical requirements needed to start an independent life and the steps to get them done including a bank account, driver's license, medical insurance etc.

For Civil Society Organizations

- Coordinate support services for care leavers in order to develop a care leavers' referral system, this will also reduce redundancy in providing the same service to the same care leaver, offering opportunities to other care leavers in need.
- Ensure that an individual needs assessment is conducted for each care leaver.
- Coordinate services and network referral system with the Ministry of Social Development.
- Design a program for the preparation of orphans in-care on getting ready to become a care leaver 2-4 years before they become care leavers, and share with them the services and education and employment opportunities available to them, along with their rights and responsibilities.

Annex (1) – Table of Percentages | Perceptions, Attitudes and Behaviors of Society Members

	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Most people will discriminate against someone who lived in a care home for a certain period of time	4.5%	56.3%	14.2%	23.5%	1.2%
2	Most people think that someone who has lived in a care home is dangerous and his/her actions cannot be predicted	2.0%	35.2%	15.3%	45.0%	2.3%
3	Most people think that someone who has lived in a care home is more prone to deviance or delinquency	2.8%	50.7%	15.0%	29.5%	1.7%
4	Most people think that someone who has lived in a care home is illegitimate	1.5%	21.5%	8.0%	64.8%	3.8%
5	Most people think that someone who has lived in a care home is worthy of pity	4.2%	69.8%	9.2%	16.0%	0.8%
6	Most people think that someone who has lived in a care home can be easily exploited	4.3%	54.3%	12.3%	28.0%	1.0%
7	Most people think that someone who has lived in a care home is a loser	1.0%	16.0%	10.0%	67.5%	5.3%
8	Most people look down on someone who has lived in a care home	2.7%	52.3%	11.5%	32.0%	1.5%
9	Most people undermine someone who has lived in a care home	3.8%	53.0%	12.2%	29.5%	1.3%
10	Most people think that the parents of people who live in a care home are just as responsible and caring as other parents	0.5%	24.8%	10.0%	55.0%	9.7%
11	Most employers are willing to hire someone qualified who used to live in a care home	2.7%	65.5%	13.5%	18.2%	
12	Most landlords are willing to rent out apartments to care leavers	1.3%	56.7%	18.0%	23.2%	0.3%
13	Most landlords are willing to rent out apartments to a married couple who used to live in a care home	2.7%	80.7%	10.2%	6.0%	
14	Most people think that it is best to distinguish the identity of a person who lived in a care home	0.8%	13.5%	4.7%	68.5%	12.3%
15	Most young females would refuse to marry a male care leaver	3.3%	52.2%	22.3%	20.7%	1.0%
16	Most young men would refuse to marry a female care leaver	5.2%	51.8%	17.8%	23.8%	1.3%
17	Most society members prefer not to befriend families who host a care leaver		21.6%	15.4%	60.8%	2.0%
18	Most society members look down on families who host a child who previously lived in a care home	0.8%	25.3%	12.7%	57.8%	3.2%
19	Most people do not blame children and youth for living in a care home	12.7%	78.3%	3.2%	5.2%	0.5%

	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	To marry my daughter to someone whose one or both parents are deceased	20.2%	76.8%	1.7%	1.2%	0.2%
2	To marry my daughter to someone whose both parents are unknown	1.5%	13.7%	13.2%	59.8%	11.3%
3	To allow my daughter to marry someone from a broken home	3.3%	27.0%	16.0%	49.3%	4.3%
4	To marry my daughter to someone whose mother is known, father is unknown	1.2%	13.7%	10.8%	63.7%	10.0%
5	To marry my son to someone whose one or both parents are deceased	20.7%	77.2%	1.5%	0.7%	
6	To marry my son to someone whose both parents are unknown	1.7%	19.8%	13.5%	54.8%	9.7%
7	To allow my son to marry someone from a broken home	4.2%	32.3%	17.2%	43.5%	2.8%
8	To marry my son to someone whose mother is known and father is unknown	1.5%	19.0%	12.5%	58.0%	8.3%
9	To employ a qualified male whose one or both parents are deceased	23.0%	75.7%	1.3%		
10	To employ a qualified male whose both parents are unknown	4.3%	78.0%	5.8%	11.0%	0.7%
11	To employ a qualified male from a broken family	5.8%	80.5%	5.2%	8.2%	0.3%
12	To employ a qualified male whose mother is known and father is unknown	3.5%	74.7%	6.7%	14.0%	1.0%
13	To employ a qualified female whose one or both parents are deceased	22.8%	75.3%	1.8%		
14	To employ a qualified female whose both parents are unknown	4.3%	76.8%	5.8%	11.8%	1.0%
15	To employ a qualified female from a broken family	6.3%	79.2%	4.2%	10.0%	0.3%
16	To employ a qualified female whose mother is known, father is unknown	3.5%	73.3%	6.8%	14.8%	1.3%
17	My daughter to study in the same class with a female whose one or both parents are deceased	22.5%	76.0%	1.0%	0.3%	0.2%
18	My daughter to study in the same class with a female whose both parents are unknown	3.5%	74.5%	8.0%	12.3%	1.5%
19	My daughter to study in the same class with a female from a broken family	6.2%	76.5%	5.7%	10.2%	1.3%
20	My daughter to study in the same class with a female whose mother is known, father is unknown	3.0%	71.2%	8.3%	15.7%	1.5%
21	My daughter to befriend a female whose one or both parents are deceased	23.0%	74.7%	1.3%	1.0%	
22	My daughter to befriend a female whose both parents are unknown	2.5%	31.0%	13.3%	49.3%	3.7%
23	My daughter to befriend a female from a broken home	4.8%	39.0%	14.7%	39.3%	2.2%
24	My daughter to befriend a female whose mother is known and father is unknown	2.2%	31.2%	13.0%	48.2%	4.8%
25	My son to study in the same class with a male whose one or both parents are deceased	22.5%	76.5%	0.8%	0.2%	
26	My son to study in the same class with a male whose both parents are unknown	3.5%	77.0%	7.3%	11.0%	1.0%
27	My son to study in the same class with a male from a broken family	5.8%	80.0%	5.2%	8.0%	1.0%

28	My son to study in the same class with a male whose mother is known and father is unknown	3.0%	73.2%	8.2%	14.2%	1.2%
29	My son to befriend a male whose one or both parents are deceased	24.5%	74.2%	1.0%	0.3%	
30	My son to befriend a male whose both parents are unknown	2.5%	39.2%	17.3%	38.0%	2.8%
31	My son to study with a male from a broken family	5.2%	45.3%	16.2%	31.7%	1.7%
32	My son to befriend a male whose mother is known and father is unknown	2.3%	36.2%	15.3%	42.5%	2.8%
33	To marry my son/daughter to someone whose parents are unknown and lived in a care home	1.3%	20.5%	12.5%	56.7%	8.5%
34	To marry my son/daughter to someone whose parents are unknown and lives with relatives	2.0%	42.3%	18.8%	29.8%	6.3%
35	To marry my son/daughter to someone whose parents are unknown and lives with an alternative family (non-relatives)	1.7%	32.7%	19.7%	39.0%	6.0%
36	If I were single, I would not mind marrying a male/female whose parents are unknown and live in a care home	1.7%	26.0%	12.5%	51.0%	7.7%
37	If I were single, I would not mind marrying a male/female whose parents are unknown and live with relatives	1.5%	39.7%	17.7%	33.5%	6.8%
38	If I were single, I would not mind marrying a male/female whose parents are unknown and live with an alternative family (non-relatives)	1.7%	31.0%	17.8%	41.0%	7.5%
39	Youth who grew up in care homes are not responsible for the circumstances which have led them there	27.8%	69.5%	1.2%	1.2%	0.3%
40	A person who grew up in a care home is capable of handling daily responsibilities after leaving care just as any other person	10.3%	58.7%	12.3%	17.5%	1.2%
41	A person who grew up in a care home has enough life skills to live with other members of society	7.5%	55.5%	16.8%	19.8%	0.3%
42	I agree to give my family name to someone deprived of a family name	2.8%	35.5%	14.0%	41.5%	4.2%
43	Care leavers fully exercise their rights as Jordanian citizens	3.5%	67.0%	11.3%	16.8%	0.8%
44	Individuals with unknown parents are exploited by the society	7.0%	68.2%	12.2%	12.2%	0.5%
45	Individuals with unknown parents are exploited by employers	7.8%	68.3%	11.7%	11.7%	0.5%
46	The media played a positive role regarding the representation of youth with unknown parents	1.2%	29.3%	23.7%	39.5%	5.8%
47	Children with unknown parents should be separated from the remaining children in care homes (orphans, children from broken homes)	1.5%	12.7%	4.2%	68.0%	13.5%
48	Children with unknown parents should be separated from the remaining children in school	0.5%	4.2%	3.0%	75.5%	16.7%
49	A person born out of wedlock is more susceptible to diseases and genetic disorders	5.0%	42.5%	17.5%	34.2%	0.7%
50	If one of my female family members became pregnant as a result of sexual assault, I would foster the child as if he/she were one of my own	4.2%	28.8%	13.3%	31.5%	5.7%
51	If one of my female family members became pregnant as a result of sexual assault, I would shelter and protect her	10.2%	40.0%	13.7%	16.8%	3.7%
33	If one of my male family members got a child out of wedlock, I would foster the child as if he/she were one of my own	3.5%	26.3%	16.3%	35.8%	6.0%

End Notes

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- 7 Michael Hogg, Debroah Terry, Katherine White. "A Tale of Two Theories: A Critical Comparison of Identity Theory with Social Identity Theory," *Social Psychology Quarterly*, Vol. 58, No. 4 (1995), p. 255.
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- 11 Henri Tajfel and John C. Turner, "The Social Identity Theory of Intergroup Behavior," in S. Worchel & W. G. Austin (Eds.), *Psychology of Intergroup Relations* (Chicago, IL: Nelson-Hall; 1986), p. 16.
- 12 Henri Tajfel and John C. Turner, "The Social Identity Theory of Intergroup Behavior," in S. Worchel & W. G. Austin (Eds.), *Psychology of Intergroup Relations* (Chicago, IL: Nelson-Hall; 1986), p. 16.
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- 14 Henri Tajfel and John C. Turner, "The Social Identity Theory of Intergroup Behavior," in S. Worchel & W. G. Austin (Eds.), *Psychology of Intergroup Relations* (Chicago, IL: Nelson-Hall; 1986), p. 19.
- 15 Henri Tajfel and John C. Turner, "The Social Identity Theory of Intergroup Behavior," in S. Worchel & W. G. Austin (Eds.), *Psychology of Intergroup Relations* (Chicago, IL: Nelson-Hall; 1986), p. 20.
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