

# End of Project Evaluation of World Vision’s “Empowering Children and Youth to be Agents of Change and Peace in their Communities” project



## Background and Project Objectives

The protracted crisis in Syria has resulted in 670,238 Syrian refugees in Jordan registered with UNHCR as of March 2015, the majority of which are settled in the country’s urban centers. The influx of refugees has posed increasing challenges to the provision and sharing of already limited public services and resources, fueling inter-community tension, which has had an adverse effect on the well-being of children in Jordan. To reduce social tension between Jordanian host communities and refugees, a 3-year project funded by BMZ was launched in 2015 by World Vision Jordan (WVJ), the [redacted] and [redacted]. The project “Empowering Children and Youth to be Agents of Change and Peace in their Communities” had the overall objective of improving the resilience of host and refugee children and youth by decreasing pressure on public services. The project sought to do so through peace-promoting activities, enhancement of infrastructure and improvement of educational capacity in disadvantaged communities.

## Evaluation Methodology

The evaluation applied a mixed-methods approach, combining quantitative beneficiary surveys and qualitative semi-structured interviews and focus group discussions (FGDs). The evaluation was informed by a total of 729 student surveys and 60 teacher surveys, administered across 12 schools in the governorates of Amman, Zarqa, Mafraq, and Irbid. The qualitative component of the evaluation comprised 24 FGDs and 25 semi-structured key informant interviews (KIIs). The FGDs were held with various groups, including children, youth, CBPPC members and school teachers who benefited from the intervention, while the KIIs were administered

with informed individuals such as school administration staff, Community-Based Peace



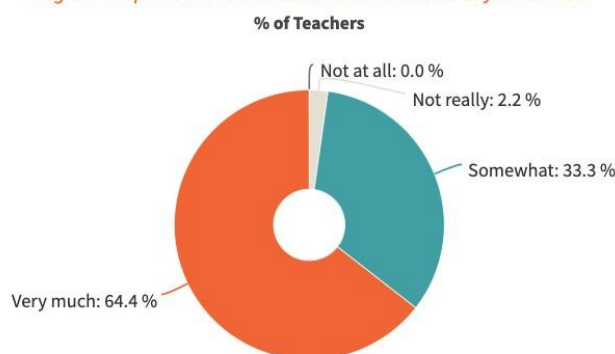
Promoting Committee (CBPPC) and Peace Club representatives, and project staff.

## Key Findings

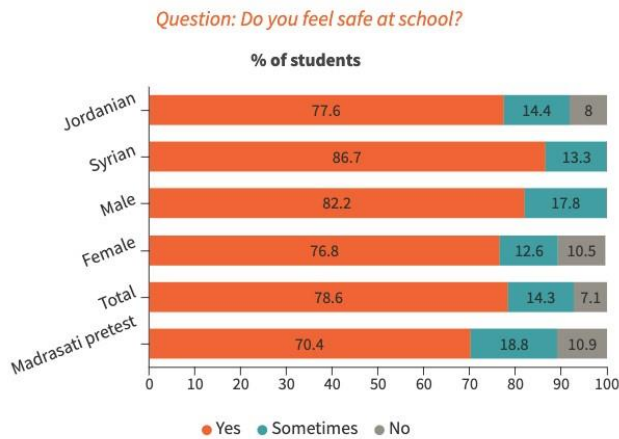
**Relevance:** The structure of the project with regards to its design was found to be relevant - targeting real needs with appropriate measures. WVJ and its partners adopted a sufficiently consultative approach and successfully achieved buy-in from community stakeholders. However, the relevancy of the project was affected negatively by external factors, most notably the displacement of Syrian families from areas of Irbid governorate, which resulted in the absence of Syrian students at two of the targeted schools.

**Effectiveness:** The data overwhelmingly found that targeted students were safer, healthier and more confident than before the intervention. The project’s Healthy School Program has contributed towards improved hygiene practices, like hand washing, and the adoption of healthier eating habits. WASH renovations led to an improvement of the school infrastructure compared to the period prior to the intervention. Students found peace club activities empowering and developed a greater sense of group belonging while reducing the “othering” of different national groups.

*Question: To what extent did the implementation of the “Healthy Schools Program” improve the health status of the students at your school?*

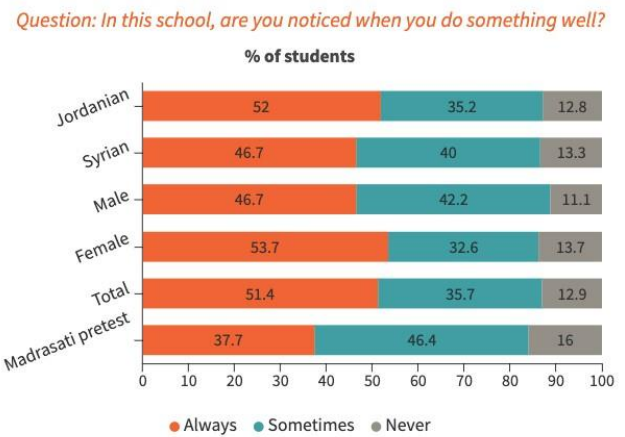


**Efficiency:** KIIs found confidence from all stakeholders that project design was cost-effective and that expenditure levels were appropriate and justifiable. However, staff turnover at the project manager level at WVJ and partner organizations presented a challenge, and a lack of formalized handover procedures was found to hinder project efficiency.



**Coverage:** The project successfully covered the vulnerable population groups it targeted, and males and females benefitted equally. However, the coverage was hindered by the limited number of Syrian students attending the schools - especially at Al Aqraba and Um Al Manee'. Nevertheless, the evaluation found that those Syrian students that were reached benefitted significantly from the project.

**Impact:** The project successfully increased the health practices and sense of empowerment among students while improving the overall well-being of the children and youth who participated in its activities. The project also benefitted community members outside the schools - including adults, children, and youth - as the peace club activities were open to anyone who wanted to participate.



**Sustainability & connectedness:** Although the project was found to effective and impactful, the findings showed certain limitations with regard to sustainability and connectedness. Concerns were reported about the lack of a robust exit strategy, where the peace club and CBPPC members found challenges in securing independent funding sources, leading to the cessation of regular CBPPC meetings at two of the targeted schools. Similarly, the evaluation found that the peace club activities were less frequent than during the project implementation period. Despite the overwhelmingly positive state of schools' WASH facilities compared to the time before project implementation, the data found that facilities were often not regularly cleaned nor maintained, and that some of the infrastructure had sustained damage since renovations.

## Recommendations

1. Ensure to the greatest extent possible that schools targeted with social cohesion activities have sufficient Syrian enrollment, to avoid limitations of the relevance of the social cohesion activities.
2. Funds for needs assessments should be included in the design and planning phases to further strengthen the relevance of the interventions to the needs of target communities.
3. A budget should be allocated for the completion of a robust baseline to facilitate future evaluations.
4. Include an exit strategy in the design that would provide peace clubs and CBPPCs with the necessary resources, human and financial, to continue implementing activities until independent sources of funding could be

secured. Follow-Up research revisiting those peace clubs and CBPPCs which have managed to continue their activities could provide a good learning opportunity, to inform similar projects in the future.

5. Continue providing training activities for local partners with technical skills and long-term capacity development in mind. A Training of Trainers (ToT) component could also be considered for more impact and sustainability.