End of Project Evaluation of World Vision Jordan's
"Empowering Children and Youth to be Agents of Change and Peace in their Communities" project

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Acronyms

BMZ	Federal Ministry of Economic Cooperation and Development
CBPPC	Community-Based Peace Promoting Committee
DAC	Development Assistance Committee (of OECD)
EOP	End of Project
FGD	Focus Group Discussion
GoJ	Government of Jordan
ITT	Indicators Tracking Table
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoPIC	Ministry of Planning and International Cooperation
MoU	Memorandum of Understanding
OECD	Organisation for Economic Co-operation and Development
PMD	Project Management for Development
RHAS	The Royal Health Awareness Society
ToT	Training of Trainers
UNHCR	United Nations High Commissioner for Refugees
WASH	Water, Sanitation and Hygiene
WGQ	Washington Group Questions
WVI	World Vision International
WVJ	World Vision Jordan

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Executive Summary

In January 2019, World Vision Jordan (WVJ) contracted Exigo Research to evaluate its ▮▮▮▮ funded project entitled "*Empowering Children and Youth to be Agents of Change and Peace in their Communities,*" which began implementation in December 2015 and was completed in December 2018. As part of the evaluation process, Exigo surveyed 729 students enrolled in the 12 schools targeted by the project; surveyed 60 teachers; and completed 24 focus group discussions (FGDs) and 25 key informant interviews (KIIs) with project stakeholders. The evaluation found that the project succeeded in improving the learning environment of targeted children and youth, and that through this intervention, targeted students were healthier, safer, more empowered, and more cohesive among different national groups compared to before.

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, although this process could have occurred earlier in the project cycle and been more formalized. Sadly, the relevancy of the project was detrimentally affected by external factors, most notably the displacement of Syrian families from areas of Irbid governorate, which resulted in the absence of Syrian students at the two targeted schools: Kufr Youba Mixed and Al Aqraba for Girls, the latter of which was targeted with social cohesion activities.

Effectiveness: The data overwhelmingly found that targeted students were safer, healthier and more confident than before the intervention. WASH renovations were found to result in a vital and clear improvement over the period prior to intervention. Qualitative data found that students' newfound healthy hygiene practices instituted through the Royal Health Awareness Society (RHAS)-implemented Healthy School Program were ingrained, leading to a higher likelihood of proper hygiene practices, like hand washing, and the adoption of healthier eating habits. Students found peace club activities empowering and developed a greater sense of group belonging. Programming reduced the "othering" of different national groups, with Syrian students reporting more cohesion and friendship with Jordanian students and vice versa. Enrollment in peace club activities improved students' self-expression and belief that they could impact positive change in their schools and communities. While the end of project evaluation data clearly found that students and school stakeholders were more satisfied with their learning environment compared to the time before the intervention, the absence of a methodologically rigorous baseline assessment complicated this evaluation's ability to precisely measure project achievements.

Efficiency: KIIs found confidence from all stakeholders that project design was cost effective and that expenditure levels were appropriate and justifiable. While the project was extended twice, this was mostly attributable to delays in obtaining ministerial approval for activities and other external challenges and, as such, was a necessary measure to ensure the completion of all planned activities. Staff turnover at the project manager level at WVJ and partners organizations presented a challenge, and a lack of formalized handover procedures was found to impact efficiency.

Coverage: The project successfully covered the vulnerable population groups it targeted. In particular, female students benefited from the project at least as much as male students did, the Syrian students that were reached benefited significantly from the project. That being said, the relatively low percentage of Syrians at certain targeted schools, especially at Al Aqraba and Um Al Manee', represented a limitation to coverage.

Impact: The evaluation found that 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 impact extended beyond the students and teachers at targeted schools. Community members, including adults, children and youth, that were not affiliated with the schools were nonetheless permitted to participate in peace club activities.

Sustainability & connectedness: While the project was found to be effective and impactful, the data found concerns about sustainability and connectedness. WVJ project staff reported concerns about the lack of a robust exit strategy, and both qualitative data from peace club and community-based peace promoting committee (CBPPC) members found challenges in securing independent funding sources, leading to the cessation of CBPPCs at two of the targeted schools. The findings also suggest 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, infrastructure had sustained damage since renovations, and that, in the case of Zaid bin Haretha especially, an influx of students to the school since renovations had rendered the quantity of bathrooms insufficient.

Key Recommendations

1. Ensure to the greatest extent possible that schools targeted with social cohesion activities have sufficient Syrian enrollment, since the limited number of Syrian students at Al Aqraba, Um Al Manee' and Mafraq at the time of implementation also limited the relevance of the social cohesion activities.

2. In addition to informal community consultations, consider allocating funds for needs assessments to be included in the design and planning phases of future projects to further strengthen the relevance of the interventions to the needs of target communities.

3. The absence of a methodologically sound baseline complicated the ability to measure project impact. Budget should be allocated for the completion of a robust baseline in order to improve the ability to accurately measure progress against indicators of future projects.

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. A 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, in order to improve the probability of those local partners gaining the ability to design, implement, evaluate, and sustain context-appropriate activities without significant external guidance. A Training of Trainers (ToT) component could also be considered for more impact and sustainability.

1. Introduction

1.1 Project background and overview

The protracted crisis in Syria has resulted in 670,238 Syrian refugees in Jordan registered with UNHCR as of March, 2015.[1] About 83 percent of refugees are settled in urban areas, mostly in Mafraq, Irbid, Amman, and Zarqa, presenting increasing challenges to the capacity of host communities to provide and share the already limited public resources. 48 percent of the Syrian refugees in Jordan are children.[2] The influx of Syrian refugees has fueled inter-community tensions, which has had an adverse effect on the well-being of children in Jordan. Given these underlying factors, a focus on building the resilience of both Syrians and Jordanians at the community level is at the core of the child-centered project.

The project "*Empowering Children and Youth to be Agents of Change and Peace in their Communities*" started in December 2015 and has since then sought to reduce social tension between Jordanian host communities and refugees by decreasing pressure on public services. The three-year project was implemented between 2015 and 2018 in partnership between WVI, ███████████████████████ █████ and █████████

The overall objective of the project is to improve the resilience of host and refugee children and youth in their communities through peace promoting activities, enhancement of infrastructure and improvement of education capacity of in disadvantaged communities. The following are the four expected outcomes of the project:

Outcome 1: Children and youth benefit from an improved learning environment;

Outcome 2: Children and youth are empowered to engage in self-led initiatives (children's clubs and engagement in cultural and sport events);

Outcome 3: The resilience and social cohesion between refugees and host community members is strengthened through the establishment of community-based peace promoting committees (CBPPCs)[3] and implementing community-based peace-building outreach campaigns;

Outcome 4: The local partners implementing the project have increased their capacities.

To achieve the desired outcomes, the project implemented various components within the target schools including:

- Renovation of educational and recreational facilities and the rehabilitation of water supply and sanitation facilities, including toilets, hand washing and water drinking facilities;
- Design and implementation of annual work plans, focusing on school safety, facility maintenance and staff training;

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[1] UNHCR (2019), https://data2.unhcr.org/en/situations/syria

[2] UNHCR (2019), UNHCR Jordan Factsheet - February 2019, https://reliefweb.int/report/jordan/unhcr-jordanfactsheet-february-2019

[3] These committees consist of community members (adults), teachers and youths who encourage children's ideas and involve them in decisions that affect their lives. They promote the incorporation of children's views into the decision-making processes and implement activities to achieve the overall goal of the project.

- Implementation of a "Healthy Schools" program, to create health promoting environments at schools and to improve the hygiene practices of the children;
- Establishment of children's peace clubs to empower and engage students in self-led initiatives like cultural and sport events, with an aim to facilitate peace and resilience building;
- Establishment of Community-based Peace Promoting Committees at the schools, through which peace promoting activities were implemented by school teachers, students and community members.

In addition, various workshops were provided to ▮▮▮▮▮ and ▮▮▮ by World Vision for capacity development purposes under outcome 4. Topics covered by the provided workshops include: "finance and procurement", "do no harm assessment", "how to write a success story", "basic and advanced M&E" and "project management".

1.2 About the Evaluation

The purpose of this end of project (EOP) evaluation is to establish the extent to which the "*Empowering Children and Youth to be Agents of Change and Peace in their Communities*" project has achieved its intended outcomes and desired impact and whether these achievements are sustainable on the lives of its beneficiaries.

This evaluation is guided by the OECD-DAC standard criteria for evaluation of humanitarian and development projects, with a focus on *relevance, effectiveness, efficiency, coverage, impact* and *sustainability/connectedness*.

The specific objectives of this end of project evaluation are:
- Determine progress achieved against expected project results, with particular focus on the improvement of children's the learning environment and their empowerment to engage in selfled initiatives, as well as the resilience and social cohesion of target communities.
- Identify key challenges and opportunities, as well as strengths and weaknesses of the project;
- Document lessons learned and provide practical recommendations to inform the programming of WVI, ▮▮▮▮▮ and ▮▮▮.

1.3 Limitations

The main limitation of the EOP evaluation pertains to the unavailability of a baseline assessment. The absence of a baseline assessment posed a challenge with regard to the measurement of progress towards intended outcomes. To address this limitation, the evaluation team attempted to establish a baseline through the use of available project M&E data and a "recall technique" asking the project beneficiaries to recall their situation and experience before the implementation of the project. To be able to compare the survey findings of the evaluation against the pretest data collected by ▮▮▮ and ▮▮▮▮▮, the evaluation team had to replicate the questions used in the data collection tools, created by ▮▮▮ and ▮▮▮▮▮.

Some of the evaluation survey findings related to two of the indicators under Outcome 2 do not show progress against the pretest survey findings *(see Annex 7.8)*. Although it is not possible to know for certain, the evaluation team believes that this is most likely a result of different sampling methodologies and survey administration techniques used by the pretest and EOP evaluation surveys. This notion is supported by the fact that both qualitative interviews and recall survey questions confirm that significant progress was made towards the achievement of this outcome.

While Exigo intended for all FGDs to involve a minimum of six participants, this was not always possible, particularly for FGDs with teachers. The length of enumerators' site visits to the targeted schools was constrained, and while enumerators gathered as many relevant stakeholders as possible for FGDs during site visits, occasionally less than six participants were available to provide input *(see Annex 7.5 for detail related to the number of participants per FGD)*.

Significant delays were experienced due to the need to obtain an approval from the Ministry of Education (MoE) to conduct the data collection in the schools. This had an overall impact on the timely completion of the evaluation.

The field teams were only able to visit each school once and were asked to complete the data collection within each school during a window of four hours, to minimize the disturbance to the children's school schedule. This required the deployment of additional support teams for data collection at schools with a larger sample, in order to complete the work within a limited time frame. While the target sample was reached in the case of the majority of the schools, one of the schools with a larger sample fell short of the target by a few surveys (Amneh bint Arqam for Girls), due to there not being enough time.

The evaluation team was unable to conduct the key informant interviews with the Ministry of Health (MoH) and MoE representatives due to different reasons. In the case of MoH, the two contacts that were provided both declined to participate, as they were informed by their colleagues that an approval letter from their ministry was necessary before they could be interviewed. With regard to the contact that was provided for MoE, Exigo's field researcher was unable to reach him despite calling on multiple occasions.

As well, between the time of initial design of the BMZ project, and the data collection phase of the EOP Evaluation, most Syrian students that had been enrolled at Al Aqraba school and Um Al Manee' School for Girls were no longer enrolled for various reasons, complicating this evaluation's ability to access Syrian students who may have benefitted from the project at these schools.

2. Methodology

A mixed and participatory research approach was applied, relying on both quantitative (student and teacher surveys) and qualitative (semi-structured key informant interviews and focus group discussions) data collection methodologies. The combination of these diverse data collection instruments allowed the evaluation to:

➔ Triangulate information by comparing and contrasting findings derived from different sources

→ Provide explanatory depth to survey findings by answering why and how questions through qualitative data.

2.2 Data collection and analysis

Desk based review

The evaluation started with a thorough desk based review of internal project documents and secondary sources. Project documents, such as progress and annual reports, and existing Monitoring and Evaluation (M&E) data were also revisited during the analysis phase. The review of these documents informed the evaluation by:

→ Providing contextual information about the project and its planned implementation;

→ Improving the evaluation team's understanding about the project's overarching assumptions and rationale;

→ Identifying cross-cutting factors and key actors;

→ Identifying key issues and areas that need further analysis;

→ Facilitating the triangulation and cross-checking of primary and secondary data.

Data collection tool design, review and finalization

All data collection instruments including quantitative surveys, focus group discussion guides and key informant interview guides were designed by the evaluation team during the inception phase of the study. The inception report and data collection tools were designed after an in-depth desk review of project documents including, but not limited to:

- Theory of change
- Project logframe
- Stakeholder map
- Narrative project proposal (submitted to donor)
- Progress reports
- Annual reports
- M&E plans and data
- Healthy Schools Training Manual
- Pre/posttest studies by partner organizations etc.

The first draft of the data collection tools was shared with WVJ on February 6, 2019, to solicit comments and feedback, both from WV and partner organizations. Feedback and comments were received by World Vision Jordan, World Vision Germany and ▮▮▮▮▮▮▮ between February 2 and 18, 2019. A second and final draft of the data collection tools were submitted on March 3, 2019, after a thorough revision process.

Quantitative surveys

Student beneficiary surveys: For the purpose of this EOP Evaluation, a stratified random sampling technique was used, which divided the population (the students) into distinct sub-groups (the schools),

including nationality, gender and age. The survey participants were selected randomly, with support from the school staff, who helped the field teams identify the project beneficiaries.

The sample size of each sub-group was estimated based on each school's ratio to the total population size. In the case of this project, the total number of beneficiaries, including children, youth and school staff and community members, was estimated as 13,641 in four governorates. Out of these, approximately 13,000 were children and youth. As such, two separate quantitative surveys were designed for and administered with the two main groups of beneficiaries, namely the students attending the target schools, the peace clubs and the CBPPCs and the school teachers.

Table 1: Quantitative survey sample - students

Governorate	School	# Female Jordanian students	# Male Jordanian students	# Female Syrian students	# Male Syrian students	# Female Palestinian	# Male Palestinian	% of girls	% of Syrians	Total sample size per school
Amman	Zaid bin Haretha for Boys	0	120	0	10	0	0	0%	7.7%	130
	Um Al Manee' for Girls	48	14	1	0	0	0	77.8%	1.6%	63
	Rashdeyya	54	0	3	0	1	0	100%	5.2	58
	Um Al Qura (AM)	59	10	0	0	0	0	85.5%	0%	69
Irbid	Kufr Youba Mixed	41	11	0	0	2	0	79.6%	0%	54
	Al Aqrabaa for Girls	24	0	0	0	0	0	100%	0%	24
Mafraq	Al Khaldiah Mixed	55	10	32	6	1	0	84.6%	30.8%	104
	Al Dafyaneh for Girls	13	5	9	3	0	0	73.3%	40.0%	30
	Mafraq for Boys	0	21	0	2	0	0	0%	8.7%	23
	Al Mansheyya	16	0	1	0	0	0	100%	5.9%	17
Zarqa	Amneh bint Arqam for girls	94	1	3	0	0	0	99.0%	3.1%	98
	Hind	53	1	2	0	3	0	98.3%	3.4%	59
TOTAL		**457**	**193**	**51**	**21**	**7**	**0**			**729**

The evaluation surveyed a total of 729 students across 12 schools. In the original sampling plan, the student sample size was specified as 742. However, due to time constraints related to the school visits as explained under the limitations section, the actual student sample is 13 surveys short of the target.

Students were sampled proportionately based on demographic information provided by Exigo to World Vision in its Indicator Tracking Table (ITT). The ITT data revealed that, across 12 schools targeted by the project, 71 percent of the students were female, and 89 percent of students were Jordanian. As such, Exigo's sample is also 71 percent female and 89 percent Jordanian in order to derive a representative sample at each targeted school. These disparities in the sample on gender and national lines followed the demographics of the targeted schools and were driven by the school selection by the Jordanian MoE, challenges that the project had in reaching boys schools, and the displacement of Syrian students from the areas around targeted schools in Irbid governorate.

The average age among the surveyed students was 12.9 years old and the average grade level was just above 7th grade *(see Table 2 in Annex 7.6 for more details)*. Jordanian students on average were only slightly older than their Syrian classmates. However, **the average Jordanian student was nearly one grade level further along in their education than the average Syrian student**. This finding makes sense given that many Syrian students' education was interrupted by the conflict in that country. Nonetheless, it is worth noting that, grade level held constant, Syrian students in the sample were found to be nearly one year older on average than their Jordanian and Palestinian classmates.

The survey tool precluded the continuation of surveys with students who had been enrolled in their school for less than two years. A majority of the 729 surveyed students had been enrolled in their school for three or more years (71.5 percent). This finding held regardless of the students' nationality.

Sampled Jordanians were relatively more likely than their Syrian classmates to have participated in health promotion sessions but less likely to participate in the children's peace clubs or in peace-themed cultural/sports activities *(see Table 3 in Annex 7.6 for more details)*. Students that selected "other" to describe activities that they had participated in – 97 percent of which were Jordanians – mentioned activities such as natural disaster awareness, blood disease awareness, first aid, courses on bullying and art courses.

Surveyed students were permitted to report multiple functional difficulties among the six categories of the Washington Group Questions (WGQ) included in Exigo's quantitative survey tool. In tallying up the number of functional difficulties reported by each student in the six WGQ categories (eyesight, hearing, walking/climbing, remembering/concentrating, self-care, and communication), the research findings highlight that not only were surveyed Syrian students more likely than their Jordanian classmates to report a difficulty/disability in each of the individual WGQ categories (with the exception of self-care), they were also much more likely to report multiple areas of difficulty.

Over one-third of surveyed Syrian students reported multiple functional difficulties. Male students were slightly more likely to report a functional difficulty than female students were, although the differences based on gender were much less stark than those based on nationality *(see Table 10 in Annex 7.6)*.

The evaluation classifies students as having "functional difficulties" if they state 'some difficulty' in 2 or more functional areas, and/or 'a lot of difficulty' or 'cannot do at all' in at least one area (eyesight, hearing,

walking/climbing, remembering/concentrating, self-care, and communication). Applying this criterion, 18.2 percent of students (133 students among the 729 sampled) were classified as having "functional difficulties". While this classification leaves us with a nearly identical proportion of males and females qualifying as having "functional difficulties" (17.8 percent and 18.4 percent respectively), only 16.2 percent of Jordanian students were classified as having "functional difficulties" compared to 28.6 percent of Palestinians and 36.1 percent of Syrians in our sample. This finding shows that while the project may not have targeted children with functional difficulties specifically, it was able to reach this vulnerable group, nonetheless.

The survey questionnaire was structured to obtain data which address the outcome level indicators and relevant evaluation questions *(see the Evaluation Matrix in Annex 7.7)*. The survey tool also allowed the disaggregation of the data by location/school, nationality, gender and age.

Teacher surveys: In addition to student surveys, quantitative teacher surveys were also administered. At each school, 5 teachers, who participated in the project's training opportunities (▮▮▮▮▮▮▮▮▮▮) and/or benefitted from the WASH facility renovations (▮▮▮▮▮▮), were asked to participate. **In total, 60 teachers from 12 schools** informed the evaluation through this survey.

50 of the 60 teachers were female. There was no gender variation at the school level; in other words, the teachers surveyed at each targeted school were either all males or all females. The average age of teachers in the sample was 40-years-old. Nine out of 60 surveyed teachers had participated in the healthy schools training provided by ▮▮▮▮: four teachers at Al Aqraba, two at Rashdeyya and one each at Hind, Um Al Qura, and Zaid bin Haretha. Eight of the nine teachers who received the training were females.

Focus group discussions

A total of 24 FGDs were held with various beneficiary groups, including children, youth, CBPPC members and school teachers who benefited from intervention. There were 133 FGD participants in total. Out of these, 32 are in Amman schools, 23 in Irbid schools, 61 in Mafraq schools and 17 in Zarqa schools. The discussions with the students were facilitated in gender-segregated groups divided by nationality *(see Table 11 in Annex 7.6 for details)*. Each group consisted of an average of six participants, who were encouraged to share their individual and collective knowledge, attitudes, behaviors, perceptions, opinions and experiences on their participation in the project.

Semi-structured key informant interviews

The evaluation was also informed by a total of 25 KIIs that consisted of open-ended questions to obtain in-depth information about the scope of the project, to complement the quantitative data and to inform some of the key evaluation questions. KIIs were conducted with selected informed individuals, such as admin staff at target schools, Peace Club representatives, CBPPC representatives, and project staff *(see Table 12 in Annex 7.6 for more detail)*. To ensure confidentiality, all KIIs were conducted in privacy.

Data cleaning, coding and analysis

Prior to starting the analysis, the survey datasets from both teacher and student surveys were cleaned. The cleaning mainly involved checking for potential survey duplicates, standardization of entered values (such as names of locations) and making sure the entered responses appear as coded. The cleaning of quantitative survey data was minimal due to a hard-coding used during the design of the mobile survey tool, mainly through closed questions. The applied skip logic and value limitations on integer questions also helped receiving consistent data. Also, the majority of survey questions were "required", meaning they had to be answered for the survey to be submitted electronically. This allowed the collection of complete surveys.

All qualitative data was coded using NVivo, a qualitative data analysis software package. A deductive coding approach was used, where information was coded against a predefined list of codes which aligned with the evaluation questions and project outcome indicators. Excel was used as the primary tool for the analysis of the quantitative survey data, through cross tabulations to provide statistical information about perceptions, and to identify patterns and relationships between the different variables, displayed in the report in the form of tables and charts. The findings from different sources (desk review, FGDs, KIIs and quantitative surveys) were all cross verified through triangulation to validate the findings.

Data quality assurance

To ensure data quality, reliability and validity, Exigo's team followed a set protocol which consists of the following steps:

→ Training all field researchers on the objectives of the study, contextual information about the project, content of the data collection tools and sampling plan;

→ Re-training field researchers on research ethics, confidentiality and how to obtain informed consent;

→ Piloting the survey questionnaire before starting fieldwork, to ensure the appropriateness of the questions, to estimate the length of the interviews and to identify and solve in advance possible problems with the questionnaire before the fieldwork begins;

→ Using a mobile data collection tool for the administration of quantitative surveys to reduce the likelihood of errors related to data entry;

→ Checking submitted surveys and interviews on a daily basis to identify possible problems early;

→ Scheduling a debriefing session with all field researchers to discuss observations and lessons learned from the field.

2.3 Field team composition and training

The field teams were grouped and deployed in each city included in the geographic scope of the evaluation (Amman, Irbid, Mafraq and Zarqa). The field team consisted of 3 to 7 enumerators per school, depending on the planned sample size. Each school was also provided with a focus group facilitator and a note-taker

who were responsible for conducting the qualitative interviews. The enumerator teams were gender-balanced and consisted of a mixed team of both Jordanian and Syrian nationals.

All field teams were trained prior to starting data collection. The training included the following sessions:
- Introduction to the project, its partner organizations, purpose and intended outcomes;
- Training on the survey tool content for enumerator teams and a separate training on the content of the qualitative tools for the qualitative interviewers;
- Training on the sampling methodology;
- Ethical principles such as confidentiality and obtaining informed consent;
- Protection of children during data collection (ensuring participation is voluntary, making sure the students are aware that they can refuse to answer any questions they don't feel comfortable with answering, to read the questions slowly making sure the children understand the meaning of each before they answer, to conduct the interviews with students in spaces where school staff are close at hand/visible while the interview is being conducted etc.)
- A security briefing instructing the field team members that they needed to carry necessary ID documents with them at all times, to always carry a printed copy of the MoE permission letter to visit the schools, to check in with and report to their field supervisor every 2-3 hours etc.

In addition, both survey tools - for teachers and students - were piloted after the training was completed. The field teams were requested to test the survey tools through a random selection of respondents in the communities where they live. In addition, mock interviews were conducted by the qualitative teams to test the FGD and KII guides and detect any potential concerns with the language.

3. Findings

3.1 Relevance

The data found the project objectives to be valid

The overall relevance of the project was most clearly demonstrated by the fact that teachers, students, and key informants largely expressed the hope that the project would continue. Needs were said to be addressed in a contextually appropriate matter. In fact, many of the needs identified at the project's outset were still present, particularly regarding awareness sessions about healthy behaviors and continued maintenance and repairs of schools' WASH facilities. KII participants and FGD participants were adamant that, prior to the project, infrastructure at targeted-schools was old and in disrepair, that school WASH facilities were in dire need of improvement, and that both of these things presented a danger to child safety. That the data found a strong wish to continue working in these areas makes it fair to conclude that the project targeted genuine needs and the project objectives were valid.

School staff KIIs found that teachers and administrators wanted students to have a safe learning environment, and for students to be healthier, more empowered, and more tolerant. For example, teachers in an FGD in Amneh bint Arqam said that, prior to implementation, students had poor dietary and hygiene practices, but remarked positively that students began bringing hand sanitizer to class and eating healthy snacks instead of chocolate after implementation of the Healthy Schools Program. Teachers in an FGD in Kufr Youba agreed, with one participant saying that the learning "*environment is much better*

[than before] because the new bathrooms, floors" and other infrastructure repairs were sorely needed, since the school building was first erected in 1954.

Outcome 4, increasing local partners' capacity, was also found to be relevant. Workshops to develop financial management skills and project management skills in particular seem to have been appreciated by the partner staff. Interview findings confirm that the partner staff applied the knowledge they gained through the workshops in their daily work: *"From technical experience, I gained so many skills like report writing and success story writing, from following up M&E, now I can conduct focus group discussions and surveys and do financial purchases and prepare financial documents for the project so it has really helped me in a technical way."* [4]

The activities and outputs of the project were, for the most part, consistent with the intended outcomes

WASH facility renovation, the provision of hygiene kits and awareness sessions, the launching of peace clubs and CBPPCs and the construction of *masahati* rooms at the targeted schools were all found to be relevant activities based on intended outcomes.

According to ▮▮▮▮▮▮ project officer, the children's club activities were designed based on feedback from FGDs with students themselves -- a positive finding, which was corroborated by teachers and students FGDs at all four targeted schools -- with implications for both community consultation and the meeting of the project outcome related to student empowerment. To give just one example, when a Jordanian student aged 15-17 at Mafraq School was asked if students participate in the design and organization of peace club activities replied, "*Definitely. We all agree on how to fix things and paint, and we do it through the initiative.*" ▮▮▮▮▮▮ approach was to bring students from different national groups together in areas of interest that the students shared, like art, sports and music. This approach was found to be in line with the project's objective to encourage social cohesion and resilience, given the students' age and conflict sensitivity, as it allowed them to interact with one another in a safe and stress-free environment. As the ▮▮▮▮▮▮ project officer said, this approach "*created a safe learning environment and students were discussing their differences and similarities without even knowing it.*" According to multiple informants, Syrian and Jordanian students had mostly self-segregated themselves before the onset of the project. Yet afterwards, according to a CBPPC member in Al Dafyaneh, "*the sports activities…brought together Jordanian students and Syrian students…They were two teams and you would notice that one team is a mix between Jordanians and Syrians and the other team as well, meaning that you don't notice that there are any obstacles between them or any discrimination.*"

One potential exception was that, while an intended outcome of the project was high satisfaction with schools' WASH facilities, activities and outputs did not account for improving the capacity of schools' cleaning staff, nor for medium- to long-term maintenance of the facilities *(see Connectedness & Sustainability section for more details).* According to Syrian female FGD participants in Al Dafyaneh, *"there are no people who are always cleaning them [the facilities.] Maybe they clean them once or twice per week only."*

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[4] Key informant interview, Project Officer, Madrasati

While the project largely responded to the needs of targeted groups, the displacement of Syrians from schools in Irbid government complicated the project's ability to cover this group.

Project staff KIIs found that one of the major criteria for selecting targeted schools -- a process led by the MoE and secondarily involving implementing partners -- was intended to be that the schools' student bodies included Syrian students. However, three of the targeted schools in the social cohesion component of the project -- Um Al Manee', Mafraq for Boys, and Al Aqraba -- had few Syrian students enrolled according to the "Updated ITT/Achieved Targets" document provided by the project staff. Only at Al Dafyaneh were Syrians well-presented (41% of students). The low representation of Syrian students at these school raised relevancy concerns. While the GoJ's displacement of Syrians from Irbid was outside of the project's control (*more details below*), it nonetheless reduced the relevance of peace club activities in Al Aqraba particularly intended to decrease tension between Syrians and Jordanians.

The planning of the intervention could have taken the local context into account earlier in the project cycle, but implementation was based on frequent and positive community and stakeholder engagement.

While the project team informally consulted thoroughly with community stakeholders and received positive buy-in, consultations did not begin until the project had been awarded, and a formal needs assessment was not budgeted for. According to project staff KIIs, the planning of the project took the local context into account by liaising with community stakeholders after the proposal phase but prior to implementation "*We involved community leaders, the public school leaders, like principles, social advisors, teachers from the public schools and also the ministries so all of them together worked to design the structure for this project and they made a plan on how to go access to the school and implement the activities.*"[5]

The idea for the project was crystallized through local partners expressing the needs of community schools, children and youth to WVJ, according to project staff KIIs. During implementation, local stakeholders gained ownership as implementing partners who were "*working very closely with principals, teachers, parents, and students themselves*"[6] to deliver activities in a relevant manner.

Teachers at Al Mafraq reported that, while they had been consulted, not all of their suggestions were integrated into the project's design, most probably due to resource limitations.

While satisfied with the coordination and planning of the activities, key project staff expressed that, in the future, it would be beneficial to consult with community members earlier on in the design and proposal phases of the project in order to increase relevance. Nonetheless, it was also acknowledged that budgetary and timeliness concerns constrained the depth of the design phase of the project, as well as the emergency context that has prevailed since the onset of the Syrian crisis. The relatively rapid build-up

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[5] Key informant interview, Operations Manager, World Vision Jordan
[6] Key informant interview, Operations Manager, World Vision Jordan

to implementation also hindered the project from conducting a thorough needs assessment or a baseline assessment. KIIs with project staff found that since the design phase of the BMZ funded project, WVJ had improved its consultation practices prior to implementation by, for example, conducting a qualitative needs assessment for a more recent project during its design phase. A lesson learned was that "*we need to budget for...consultation.*"[7]

Unforeseen external developments impacted project relevance.

It was also mentioned by key informants that several external factors presented challenges to implementation. According to project staff, "*ministries' approvals affected the project implementation. Sometimes they refuse to conduct some activities inside the school, also the security issue is sometimes [challenging, and] we have some issues in Irbid or Mafraq, so it affected the attendance for the students.*"[8] The legal status of Syrians in Jordan presented a complication, as "*the Syrian students change their location a lot. For example, they stayed in Mafraq for two months then they left the area, so this affected the attendance as well,*"[9] which had implications for the project's ability to respond to the needs of that target group.

According to Project Staff there were many Syrian students enrolled at the Al Aqraba school in the past, but because of security issues and the establishment of checkpoints in the area due to Aqraba's proximity to the Jordanian-Syrian border, "*all Syrians were forced to leave*" that area.[10] Key informants at Kufr Youba -- another school in Irbid near the border -- echoed that the experience in Al Aqraba occurred in their community too regarding the expulsion of Syrians from the area.

3.2 Effectiveness

Outcome 1: Children and youth benefit from an improved learning environment

A review of WVJ's internal M&E project data found that the BMZ project reached or exceeded all of its indicator targets for outputs related to Outcome 1. The project provided improved WASH facilities and access to safe & adequate spaces in schools to a greater number of both students and teachers than targeted. Teachers showed significant improvement in the knowledge of safety measures and management, and the number of school staff that attended health awareness activities under the Healthy Schools Program was seven-times greater than the target figure.

In addition to output-level data provided by WVJ, Exigo's student survey found that a strong majority of students surveyed, 93.7 percent, regarded their school as a safe environment. Encouragingly, overwhelming majorities of Syrian and Palestinian students regarded their school as a safe environment, and female students were even slightly more likely than their male classmates to view their schools as

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[7] Key informant interview, MEAL Manager, World Vision Jordan

[8] Key informant interview, Project Manager, World Vision Jordan

[9] Key informant interview, Project Manager, World Vision Jordan

[10] Key informant Interview, Project Officer, Madrasati

safe. Age was not found to be a significant factor in perceptions of schools as a safe environment. While 93.1 percent of Jordanian students considered their school as a safe environment, this was true for 98.6 percent of Syrian students and 7/7 surveyed Palestinian students.

More improvement was captured regarding the presence of dangerous areas in students' learning environment that could put them at risk of injuries. The proportion of students reporting that their learning environments were free of danger was 87.8 percent *(see Table 18 in Annex 7.6)*. The demographic group most likely to report dangerous areas in the school were male students, while few differences were found based on nationality.

Zaid bin Haretha for Boys (23.8 percent) was the only school that received infrastructure repairs as part of the project where more than 20 percent of sampled students reported the presence of dangerous areas at the school. The most common area reported by students was the wall/fence behind the school, with some students clarifying that it was dangerous to climb. By contrast, Kufr Youba Mixed, Al Aqraba for Girls and Al Dafyaneh for Girls all saw less than five percent of students reporting dangerous areas.

Of the 60 teachers surveyed, 91.7 percent either "agreed" or "strongly agreed" that their school's learning environment was adequate and safe from environmental hazards. Encouragingly, 59 of the 60 teachers (98.3 percent) said that, compared to the time before the project was implemented, their school's learning environment had improved. Additionally, 93.3 percent reported that their school had become a safer place compared to the time period before project implementation. Of the four teachers that did not feel like their school had become safer, two were teachers at Kufr Youba Mixed, one from Um Al Qura, and one from Um Al Manee'. Reasons mentioned regarding the four teachers' responses included: "Because of old school building and poor infrastructure"[11] and "Improved but not to the satisfaction but better."[12]

Figure 1: "Compared to before, would you say that your learning environment, such as the school building, furniture, playground and toilet facilities have improved?" by demographic group -- percent
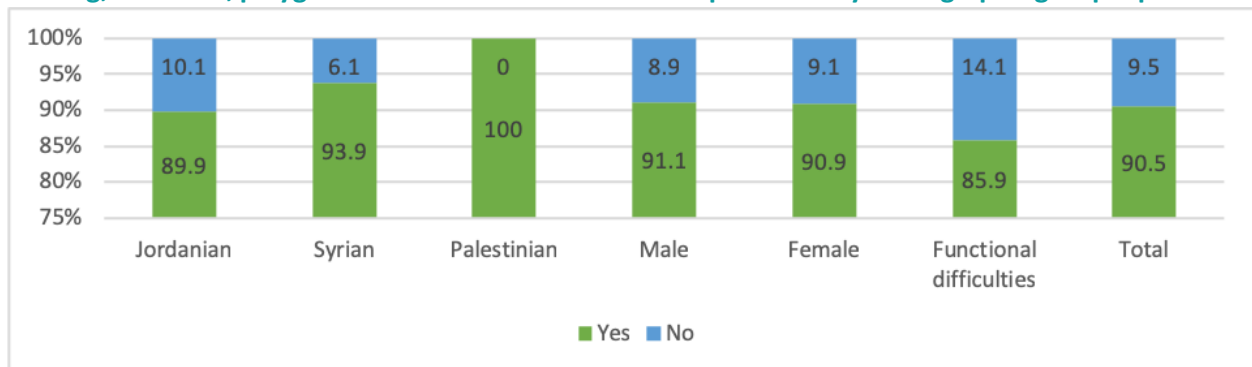
Positively, Exigo found that across the sample as a whole, and individually among its demographic subgroups, a strong majority of students (90.5 percent) reported that their learning environment had improved compared to before. This finding held when analyzing at the gender- and national-level: 91.1

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[11] Surveyed teacher from Kufr Youba Mixed
[12] Surveyed teacher from Kufr Youba Mixed

percent of males and 90.9 percent of females said their learning environment had improved; as did 89.9 percent of Jordanians, 93.9 percent of Syrians and 7/7 Palestinians. At six schools in the sample, over 90 percent of surveyed students said their learning environment had improved: Zaid bin Haretha (90.8 percent), Amneh bint Arqam (91.8 percent), Al Dafyaneh (96.6 percent), Al Khaldiah (98.1 percent), and Mafraq for Boys (100.0 percent). By governorate, students in Mafraq were most likely to report an improved learning environment compared to before (98.1 percent) followed by Zarqa[13] (91.8 percent), Irbid (88.5 percent) and Amman (84.5 percent).

Students with functional difficulties were less likely than their classmates to report that their learning environment had improved, however, 85.9 percent of those with functional difficulties reported witnessing improvement. Within the sample of the 85 students found to have functional difficulties, males were slightly more likely than females to report an improved learning environment (88.9 percent to 83.7 percent) and Syrians were more likely than Jordanians to report the same (91.3 percent to 83.9 percent). The largest difference in the perception of students with functional difficulties regarding the comparative safety of their learning environment came at the governorate level. While only 68.6 percent of students with functional difficulties in Amman schools reported improvement, 100 percent of those in Zarqa and Irbid, and 97.7 percent in Mafraq did.

Students were given the opportunity to provide an open-ended explanation of how their learning environment had, or had not, improved. Students who felt the learning environment improved cited numerous reasons, including: improved cleanliness, renovated washroom facilities, a greater number of bathrooms, new classroom doors, improved health and hygiene practices, cleaner water, new seats, freshly painted walls, new playgrounds/sports pitches, new shaded areas on school grounds for sun protections, the addition of air conditioning, and better treatment of students by teachers. Overall, students were most impressed with physical repairs/maintenance works on the schools' infrastructure, followed by improved cleanliness and improved behaviors/practices related to hygiene and students' psychology.

Students and staff were largely satisfied with their schools' WASH facilities by the end of the project, although Um Al Manee' school represented an outlier.

Overall, over three in four students in the sample reported that they were more satisfied with their school's WASH facilities compared to before, while only 2.7 percent of students were less satisfied. Students of both genders registered a strong sense of improvement. Females reported improvement with slightly greater frequency than males, and Syrians with slightly more frequency than Jordanians. Palestinians were the only sub-group where a majority did not report improvement.

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[13] Only includes Amneh bint Arqam, as Hind did not receive infrastructure support

Figure 2: "Compared to before, would you say that you are more satisfied with your school's toilets, hand washing facilities and drinking water fountains?" by demographic group -- percent
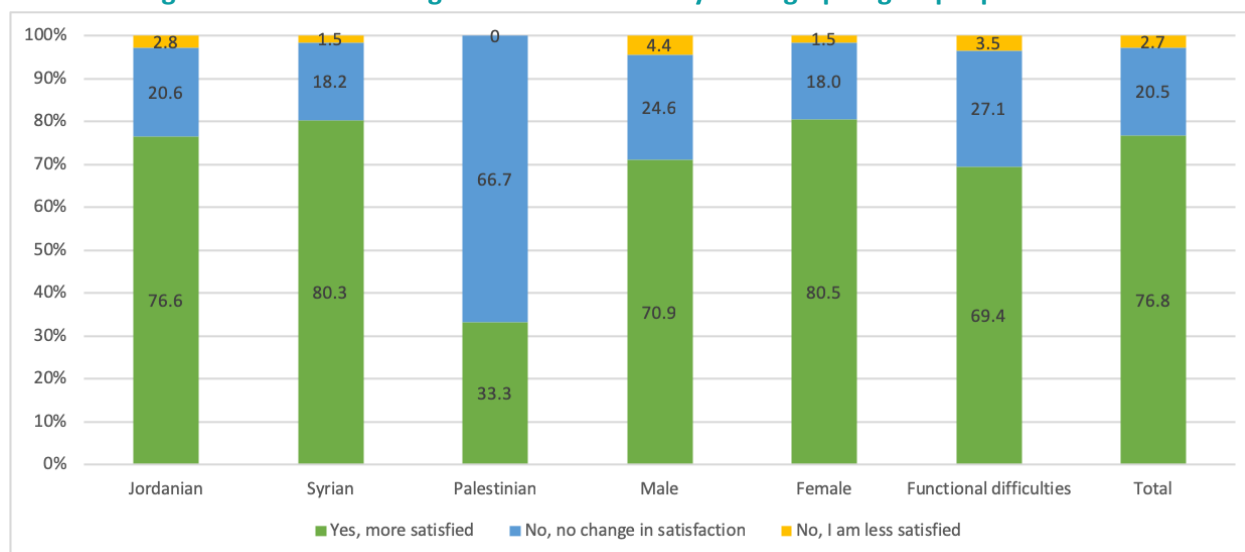
Over 85 percent of the students at Al Khaldiah (87.5 percent) and Al Aqraba (88.3 percent) reported improvement. At all schools, more than half of the students reported improvement in WASH facilities. Syrians and Jordanians reported using the drinking fountains in roughly equal proportions *(see Table 21)*. A bigger difference was found on the basis of gender, with males significantly more likely to report drinking fountain use than female students. School was a significant variable in terms of frequency of drinking fountain use, however, this largely followed gender, with all-boys or mixed schools among the schools with the highest proportion of students reporting that they "always" or "sometimes" used the drinking fountains.

Of the students who reported "rarely" or "never" using the drinking fountains, the most oft-cited rationale was that "they are closed" (29.8 percent), followed by "they are not clean" (27.7 percent), and "because the water available for drinking is not clean" (18.2 percent). At the individual school level, concerns about the water fountains not being clean were the top answer for non-use of drinking fountains at most sites. There were a few notable exceptions where other rationale was more frequently cited, including Al Dafyaneh ("there is no water" – 66.7 percent) and Amneh bint Arqam ("they are closed" – 81.7 percent).

Among the 220 students in Exigo's sample who "rarely" or "never" used the schools' toilets and/or washroom facilities, by far the most common reason was that the bathrooms were not clean (60.0 percent), followed by "they are not in good condition" (19.5 percent). That the bathrooms "are not clean" was the most oft-cited concern about the bathrooms at every individual school except for Al Khaldiah, where "the bathrooms are not in good condition" was the most common answer. These findings suggest that there is WASH facility maintenance issue at some of the schools.

A slight majority of teachers were either "very satisfied" or "fairly satisfied" with the current state of their schools WASH facilities, indicating that while school WASH facilities had clearly improved, more improvement was possible. All five teachers at Amneh bint Arqam were "very satisfied". Key informants

from Kufr Youba emphasized that the infrastructural improvements to the school and its WASH facilities had a clear, positive impact. However, teachers Khaldiah and Um Al Manee' were largely unsatisfied with the current state of their schools' facilities. In the case of Um Al Manee' all five teachers were "not satisfied" with their schools facilities – *more than the rest of the sample combined*.

Teachers at Khaldiah school reported that facilities "permanently lack toilet paper and soap" and are in need of "maintenance and cleaning." Unsatisfied or somewhat satisfied teachers at other schools most often highlighted concerns about cleanliness and maintenance and, in the case of Zaid bin Haretha, that the number of bathrooms was insufficient given the number of students at that school.

The overwhelming majority of teachers (77.5 percent), however, were more satisfied with their schools' facilities now than they were before reparation had taken place. Teachers from three of the schools – Al Aqraba, Al Dafyaneh, and Amneh bint Arqam – unanimously reported improvement. The remaining 22.5 percent of teachers had the same satisfaction level as before, while none reported being less satisfied than before. The only school where a majority of the teachers did not report improve satisfaction levels was Um Al Manee'.

As well, at several schools, issues were raised in the data about the quantity and quality of cleaning staff. In the case of Zaid bin Haretha, all five teachers felt maintenance was a concern. The majority of the teachers that did not feel that the facilities were maintained attributed this to growth in the student body overburdening the facilities. Many teachers also stated that the attention to maintenance and cleaning was not satisfactory, either because cleaning staff were "unhelpful," "insufficient" in number, or "lacking." An Al Khaldiah teacher called for "adding a cleaning staff member." While hiring or supplying school cleaners and/or janitors did not appear to be an intended project activity/input, problems with school cleaners led to implications for the project's intended outcome regarding satisfaction with WASH facilities. As one school administrator put it, "*We suffer from a lack of human resources; we suffer from a lack of janitors and our morning janitor is always assigned to other schools which leaves our school without a janitor and forces me to do his chores.*" Teachers participating in an FGD in Khaldiah school said that the lack of human resources was a big issue and that the school needed more people for cleaning the bathrooms and more cleaning products.

While 55 percent of teachers felt that the quantity of facilities at their school was adequate, 45 percent did not. Four of the five teachers at Um Al Manee' and Al Aqraba, and all five at Zaid bin Haretha, felt that the quantity of facilities at the school were unable to meet the needs of all students. It is certainly possible that the quantity of repaired facilities was, at some point, satisfactory and that the number in students at schools had increased since renovations were complete. As one teacher said, "*please increase the number [of facilities] due to the increase in the number of students*."

Figure 3: "Do you think that your school has enough toilets, hand washing facilities and drinking fountains to meet the needs of all students?" by demographic group -- percent
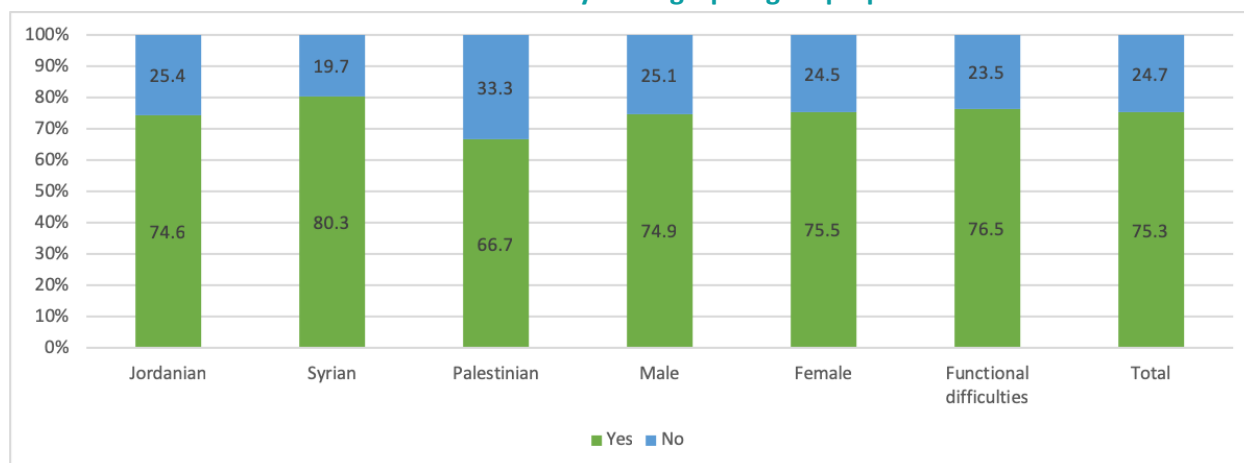
Solid majorities of surveyed students affirmed that their schools had a satisfactory quantity of WASH facilities to serve the needs of all students. Impressively, this finding held for students with functional difficulties, as well as both genders, and all nationalities in the sample. At least 70 percent of students at every individual school reported a satisfactory quantity of WASH facilities with the exception of Um Al Manee' (60.3 percent) and Zaid bin Haretha (67.7 percent). At Mafraq for Boys, Al Khaldiah and Al Aqraba for Girls, over 90 percent of students reported a satisfactory quantity of WASH facilities.
While the project was effective, certain schools, particularly Um Al Manee' seemed "left behind".

The data found that the level of effectiveness of the project varied at the school level. While it would be expected that some schools' results would be more positive or more negative across different indicators or programmatic components, the data found that Um Al Manee' school saw fewer effective results than other targeted schools.

For example, the schools with the greatest proportion of students that reported their learning environment was not safe were Um Al Manee' (20.6 percent) and Hind (10.2 percent). Contrastingly, 100 percent of the surveyed students at Rashdeyya and Al Dafyaneh for Girls reported that their school has a safe environment.

While the data overwhelmingly found that WASH renovations had significantly improved schools' learning environment, and that both students and teachers were more satisfied with their schools' facilities than they were prior to implementation, students and staff at Um Al Manee' school represented an exception. Just under half of surveyed students at that school (46.0 percent) reported "never" using the school's WASH facilities: *"The cleaning lady uses only water to clean them and she doesn't do a very good job at it…once she didn't clean the bathrooms for a whole month."*[14]

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[14] FGD with female students, Um Al Manee School

Teachers at Um Al Manee' reported that the state of the school's facilities presented a danger to child safety and that no staff were dedicated to cleaning the facilities. One teacher said facilities were *"not clean at all, there is confusion and chaos."*

Among the minority of students that did not register a sense of improvement in their learning environment, a disproportionate amount was from Um Al Manee'. The top two explanations were a perception that there had not been meaningful physical repairs/maintenance to school infrastructure and that the school facilities were not clean.

Health and hygiene practices found overall improved.

While 81.8 percent of female students always washed their hands after using the toilet, only 73.8 percent of males reported doing so. Results varied significantly by school, with over 90 percent of students in the sample "always" washing hands after toilet use at Al Aqraba, Kufr Youba, Al Mansheyya and Rashdeyya schools while less than 70 percent of students at Al Khaldiah (68.3) and Hind (61.0) reported doing so.

Female students reported with five percent greater frequency than male students that they always washed hands before/after meals. Al Aqraba and Rashdeyya were again among the top performing schools in this regard, as well as Zaid bin Haretha school, in terms of frequency of surveyed students "always" washing hands before/after meals.

A majority (64.4 percent) of surveyed teachers who participated in the Healthy Schools Program reported that the implementation of the program improved the health practices of the students at their school "very much," while 33.3 percent said it had "somewhat" improved students' health practices. Even among teachers that had not participated in the trainings, a majority reported that the program had "very much" improved health practices at their schools. Health practices here refers to the behaviors that █████ Healthy Schools Program intended to instill in students, such as handwashing before and after meals, handwashing after using the facilities, improved nutrition and diet, regular bathing, and improved dental hygiene.

A school administrator in Kufr Youba, of the Healthy Schools Program, said "*it had a very positive impact on the school, even the student's ideas and mentality changed...now students think in a positive and healthy way, and they think of their health and know the meaning of a healthy breakfast and healthy sport and to wash hands and how to use toilets [hygienically].*" Teachers at Al Khaldiah school reported observing "drastic" improvements in students' hygiene practices.

Teachers that reported that the program had improved their students' health "very much" explained that they had observed their students adopting healthier habits, such as eating more nutritional food at school instead of fast food and taking better care of their personal hygiene. Teachers connected the program to a decrease in the prevalence of diseases at their schools and said that their students had come to appreciate the health implications of their behaviors. Teachers were confident that the program was the causal link leading to improved health-related behaviors among students.

Teachers who reported that the program had "somewhat" improved students' health practices sometimes indicated that the program had helped some students more than others. For instance, one teacher said that Syrian students' situation had not improved, while another teacher felt the program was constrained by the "*different cultural status of families.*"

Outcome 2: Children and youth are empowered to engage in self-led initiatives

A review of WVJ's output level accomplishments found that the BMZ project met the majority of its output targets for indicators related to Outcome 2. While the number of participants in summer camps and festivals was below target, the project far exceeded its target for number of participants in joint activities. The project met its target for the number of clubs established and functioning as planned, a registered more than double the number of targeted students.

A majority of students reported that the teachers at their schools had asked them about their needs and how the school could or should be improved and that they felt like an important part of their schools. Female students were more likely than males to feel like an important part of the school, as were Jordanians relative to Syrians. Age nor school were found to be determining factors for this question. However, it is worth noting that only one of the eight male students from Al Dafyaneh for Girls in Exigo's sample reported feeling like an important part of his school. Males represented 26.7 percent of the student body at Al Dafyaneh for Girls and 22.2 percent of the student body at Um Al Manee' for Girls -- ratios which Exigo applied to its survey sampling for these mixed-gender schools based on beneficiary demographics provided by partner organizations.

In general, the data consistently found that the male students at Al Dafyaneh for Girls and Um Al Manee' for Girls were less likely to feel that their opinion was valid in the school than any other demographic groups. This explains why males across the sample were less likely than females to feel like an important part of their school, given that, for example, males at Mafraq School were as likely as females across the sample to feel like an important part of their school. It is this evaluation's working theory that males at female-majority schools were less likely to feel like an important part of their schools because of their minority status in those schools. When controlling for female students only, Jordanians and Syrians were equally likely to report feeling like an important part of their school and that they were noticed when they did something well in school.

A nearly 15 percent greater proportion of students surveyed by the evaluation reported that they felt noticed when they did something well in school relative to ████████ pretest sample. Positively, those with functional difficulties were only slightly less likely to report always feeling noticed than their classmates – and much more likely to feel noticed than students in the pretest sample. Females and Jordanians were slightly more likely to feel noticed than male students and Syrian students respectively *(see Table 26 in Annex 7.6)*. There was no significant variation at the school level for this variable.

Children and youth reported that their views are more often sought and incorporated into the decision-making of matters that affect their life, but this was more the case for Jordanians and females than Syrians and males.

Students overwhelmingly reported that their views were more sought and incorporated into decisionmaking matters than before the project. While this finding held across age, gender, nationality, and school lines, in general, Jordanians and females reported higher frequencies of empowerment than their Syrian and male classmates.

Nearly 74 percent of surveyed students reported that, compared to before, teachers asked them more about their opinions concerning matters that affected their lives and that were important to them *(see Table 28)*. This finding held for students with functional difficulties and for both genders. In a positive finding, a teacher from Al Dafyaneh who worked with the peace clubs said that, "*We are always with the students, but only to watch and help them when they need, we don't give them orders. The students used to suggest ideas and manage them themselves*."

Similarly, a female student attending the peace clubs in Al Aqraba said, *"I like all the activities, but what I like most is that they don't force us into doing anything, we are free to choose, they always ask us about our opinion."*

Over 80 percent of students surveyed in the evaluation sample felt that their parents asked them more frequently about their opinions regarding important matters that affect their lives than they did before the project (*see Table 29*). Encouragingly, Syrian and Jordanian students answered positively in equal proportion, and those with functional difficulties answered affirmatively only slightly less frequently.

Nearly two-thirds of surveyed students felt they were more empowered to influence the decisions of adults that affected the children's lives, compared to before (*see Table 30*). This finding held when controlling for functional difficulties and gender. Encouragingly, Syrian students felt at least as empowered as Jordanian students, or as the data suggests, perhaps even more so. Only students from Um Al Manee' did not report improvement – even female students of that school were more likely to say they did not feel empowered to influence the decisions taken by adults that affected their lives than that they could. Nonetheless, the pattern of the male students of the majority-girls' schools reporting more negatively than the mean continued to persist.

Students are active members of peace club activities.

When compared to the Madrasati pretest results, the evaluation found that there has been a 20 percent increase in students reporting that they participate in "many activities." Females and Jordanians reported with substantially more frequency that they participated in many school activities relative to males and Syrians *(see Table 31)*.

About three in four surveyed students reported that they were currently active in children's clubs at their school (*see Table 32*). Interestingly, Syrians and students with functional difficulties were more active than Jordanian students and those without functional difficulties, suggesting that the children's clubs did very well at incorporating vulnerable groups. Qualitative data suggested that Jordanian students were more

involved in peace club activities, however, this may be explained by the large disparity in the number of students of each of the national groups at targeted schools.

Findings regarding children club activeness were not significantly impacted by age. Males were marginally more active in children's clubs than female students. Students at Al Aqraba and Um Al Manee' were less likely to report being active in children's clubs at their school than were students at Al Dafyaneh and Mafraq for Boys. Less than half of the male students at Um Al Manee' reported being active in a children's club.

Among the 36 students in the evaluation sample that were not active in a children's club at the time of the survey, 30.6 percent had been at some point in the past, including all of the non-participating students at Al Dafyaneh and Mafraq, meaning that 100 percent of the students surveyed at those schools had been involved in a student club at one time. 87.5 percent of Al Aqraba students had been involved in a club at some time, even though only 66.7 percent were active at the time of the survey. Contrastingly, 34.9 percent of Um Al Manee' students in the sample had never been involved in a children's club, a finding that applied to both males and females at that school.

The most popular clubs were sports, art, music and volunteering, in that order. The average student among those who reported that they were currently involved in children's club activities was involved in 2 of the clubs. Male students were active in marginally more clubs on average than females, but Syrians were much more active than Jordanians, participating in nearly one full club more on average than their classmates (*see Table 33)*.

Active children's club members reported an improved confidence in expressing themselves and participate in group discussion.

Out of the 104 students in the sample that were actively participating in at least one children's club at the time of the survey, 95.2 percent reported that, compared to before, they had improved their ability to express themselves with confidence and participate actively in a group discussion. This was reported by 94.6 percent of actively participating Jordanian students and by 12/12 (100 percent) of the actively participating Syrian students. All 35 actively participating males reported improvement in selfexpression, while 92.8 percent of the actively participating females did.

Of the five students that were active participants in children's clubs at the time of the survey but felt that their self-expression abilities had not improved, all five were female Jordanians, and four of the five were students at Um Al Manee'.

As one female Jordanian peace club member at Al Aqraba school said, *"before the peace club, the school was only just books, but now after the peace club we got to know girls in different classes, we became friends, it even improved our relationship with our teachers, plus it definitely helped us improving our personalities, I used to be shy before!"*

While tension between national communities persisted, the project had a positive impact on social cohesion.

Out of the 140 students surveyed at Al Dafyaneh, Mafraq, Um Al Manee' and Al Aqraba, 71.4 percent reported that, compared to before, tension and dislike between Syrian and Jordanian students had decreased (*see Table 34)*. Encouragingly, 93.3 percent of Syrians surveyed reported that tensions and dislike had decreased. Females were slightly more likely than males to report that tension and dislike had decreased relative to males. The biggest variation for this question was at the school level, with less than half of Um Al Manee' students reporting that tension and dislike had decreased, compared to well over 80 percent at the other three schools in the sample.

A Jordanian adult participating in managing the children's peace clubs in Um Al Manee' said, *"I noticed that students started loving each other because when we merged them together they got to know more about each other's traditions and cultures. This made them learn lots of skills from each other and cooperate more."* However, she also said that incidents of violence persisted at the school. A Jordanian CBPPC member in Mafraq said, *"before the peace club activities the Syrians were sitting alone or only with Syrians, they did not even know the names of their classmates, but after when they started to work and play and organize together, they become friends, and only inside school but outside too."*

Syrian and Jordanian children actively participating in children's clubs reported feeling part of a group of friends and accepted by their peers more than non-participants.

Out of the 104 students at the four sampled schools for Outcome 2 that were active participants in at least one children's club at the time of the survey, 100 of them (96.2 percent) felt like they were a part of a group of friends. The only four students active in children's clubs, but not feeling like a part of a group of friends were all female Jordanian students at Um Al Manee'. Therefore, 100 percent of male students, Syrian students, and non-Um Al Manee' students that were active participants in children's clubs at their schools did feel like part of a group of friends.

Out of the 36 students that were *not* active members of children's clubs at the time of the survey, only 77.8 percent felt like part of a group of friends and, out of the 25 students that were *never* active members of children's clubs at their schools, only 68.0 percent reported feeling like part of a group a friends. These findings suggest a correlation between children's peace club participation and feeling like part of a group of friends.

Among the students actively participating in children's clubs, over 90 percent reported feeling accepted by other students at their school (*see Table 35)*. Contrastingly, only 77.8 percent of students *not actively participating in children's clubs* reported feeling accepted. Positively, students felt overwhelmingly accepted regardless of their gender or nationality. Among sub-groups in the analysis, only Um Al Manee' students and students with functional difficulties reported feeling accepted at a frequency significantly lower than the mean. However, over 80 percent of participants in both of those sub-groups reported feeling accepted.

Findings were similar when asking students active in children's clubs if their group of friends had grown compared to before, with 84.6 percent answering affirmatively (*see Table 36)*. Syrian and Jordanian active students were about equally likely to say so, while males were slightly more likely than females to report their friend group had expanded. Students with functional difficulties and students at Um Al Manee' once again reported under the mean.

Nearly 90 percent of surveyed students actively involved in children's clubs reported that their feelings of being liked and accepted by other students had increased compared to before (*see Table 37)*. Students felt accepted regardless of nationality, but females were slightly less likely to feel accepted than males. Um Al Manee' students were less likely to feel accepted compared to the rest of the sample, as did students with functional difficulties.

Active Syrian and Jordanian children participating in children's clubs improved reconciliation skills.

Out of the 104 students in the sample that were actively participating in children's clubs at the time of the survey, 73.1 percent (75.0 percent of sampled Syrians and 72.8 percent of sampled Jordanians) reported having had a serious argument or fight with another student, yet later found a way to become friends again (*see Table 38)*. Of the 76 students who answered "yes" to fighting, and then reconciling, with another student, a majority, 71.1 percent, said that the fight had happened less than a year ago. For 21.1 percent, the fight occurred 1-2 years ago while only 7.9 percent reported that the fight happened over two years ago. This suggests that the reconciliation occurred since the children's clubs began programming.

Students actively involved in children's clubs overwhelmingly reported (88.5 percent) that their abilities to reconcile with friends after a fight or argument had improved compared to before. This finding held regardless of gender or nationality, positively. The only sub-groups to report significantly below the larger sample were students with functional difficulties and students at Um Al Manee'.

Regarding matters related to peace clubs, the teachers survey tool only prompted questions to the 20 teachers working at the four schools involved in that component of the project: Al Aqraba for Girls, Um Al Manee' for Girls, Mafraq for Boys and Al Dafyaneh for Girls. Of those 20 teachers, five – three at Al Aqraba and two at Mafraq – reported being active in peace clubs established by the project. None of the teachers in the sample from Al Dafyaneh nor Um Al Manee' were active in peace clubs established at those schools.

Three teachers reported being involved in specific-club activities: one received a music training, another attended a psychosocial and educational workshop on how to win the confidence of students, and the third participated in supervising English-language conversation and computer skills activities. The fourth teacher attended the training on how to run the peace club and manage club activities. The fifth teacher, a teacher at Mafraq, reported participating in all trainings and workshops involved with the peace clubs: club management, psychosocial, music, science, art, and resilience & stress management.

Outcome 3: The resilience and social cohesion between refugees and host community members is strengthened

A review of WVJ's Updated ITT found that the BMZ project met its output targets for indicators related to Outcome 3. The project met its target for the number of club spaces identified and refurbished, and the actual number of participants in the CBPPC trainings was over six-times the figure targeted. The number of teachers, and the number of community members, reached by capacity building seasons far exceeded initial targets.

As for student survey data, compared to ███████████ pretest sample, students surveyed by Exigo were more likely to report feeling safe at school. Syrians were more likely to feel safe at school than Jordanians and, by a smaller margin, males were more likely to feel safe at school than females – however, among all these groups, at least 75 percent of students reported feeling safe at school (*see Table 39)*. The only students to report that they did not feel safe at school were Jordanian females.

Compared to the other schools in the sample, fewer students at Um Al Manee' reported feeling safe. Age was not a determining factor of students' perception of safety at school.

Figure 4: "Do you feel afraid often at school?" by demographic group -- percent
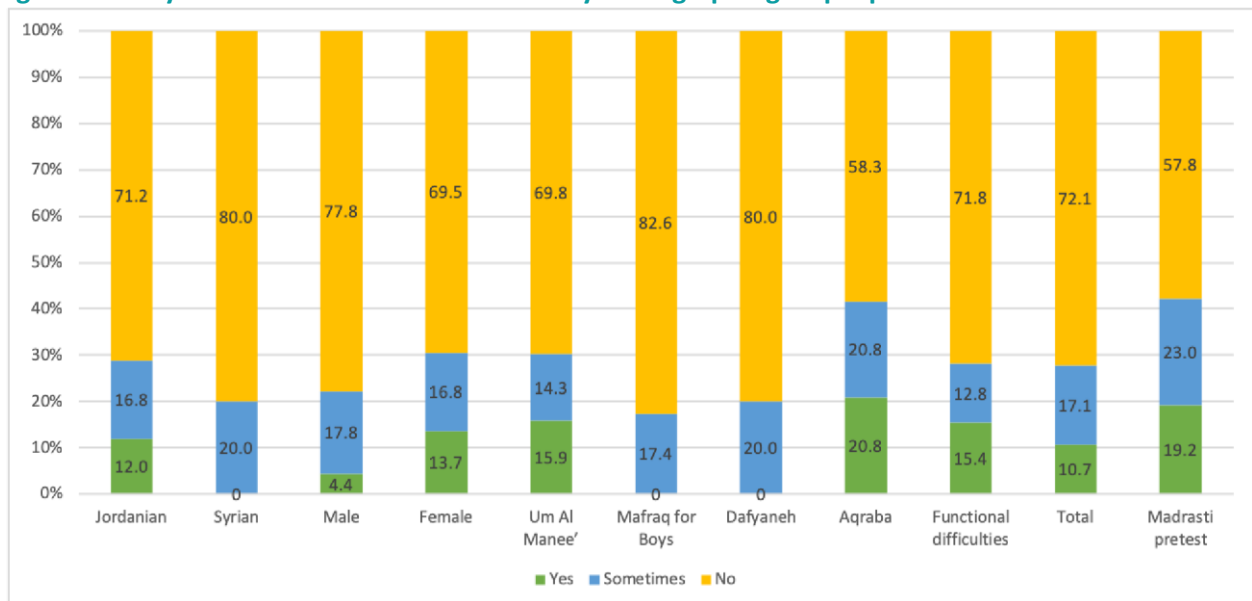
The findings above regarding students' perception of safety at their schools largely held for analysis of whether students often felt afraid at school. As above, the evaluation findings were positive relative pretest findings, with about 8 percent fewer students saying "yes", when asked if they feel afraid often while at school.

Findings about students' perception of safety in their areas of residence were in line with pretest findings (*see Table 41)*. Jordanians were slightly more likely than Syrians to report feeling safe in their areas of residence, and males were more likely to feel safe than females by a similar margin. Aqraba students were the least likely to affirmatively report feelings of safety in their areas of residence but Um Al Manee'

students were the most likely to report not feeling safe. Older students marginally felt less safe in their neighborhoods than younger students, with 87.3 percent of those under 11 feeling safe in their neighborhoods relative to 73.9 percent of students 12 and older.

The evaluation findings show significant improvement regarding bullying and teasing in target schools with the proportion of students reporting that bullying does not occur at school rising from 16.5 percent to 53.6 percent (*see Table 43)*. There were no significant variations when controlling for gender. The greatest cleavage was age, with 47.9 percent of students 11-years old or younger reporting that "many" students got bullied (36.6 percent saying there was no bullying) as opposed to students 12-years old and older, only 2.9 percent of whom said "many" students were bullied (71.0 percent saying no bullying occurred). The next biggest variation was at the school level, where 54.0 percent of Um Al Manee' students reporting that "many" students were bullied at school, as opposed to less than five percent reporting so at the remaining three schools.

More than 10 percent greater of a proportion of the endline sample reporting having an adult to talk to at the school in case of hardship relative to the pretest sample (*see Table 44)*. Syrians were even more likely than Jordanians to have an adult in mind, while gender was not a statistically determining factor. At the school level, Um Al Manee' students were the least likely to report having an adult to talk to. Still, over three out of four did have an adult they felt comfortable speaking with. Age was not found to be a determining factor in this analysis.

Compared to pretest data, findings were highly encouraging regarding students' perceptions that people help one another in their school (*see Table 45)*, and similarly students were more likely to report that people in their neighborhood helped one another (*see Table 46)*.

Compared to before, over 75 percent of surveyed students reported that the relationship between Jordanians and Syrians had improved (*see Table 47)*. Syrians were more likely than Jordanians to feel that the relationship had improved. Students at Um Al Manee' were significantly less likely to report that the relationship had improved relative to the other three schools in the sample. Age was a significant factor, with older children more likely to report that the relationship between Jordanians and Syrian had improved, relative to younger students. Only 65.4 percent of students 10-years-old and younger felt that the relationship had improved, compared to 85.2 percent of students 11-years-old and older. According to a teacher at Al Dafyaneh who worked with the peace clubs, "*the parents of the [Jordanian and Syrian] students became friends now, they visit each other and support each other now. Since they became friends now so probably the relationships will improve more*."

A majority of students reported that since the start of the project, they have more friends from the other major national group in their school than they did before.

In fact, majorities of all major demographic sub-groups reported this with the exception of Um Al Manee' students, the majority of whom reported not making new friends from the other national group. Syrians were much more likely than Jordanians to report having made new friends from the other group, as were males, relative to females. Only 45.1 percent of students under 12-years old reported making new friends

of the other national group, while for students 12-years-and-older, 79.7 percent reported making new friends. According to a Syrian female FGD participant, "*With regards to the neighbors, their treatment is very good and they do not make us feel like we are Syrians and they are Jordanian. Before, they used to discriminate between the Jordanian and Syrian and they used to say why are Syrians here and before they used to talk but we used to disregard them and I didn't used to interact with my classmates*."[15]

Figure 5: "Thinking of how things were in your community before, would you say that you have more Jordanian/Syrian friends now than before?" by demographic group -- percent
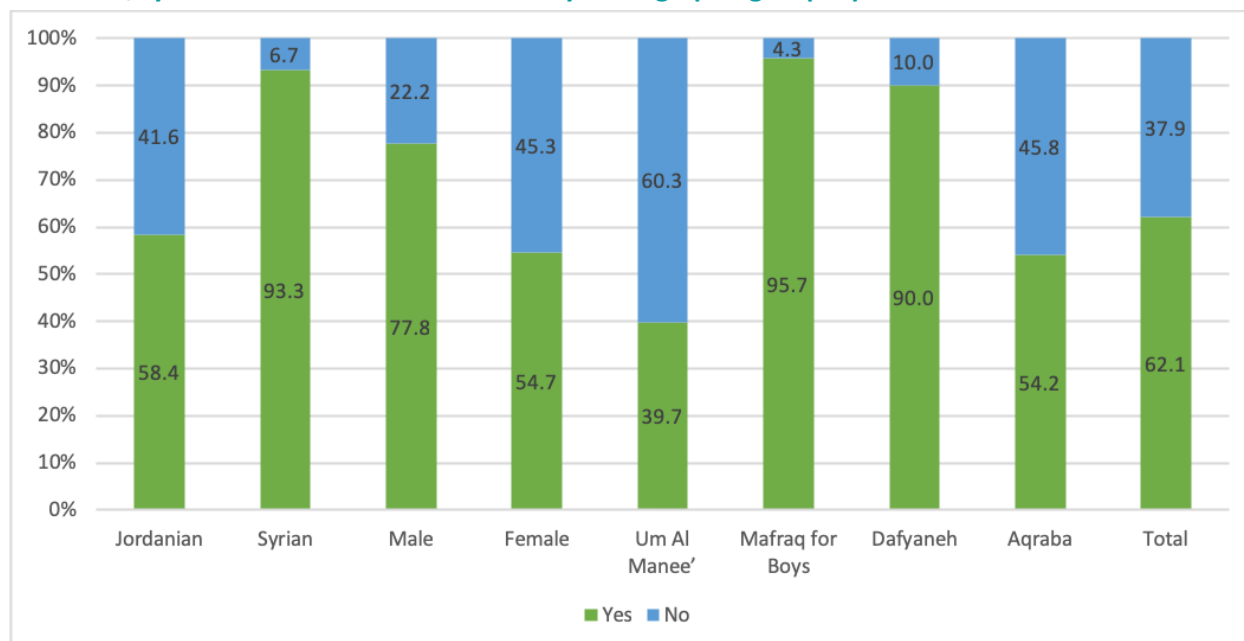
Students surveyed by Exigo were given an opportunity to provide additional comments at the end of the survey. By far the most common comment left by students involved a wish to have an increase in recreational activities at their schools. Several children commented that they wanted *"the initiative to return."* A minority of students expressed wishes for more cleanliness, or better/higher walls at their schools. One Um Al Manee' student, a Jordanian female 5th grader, said that she hoped "*the friendship between us will increase.*" A female Syrian 7th grader at Al Dafyaneh stated, "*please complete the water fountain project.*" At Al Dafyaneh School, 50% of surveyed students (15/30) reported either "rarely" or "never" using the drinking fountains. Of the 15 who rarely or never used the drinking fountains, 10 explained this as *"there is no water in them."* It is worth noting that, after WASH rehabilitation work was completed, responsibility for ensuring that the drinking fountains had water in them may have belonged to the schools themselves.

Of the 20 teachers from Al Aqraba, Mafraq, Al Dafyaneh and Um Al Manee' that were surveyed, four reported being members of the CBPPC at their school. Of those four CBPPC members, two reported taking part in awareness sessions about how to identify and respond to violations of child rights. Three of the

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[15] FGD with Syrian female students, Al Dafyaneh School

four teachers that were CBPPC members, including both of those that participated in awareness sessions about identifying and responding to violations of child rights, reported that their participation in the CBPPC had improved their ability to identify violations of child rights if they occurred. One said they would "*resort to deterrent protocol*" and the other said they would rely on "*addressing stakeholders and communicating with parents.*" Both also reported that they would coordinate with local justice mechanisms.

Both CBPPC members that attended awareness sessions reported that they had used the knowledge they had gained in practice to respond to a case of a violation of child rights. One said that they had "*explained to the aggressor their practical situation and the legal consequences*" of their actions. All four CBPPC members reported that they felt they had increased their ability to participate in decision-making processes about matters that affected their life. Teachers reported feeling more "thoughtful" and "personally motivated," and that their leadership capacity had increased.

Outcome 4: The local partners implementing the project have increased their capacities

According to background project documents provided to Exigo, capacity development trainings provided by WVJ for local partner staff included:

- Basic M&E workshop
- Advanced M&E training
- Project Management for Development (PMD) training
- Do No Harm workshop (two parts)
- Finance training for non-finance professionals
- Self-care workshop
- Coaching and mentorship training
- How to write a success story training

Partner staff KIIs reported that involvement in the project had developed personal professional capacity. The partner staff that were interviewed through KIIs had attended four of the eight activities listed above between them: the project management for development (PMD), finance, Do No Harm, and Success Story trainings. The latter two of the trainings were found to be less fruitful than the former two because they had less to do with technical and hard skills related to the project cycle. Partner staff referred to capacity development trainings as "basic" and reported that the Do No Harm training was not useful, perhaps because it was not considered relevant to partners' work in implementation. Still, staff reportedly gained technical skills in Reporting, M&E and Financial Management through their work on the project, reported that the PMD training was particularly useful, and expressed more of an interest in trainings in skills directly related to the core stages of the project cycle. ▮▮▮▮▮▮ organized in-house trainings itself on child protection policies. The space for "in-house" trainings amongst colleagues, which allowed staff to both convey newly acquired knowledge and to learn from the experiences and expertise of fellow colleagues, was reported to be very useful.

WVJ project staff spoke positively about the capacity and professionalism of ████ and ████████. Staff members averred that the local partners' reporting and financial documentation were strong and expressed confidence that ████ and ████████ had effectively implemented the activities they were responsible for. While project staff highlighted that turnover did at times present a challenge for reporting and coordination, and that a lesson learned was that more frequent meetings and stronger coordination mechanisms would be useful. WVJ staff stressed that the partners' performance and capacity improved over the life of the project.[16]

Key challenges during implementation and their impact on project effectiveness

The project experienced some delays with obtaining required ministry approvals from the Ministry of Education and the Ministry of International Cooperation and Planning. These delays led to the need to request a no cost extension until 31st of December 2018 to complete planned activities.

Challenges were also encountered with keeping three of the schools, which participated in the Healthy Schools Program, but that did not fulfil all the requirements to be accredited as Healthy Schools at the end of academic year 2016-2017. Two out of three schools managed to stay on board in the project for the academic year 2017-2018, however ████ had to identify and assess other schools to replace the third school, which dropped out.[17]

Further, the enrolment and accreditation of all-male schools, such as in the case of Abdullah Sarraj School, was another challenge faced during implementation. Boys' schools were generally considered as lacking interest and committed to participate in the project, despite the continuous efforts of the implementing partners to follow up with them.[18] The absence of boys' schools led to an underrepresentation of boys among the project's beneficiaries, with the majority (approximately 70 percent) of students reached by the project being female.

Due to the MoE's decision to increase the number double shifts at schools (during academic school year 2016-2017) and to enroll Syrian students in the second shift, the ability of the project to reach Syrian students became more difficult. This change had a particular impact on the peace and resilience building components (outcomes 2 and 3), since the interaction of Syrian and Jordanian students was an important element of these components. However, the implementers attempted to address this issue by reaching out to local communities and teachers at the double shift schools, to request support with finding Syrian students who could participate in the peace clubs, even if they were not registered at the schools.[19]

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[16] Key informant interview, Operations Manager, World Vision Jordan

[17] Project Interim Report for the Financial Year 2017 – Reporting period: January-December 2017

[18] Project Progress Report – Reporting Period: January – September 2018

[19] Project Interim Report for the Financial Year 2017 – Reporting period: January-December 2017

3.3 Efficiency

The evaluation findings suggest that the implementation took longer than expected, due to ministry level approval processes being onerous, staff turnover, and the schedule of both the targeted schools and local implementing partners. According to the project staff, these delays could be attributed to the loss of institutional memory because of the turnover of project leads. The inefficiency in timeliness could also be attributed to the ministry-level approval process, particularly as highlighted by the interviewees, the challenges with the Ministry of Planning and International Cooperation (MoPIC). Delays due to MoPIC approval lasted for multiple months and required expending substantial human resources to communicate frequently with BMZ to explain delays, with the ministry to finalize approval, and with reconfiguring the schedule for implementation. That being said, ministry approval delays were reported to be unavoidable, and a challenge that all implementers face working in this context.

Project staff KIIs found that between World Vision, ████, and ████████ changed project manager three times in three years, and that formal handover procedures were not in place, requiring time for the incoming project managers to learn about the project and fully onboard. WVJ's operations manager said that, "*a clear lesson learned…would be really defining and strengthening the hand-over process, to increase the institutional memory during a handover.*" Staff reported that the project period was extended twice, and once because project implementation could not go forward during Ramadan. Staff turnover at the project manager level at partner organization presented a challenge to timely implementation. Challenges regarding turnover were compounded by the fact that World Vision itself was undergoing restructuring at the regional level to a "hub structure" during the time that the BMZ project began, leading to a shuffling of staff and responsibilities.

However, project staff mentioned that, when the MoE and local partners cooperated in selecting schools to target for the project, they ensured that they selected schools in which similar projects were not being implemented, in order to prevent redundancy, an approach which ████████ project officer corroborated.

Interviews conducted with project staff confirm that sufficient attention was paid to cost efficiency and financial procedures, and that project officers were responsible for ensuring that the targeted schools were spending disbursed funds in the most efficient way possible by, for example, purchasing supplies at wholesale rates. Cost efficiency was also ensured by providing capacity development trainings for partners in procurement and principles "*in terms of finding lowest price or matching lowest price with best quality.*"[20]

According to the final financial report[21], the project had spent a total amount of 1,358,216 Euros, out of a total eligible cost of 1,359,081.9 Euros. Three main expenditure categories include *human resources* (25.8 percent), *goods - renovation and rehabilitation fees* (25.9 percent), *operational costs* (40.7 percent).

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[20] Key informant interview, Operations Manager, World Vision Jordan
[21] Finance Report to BMZ for Narrative Report Summary (#4)

The vast majority of the operational costs are related to project activities (72.2 percent), such as trainings, workshops, cultural and sports events, provision of health kits, etc. 18 percent were allocated to the partners' operational costs, and 9 percent to the partners' capacity building. In sum, more than 66 percent of the total funds spent during the project implementation was used for direct project implementation.[22]

Figure 6: Proportions of cumulated costs during project implementation
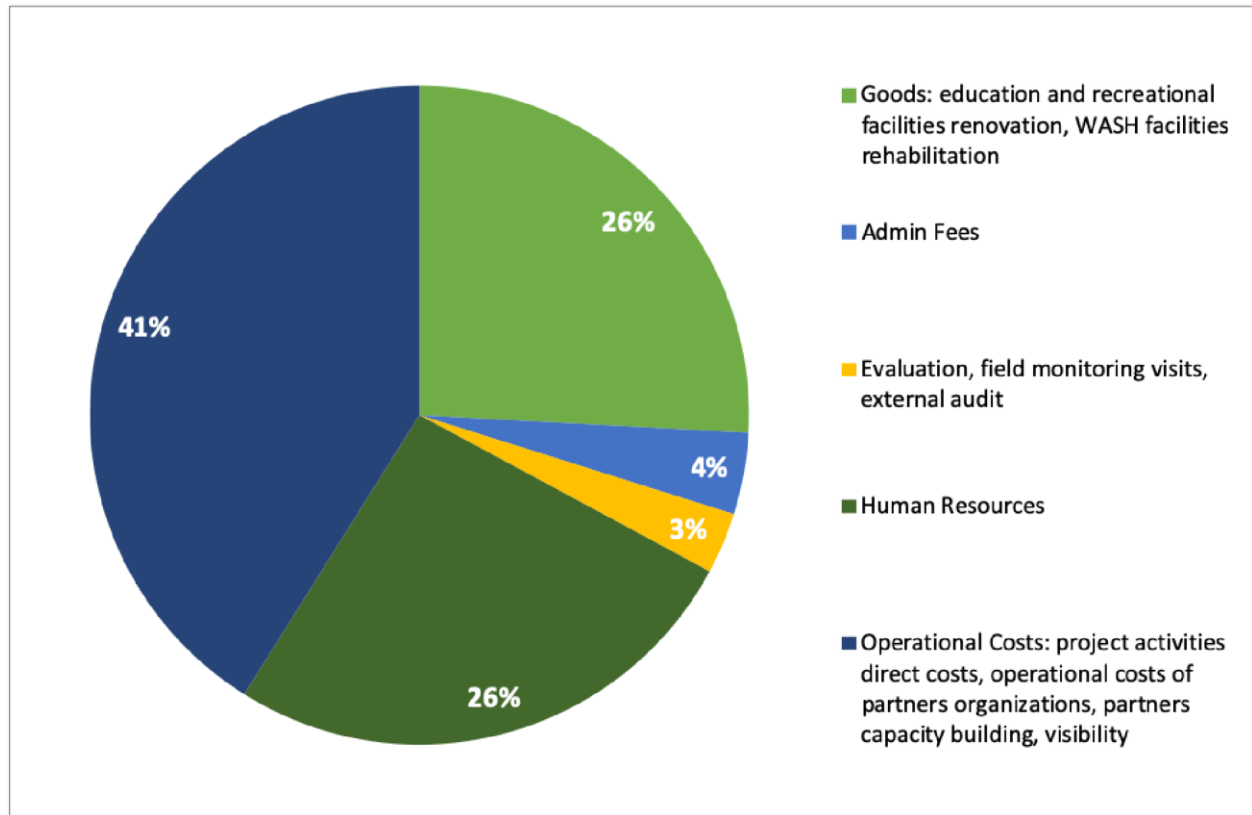
3.4 Coverage

As far as groups with needs that were not targeted by the project, WVJ project staff mentioned that young adults 18-years-old and over were not targeted but could be in the future.

WVJ project staff mentioned a hope that, in the future, projects would explicitly target students with difficulties or disabilities. It was mentioned that many schools were not outfitted with infrastructure to make them accessible to those with functional difficulties. Referring to those students with functional difficulties, it was highlighted that "*this group is not to be ignored and forgotten by designing the different interventions in a typical way where we only focus about nationality, location and age group. We need to think about these groups more and put more effort to have them included.*"[23]

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[22] This includes the funds spent under Goods (352,193 Euros), and Operational costs - project activities (552,825 Euros)

[23] Key informant interview, MEAL Manager, World Vision Jordan

That being said, WVJ staff were overall satisfied that the project successfully covered the targeted groups, particularly as renovation of, and repairs to, schools' WASH facilities would benefit all people using the school, including teachers and administrative staff.

According to ▆▆▆▆▆▆ project staff, participation in the children's peace clubs was extended to children and youth in the community that were not enrolled in targeted schools. By opening up registration thusly, and providing activities on Saturdays, the project managed to extend coverage to children and youth in the community who attended schools that were not specifically targeted, "*we're opening the doors also for students from the local community to join. The program was for the students from the school, but whenever we could, we allow anyone to join*."[24] This extended to adult community members who were interested in participating in leading children's peace club activities, such as a piano teacher and an expert in henna who were interested in conveying their skills and hobbies to students. As a school administrator in Al Dafyaneh said, "*The community members loved the activities and always asked for more, they participated in the camp clubs too*." Registration for children's peace club activities was also open for students of all nationalities, not only Jordanians and Syrians. Some Egyptian and Palestinian students also participated in activities and could be more explicitly targeted in future interventions.

As mentioned in the Relevance section, the forced displacement of Syrians from the area around Al Aqraba school prevented the project from reaching as many Syrian students as originally intended.

According to ▆▆▆▆▆▆ project staff, the project faced challenges with young Syrian female students dropping out of school due to early marriage: "*it's not familiar for the community that the girl would continue her education. We were trying to show the importance of education and extracurricular activities and how this can change the personality of the students [positively]. But some parents would not accept this.*"[25] Secondary data supports the conclusion that early marriage is a problem on the rise among Syrian refugees in Jordan. UNICEF found that the rate of child marriage among Syrians in Jordan increased each year from 2012-2014,[26] and a report from Global Citizen, using data published by the Jordanian court system, found that the percentage of Syrian marriages that involved a child bride rose from 15 percent in 2014 to 36 percent in 2018.[27].

3.5 Impact

FGDs and KIIs at all schools targeted with peace club and CBPPC activities, especially in Aqraba, strongly confirmed that the project had achieved its intended outcomes, namely that students were healthier, more empowered and more resilient as a result of the project. Informants reported that the benefits of the peace clubs were not limited to the population of the school and managed to also reach the larger

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[24] Key informant interview, Project Officer, Madrasati

[25] Key informant interview, Project Officer, Madrasati

[26] UNICEF (July 2014), *Concern over child marriage among vulnerable girls in Jordan*, available at: https://www.unicef.org/mena/press-releases/concern-over-child-marriage-in-jordan

[27] Global Citizen (April 2018). *Child Marriage of Syrian Refugees in Jordan Has More Than Doubled in 3 Years*, available at: https://www.globalcitizen.org/en/content/child-marriage-syrian-refugees-jordan/

community by opening registration to peace club activities to community members. As mentioned in the Effectiveness section, progress at Um Al Manee' school was less apparent than at other targeted schools.

Project staff reported identifying changes in targeted children and youth's well-being from their participation in children's peace club activities, saying that exposure to hobbies and skills outside the classroom broadened students' horizons and engaged them in new healthy, active and social interests: "*we have now people who want to be photographers, we have scientists and some of them were even helping the teacher giving them tips from what they learned in the club*."[28]

One unintended positive change brought about by the project, according to the ████████ project staff, was the joint activities held between multiple schools during the winter and summer break. This allowed students to meet and interact with peers from other schools. As well, an unintended development that came from the project were mixed-gendered summer activities, which parents consented to as ████████ had built trust through project implementation. The project staff recalled receiving positive feedback from female students who had found activities that included male students to be surprisingly positive new experiences. Finally, by using the Washington Group Questions, the evaluation was able to determine that approximately 18 percent of the students benefiting from the project had functional difficulties. This is another unintended effect of the project, considering that children with functional difficulties were not among the target groups, but were reached, nonetheless.

3.6 Connectedness & sustainability

The evaluation observed changes in targeted children and youths' behaviors in their approach to healthy practices as well as tolerance for other classmates. Key informants from Al Dafyaneh, for example, emphasized that the Healthy Schools Program had impacted their students in such a way that healthy behaviors had become routine. They observed students using hand sanitizer at meal time and after using the bathroom -- practices that would be maintained into the future.

Likewise, teachers who participating in ████ healthy schools training reported improvement in health education in the following three areas specifically: safe school environment, healthy school environment, and clean school environment. The teachers reported that they had indeed learned new knowledge and skills through the healthy schools training and reported increasing their knowledge about the health standards. As well, the teachers confirmed that they are teaching their students about health standards.

Teacher survey findings also suggest that the school-based health committees are available and still functional in all schools where they were established. All teachers who participated in the training on the development of action plans for the implementation of the Healthy Schools Program reported that they found the training useful and that they were still implementing the action plan in their work. The majority of teachers who participated in the training on the use of healthy school program guidelines confirm using them and are implementing the provided guidelines in their work.

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[28] Key informant interview, Project Officer, Madrasati

The vast majority (84.4 percent) of teachers who took part in the Healthy Schools Program reported that their schools had been provided with health kits, which they knew how to use. Of the teachers who reported knowing how to use the health kits, close to all said they were actively using them. Many of the teachers reported using the health kits for first aid in case of student injuries. Almost all teachers, who confirmed participating in the training on educational science, claimed that the training had improved their knowledge about teaching methods and stated that they were implementing this knowledge in their work. Those teachers participating in the project's peace clubs also confirmed that they found the trainings useful and reported that they were implementing what they learned through them in their work.

Feedback sessions, according to project staff, found that the atmosphere of peace and togetherness between Syrian and Jordanian students at targeted school had improved significantly, in such a way that the improvement was thought to be sustainable in the long term. As well, it was reported that health and hygiene awareness activities were potentially rendered more sustainable due to ▮▮▮▮ formally accrediting targeting schools in health and hygiene, formalizing and solidifying protocol for awareness raising activities that can be repeated in the future: "*now…more ready for the new generation and the new children who will be using these schools because there will be a good focus on hygiene at the schools. Although the schools do not provide enough services when it comes to hygiene, I think the accreditation of the schools will provide benefit for the coming generation and it made a difference for the targeted schools as well.*"[29]

Key informants reported that the clubs and other activities related to Outcomes 2 and 3 required external support in terms of finance and material if they were to continue operating, and that some clubs and CBPPCs had reduced or ceased activities. Regarding Outcome 4, partner project staff KIIs indicated that partners' capacity had improved both through the experience of project implementation itself and the capacity development trainings provided by WVJ. In addition, WVJ project staff also confirmed an improvement in partner capacity and suggested that the relationship developed between WVJ and its partners had been strengthened, which bode well for Connectedness and Sustainability as it might result in further collaborative interventions.

The evaluation found that the exit strategy of the project was not sufficiently developed to ensure the continuation of the peace clubs and CBPPCs. Findings confirmed that funds were unavailable to ensure the continuation of the peace club and CBPPC activities after the project period, though a sustainability training was provided for teachers and school administrators that involved a fundraising component, with the hope that the schools could find funding to continue the children's peace clubs. Challenges were also reported regarding obtaining longer term commitments from adult CBPPC members given their other obligations and commitments, even during the implementation period. This finding raised some doubts that the CBPPCs would continue to function at the same level that they had been during implementation.[30]

Integrating a specific, formal and collaborative exit strategy design methodology from project inception would help increase the sustainability of project impact. KIIs with WVJ staff as well as a review of

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[29] Key informant interview, MEAL Manager, World Vision Jordan
[30] Key informant interview, Project Officer, Madrasati

background documentation and MoUs signed with partner organizations led this evaluation to conclude that exit strategy procedures could have been more formalized and robust. For future similar projects, best practices suggest[31] that exit strategy procedures should be developed through formal consultations with project stakeholders and local partners at the project's entry point, and periodically reassessed throughout the implementation period. Identifying and collaborating with key stakeholders, such as school staff (both admin and teachers) and potential CBPPC members in the communities, earlier in the project period on an Exit Strategy Planning Matrix exercise would also be helpful. This could be done through the identification of necessary tasks and inputs for sustaining project outcomes, followed by assigning responsibility and timelines for those items. The responsibilities of each party could be detailed and documented in dedicated Exit Strategy MoUs.

With regard to whether the project considered the connection between humanitarian assistance, recovery and development, the evaluation found that the project was not a "humanitarian action" per se, but rather development focused with an aim to "*create schools as a welcoming, warm, inviting, growing [environment] for children.*"[32]

During the inception phase, a list of key assumptions was outlined, based on the project's logic and related to sustainability. Briefly, the EOP Evaluation found the following regarding those assumptions.

- **School facilities that were renovated are maintained, kept clean and are used:** Did not hold. Cleaning staff were not providing adequate cleaning services, students inflicted damage on facilities that went unrepaired and some schools, like Zaid bin Haretha, grew in terms of its student body in such a manner that bathroom capacity was not deemed satisfactory any longer.

- **Teachers report that they are using the annual action plans and guidelines provided by project:** Held. Teachers reported in the overwhelming majority of FGDs that action plans were in use and helpful.

- **School management confirm that they improved their knowledge about school safety and maintenance and that they are using this knowledge gained through the project:** Did not hold. School administrators/directors/principals did not have knowledge about trainings related to safety and maintenance through the project. Trainings or knowledge received on this topic came from other sources, and administrators reported receiving various trainings in civil defense and firefighting, for example, from other actors. Schools' accreditations were reportedly dependent on some basic knowledge in these domains, however.

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[31] See for example: C-SAFE (2005). Practical Guidance For Developing Exit Strategies in the Field, available at: https://reliefweb.int/sites/reliefweb.int/files/resources/A02C7B78FB2B408B852570AB006EC7BAWhat%20We%20Know%20About%20Exit%20Strategies%20-%20Sept%202005.pdf

[32] Key informant interview, Operations Manager, World Vision Jordan

- **Teachers report that they have improved their knowledge about education science and that they are using this knowledge in their teaching:** Held. Majority of teachers reported in FGDs that pedagogical trainings and skills were helpful and implemented in action.

- **Teachers report that the provided learning materials are helpful, and they confirm using them:** Held. Teachers spoke positively about learning materials and the utility of using them in the schools in practice.

- **Teachers report that they have increased their knowledge on health standards and that they are using this knowledge in their teaching:** Held. For teachers involved in the Healthy Schools Program, teachers reported a sincere interest and had conveyed healthy hygiene behaviors to students.

- **Teachers report that they have (a) received the health kits, (b) they know how to use them and c) they are using them:** Held. Strong majority of teachers (84.4 percent) reported receiving health kits, nearly 90 percent of those that received kits knew how to use them, and over 90 percent of those who knew how to use them were actively using them. Exceptions were Al Khaldiah and Um Al Manee' where no kits were in use.

- **Students report they are still attending the peace clubs and that they are appreciating them:** Mostly held. Students certainly expressed an appreciation for peace clubs, and many were still attending. However, participation among some Syrians was restricted by work and educational obligations and a sizeable minority had stopped attending club activities, most probably because financial limitations had caused a scale down of activities.

- **Students attending the peace clubs confirm that they feel that they are able to contribute to positive change at their schools:** Held. Students reported a sense of empowerment from involvement in peace clubs and took some ownership over activity design.

- **Students participating in the peace clubs are able to express themselves with confidence and participate actively in group discussions:** Held. Students reported increased confidence in selfexpression from involvement in peace club activities.

- **Peace clubs are still active and are continuing to plan and implement student-led initiatives on their own**: Partially held. Active peace clubs were continuing to plan and implement student-led initiatives, but not all peace clubs were active, a few were active to the same extent as during the implementation period.

- **Peace clubs have secured resources beyond the duration of the project:** Did not hold. Peace clubs have not been able to secure resources and frequency of activities has reduced or stopped.

- **CBPPCs are still active and have their members meeting regularly:** Partially held. CBPPCs were still actively meeting in Al Aqraba and Al Dafyaneh but had stopped meeting in Mafraq and Um Al Manee'.

- **CBPPC participants confirm improving their knowledge about peace building and using this knowledge:** Held. CBPPC members spoke very positively about knowledge gained from the project, have passed knowledge onto students, and plan to continue applying it.

- **CBPPCs are planning to implement more activities in the future and they have access to resources:** Partially held. CBPPC have ideas for future activities but do not have access to resources, and therefore cannot implement.

- **There is a decreased level animosity between Jordanian and Syrian children at targeted schools:** Held. Quantitative data from students as well as overwhelming evidence from school staff found that tension between national groups had decreased. However, there are no longer Syrian students at Um Al Manee' or Al Aqraba.

- **Children participating in peace clubs report feeling part of a group of friends and accepted by their peers:** Held. Students reported making new friends and a sense of belonging from activities implemented through the project.

- **Local partners perceive the received training as useful:** Partially held. Certain trainings were reported as more useful (finance, project management) than others (Do No Harm, success stories).

- **Local partners use their knowledge gained from project:** Held. Local partner staff reported personal professional development from experience working on the project.

- **Local partners share their knowledge gained from project:** Held. Partners reported in-house trainings and ToTs to ensure skills and knowledge were disseminated.

4. Conclusions

Overall, the BMZ project successfully achieved many of its objectives, implementing a project that improved the learning environment of targeted children and youth, rendering them safer, healthier, and more empowered.

The EOP evaluation found the project design and activities implemented to be relevant given the needs of targeted groups. Activity design was consultative, albeit in an informal manner, and successfully achieved buy-in from community stakeholders. However, the relevancy of the project was impacted, mainly due to the displacement of Syrian families from areas of Irbid governorate which impacted the relevancy of social cohesion activities.

The data overwhelmingly found that targeted students were safer, healthier and more confident than before the intervention. With the exception of Um Al Manee' school, WASH renovations were reported to represent a significant improvement over the status quo ante. Teachers and school staff were confident

that the Healthy Schools Program had instituted positive behaviors in students that would last. Peace club activities were often designed by students, who felt a greater sense of belonging and friendship with students of other nationalities. Tension between Syrians and Jordanians decreased as a result of the project. In this sense, the project achieved positive results against its indicators.

Project staff expressed confidence that project design was cost effective and that the relationship between input of resources and results achieved was appropriate and justifiable. Timeliness concerns, most notably delays in obtaining ministerial approval for activities, were found to be external and unavoidable. Staff turnover at the project manager level at WVJ and partners organizations presented a challenge, as institutional memory was lost and needed to be rebuilt. While the project period was extended twice, this was a necessary measure to ensure the completion of all planned activities.

The project successfully covered the vulnerable population groups it targeted. In particular, female students benefited from the project at least as much as male students did, the Syrian students that were reached benefited significantly from the project. As mentioned above, the relatively low proportion of Syrians at certain targeted schools, notably Al Aqraba and Um Al Manee' represented a limitation to coverage. While students with functional difficulties were not specifically targeted, they too benefited from the project's implementation.

The impact of the project extended beyond the groups targeted as community members, both adults and youth, that were not affiliated with targeted schools, were able to participate in peace club activities. An unintended, positive consequence of the project was the positive feedback regarding activities that mixed schools and mixed genders, broadening students' horizons.

While the project was found to be effective and impactful, the data suggested concerns about the likelihood that positive changes could be sustained in the long-term. Project staff flagged concerns about the lack of a robust exit strategy, and both peace clubs and CBPPCs reported struggles in securing independent funding sources. While WASH renovations were found to be a significant improvement over the state of schools' facilities prior to implementation, the data found that follow-up was lacking, renovated facilities had already sustained some damage, bathrooms were not regularly and effectively cleaned/maintained by school cleaning staff, and that, in the case of Zaid bin Haretha especially, an influx of students to the school since renovations had rendered the quantity of bathrooms insufficient. The data found that peace club activities were being implemented at a lower frequency than during implementation and that CBPPCs in Um Al Manee' and Mafraq and ceased meeting regularly.

5. Lessons Learned & Recommendations

1. Ensure to the extent possible that schools targeted with social cohesion activities have sufficient Syrian enrollment, since the limited number of Syrian students at Al Aqraba, Um Al Manee' and Mafraq at the time of implementation also limited the relevance of the social cohesion activities.

2. In addition to informal community consultations, consider allocating funds for needs assessments to be included in the design and planning phases of future projects to further strengthen the relevance of the interventions to the needs of target communities.

3. The absence of a methodologically sound baseline complicated the ability to measure project impact. Budget should be allocated for the completion of a robust baseline in order to improve the ability to accurately measure progress against indicators of future projects.

4. More attention could be given to male students in schools with primarily female students, as survey findings suggest these male students were less likely to feel like they were listened to and did not feel an important part of their school. Future social cohesion and empowerment initiatives could focus more on male students who are a minority in mainly female schools.

5. Students with functional difficulties, a group not specifically targeted by the project but nonetheless benefiting from it, did not benefit to the same extent as students without functional difficulties. Consider specifically targeting children and youth with functional difficulties in order to increase the coverage and inclusiveness of the project.

6. To the greatest extent possible, ensure that project managers' tenures extended the full length of the project period and, additionally, institute more robust documentation and memory retention protocols to improve formalization and effectiveness of handovers.

7. Include an exit strategy in the design that would provide peace clubs and CBPPC with the necessary resources, human and financial, to continue implementing activities until independent sources of funding could be secured. A 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 feature.

8. Provide school administrators with targeted trainings to improve their knowledge about school safety and maintenance, in order for greater assurance that physical improvements to school infrastructure will remain effective into the future.

9. Continue providing training activities for local partners with technical skills and long-term capacity development in mind, in order to improve the probability of those local partners gaining the ability to design, implement, evaluate, and sustain context-appropriate activities without significant external guidance. A Training of Trainers (ToT) component could also be considered for more impact and sustainability.

6. Consulted Documents

Project documents:
- Finance Report to BMZ for Narrative Report Summary (#4)
- BMZ Narrative Proposal
- Child Well-Being Summary Report, World Vision Jordan
- Feasibility Study Report for BMZ Project, Genome
- Interim Report, 2016
- M&E Report, ███, 2017
- Partners' Capacity Building Curriculum
- Peace-building Clubs Students: Pre and Post Analysis Report, ███████, 2018
- Progress Report 2017, BMZ Project, Empowering Children and Youth to be Agents of Change and Peace in their Communities.
- Progress Report 2018, BMZ Project, Empowering Children and Youth to be Agents of Change and Peace in their Communities
- Updated ITT
- World Vision Jordan Annual BMZ Report, 2016
- World Vision Jordan Annual BMZ Report, 2017

External sources:
- Global Citizen (April 2018). *Child Marriage of Syrian Refugees in Jordan Has More Than Doubled in 3 Years*, available at: https://www.globalcitizen.org/en/content/child-marriage-syrian-refugeesjordan/
- UNICEF (July 2014). *Concern over child marriage among vulnerable girls in Jordan*, available at: https://www.unicef.org/mena/press-releases/concern-over-child-marriage-in-jordan
- C-SAFE (September 2005). *What We Know About Exit Strategies: Practical Guidance for Developing Exit Strategies in the Field*, available at: https://reliefweb.int/report/world/what-we-know-aboutexit-strategies-practical-guidance-developing-exit-strategies-field

7. Annexes

Annex 7.1: Student survey questionnaire

This consent transcript is to be read to the respondent at the start of the interview.

Hello, my name is *(enumerator's name)* and I work for Exigo Research & Communications. Exigo is an independent and impartial research organization which conducts social research and assessments to inform local and international organizations about the needs of communities.

We are currently conducting an assessment in [enter location] for World Vision, an international nongovernmental organization dedicated to working with underprivileged children, families and

communities to overcome poverty and injustice. The purpose of the assessment is to evaluate the effectiveness and impact of World Vision's project "*Empowering Children and Youth to be Agents of Change and Peace in their Communities*", which supported your school.

We would therefore like to ask you to participate in a survey. The survey should take approximately 20 minutes of your time. The information that you provide will remain confidential and no personal information that can identify you and your family will be collected.

This is a voluntary process and you may interrupt the survey and withdraw your consent at any time. Do you have any questions (the enumerator should answer all questions they may have as relevant)?

Do I have your permission to start the survey?

General:
1. Enumerator initials:
2. Date:
3. City:
   - ❏ Amman
   - ❏ Irbid
   - ❏ Mafraq
   - ❏ Zarqa

4. School:
   - ❏ Rashdeyya
   - ❏ Al Mansheyya
   - ❏ Hind
   - ❏ Um Al Qura (AM)
   - ❏ Zaid bin Haretha for Boys
   - ❏ Kufr Youba Mixed
   - ❏ Amneh bint Arqam for Girls
   - ❏ Al Khaldiah Mixed
   - ❏ Al Aqraba for Girls
   - ❏ Al Dafyaneh for Girls

   - ❏ Mafraq for Boys
   - ❏ Um Al Manee' for Girls

5.

   How many years has the beneficiary attended this school?
   - ❏ 0 (new student)
   - ❏ 1
   - ❏ 2
   - ❏ 3 or more
   - If 0 or 1, please end the interview. Student survey participants should be enrolled at school for the past 2-3 years.

6. Which activities has the beneficiary participated in? Check all that apply.
   - ❏ Attended health promotion sessions under the Healthy Schools Program
   - ❏ Attended children's peace clubs
   - ❏ Participated in peace themed cultural/sport events ❏
   Other, please specify:

Respondent profile 7.
Gender:
   - ❏ Female
   - ❏ Male
8. What is your age?
9. What is your nationality:
   - ❏ Jordanian
   - ❏ Syrian
   - ❏ Palestinian
   - ❏ Other, please specify:
   - ❏ Refused
10. What school grade are you in right now?
   - ❏ 3rd grade
   - ❏ 4th grade
   - ❏ 5th grade
   - ❏ 6th grade
   - ❏ 7th grade
   - ❏ 8th grade
   - ❏ 9th grade
   - ❏ 10th grade
   - ❏ 11th grade (secondary school)
   - ❏ 12th grade (secondary school)

Washington Group Questions (Short Set)[33]

Enumerator should read out loud the following introduction:

The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.

11. Do you have difficulty seeing, even if wearing glasses?
   - ❑ No - no difficulty
   - ❑ Yes - some difficulty
   - ❑ Yes - a lot of difficulty
   - ❑ Cannot do at all

12. Do you have difficulty hearing, even if using a hearing aid?
   - ❑ No - no difficulty
   - ❑ Yes - some difficulty
   - ❑ Yes - a lot of difficulty
   - ❑ Cannot do at all

13. Do you have difficulty walking or climbing steps?
   - ❑ No - no difficulty
   - ❑ Yes - some difficulty
   - ❑ Yes - a lot of difficulty
   - ❑ Cannot do at all

14. Do you have difficulty remembering or concentrating?
   - ❑ No - no difficulty
   - ❑ Yes - some difficulty
   - ❑ Yes - a lot of difficulty
   - ❑ Cannot do at all

15. Do you have difficulty (with self-care such as) washing all over or dressing? ❑ No - no difficulty
   - ❑ Yes - some difficulty
   - ❑ Yes - a lot of difficulty
   - ❑ Cannot do at all

16. Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?
   - ❑ No - no difficulty
   - ❑ Yes - some difficulty
   - ❑ Yes - a lot of difficulty
   - ❑ Cannot do at all

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[33] The Washington Group Questions (WGQs) are a validated and endorsed tool developed to collect data on the functional difficulties of individuals. The inclusion of WGQs in the survey tool will allow the evaluation to determine the extent to which the project reached beneficiaries with disabilities. Though this may not have been a target, it would be useful to see the extent to which children and youth with disabilities were included.

Outcome 1: Children and youth benefit from an improved learning environment

Please not that a skip logic will be applied for questions related to outcome 1:
Questions related to renovation of water and sanitation facilities will only be asked at the following 8 schools:
Zaid bin Haretha for Boys, Kufr Youba Mixed, Amneh bint Arqam for Girls, Al Khaldiah Mixed, Al Aqraba for Girls,
Al Dafyaneh for Girls, Mafraq for Boys, Um Al Manee' for Girls

Questions related to awareness sessions will be asked at the following 8 schools: Kufr Youba Mixed, Amneh bint Arqam for Girls, Al Khaldiah Mixed, Al Aqraba for Girls, Rashdeyya, Al Mansheyya, Hind and Um Al Qura (AM).

17. Do you think that your school has a safe environment?
(Safety defined as students not getting physically harmed as a result of accidents for example)
- ❏ Yes
- ❏ No

18. Are there any dangerous areas in your school building or yard that puts you at risk of injuries?
- ❏ Yes
- ❏ No
- If yes, what areas?

19. Do you know how to react in case of a natural disaster or an emergency situation, such as a fire?
- ❏ Yes
- ❏ No

20. How do you react in case of an emergency situation? Select the appropriate answer for each option.

Reaction	Always	Sometimes	Rarely	Never
I do not run and jump but act calmly	❏	❏	❏	❏
I do not enter the buildings after I leave until the danger has passed	❏	❏	❏	❏
I do not use the elevator in an emergency	❏	❏	❏	❏
I stay away from dangerous places like areas with glass or windows	❏	❏	❏	❏

21. How often do you use the school toilets and washroom facilities?
- ❏ Always
- ❏ Sometimes
- ❏ Rarely
- ❏ Never
- If rarely or never, why are you not using them?
- ❏ They are closed
- ❏ They are not in a good condition ❏
- They are not clean
- ❏ There is no soap and toilet paper
- ❏ They smell bad

22. Which of the following statements is most accurate?
- ❏ I <u>always</u> use soap when washing my hands after using the toilet
- ❏ I <u>sometimes</u> use soap when washing my hands after using the toilet
- ❏ I <u>rarely</u> use soap when washing my hands after using the toilet
- ❏ I <u>never</u> use soap when washing my hands after using the toilet

23. Which of the following statements is most accurate?
   - ❏ I <u>always</u> wash my hands before and after eating
   - ❏ I <u>sometimes</u> wash my hands before and after eating
   - ❏ I <u>rarely</u> wash my hands before and after eating
   - ❏ I <u>never</u> wash my hands before and after eating

24. Which of the following statements is most accurate? ❏ I <u>always</u> brush my teeth twice per day
   - ❏ I <u>sometimes</u> brush my teeth twice per day
   - ❏ I <u>rarely</u> brush my teeth twice per day
   - ❏ I <u>never</u> brush my teeth twice per day

25. Which of the following statements is most accurate?
   - ❏ I <u>always</u> take a bath/shower after a physical activity
   - ❏ I <u>sometimes</u> take a bath/shower after a physical activity
   - ❏ I <u>rarely</u> take a bath/shower after a physical activity
   - ❏ I <u>never</u> take a bath/shower after a physical activity

26. How often are you using the drinking fountains at the school?
   - ❏ Always
   - ❏ Sometimes
   - ❏ Rarely
   - ❏ Never
   - If rarely or never, why are you not using them?
   - ❏ They are closed
   - ❏ They are not in a good condition
   - ❏ They are not clean
   - ❏ Because the water available for drinking is not clean
   - ❏ There is no water in it/them

27. Compared to before, would you say that your learning environment, such as the school building, furniture playground and toilet facilities have improved?
   - ❏ Yes
   - ❏ No
   - How/Why?

28. Compared to before, would you say that you are more satisfied with your school's toilets, hand washing facilities and drinking water fountains?
   - ❏ Yes, more satisfied
   - ❏ No, no change in satisfaction
   - ❏ No, I am less satisfied
   - If no change in your satisfaction or if you are less satisfied, can you explain why?

29. Do you think that your school has enough toilets, hand washing facilities and drinking water fountains to meet the needs of all students?

❏ Yes
❏ No
- If no, why?

30. Which of the following statements is most accurate? ❏ I <u>always</u> eat breakfast in the mornings
    - ❏ I <u>sometimes</u> eat breakfast in the mornings
    - ❏ I <u>rarely</u> eat breakfast in the mornings
    - ❏ I <u>never</u> eat breakfast in the mornings

31. Which of the following statements is most accurate?
    - ❏ I <u>always</u> eat fruits and vegetables
    - ❏ I <u>sometimes</u> eat fruits and vegetables
    - ❏ I <u>rarely</u> eat fruits and vegetables
    - ❏ I <u>never</u> eat fruits and vegetables

32. Which of the following statements is most accurate?
    - ❏ I <u>always</u> eat fats food
    - ❏ I <u>sometimes</u> eat fats food
    - ❏ I <u>rarely</u> eat fats food
    - ❏ I <u>never</u> eat fats food

33. I know the importance of sport and its health benefits
    - ❏ Yes
    - ❏ No

34. Which of the following statements is most accurate?
    - ❏ I <u>always</u> watch TV for long hours
    - ❏ I <u>sometimes</u> watch TV for long hours
    - ❏ I <u>rarely</u> watch TV for long hours
    - ❏ I <u>never</u> watch TV for long hours

35. Did any of your teachers or organizations ever ask you about your needs and how the school should be improved?
    - ❏ Yes
    - ❏ No

Outcome 2. Children and youth are empowered to engage in self-led initiatives (children's clubs and engagement in cultural and sport events)

Questions for Mafraq for boys, Dafyaneh for girls, Al Aqraba for girls and Um Al Manee' for girls:

Indicator: Increased proportion of targeted children & youth who feel their opinion is valid in their community/school (disaggregated by age, gender & nationality) by the end of the school year 36.
Do you feel like you are an important part of your school?
- ❏ Yes
- ❏ Sometimes
- ❏ No

37. In this school, are you noticed when you do something well?
- ❏ Always
- ❏ Sometimes

❏ Never

38. Do you teachers listen to your ideas?
   ❏ Always
   ❏ Sometimes
   ❏ Never

39. In this school, do adults respect the opinion of students?
   ❏ Always
   ❏ Sometimes
   ❏ Never

40. Do adults at home listen to your opinion?
   ❏ Always
   ❏ Sometimes
   ❏ Never

41. Do adults outside the house take your opinion seriously?
   ❏ Always
   ❏ Sometimes
   ❏ Never

Indicator: % of Syrian and Jordanian community members (including children and youth) report that their views are sought and incorporated into the decision-making of matters that affect their life 42. Are the following statements true or false?
   - Compared to before, your teachers ask you more about your opinion concerning matters that affect your life and which are important to you.
   ❏ True
   ❏ False

   - Compared to before, your parents ask you more about your opinion concerning matters that affect your life and which are important to you.
   ❏ True
   ❏ False

   - Compared to before, you feel that you are more able to influence decisions taken by adults, especially decision that affect your life.
   ❏ True
   ❏ False

Indicator: Increased proportion of targeted children & youth who feel they are making important contribution in their community / school by the end of the school year 43. Can children in your age change the bad things in schools?
   ❏ Yes
   ❏ Sometimes

❏ No

44. Do you think <u>you</u> can change the bad things in your school?
　　❏ Yes
　　❏ Sometimes

❏ No

45. Do you think <u>you</u> can make your school a better place?
    ❏ Yes
    ❏ Sometimes
    ❏ No

46. Do you participate in many school activities?
    ❏ Yes
    ❏ Sometimes
    ❏ No

47. Do you participate in activities in your community?
    ❏ Yes
    ❏ Sometimes
    ❏ No

48. Do you participate in social activities with your family?
    ❏ Yes
    ❏ Sometimes
    ❏ No

49. Are you active in any children's clubs at your school?
    ❏ Yes
    ❏ No
    - If no, have you been active in any children's clubs before?
    ❏ Yes
    ❏ No
If yes:
    - What type of clubs? Check all that apply:
    ❏ Civic
    ❏ Music
    ❏ Science
    ❏ Culture/art
    ❏ Design
    ❏ Other, please specify:

Indicator: % of Syrian and Jordanian children participating in children's clubs are able to express themselves with confidence and participate actively in group discussions

50. Compared to before, would you agree that you have improved your ability to express yourself with confidence and participate actively in a group discussion?
    ❏ Yes
    ❏ No

Indicator: % decreased level animosity between Syrian and Jordanian children at targeted schools

51. Compared to before, would you say that tension and dislike between Syrian and Jordanian students has decreased?
  ❏ Yes
  ❏ No

Indicator: % of Syrian and Jordanian children participating in children's clubs report feeling part of a group of friends and accepted by their peers.

52. Do you feel like you are part of a group of friends?
- ❏ Yes
- ❏ No

53. Do you feel like you are accepted by the other students at your school?
- ❏ Yes
- ❏ No

54. Compared to before, would you say that your group of friends has grown?
- ❏ Yes
- ❏ No

55. Compared to before, would you agree that your feeling of being accepted and liked by other students has increased?
- ❏ Yes
- ❏ No

Indicator: % of Syrian and Jordanian children participating in children's clubs can give an example of a time when there was a conflict, and they tried to seek reconciliation with the other person

56. Have you ever had a serious argument or fight with another student, but later found a way to become friends again?
- ❏ Yes
- ❏ No
- If yes, when did this happen? ❏
  Less than 1 year ago
  - ❏ Between 1-2 years ago
  - ❏ More than 2 years ago

57. Compared to before, would you say that you have improved your ability to reconcile with friends after a fight or argument?
- ❏ Yes
- ❏ No

Outcome 3. The resilience of and social cohesion between refugees and host community members strengthened in communities

Indicator: Increased proportion of targeted children & youth who feel their community /school is a safe place (disaggregated by age, gender & nationality) by the end of school year

58. Do you feel safe at school?

❑ Yes

❑ Sometimes

❑ No

59. Do you feel afraid often at school?

❑ Yes

❑ Sometimes

❑ No

60. Do you feel safe in your area of residence?
   - ❏ Yes
   - ❏ Sometimes
   - ❏ No

61. Which of the following is most accurate? Your neighborhood:
   - ❏ Is harmonious, people care for one another
   - ❏ Is quiet, not many problems
   - ❏ Has many problems

62. Do many students get teased or bullied in your school?
   - ❏ Yes, many
   - ❏ Yes, a few
   - ❏ No

63. Is there at least one adult you can talk to in the school if you were facing a hardship?
   - ❏ Yes
   - ❏ No

64. In your school, do people help one another?
   - ❏ Yes
   - ❏ Sometimes
   - ❏ No

65. In your neighborhood, do people help one another?
   - ❏ Yes
   - ❏ Sometimes
   - ❏ No

66. Thinking of how things were in your community before, would you say that the following statement is true or false?
   - The relationship between Jordanians and Syrians in our community has improved. ❏ True
     ❏ False
   - I have more Jordanian/Syrian friends now than before.
     - ❏ True
     - ❏ False

67. Do you have any other comments you would like to add? About your school or recreational activities for example?

Thank you very much for taking the time to participate in this survey. Your answers are valued and very much appreciated!

Annex 7.2: Teacher survey questionnaire

This consent transcript is to be read to the respondent at the start of the interview.

Hello, my name is *(enumerator's name)* and I work for Exigo Research & Communications. Exigo is an independent and impartial research organization which conducts social research and assessments to inform local and international organizations about the needs of communities.

We are currently conducting an assessment in [enter location] for World Vision, an international nongovernmental organization dedicated to working with underprivileged children, families and communities to overcome poverty and injustice. The purpose of the assessment is to evaluate the effectiveness of the project "*Empowering Children and Youth to be Agents of Change and Peace in their Communities*", implemented by World Vision, ███ and ██████. We would therefore like to ask you to participate in a survey. The survey should take approximately 20 minutes of your time. The information that you provide will remain confidential and no personal information that can identify you and your family will be collected.

This is a voluntary process and you may interrupt the survey and withdraw your consent at any time. Do you have any questions (the enumerator should answer all questions they may have as relevant)? Do I have your permission to start the survey?

General:
1. Enumerator initials:
2. Date:
3. City:
   - ❏ Amman
   - ❏ Irbid
   - ❏ Mafraq
   - ❏ Zarqa
4. School:
   - ❏ Rashdeyya
   - ❏ Al Mansheyya
   - ❏ Hind
   - ❏ Um Al Qura (AM)
   - ❏ Zaid bin Haretha for Boys
   - ❏ Kufr Youba Mixed
   - ❏ Amneh bint Arqam for Girls
   - ❏ Al Khaldiah Mixed
   - ❏ Al Aqraba for Girls
   - ❏ Al Dafyaneh for Girls
   - ❏ Mafraq for Boys

❏ Um Al Manee' for Girls

Respondent profile:
5. Gender:
    ❏ Female
    ❏ Male
6. What is your age?
7. Which subjects do you teach?

Healthy Schools Training:
8. Did you participate in the "healthy schools training" provided by RHAS?
    ❏ Yes
    ❏ No

If yes:

9. Which of the following areas did you improve your knowledge in through the "healthy schools training"? Check all that apply:
    ❏ Management and leadership
    ❏ Safe school environment
    ❏ Healthy school environment
    ❏ Clean school environment
    ❏ Health education
    ❏ Staff and community participation
    ❏ Health services
    ❏ Social and psychological support
    ❏ Nutrition
    ❏ Physical activity
    ❏ None of the above

10. Did you learn anything new through your participation in the "healthy schools training"?
    ❏ Yes
    ❏ No

11. Did your increase your knowledge on health standards through the "healthy schools training" provided by RHAS?
    ❏ Yes
    ❏ No
  - If no, why? What could be improved?

12. Are you teaching your students in health standards?

❏ Yes

❏ No

- If no? why not?

13. Is there a school-based health committee available at the school?

    ❏ Yes

    ❏ No

- If yes, is it functional?

    ❏ Yes

    ❏ No

14. Did you participate in the training on the assessment criteria and development of action plans to implement the "Healthy Schools Program"?

    ❏ Yes

    ❏ No

If yes:

- Did you find the training useful?

    ❏ Yes

    ❏ No

- Are you implementing the action plan in your work?

    ❏ Yes

    ❏ No

15. Did you participate in the training on the use of healthy school program guidelines?

If yes:

- Did you find this training useful?

    ❏ Yes

    ❏ No

- Are you implementing the provided guidelines in your work?

    ❏ Yes

    ❏ No

16. To what extent did the implementation of the "Healthy Schools Program" improve the health status of the students at your school?

    ❏ Very much

    ❏ Somewhat

    ❏ Not really

    ❏ Not at all

- Why? Please explain.

17. Was your school provided with Health Kits?

- ❏ Yes
- ❏ No

If yes:

- Do you know how to use the kits?
- ❏ Yes
- ❏ No
- Are you using them?
- ❏ Yes
- ❏ No
- If so, how?

Training related to peace clubs:
(Section for teachers at Al Aqrabaa for Girls, A Dafyaneh for Girls, Mafraq for Boys or Um al Manee' for Girls)

18. Have you been active in any peace clubs established by the project?

- ❏ Yes
- ❏ No

19. Which of the following trainings, related to the peace clubs, did you participate in? Check all that apply.

- ❏ Training on how to run the peace building club and manage club activities
- ❏ Psychosocial and educational workshop (on how to win the confidence of students) ❏ Music training
- ❏ Training on science club implementation
- ❏ Training on art activity implementation ❏ Training on resilience and stress management ❏ Other, please specify:
- ❏ None of the above

If yes:

- Did you find these trainings useful?
- ❏ Yes
- ❏ Some
- ❏ No
- Are you implementing what you learned through them in your work?
- ❏ Yes
- ❏ No
- If some, which ones did you not find useful and why?
- If no, what could be improved to make them more useful?

Other trainings for teachers:

20. Did you participate in any of the other trainings provided by the project? Check all that apply:

❏ IT

❏ English course

❏ Drama

❏ Child protection

❏ Risk management

❏ Other, please specify:

❏ None of the above

If yes:

- Did you find these trainings useful?

❏ Yes

❏ Some

❏ No

- Are you implementing what you learned through them in your work?

❏ Yes

❏ No

- If some, which ones did you not find useful and why?
- If no, what could be improved to make them more useful?

21. Did you participate in a training on education science (methods of teaching/pedagogy)?

❏ Yes

❏ No

If yes:

- Did you improve your knowledge about teaching methods?
- Are you using this knowledge in your work?

Questions for teachers who are CBPPC members:

(Section for teachers at Al Aqrabaa for Girls, A Dafyaneh for Girls, Mafraq for Boys or Um al Manee' for Girls)

22. Are you a member of the Community-based Peace Promoting Committee at your school?

❏ Yes

❏ No

23. Through your participation in the Community-based Peace Promoting Committee, did you take part in any awareness sessions about how to identify and respond to violations of child rights?

❏ Yes

❏ No

24. Do you feel that your participation in the Community-based Peace Promoting Committee has improved your ability to identify violations of child rights, if they occur?
   - ❑ Yes
   - ❑ No

25. Do you feel that your participation in the Community-based Peace Promoting Committee has improved your knowledge about how to respond to violations of child rights?
   - ❑ Yes
   - ❑ No
- Can you explain how you would respond, if you noticed incidents of child rights violations?   - Would you coordinate with the local justice mechanisms?
   - ❑ Yes
   - ❑ No
- If no, why not?

26. Since taking part in the awareness session, have you used the knowledge you gained in practice, to respond to a case of child rights violation?
   - ❑ Yes
   - ❑ No
- If yes, how did you use this knowledge?

27. Have you shared the knowledge you gained about child rights with others?
   - ❑ Yes
   - ❑ No
- If yes, with whom?

28. Since joining the Community-based Peace Promoting Committee, do you feel that you have increased your ability to participate in decision-making processes about matters that affect your life?
   - ❑ Yes
   - ❑ No
- If yes, how has the project helped increasing your ability to influence decisions that affect your life?

Questions related to outcome 1: Children and youth benefit from an improved learning environment
29. To what extent do you agree that your school's learning environment is adequate and safe from environmental hazards?
   - ❑ Strongly agree
   - ❑ Agree
   - ❑ Disagree
   - ❑ Strongly disagree

30. When compared to the time before the project was implemented, would you say that your school's learning environment has improved?

    ❏ Yes

    ❏ No

    - If no, why?

31. When compared to the time before the project was implemented, would you say that your school is now a safer place?

    ❏ Yes

    ❏ No

    - If no, why?

32. How satisfied are you with the current state of your school's toilets, hand washing facilities and drinking water fountains?

    ❏ Very satisfied

    ❏ Fairly satisfied

    ❏ Somewhat satisfied

    ❏ Not satisfied

    - If somewhat or not satisfied, can you explain why?

33. Thinking of the time before the reparation took place, would you say that your level of satisfaction with your school's toilets, hand washing facilities and drinking water fountains has changed?

    ❏ Yes, I am more satisfied now

    ❏ No, I have same satisfaction as before

    ❏ Yes, I am less satisfied now

    - If your satisfaction has remained the same or decreased, can you explain why this is the case?

34. Do you think that your school's toilets, hand washing facilities and drinking water fountains are kept well maintained and clean?

    ❏ Yes

    ❏ No

    - If no, why?

35. Are you using the repaired toilets and hand washing facilities?

    ❏ Yes

    ❏ No

    - If no, why?

36. Do you think that your school has enough toilets, hand washing facilities and drinking water fountains to meet the needs of all students?

    ❏ Yes

❏ No
- If no, why?

37. Did your school receive any learning material from the project?
    ❏ Yes
    ❏ No

If yes:
- Are you using this learning material that was received?
    ❏ Yes
    ❏ No
- What kind of learning material did your school receive?

38. Is there anything you would like to add, such as suggestions to improve future similar projects?

Annex 7.3: Focus group discussion guides

FGD Guide 1: Questions for children and youth

Focus Group Discussion #	
Date and Time	
Location	❏ Amman ❏ Irbid ❏ Mafraq ❏ Zarqa
Name of school	
Number of participants	
Gender of participants	❏ Male ❏ Female
Nationality of participants	❏ Jordanian ❏ Syrian
Age group	❏ 8-14 ❏ 15-17 ❏ 18+
Facilitator	
Co-facilitator/note taker	

Consent request and introduction

Hello, my name is *(enumerator's name)*. My colleague *(the note taker's name)* and I work for Exigo Research & Communications. Exigo is an independent and impartial research organization which conducts social research and assessments to inform local and international organizations about the needs of communities.

We are currently conducting an assessment in [enter location] for World Vision, an international nongovernmental organization dedicated to working with underprivileged children, families and

communities to overcome poverty and injustice. The purpose of the assessment is to evaluate the effectiveness and impact of a project implemented by World Vision, ████ and █████████, which supported your school.

Please note that no personal information will be collected during this discussion and the information that you provide will remain confidential. We hope you will be comfortable speaking openly when sharing your ideas with us.

Do you give your consent to proceed with the interview? We will only continue this discussion if all of you provide your consent.

(After hearing the consent from each participant individually, the facilitator will ask:) Do you have any questions before we begin?

(The facilitator will answer all questions before moving on to asking everyone to introduce themselves and reading the general discussion rules and the questions)

General rules during the discussion are:
- Everyone should participate
- There is no right or wrong answer and everyone can share their own thoughts and opinion freely
- Information provided in the focus group must be kept confidential
- Participants should focus on the group discussion and not have separate discussions on the side
  - Mobile phones should be switched off - if possible.

Ice breaker: Positioning
Purpose of this exercise is to break up the atmosphere in the room in order to create a better discussion environment and familiarize the participants with the topic.

Before starting the discussion, all participants will be asked to position themselves on a scale from 1 to 10. A free space in the room is identified and a paper with 1 is placed on one side of the room and another paper with a 10 on it is placed on the other end of the room. Then the participants are asked to position themselves on a scale from 1 to 10 (with 1 being "not good at all" and 10 being "excellent").

Ice breaker questions to children/youth:
- As a warm up: How would you describe the weather today? Why?
- How do you feel today? Why?
- How would you describe your school? Why?

Outcome 1: Children and youth benefit from an improved learning environment
1. What can you tell me about the repairment that has been going on in your school in the past 2-3 years?
   - What has changed in your school as a result of this work?

-   How has your school facilities improved as a result of this reparation?
-   Are your school facilities, including toilets and drinking fountains, well maintained and kept clean?

2. Do you think that your <u>school facilities are adequate for your learning needs</u>? -   What could be improved?

3. How satisfied are you with the current condition and <u>hygiene</u> of the lavatories, hand washing facilities and drinking fountains at your school?
    -   How are they now compared to before they were repaired? Please give examples.
    -   Are the lavatories clean and well maintained?
    -   Is there always soap available by the wash basins (for washing hands)?
    -   Would you say that your school building and yard is cleaner now compared to 2-3 years ago? Can you give examples?

4. Do you think that your school provides a <u>safe environment</u> for the students, meaning they do not get physically harmed while at school?
    -   Do you feel afraid of anything while at school? If yes, can you give examples?
    -   Is the school building and yard maintained so that children don't hurt themselves in an accident?
    -   Do things get repaired quickly when something is broken? Can you give examples?

5. Now imagine that there is a tall ladder with 10 steps in this room. The top step represents the best possible learning environment for students and the bottom step represents the worst possible learning environment.
    -   Can you describe how these two learning environments would look like at the top and at the bottom?
    -   Which step on of this ladder would represent your own school? Why?

Outcome 2: Children and youth are empowered to engage in self-led initiatives (children's clubs and engagement in cultural and sport events)

6. Do you feel that your teachers respect your opinion as students and listen to what you have to say when you speak about your learning needs and how the school should be managed? How so?

7. Do you feel that the adults at home and in your community respect your opinion and listen to what you have to say when you speak about an issue that matters to you? How so?

8. Do you feel that children in your age can change the bad things in your school and your community, to make things better?
    -   If so, how can students change things for the better?

9. How often do you attend the peace clubs at your school?
    -   What kind of cultural, musical or sport events have you participated in through the peace clubs?
    -   Did the students lead and organize any of the cultural or sport events?

- What role did adults play in these activities?
- What did you learn through your participation in these events?

(Examples: leadership skill, teamwork skills civic education etc.)

10. How did your participation in the peace club activities make you feel? -   What do you enjoy the most about going to the peace clubs?
    - Do you feel like you are part of a group of friends that accepts you as you are?
    - How comfortable are you with the idea of participating in a group discussion and expressing your views?

11. Are the peace clubs still active and what kind of initiatives are now being planned and implemented?
    - Do you think that students such as yourself will continue to lead and implement initiatives through the peace clubs in the future? If so, what kind of initiatives?

Outcome 3: The resilience of and social cohesion between refugees and host community members strengthened in communities

12. Were you and other students involved in how the peace club rooms were designed and organized, to match your needs? Why/how?

13. Do you feel that the peace clubs inspire you and improve your ability to learn? How?

14. Thinking of the past 2-3 years, what changes have happened in your school and in your community? Please mention specific examples.
    - Were these changes positive or negative? Why?
    - Do you think these changes will continue in the future? Why? Please explain.

15. Through your involvement in the peace clubs, did you make any new friends who are Syrian/Jordanian? If no, why not?

(Note to FGD facilitator: If FGD is held with Syrian refugees, try to probe if the children/youth made any Jordanian friends. For FGDs with Jordanian children/youth, ask if the children made any new Syrian friends).

16. Compared to before, would you say that tension between Syrian and Jordanian students has decreased?

17. Have you ever fought or argued with another student and resolved the problem by finding a way to become friends again? How did this happen?

18. Since participating in the peace clubs, to what extent do you feel like you are part of a group of friends?
    - Do you feel like you are accepted and liked by the other students at your school? Please discuss.

19. In your community, do children and adults with different nationalities - like Syrians and Jordanians - befriend and support each other? How so?

20. Do you have any other suggestions or comments that you would like to add?

FGD Guide 2: Questions for school teachers

Focus Group Discussion #	
Date and Time	
Location	☐ Amman ☐ Irbid ☐ Mafraq ☐ Zarqa
Name of school	
Number of participants	
Gender of participants	☐ Male ☐ Female ☐ Mixed
Facilitator	
Co-facilitator/note taker	

Consent request and introduction

Hello, my name is *(enumerator's name)*. My colleague *(the note taker's name)* and I work for Exigo Research & Communications. Exigo is an independent and impartial research organization which conducts social research and assessments to inform local and international organizations about the needs of communities.

We are currently conducting an assessment in [enter location] for World Vision, an international nongovernmental organization dedicated to working with underprivileged children, families and communities to overcome poverty and injustice. The purpose of the assessment is to evaluate the effectiveness and impact of a project implemented by World Vision, ███ and ████████, which supported your school.

Please note that no personal information will be collected during this discussion and the information that you provide will remain confidential. We hope you will be comfortable speaking openly when sharing your ideas with us.

Do you give your consent to proceed with the interview? We will only continue this discussion if all of you provide your consent.

(After hearing the consent from each participant individually, the facilitator will ask:) Do you have any questions before we begin?

(The facilitator will answer all questions before moving on to asking everyone to introduce themselves and reading the general discussion rules and the questions)

General rules during the discussion are:
- Everyone should participate
- There is no right or wrong answer and everyone can share their own thoughts and opinion freely
- Information provided in the focus group must be kept confidential
- Participants should focus on the group discussion and not have separate discussions on the side
- Mobile phones should be switched off - if possible.

Ice breaker: Positioning

Purpose of this exercise is to break up the atmosphere in the room in order to create a better discussion environment and familiarize the participants with the topic.

Before starting the discussion, all participants will be asked to position themselves on a scale from 1 to 10. A free space in the room is identified and a paper with 1 is placed on one side of the room and another paper with a 10 on it is placed on the other end of the room. Then the participants are asked to position themselves on a scale from 1 to 10 (with 1 being "not good at all" and 10 being "excellent").

Ice breaker questions to teachers:
- As a warm up: How would you describe the weather today? Why -   How do you feel today? Why?
- How would you describe the learning environment at the school? Why

Introduction:
1. How were you introduced to the project implemented by ████, ████████ and World Vision? Please describe the project's activities implemented in your school?
2. Were you consulted about the needs of your school and the needs of the teachers before or during the implementation? Please explain/provide details.

Outcome 1: Children and youth benefit from an improved learning environment *Questions related to output: Adequate, safe and hygienic space for children*

3. In what ways has the project made the school a safer place for the students? Please provide examples.

4. To what extent has the project contributed towards an improved learning environment at the school?
   - Do you think that the learning environment is adequate to meet the needs of the students? What could be improved further?

5. How were the school's water and sanitation facilities - such as lavatories, hand washing basins and drinking water fountains - improved by the project?
   - To what extent are you satisfied with the renovation of these water and sanitation facilities?

- Do you think the improvement of the water and sanitation facilities are likely to last in in the longer-term? Why?

6. What kind of improvements have you noticed with regard to the student's health and hygiene practices, since the hygiene promotion sessions were provided?
   - Are you planning to conduct more hygiene promotion sessions in the future to benefit more students? How?

7. What kind of economic, legal and social challenges are Syrian families facing in the community and how is this affecting the wellbeing of refugee children?

Questions related to output: Capacity of education institutions increased

8. Can you describe the process of designing the guidelines and annual work plans that were developed for the school by the project?
   - How did the teachers participate in the process of developing these?
   - Are you still using these guidelines and work plans?
   - Are you planning to use them in the future?

9. What kind of capacity development and training activities did you participate in through this project?

10. Can you mention examples of how your teaching capacities improved through these trainings?
    - To what extent did you increase your knowledge about education science (teaching methods)?
    - Can you give examples of how you are using this knowledge about education science in your daily work at the school?

11. Did the project provide your school any learning materials? If so, what kind of materials?
    - Did you find this learning material useful?
    - Are you still using them? If no, why not?
    - Are you going to continue using them in the coming years? Why?

Questions related to output: "Healthy school program"

12. Can you tell me a little about the "Healthy Schools Training Workshop" and what you learned through your participation in it?
    - What did you learn about the health standards?
    - Do you teach your students about these health standards? What do you teach them?
    - Are you planning to continue teaching your students about these health standards in the future? Why?

13. Was your school provided with Health Kits? If so, what was in these health kits? -   Do you know how to use the kits? How do they work?
    - How often have you used these kits since you received them?
    - Are you planning on using them in the future?

14. Does your school have a Healthy Schools Appreciation Certificate?
    - If no, why does it not?
    - Have you or any of the other school staff received symbolic health tokens? Do you still have them?

15. Do the ministries of education and health conduct any visits at your school and if so, what kind of feedback do you receive regarding the healthiness of your school environment?

Outcome 2: Children and youth are empowered to engage in self-led initiatives (children's clubs and engagement in cultural and sport events)

16. What kind of initiatives have the children been leading through the peace clubs? Can you provide example?
    - What did the community members think about the peace themed events organized by the peace clubs?

(Examples: Peace cup football championships, summer camps, "Voice of Peace" music festival, "Run for Peace" marathon etc.)
    - How were the students motivated to take a leading role in planning and organizing these initiatives?
    - Are the peace clubs able to plan and implement initiatives on their own, without external support? If no, what kind of support are they in need of?

17. Would you say that the project's peace clubs have contributed towards an improved relationship between the Syrian and Jordanian students and adults in the area?
    - If so, can you give examples of how an improvement in their relationship can be noticed?
    - If no, why do you think the project was unable to help improving relations between Syrian and Jordanian children, youth and adults?
    - What could have been done differently to achieve this?

18. Have you noticed any changes with regard to the wellbeing of children as a result of the project? If so, what kind of changes? Please provide examples.

Outcome 3: The resilience of and social cohesion between refugees and host community members strengthened in communities
(Questions for teachers who are also in the Community-based Peace Promoting Committees)

19. What is the purpose of the Community-based Peace Promoting Committee and what type of activities does it implement?
    - Who are the people that participate in and manage the committee?

20. What kind of peace building trainings did the Committee members participate in?
    - What did you learn from the peace building trainings?
    - Were these trainings useful? Why/how?
    - Did you share the skills you gained from these trainings with others? If so, with whom?
    - What is the likelihood of you using the skills you learned from these trainings in the future?

21. How often do the committee members gather to have meetings? Do you think these meetings are useful?

22. Has the committee contributed towards an improved relationship between Syrian and Jordanian community members? How? Please provide examples.

23. Who organized the peace themed community-based outreach campaigns?

24. What kind of messages did these campaigns give to the community?
    - To what extent did the campaigns help improve relationship between Jordanians and Syrian refugees? How/why? Please provide examples.
    - What is the longer term effects of these campaigns in your view?
    - Is there anything that could be done differently to increase the effectiveness of these campaigns?

25. Do you have any other suggestions or comments that you would like to add?

FGD Guide 3: Questions for community members participating in the CBPPCs

Focus Group Discussion #	
Date and Time	
Location	☐ Amman ☐ Irbid ☐ Mafraq ☐ Zarqa
Name of school	
Number of participants	
Gender of participants	☐ Male ☐ Female
Nationality of participants	☐ Jordanian ☐ Syrian
Facilitator	
Co-facilitator/note taker	

Hello, my name is *(enumerator's name)*. My colleague *(the note taker's name)* and I work for Exigo Research & Communications. Exigo is an independent and impartial research organization which conducts social research and assessments to inform local and international organizations about the needs of communities.

We are currently conducting an assessment in [enter location] for World Vision, an international nongovernmental organization dedicated to working with underprivileged children, families and communities to overcome poverty and injustice. The purpose of the assessment is to evaluate the effectiveness and impact of a project implemented by World Vision, ▮▮▮ and ▮▮▮▮▮, which supported your school.

Please note that no personal information will be collected during this discussion and the information that you provide will remain confidential. We hope you will be comfortable speaking openly when sharing your ideas with us.

Do you give your consent to proceed with the interview? We will only continue this discussion if all of you provide your consent.

(After hearing the consent from each participant individually, the facilitator will ask:) Do you have any questions before we begin?

(The facilitator will answer all questions before moving on to asking everyone to introduce themselves and reading the general discussion rules and the questions)

General rules during the discussion are:
- Everyone should participate
- There is no right or wrong answer and everyone can share their own thoughts and opinion freely

- Information provided in the focus group must be kept confidential
- Participants should focus on the group discussion and not have separate discussions on the side
- Mobile phones should be switched off - if possible.

Ice breaker: Positioning

Purpose of this exercise is to break up the atmosphere in the room in order to create a better discussion environment and familiarize the participants with the topic.

Before starting the discussion, all participants will be asked to position themselves on a scale from 1 to 10. A free space in the room is identified and a paper with 1 is placed on one side of the room and another paper with a 10 on it is placed on the other end of the room. Then the participants are asked to position themselves on a scale from 1 to 10 (with 1 being "not good at all" and 10 being "excellent").

Ice breaker questions to community members:
- As a warm up: How would you describe the weather today? Why -   How do you feel today? Why?
- How would you describe your experience of participating in the project?

Introduction:

1. How were you introduced to the project (implemented by RHAS, Madrasati and World Vision)? Please describe the project's activities as you know them?
   - What motivated you to participate?

2. What were your roles in the implementation of the project?
(Note: each participant should explain their individual role)

Outcome 3: The resilience of and social cohesion between refugees and host community members strengthened in communities

3. Are the Community-based Peace Promoting Committees still active? - What kind of initiatives is the committee currently planning?

4. To what extent did your participation in the committee increase your knowledge about peace building?
   - Can you give examples of what you learned about peace building?
   - Do you find this knowledge useful? How is it useful?
   - How are you using this knowledge?
   - Have you shared knowledge about peace building with others in your community? If so, with whom?

5. How often did the peace promoting committee member meet *? (Monthly? Weekly?)* - What   was discussed during the meetings?
   - Were the meetings useful?

6. What were the messages shared by the community-based outreach campaigns that were conducted by the project in the area? Please mention examples.
   - How relevant were these messages to the local context? Why?
   - Who were the groups targeted by the outreach campaigns?

7. In your view, what is the purpose of the initiatives and events that were organized by the peace clubs? Please provide examples.
(Examples: Peace cup football championships, summer camps, "Voice of Peace" music festival, "Run for Peace" marathon etc.)
   - Do you think the initiatives were successful? Why/how?
   - To the best of your knowledge, are the peace clubs still active?

8. What did the community members think about the peace themed events organized by the peace clubs?

9. How were the students motivated to take a leading role in planning and organizing these initiatives?
   - Would you say that the project has enabled the children to change things in their environment, which they are unhappy about?
   - Are the peace clubs able to plan and implement initiatives on their own, without external support? If no, what kind of support are they in need of?

10. What existing challenges did the campaigns and peace club activities address?

11. What is the general attitude towards Syrian refugees in the area and is this changing?

12. To what extent did the committee's outreach campaigns and peace clubs help improve relationship between Jordanians and Syrian refugees in the area? How/why? Please provide examples.
   - Has the project contributed towards an increased interaction and socialization between Jordanians and Syrian refugees? Can you give examples?

13. Are there any other changes produced by the project?
   - If so, what are these changes and are they positive or negative?
   - Are these changes likely to last in the future? Why?

14. What kind of new initiatives is your peace promoting committee planning in the future? Please give examples.
   - What kind of resources are the committee in need of to continue its activities in the future and does it have access to these resources?
   - What is the likelihood of the committee continuing its activities in the next 3-5 years? Why? Please explain your answer.

15. Do you have any other suggestions or comments that you would like to add?

Annex 7.4: Key informant interview guides

KII Guide 1: WVJ and partner organization staff

Name of respondent	
Name of organization/office	
Title/position of respondent	
Phone/email of respondent	
Date and time of interview	
Location	
Name of interviewer	

Introduction

1. Can you please introduce yourself, describe your role and position in your organisation?

Relevance

2. Who are the main beneficiary groups targeted by the project and what are their needs?
   - How were these needs identified?
   - How is the project addressing these needs?
3. Was the project designed in a way that takes the local contexts into consideration? How? Can you provide examples from the 4 locations (Mafraq, Zarqa, Irbid and Amman)?
4. Were the target communities encouraged to participate and inform the design and planning phases of the project?
   - If so, who are the people who participated and how did they participate/inform the design?
   - If no, what were the limitations that did not permit this?
5. Were CSOs with similar programming in Jordan consulted during the design phase of the project? If so, which organizations were consulted?

Effectiveness

6. Were there any external factors or events beyond the control of the project team, which made it challenging to implement the activities in a timely manner?
   - **Examples external factors** could be related to coordination with the MoE/MoE, the approval of activities and the security situation in Jordan (closure of schools).
   - If so, how did your address and overcome these challenges?
   - What were the implications of these factors/events on the implementation, if any?
7. Were there any **internal factors** that influenced your organization's ability to achieve expected outcomes?
   - Examples of internal factors could be related to (for example) lack of resources, high employee turnover, unrealistic timeline etc.
8. What are the key activities that were implemented to build resilience in the target communities?
   - In what way did the project boost the resilience of disadvantaged communities?

- How did the project improve social cohesion between different groups, including host and refugee communities in Jordan? Please provide examples.
9. Could you please describe the process during which the partnership between WV and RHAS, Madrasati and Right to Play was formed?
    - What are the individual strengths of each partner organization?
    - How could the relationship between the partners be strengthened in the future?

Efficiency
10. Were there any unforeseen delays during the implementation, due to external or internal factors?
    - If so, hat were the consequences of this delay? How did your organization/the partners address them?
11. How did your organization ensure cost efficiency? What are the procedures and policies in place for this?

Coverage
12. Who are the population groups that were targeted the project? - Why were these specific groups targeted?
    - What are the project's beneficiary selection criteria?
13. What characteristics of the target beneficiaries defines them as most vulnerable?
14. Are there any groups with similar needs and vulnerabilities, but who were not included in the project?
    - If so, who are these groups and why were they not included.

Impact
15. What are the positive and negative changes produced by the project?
    - Have these changes contributed to improved child wellbeing? How/why?
16. Did the project team note any unintended changes as a result of the project? What were these changes?

Connectedness and Sustainability
17. In what ways did the design and implementation of the project consider longer-term issues and challenges into account? Can you provide any examples?
18. How did the project consider the linkages between humanitarian action, recovery and development?
19. Does the project have an exit strategy in place?
    - If so, what is the project's exit strategy and how was it implemented?
    - Does the exit strategy have a clearly defined timeline?
    - Does the exit strategy have a plan for the handover of peace clubs and CBPPCs to the schools?
    - If no, why was an exit strategy not developed?
20. Does the project have a plan for the coverage of operational costs related to the future activities of the peace clubs and peace committees, once the project is completed? If so, how does the plan look?

Additional questions for the partners RHAS and Madrasati

21. What type of capacity building workshops did your and/or your colleagues participate in as part of the project? *(Examples: Basic M&E workshop, advanced M&E training, Do No Harm workshop, Finance for non-finance professionals, project management and development)*

22. Did you and/or your colleagues learn useful and new technical skills and knowledge as a result of the training? If so, what kind of skills/knowledge?

23. How has your capacity for strengthening resilience been developed as a result of these workshops? Can provide examples?

24. How are you using the skills you learned in your work? How do you apply these skills in projects?

25. Have you shared this knowledge with other colleagues in your organization or with any external stakeholders? If so, how?

26. Do you have any other training needs which were not included the capacity building workshop? If so, what other training needs to you have?

KII Guide 2: School management/admin staff

Name of respondent	
Title of respondent	
Contact information respondent	
Date of interview	
Name of school	
City	
Name of interviewer	

Interview consent script:

Hello, my name is *(interviewer name)* and I work for Exigo Research & Communications. Exigo is an independent and impartial research organization which conducts social research and assessments to inform local and international organizations about the needs of communities.

We are conducting an evaluation of the project "*Empowering Children and Youth to be Agents of Change and Peace in their Communities*", implemented by World Vision and partner organizations: ▇▇▇ and ▇▇▇▇▇▇. We would therefore like to ask you to inform the evaluation by participating as a key informant. The interview should take approximately 30-45 minutes of your time. The information that you provide will remain confidential and <u>no personal information</u> that can identify you will be mentioned in the report.

This is a voluntary process and you may interrupt the interview and withdraw your consent at any time. Do you have any questions before we start the interview? Do I have your permission to audio record the interview, to avoid missing any information and to take more detailed notes later?

Introduction
1. Can you please introduce yourself, describe your role and position in your school?
2. What are the top needs of the students in your school and in the community surrounding it?
3. Was your school and its management consulted about the needs of the school before or during the implementation of the project?

Outcome 1: Children and youth benefit from an improved learning environment
4. Could you please explain if and how the project has helped create a safe and hygienic learning environment for the students at the school? Can you provide examples?

5. How has the project improved the learning environment at the school, if at all? Please provide examples.
   - Would you say that the school's learning environment is adequate to meet the needs of the students? How? Please provide examples.

6. What type of repair work was done at the school by the project?

- How were the school's water and sanitation facilities - such as lavatories, hand washing basins and drinking water fountains - improved by the project?
- Would you say that the reparations made by the project is likely to last in the long-term? Please explain.

7. What kind of improvements have you noticed with regard to the student's health and hygiene practices, since the hygiene promotion sessions were provided?
   - Is your school planning to conduct more hygiene promotion sessions in the future to benefit more students? How?

8. In the past 2-3 years while the project was implemented, were there any Syrian students who dropped out of school?
   - If so, are there many cases of drop-outs?
   - Why do Syrian children drop-out of school? Do they relocate to other areas? Why?

9. Did the school management receive a training on the safety aspect, maintenance and upkeep of the school by the project?
   - If so, did the school management improve its knowledge about school safety, maintenance and upkeep?
   - How is the school management using this knowledge in its work?

10. What kind of trainings did the school management participate in?
    - How did these trainings benefit the school?
    - Are you using these skills in your work and will you continue to use them in the future?
    - Have you shared the skills you gained from the training with others? If so, with whom?

11. What is your opinion of the guidelines and annual work plans that were developed for the school by the project? Do you find them useful?
    - How did the school staff participate in the process of developing these?
    - Is your school using these guidelines and work plans?
    - Is your school planning to use them in the future?

12. Did your school receive hygiene kits and learning material from the project?
    - If so, what was inside the hygiene kits?
    - What type of learning material did you receive?
    - How is your school using these hygiene kits and the learning material?

13. Does your school have a Healthy Schools Appreciation Certificate?
    - If no, why does it not?
    - What type of efforts does your school make to maintain the health standards?

14. Do the ministries of education and health conduct any visits at your school and if so, what kind of feedback do you receive regarding the healthiness of your school environment?

Outcome 2: Children and youth are empowered to engage in self-led initiatives (children's clubs and engagement in cultural and sport events)

15. How were the peace clubs established at the school? Can you give a brief overview of the process?

16. What kind of initiatives have the children been leading through the peace clubs? Can you provide example?
    - What did the community members think about the peace themed events organized by the peace clubs?

(Examples: Peace cup football championships, summer camps, "Voice of Peace" music festival, "Run for Peace" marathon etc.)

17. How were the students motivated to take a leading role in planning and organizing these initiatives?
    - Are the peace clubs able to plan and implement initiatives on their own, without external support? If no, what kind of support are they in need of?

18. Would you say that the project's peace clubs have contributed towards an improved relationship between the Syrian and Jordanian students and adults in the area?
    - If so, can you give examples of how an improvement in their relationship can be noticed?
    - If no, why do you think the project was unable to help improving relations between Syrian and Jordanian children, youth and adults?
    - What could have been done differently to achieve this?

Outcome 3: The resilience of and social cohesion between refugees and host community members strengthened in communities

19. What is the purpose of the Community-based Peace Promoting Committee and what type of activities does it implement?

20. Has the committee contributed towards an improved relationship between Syrian and Jordanian community members? How? Please provide examples.

21. Who organized the peace themed community-based outreach campaigns?

22. What kind of messages did these campaigns give to the community?
    - To what extent did the campaigns help improve relationship between Jordanians and Syrian refugees? How/why? Please provide examples.

23. What are the longer-term effects of these campaigns in your view?
    - Is there anything that could be done differently to increase the effectiveness of these campaigns?

24. Do you have any other suggestions or comments that you would like to add?

KII Guide 3: Peace Club Representatives

Name of respondent	
Title of respondent	
Contact information respondent	
Date of interview	
Name of school	
City	
Name of interviewer	

Interview consent script:

Hello, my name is *(interviewer name)* and I work for Exigo Research & Communications. Exigo is an independent and impartial research organization which conducts social research and assessments to inform local and international organizations about the needs of communities.

We are conducting an evaluation of the project "*Empowering Children and Youth to be Agents of Change and Peace in their Communities*", implemented by World Vision and partner organizations: ▇▇▇ and ▇▇▇▇.

I would therefore like to ask you to inform the evaluation by participating as a key informant. The interview should take approximately 30-45 minutes of your time. The information that you provide will remain confidential and no personal information that can identify you will be mentioned in the report.

This is a voluntary process and you may interrupt the interview and withdraw your consent at any time. Do you have any questions before we start the interview? Do I have your permission to audio record the interview, to avoid missing any information and to take more detailed notes later?

Introduction:

1. Can you please introduce yourself and describe your role in the peace clubs?
2. When and how was the peace clubs in your school established?
3. What is the mandate of the peace clubs – what are they trying to achieve?
4. Who are the people working at the peace clubs and what are their qualifications?
5. Are the peace clubs at your school still active? If no, why are they not?
6. What is the role of a "Child Leader"?

Outcome 2: Children and youth are empowered to engage in self-led initiatives (children's clubs and engagement in cultural and sport events)

7. How do children's participation in the peace clubs benefit them? Do children appreciated coming to the peace clubs?

8. What kind of initiatives have the children been leading through the peace clubs? Can you provide examples?

(Examples: Peace cup football championships, summer camps, "Voice of Peace" music festival, "Run for Peace" marathon etc.)

   - How are the students attending the peace clubs taking a leading role in planning and organizing these initiatives? Please mention examples.

9. What kind of messages were delivered to the community through the peace themed events?

   - What did the community members think about the peace themed events and the messaged they conveyed?
   - Were the events well received and accepted?
   - What kind of feedback did you receive? Please mention examples.

10. What kind of trainings were provided for the teachers who are running the peace clubs at the school?
    (Examples: psychosocial support, resilience and stress managements, communication and leadership etc.)

    - How are the teachers using the knowledge and skills they gained from these trainings in practice at the peace clubs?
    - Have you and other teachers shared the knowledge and skills gained from these trainings with others, like other teachers for example? Please elaborate.
    - Do the teachers plan to continue using these skills in the future? How? Can you mention examples?

11. Would you say that the project's peace clubs have contributed towards an improved social cohesion between the Syrian and Jordanian students in the area?

    - If so, can you give examples of how an improvement in their relationship can be noticed?
    - If no, why do you think the project was unable to help improving relations between Syrian and Jordanian children and youth?
    - What could have been done differently to achieve this?

12. What about adult community members in the area? Do you think the peace clubs have helped improving the relationship between Syrian and Jordanian adults in the area?

    - If no, why do you think this was not achieved?
    - If yes, how did the project's peace clubs achieve this?
    - Do you think it is likely that the relationship between Jordanians and Syrians in the area will continue to improve over time? Why?

13. Would you say that the peace clubs and their activities have strengthened the resilience of the students attending them?

    - Have the students improved their ability to recover quickly from and cope better with difficult and stressful experiences?

14. Are the peace clubs continuing to plan and implement student-led initiatives on their own?
    - Are the peace clubs facing any challenges that prevent them from functioning effectively? If so what?
    - What kind of resources are the peace clubs in need of to continue their activities in the future and do they have access to these resources?

15. Do you have any other suggestions or comments that you would like to add?

KII Guide 4: Community-based Peace Promoting Committee (CPPC) Representatives

Name of respondent	
Title of respondent	
Contact information respondent	
Date of interview	
Name of school	
City	
Name of interviewer	

Interview consent script:

Hello, my name is *(interviewer name)* and I work for Exigo Research & Communications. Exigo is an independent and impartial research organization which conducts social research and assessments to inform local and international organizations about the needs of communities.

We are conducting an evaluation of the project "*Empowering Children and Youth to be Agents of Change and Peace in their Communities*", implemented by World Vision and partner organizations: ▮▮▮ and ▮▮▮▮▮ .

I would therefore like to ask you to inform the evaluation by participating as a key informant. The interview should take approximately 30-45 minutes of your time. The information that you provide will remain confidential and <u>no personal information</u> that can identify you will be mentioned in the report.

This is a voluntary process and you may interrupt the interview and withdraw your consent at any time. Do you have any questions before we start the interview? Do I have your permission to audio record the interview, to avoid missing any information and to take more detailed notes later?

Introduction:

1. Can you please introduce yourself and describe your role in the Community-based Peace Promoting Committee?
2. When and how was the Peace Promoting Committee in your school established?
3. What is the mandate of the Peace Promoting Committee - what is it trying to achieve?
4. Who are the people working at the Peace Promoting Committee and what are their qualifications?

Outcome 3: The resilience of and social cohesion between refugees and host community members strengthened in communities

5. What type of activities does the Peace Promoting Committee implement? -   Who are the people that participate in and manage the committee?

6. How often do the Peace Promoting Committee members gather to have meetings? - Do you think these meetings are useful for the effectiveness of the committee?

7. What kind of peace building trainings did the committee members participate in?
   - What did you learn from the peace building trainings?
   - To what extent did you increase your knowledge and skills in peace building?
   - Do you find these skills and knowledge in peace building useful?

8. How are you and others who participated in the training using these skills in practice?
   - What is the likelihood of you using the skills you learned from these trainings in the future?
   - Did you share the skills you gained from these trainings with others, such as other teachers? If so, with whom?

9. Who organized the peace themed community-based outreach campaigns?
   - Who were involved in the design and content of the campaigns?
   - Would you say that the design of the campaign is adapted to the cultural and local conditions? Please explain how cultural sensitivity was taken into consideration.

10. What kind of messages did these campaigns share with the community?
    - What is the longer term effects of these campaigns in your view?
    - Is there anything that could be done differently to increase the effectiveness of these campaigns?

11. Would you say that the Peace Promoting Committee have contributed towards an improved social cohesion between the Syrian and Jordanian students in the area?
    - If so, can you give examples of how an improvement in their relationship can be noticed?
    - If no, why do you think the project was unable to help improving relations between Syrian and Jordanian children and youth?
    - What could have been done differently to achieve this?

12. What about adult community members in the area? Do you think the Peace Promoting Committee have helped improving the relationship between Syrian and Jordanian adults in the area?
    - If no, why do you think this was not achieved?
    - If yes, how did the Peace Promoting Committee achieve this?
    - Do you think it is likely that the relationship between Jordanians and Syrians in the area will continue to improve over time? Why?

13. Would you say that the Peace Promoting Committee and its activities have strengthened the resilience of the students at your school?
    - Have the students improved their ability to recover quickly from and cope better with difficult and stressful experiences?

14. Is the Peace Promoting Committee currently active and able to plan and implement initiatives on its own, without external support?

- What kind of new initiatives is your peace promoting committee planning in the future? Please give examples.
- What kind of resources are the committee in need of to continue its activities in the future and does it have access to these resources?
- What is the likelihood of the committee continuing its activities in the next 3-5 years? Why? Please explain your answer.

15. Do you have any other suggestions or comments that you would like to add?

KII Guide 5: Local Authorities, MoE and MoH Representatives

Name of respondent	
Title of respondent	
Contact information respondent	
Date of interview	
Name of school	
City	
Name of interviewer	

Interview consent script:

Hello, my name is *(interviewer name)* and I work for Exigo Research & Communications. Exigo is an independent and impartial research organization which conducts social research and assessments to inform local and international organizations about the needs of communities.

We are conducting an evaluation of the project "*Empowering Children and Youth to be Agents of Change and Peace in their Communities*", implemented by World Vision and partner organizations: ▮▮▮ and ▮▮▮▮▮.

I would therefore like to ask you to inform the evaluation by participating as a key informant. The interview should take approximately 30-45 minutes of your time. The information that you provide will remain confidential and no personal information that can identify you will be mentioned in the report.

This is a voluntary process and you may interrupt the interview and withdraw your consent at any time. Do you have any questions before we start the interview? Do I have your permission to audio record the interview, to avoid missing any information and to take more detailed notes later?

1. Can you please introduce yourself and describe your role/position within the municipality/ministry?
2. What are the most common challenges with regarding to access to quality education in vulnerable communities?
3. What is your municipality/ministry doing to address these challenges and to improve the quality of education?
4. What type of initiatives is your municipality/ministry implementing to create safe and healthy learning environments for students?
5. Do you know the organizations World Vision, ▮▮▮ and ▮▮▮▮▮? What do you know about them? What is your impression of them?
6. What do you know about their education and peacebuilding project?
7. How did your municipality /ministry collaborate with this project?
8. Where there any challenges with regard to communication and coordination with the three partner organizations implementing the project?
9. How did the project help improve the learning environment at the supported schools?

10. How has the project impacted the lives of the students who benefited from the project? What real difference, if any, has the project made in their lives? Please explain.
11. What do you know about the Community-based Peace Promoting Committees that were established at one of the schools in your municipality?
12. Has the project been successful at promoting peace at the community level? How?
13. Has the project improved the wellbeing of children? How?
14. To what extent has the project brought together people from different groups?

Annex 7.5: List of qualitative interviews

Key Informant Interviews

Location	Institution	Stakeholder	Gender	Nationality
N/A	World Vision	Operations Manager	Male	N/A
N/A	World Vision	Project Manager	Male	N/A
N/A	World Vision	Meal Manager	Male	N/A
N/A	██████████	Project Officer	Female	N/A
N/A	██	Program Manager	Male	N/A
Amman	████████████	Admin *School Director*	Female	Jordanian
Amman	███████████	CBPPC	Female	Jordanian
Amman	███████████	Peace Club	Female	Jordanian
Amman	███████████	Admin *School Director*	Female	Jordanian
Amman	█████████	Admin *School Director*	Female	Jordanian
Amman	█████████	Admin *Health Officer*	Female	Jordanian
Amman	████████████	Admin *School Director*	Male	Jordanian
Irbid	██████████	Admin *School Director*	Female	Jordanian
Irbid	██████	Admin *School Manager*	Female	Jordanian
Irbid	██████	Peace Club	Female	Jordanian
Irbid	██████	CBPPC	Female	Jordanian
Mafraq	██████████	Admin *School Administrator*	Female	Jordanian
Mafraq	███████████	Peace Club	Female	Jordanian
Mafraq	██████████	CBPPC	Female	Jordanian
Mafraq	████████	Admin *School Manager*	Female	Jordanian
Mafraq	███████████	Admin *School Manager*	Female	Jordanian
Mafraq	██████████	Admin *School Principal*	Male	Jordanian
Mafraq	██████████	Peace Club	Male	Jordanian

Zarqa	██████████	Admin *School Principal*	Female	Jordanian
Zarqa	████	Admin *School Principal*	Female	Jordanian

Focus Group Discussions

Location	Institution	Stakeholder	# of Participants	Gender	Nationality
Amman	Rashdeyya School	Teachers	6	Female	Jordanian
Amman	Um Al Manee	Students	3	Female	Jordanian
Amman	Um Al Manee	CBPPC Members	4	Female	Jordanian
Amman	Um Al Manee	Teachers	4	Female	Jordanian
Amman	Um Al Qura	Teachers	5	Female	Jordanian
Amman	Ziad ben Haritha	Students	6	Male	Syrian
Amman	Ziad ben Haritha	Teachers	4	Male	Jordanian
Irbid	Koufr Youba	Teachers	6	Female	Jordanian
Irbid	Aqraba	Students	6	Female	Jordanian
Irbid	Aqraba	Teachers	6	Female	Jordanian
Irbid	Aqraba	CBPPC Members	5	Female	Jordanian
Mafraq	Al Dafyaneh	CBPPC Members	6	Female	Jordanian
Mafraq	Al Dafyaneh	Teachers	6	Female	Jordanian
Mafraq	Al Dafyaneh	Students	6	Female	Syrian
Mafraq	Al Kaldieh	Teachers	6	Female	Jordanian
Mafraq	Al Kaldieh	Students	8	Female	Syrian
Mafraq	Al Kaldieh	Students	8	Male	Syrian
Mafraq	Al Mansheyya	Teachers	3	Female	Jordanian
Mafraq	Mafraq Boys	CBPPC Members	5	Male	Jordanian
Mafraq	Mafraq Boys	Students	8	Male	Jordanian
Mafraq	Mafraq Boys	Teachers	5	Male	Jordanian
Zarqa	Amneh Bint Arqam	Students	6	Female	Jordanian
Zarqa	Amneh Bint Arqam	Teachers	5	Female	Jordanian
Zarqa	Hind	Teachers	6	Female	Jordanian

Annex 7.6: Tables of findings from student survey data

Table 2: Quantitative survey sample - students

School	Total # of Jordanian students surveyed	Average age of surveyed Jordanian students	Average grade of Jordanian students	Total # of Syrian students surveyed	Average age of surveyed Syrian students	Average grade of surveyed Syrian students	Total sample size per school	Avg. Age	Avg. Grade
Zaid bin Haretha Boys	120	12.05	6.2	10	12.50	6.0	130	12.08	6.18
Um Al Manee' for Girls[34]	62	9.74	4.3	1	12.0	5.0	63	9.78	4.3
Rashdeyya	54[35]	14.11	8.4	3	12.67	6.67	58	14.05	8.34
Um Al Qura (AM)[36]	69	12.52	7.2	0	N/A	N/A	69	12.52	7.2
Kufr Youba Mixed[37]	52[38]	10.27	4.8	0	N/A	N/A	54	10.24	4.8
Al Aqrabaa Girls	24	13.88	8.3	0	N/A	N/A	24	13.88	8.3
Al Khaldiah Mixed[39]	65[40]	14.49	8.7	38	12.55	6.1	104	13.79	7.7
Al Dafyaneh for girls[41]	18	12.17	6.6	12	12.75	6.4	30	12.40	6.5
Mafraq For Boys	21	14.76	8.8	2	15.00	8.5	23	14.78	8.8
Al Mansheyya	16	16.19	10.8	1	17.00	11.0	17	16.23	10.8
Amneh bint Arqam Girls	95	14.18	8.6	3	14.00	8.3	98	14.17	8.6

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[34] It may be worth noting that all surveyed male students were 3rd graders while all surveyed female students were in either 4th or 5th grade

[35] Sample included one Palestinian student, a 15-year old female 10th grader

[36] It may be worth noting that all surveyed male students were 3rd graders with an average age of 7.6-years old, while all surveyed female students were in the 6th-9th grades with a significantly higher average age of 13.4 years old

[37] It may be worth nothing that all surveyed male students were 8-year old 3rd graders while female students ranged from 3rd-7th grade

[38] Sample included two Palestinian students, both female, a 10-year old 5th grader and a 9-year old 4th grader

[39] It may be worth noting that at this school, male and/or non-Jordanian students tended to be significantly younger than female and/or Jordanian students. Female students were 1.3 years older on average than male students and Jordanian students were 1.9 years older than non-Jordanian students

[40] Sample included one Palestinian student, a 15-year old female 10th grader

[41] It may be worth noting that all surveyed male students were 3rd and 4th graders while surveyed female students ranged from 6th-10th grade. Female students in the sample were 13.41 years old on average while male students averaged 9.63 years old – nearly four years younger

| Hind | 54[42] | 13.85 | 7.0 | 2 | 14.5 | 4.5 | 59 | 13.85 | 6.9 |
| **TOTAL** | **650** | **12.87** | **7.15** | **72** | **12.82** | **6.31** | **729** | **12.87** | **7.06** |

Table 3: Activities that students participated in by nationality (multiple responses permitted) -- percent

Nationality	Attended health promotion sessions under Healthy Schools Program	Attended children's peace clubs	Participated in peace-themed cultural/sports events	Other	Total students surveyed
Jordanian	68.3	19.5	19.4	9.5	650
Syrian	63.9	27.8	26.4	2.8	72
Palestinian	71.4	28.6	14.3	0.0	7
Total	67.9	20.4	20.0	8.8	729

Table 4: Washington Group Question on eyesight ("Do you have difficulty seeing, even if wearing glasses?") by demographic group -- percent

Demographic group	No difficulty	Some difficulty	A lot of difficulty	Cannot do at all	Total students surveyed
Jordanian	89.2	10.2	0.6	0.0	650
Syrian	76.4	23.6	0.0	0.0	72
Palestinian	85.7	14.3	0.0	0.0	7
Male	89.7	10.3	0.0	0.0	214
Female	87.2	12.0	0.8	0.0	515
Total	88.0	11.5	0.5	0.0	729

Table 5: Washington Group Question on hearing ("Do you have difficulty hearing, even if using a hearing aid?") by demographic group -- percent

Demographic group	No difficulty	Some difficulty	A lot of difficulty	Cannot do at all	Total students surveyed
Jordanian	98.3	1.7	0.0	0.0	650
Syrian	97.2	2.8	0.0	0.0	72
Palestinian	100.0	0.0	0.0	0.0	7
Male	96.7	3.3	0.0	0.0	214
Female	98.8	1.2	0.0	0.0	515

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[42] Sample included three Palestinian students, all female, with an average age of 13.33 and an average grade level of 6.7

Total	98.2	1.8	0.0	0.0	729

Table 6: Washington Group Question on physical movement ("Do you have difficulty walking or climbing steps?") by demographic group -- percent

Demographic group	No difficulty	Some difficulty	A lot of difficulty	Cannot do at all	Total students surveyed
Jordanian	92.6	6.5	0.9	0.0	650
Syrian	84.7	12.5	2.8	0.0	72
Palestinian	85.7	14.3	0.0	0.0	7
Male	89.3	9.3	1.4	0.0	214
Female	92.8	6.2	1.0	0.0	515
Total	91.8	7.1	1.1	0.0	729

Table 7: Washington Group Question on cognitive difficulties/disabilities ("Do you have difficulty remembering or concentrating?") by demographic group -- percent

Demographic group	No difficulty	Some difficulty	A lot of difficulty	Cannot do at all	Total students surveyed
Jordanian	73.4	24.9	1.7	0.0	650
Syrian	45.8	54.2	0.0	0.0	72
Palestinian	42.9	57.1	0.0	0.0	7
Male	71.5	26.2	2.3	0.0	214
Female	69.9	28.9	1.2	0.0	515
Total	70.4	28.1	1.5	0.0	729

Table 8: Washington Group Question on self-care ("Do you have difficulty washing all over or dressing?") by demographic group -- percent

Demographic group	No difficulty	Some difficulty	A lot of difficulty	Cannot do at all	Total students surveyed
Jordanian	97.2	2.2	0.5	0.1	650
Syrian	100.0	0.0	0.0	0.0	72
Palestinian	85.7	14.3	0.0	0.0	7
Male	98.6	0.9	0.0	0.5	214
Female	96.9	2.5	0.6	0.0	515
Total	97.4	2.1	0.4	0.1	729

Table 9: Washington Group Question on language ability ("Using your usual/customary language, do you have difficulty communicating, for example, understanding or being understood?") by demographic group -- percent

Demographic group	No difficulty	Some difficulty	A lot of difficulty	Cannot do at all	Total students surveyed
Jordanian	86.0	13.4	0.6	0.0	650
Syrian	84.7	13.9	1.4	0.0	72
Palestinian	85.7	14.3	0.0	0.0	7
Male	83.6	16.4	0.0	0.0	214
Female	86.8	12.2	1.0	0.0	515
Total	85.9	13.4	0.7	0.0	729

Table 10: Number of Washington Group Question categories in which students reported functional difficulties by demographic group -- percent

Demographic group	No functional difficulties	One functional difficulty	Two functional difficulties	Three or more functional difficulties	Total students surveyed
Jordanian	56.2	29.2	10.8	3.8	650
Syrian	33.3	32.0	25.0	9.7	72
Palestinian	28.6	42.9	14.3	14.3	7
Male	50.5	32.7	12.6	4.2	214
Female	55.0	28.4	12.0	4.7	515
Total	53.6	29.6	12.2	4.5	729

Table 11: Number of focus group discussions by respondent category and location

Ref.	Respondent Category	Nationality	Gender	# of FGDs
1	School teachers	Jordanian	Mixed	12
2	Community members	Jordanian	Female	1
			Male	1
		Syrian	Female	1
			Male	1
3	Youth (15-18 Years)	Jordanian	Female	1
			Male	1
		Syrian	Female	1
			Male	1
4	Children (8-14 Years)	Jordanian	Female	1
			Male	1
		Syrian	Female	1
			Male	1

			TOTAL			24

Table 12: Number of key informant interviews by respondent type

Ref	Respondent Category	Total
1	WVI-J's project staff	3
2	Implementing partners - ███████████████████████ ██████	2
3	School management/admin staff	12
4	Peace club representatives	4
5	Community-based Peace Promoting Committees (CPPCs) representatives	4
6	Ministry of Education (MoE) and Ministry of Health Representatives	-
	TOTAL	25

Table 15: Differences in sample by demographic group between ███████████████ samples by demographic group -- percent

Demographic group	Madrasati's pretest sample	Exigo's sample
Jordanian	68.9	89.3
Syrian	23.7	10.7
Palestinian + other[43]	6.8	0.0
Male	26.0	32.1
Female	74.0	67.9
Um Al Manee'	43.0	45.0
Mafraq for Boys	25.8	16.4
Dafyaneh	26.7	21.4
Aqraba	4.5	17.1
Functional difficulties	unknown	27.9
Males in majority-girls' schools	0.0	15.7
Avg. grade level (not percentage)	7.2	6.2

Table 16a: Questions related to youth empowerment and social engagement (███████ pretest) -- percent

Questions regarding youth empowerment	Yes	Sometimes	No/Never
Do you feel like you are an important part of your school?	56.1	34.8	9.1
Can children your age change the bad things in school?	58.7	29.9	11.4

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[43] Six percent of Madrasati's sample was Palestinian, and also included two Egyptian students and one Iraqi student

Do you think you can change the bad things in school?	49.3	37.2	13.5
Do you think you can make your school a better place?	67.1	23.9	9.0
Do you participate in many school activities?	46.0	38.1	15.8
Do you participate in activities in your community?	31.0	30.7	38.3
Do you participate in social activities with your family?	67.1	23.1	9.9
	Always	**Sometimes**	**Never**
In this school, are you noticed when you do something well?	37.7	46.4	16.0
Do your teachers listen to your ideas?	44.5	43.6	11.9
In this school, do adults respect the opinions of children?	36.8	37.1	26.1
At home, do adults listen to your opinion?	58.0	34.9	7.1
Do adults outside the house take your opinion seriously?	28.9	49.4	21.7

Table 16b: Questions related to students' perception of the safety of their schools and communities, social cohesion and resilience -- percent

Questions regarding youth empowerment	Yes	Sometimes	No/Never
Do you feel safe at school?	70.4	18 8	10.9
Do you feel afraid at school?	19.2	23 0	57.8
Do you feel safe in your neighborhood?	79.0	13 9	7.1
In your school, do people help one another?	26.0	60 8	13.2
In your neighborhood, do people help one another?	43.2	47 6	9.2
	Is harmonious, people care for each other	**Is quiet, not many problems**	**Has many problem**
Your neighborhood…?	43.6	40.5	15.9
	Yes, many	**Yes, a few**	**No**
Are students bullied or harassed at school?	26.2	57.3	16.5
	Yes		**No**
Is there at least one adult you can talk to at school?	73.6		26.4

Table 17: "Do you think your school has a safe environment?" by demographic group -- percent

Demographic group	Yes	No
Jordanian	93.1	6.9
Syrian	98.6	1.4
Palestinian	100.0	0.0
Male	93.0	7.0
Female	94.0	6.0
Functional difficulties	90.2	9.8
Total	93.7	6.3

Table 18: "Are there any dangerous areas in your school building or yard that puts you at risk of injuries?" by demographic group -- percent

Demographic group	Yes	No
Jordanian	12.5	87.5
Syrian	11.1	88.9
Palestinian	0.0	100.0
Male	19.6	80.4
Female	9.1	90.9
Functional difficulties	17.3	82.7
Total	12.2	87.8

Table 19: "Do you know how to react in case of a natural disaster or an emergency situation?" by demographic group -- percent

Demographic group	Yes	No
Jordanian	81.7	18.3
Syrian	70.8	29.2
Palestinian	85.7	14.3
Male	74.3	25.7
Female	83.3	16.7
Functional difficulties	67.7	32.3
Total	80.7	19.3

Table 20: Behavior during emergency situations -- percent

Questions regarding conduct in an emergency and how often students...	% always	% sometimes	% rarely	% never

Do not run and jump but act calmly	40.3	38.8	13.9	7.0
Do not enter the buildings after leaving until the danger has passed	81.9	11.9	3.3	12.9
Do not use the elevator in an emergency	71.0	10.4	2.1	16.5
Stay away from dangerous places like areas with glass or windows	84.3	10.1	2.6	2.9

Table 21: Students' frequency of use of school WASH facilities -- percent

Questions regarding WASH facilities	% always	% sometimes	% rarely	% never
How often do you use the school toilets and washroom facilities?	12.6	45.6	13.3	28.5
How often are you using the drinking fountains at school?	10.8	35.0	7.0	47.2

Table 22: "Do you think that your school has enough toilets, hand washing facilities and drinking fountains to meet the needs of all students?" by demographic group -- percent

Demographic group	Yes	No
Jordanian	74.6	25.4
Syrian	80.3	19.7
Palestinian	66.7	33.3
Male	74.9	25.1
Female	75.5	24.5
Functional difficulties	76.5	23.5
Total	75.3	24.7

Table 23: Questions regarding health and hygiene behaviors by -- percent

Questions regarding hygiene practices and healthy behaviors	% always	% sometimes	% rarely	% never

I use soap and water to wash my hands after using the toilet	81.4	16.5	1.5	0.6
I wash my hands before and after eating	72.1	26.5	1.5	0.0
I take a bath/shower after a physical activity	56.9	39.1	3.3	0.6
I brush my teeth twice per day	51.6	38.9	7.2	2.3
I eat fruits and vegetables	44.5	44.9	9.1	1.5
I eat breakfast in the mornings	50.1	31.3	9.1	9.5
I eat fast food	18.6	48.7	28.2	4.6
I watch TV for long hours	16.6	36.2	33.3	13.9

Table 24: "Did any of your teachers or organizations ever ask you about your needs and how the school should be improved?" by demographic group -- percent

Demographic group	Yes	No
Jordanian	60.8	39.2
Syrian	56.9	43.1
Palestinian	42.9	57.1

Male	49.1	50.9
Female	64.9	35.1
Functional difficulties	51.1	48.9
Total	60.2	39.8

Table 25: "Do you feel like you are an important part of your school?"[44] by demographic group -- percent

Demographic group	Yes	Sometimes	No
Jordanian	51.2	36.8	12.0
Syrian	46.7	40.0	13.3
Male	46.7	51.1	2.2
Female	52.6	30.5	16.8
Functional difficulties	43.6	43.6	12.8
Total	50.7	37.1	12.1

Table 26: "In this school, are you noticed when you do something well?"[45] by demographic group -- percent

Demographic group	Always	Sometimes	Never
Jordanian	52.0	35.2	12.8
Syrian	46.7	40.0	13.3
Male	46.7	42.2	11.1
Female	53.7	32.6	13.7
Functional difficulties	48.7	38.5	12.8
Total	51.4	35.7	12.9
Madrasati pretest	37.7	46.4	16.0

Table 27: "In this school, do adults respect the opinion of students?"[46] by demographic group -- percent

Demographic group	Always	Sometimes	Never
Jordanian	29.6	54.4	16.0

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[44] Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

[45] Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Demographic group			
Syrian	40.0	40.0	20.0
Male	15.6	57.8	26.7
[46] Female	37.9	50.5	11.6
Functional difficulties	25.6	69.3	5.1
Total	30.7	52.9	16.4
Madrasati pretest	36.8	37.1	26.1

Table 28: "Compared to before, your teachers ask you more about your opinion concerning matters that affect your life and which are important to you"[46] by demographic group -- percent

Demographic group	True	False
Jordanian	75.2	24.8
Syrian	66.7	33.3
Male	73.3	26.7
Female	74.7	25.3
Um Al Manee'	69.8	30.2
Mafraq for Boys	87.0	13.0
Dafyaneh	73.3	26.7
Aqraba	75.0	25.0
Males at majority-girls' schools	59.1	40.9
Functional difficulties	76.9	23.1
Total	74.3	25.7

Table 29: "Compared to before, your parents ask you more about your opinion concerning matters that affect your life and which are important to you"[48] by demographic group -- percent

Demographic group	True	False
Jordanian	80.8	19.2
Syrian	80.0	20.0
Male	73.3	26.7
Female	84.2	15.8
Um Al Manee'	74.6	25.4

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[46] Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Functional difficulties	74.4	25.6
Total	80.7	19.3
Mafraq for Boys	87.0	13.0
Dafyaneh	76.7	23.3
Aqraba	95.8	4.2
Males at majority-girls' schools	59.1	40.9

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Table 30: "Compared to before, you feel that you are more able to influence decisions taken by adults, especially decisions that affect your life"[47] by demographic group -- percent

Demographic group	True	False
Jordanian	64.8	35.2
Syrian	73.3	26.7
Male	66.7	33.3
Female	65.3	34.7
Um Al Manee'	47.6	52.4
Mafraq for Boys	87.0	13.0
Dafyaneh	76.7	23.3
Aqraba	79.2	20.8
Males at majority-girls' schools	45.5	54.5
Functional difficulties	66.7	33.3
Total	65.7	34.3

Table 31: "Do you participate in many school activities?"[50] by demographic group -- percent

Demographic group	Yes	Sometimes	No
Jordanian	69.6	25.6	4.8
Syrian	46.7	53.3	0.0
Male	57.8	40.0	2.2
Female	71.6	23.2	5.3
Um Al Manee'	79.4	11.1	9.5
Mafraq for Boys	39.1	60.9	0.0

[47] Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Dafyaneh	56.7	43.3	0.0
Aqraba	75.0	25.0	0.0
Males at majority-girls' schools	77.3	18.2	4.5
Functional difficulties	59.0	33.3	7.7
Total	67.1	28.6	4.3
Madrasati pretest	46.0	38.1	15.8

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for Girls

Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Table 32: "Are you active in any children's clubs at your school?"[48][49] by demographic group -- percent

Demographic group	Yes	No
Jordanian	73.6	26.4
Syrian	80.0	20.0
Male	77.8	22.2
Female	72.6	27.4
Um Al Manee'	63.5	36.5
Mafraq for Boys	91.3	8.7
Dafyaneh	90.0	10.0
Aqraba	66.7	33.3
Males at majority-girls' schools[52]	63.6	36.4
Functional difficulties	79.5	20.5
Total	74.3	25.7

Table 33: "What type of children's club do you participate in?"[50] (multiple selections permitted) by proportion of the children's club members, active or inactive, per type of club per demographic group -- percent

Demographic group	Jordanians	Syrian	Male	Female	Total
Art	31.7	42.9	21.1	39.0	33.0
Music	28.1	14.3	15.8	23.4	20.9
Sports	61.4	57.1	71.1	55.8	60.9
Photography	12.9	0.0	7.9	13.0	11.3
Theater/drama	5.0	21.4	5.3	7.8	7.0
Culture	3.0	7.1	2.6	3.9	3.5
Handicrafts	6.9	7.1	7.9	6.5	7.0
Civic	1.0	14.3	0.0	3.9	2.6
Health awareness	3.0	21.4	5.3	5.2	5.2

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[48] Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

[49] percent of male students at Dafyaneh were active in children's clubs while less than half of the male students at Um Al Manee' were

[50] Sample only includes the 115 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls who reported that they were currently active in children's clubs [54]

Only participants were from Um Al Manee'

Science	5.9	0.0	0.0	7.8	5.2[54]
Engineering	4.0	0.0	10.5	0.0	3.5
Design	3.0	7.1	2.6	3.9	3.5
Recycling	12.9	14.3	7.9	15.6	13.0
Programming	4.0	7.1	2.6	5.2	4.3
Agriculture	12.9	35.7	21.0	13.0	15.7
Volunteering	15.8	42.9	42.1	7.8	19.1
Expeditions	1.0	0.0	2.6	0.0	0.1
Islamic Education Center[51]	3.0	0.0	2.6	2.6	2.6
TOTAL activities per participating student	2.15	2.93	2.29	2.14	2.18

Table 34: "Compared to before, would you say that tension and dislike between Syrian and Jordanian students has decreased?"[52] by demographic group -- percent

Demographic group	Yes	No
Jordanian	68.8	31.2
Syrian	93.3	6.7
Male	75.6	24.4
Female	69.5	30.5
Um Al Manee'	47.6	52.4
Mafraq for Boys	95.7	4.3
Dafyaneh	83.3	16.7
Aqraba	95.8	4.2
Males at majority-girls' schools	54.5	45.5
Functional difficulties	61.5	38.5
Total	71.4	28.6

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[51] Write-in option only reported by Um Al Manee' students

[52] Sample only includes students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Table 35: "Do you feel like you are accepted by the other students at your school?"[53] by demographic group -- percent

Demographic group	Yes	No
Jordanian	90.2	9.8
Syrian	91.7	8.3
Male	91.4	8.6
Female	89.9	10.1
Um Al Manee'	82.5	17.5
Mafraq for Boys	90.5	9.5
Dafyaneh	96.3	3.7
Aqraba	100.0	0.0
Males at majority-girls' schools	92.9	7.1
Functional difficulties	80.7	19.3
Total	90.4	9.6

Table 36: "Compared to before, would you say that your group of friends has grown?"[54] by demographic group -- percent

Demographic group	Yes	No
Jordanian	84.8	15.2
Syrian	83.3	16.7
Male	91.4	8.6
Female	81.2	18.8
Um Al Manee'	80.0	20.0
Mafraq for Boys	85.7	14.3
Dafyaneh	88.9	11.1
Aqraba	87.5	12.5
Males at majority-girls' schools	100.0	0.0
Functional difficulties	71.0	29.0
Total	84.6	15.4

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[53] Sample only includes the 104 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls that were active participants in children's clubs at the time of the survey
[54] Sample only includes the 104 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls that were active participants in children's clubs at the time of the survey

Table 37: "Compared to before, would you say that your feeling of being accepted and liked by other students has increased?"[55] by demographic group -- percent

Demographic group	Yes	No
Jordanian	89.1	10.9
Syrian	91.7	8.3
Male	97.1	2.9
Female	85.5	14.5
Um Al Manee'	82.5	17.5
Mafraq for Boys	95.2	4.8
Dafyaneh	92.6	7.4
Aqraba	93.8	6.3
Males at majority-girls' schools	100.0	0.0
Functional difficulties	77.4	23.6
Total	89.4	10.6

Table 38: "Compared to before, would you say that you have improved your ability to reconcile with friends after a fight or argument?"[56] by demographic group -- percent

Demographic group	Yes	No
Jordanian	88.0	12.0
Syrian	91.7	8.3
Male	88.6	11.4
Female	88.4	11.6
Um Al Manee'	80.0	20.0
Mafraq for Boys	85.7	14.3
Dafyaneh	96.3	3.7
Aqraba	100.0	0.0
Males at majority-girls' schools	92.9	7.1
Functional difficulties	74.2	25.8
Total	88.5	11.5

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[55] Sample only includes the 104 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls that were active participants in children's clubs at the time of the survey

[56] Sample only includes the 104 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls that were active participants in children's clubs at the time of the survey

Table 39: "Do you feel safe at school?"[57] by demographic group -- percent

Demographic group	Yes	Sometimes	No
Jordanian	77.6	14.4	8.0
Syrian	86.7	13.3	0.0
Male	82.2	17.8	0.0
Female	76.8	12.6	10.5
Um Al Manee'	73.0	12.7	14.3
Mafraq for Boys	87.0	13.0	0.0
Dafyaneh	83.3	16.7	0.0
Aqraba	79.2	16.7	4.2
Functional difficulties	74.4	15.4	10.3
Total	78.6	14.3	7.1
Madrasati pretest	70.4	18.8	10.9

Table 40: "Do you feel afraid often at school? by demographic group -- percent

Demographic group	Yes	Sometimes	No
Jordanian	12.0	16.8	71.2
Syrian	0.0	20.0	80.0
Male	4.4	17.8	77.8
Female	13.7	16.8	69.5
Um Al Manee'	15.9	14.3	69.8
Mafraq for Boys	0.0	17.4	82.6
Dafyaneh	0.0	20.0	80.0
Aqraba	20.8	20.8	58.3
Functional difficulties	15.4	12.8	71.8
Total	10.7	17.1	72.1
Madrasati pretest	19.2	23.0	57.8

Table 41: "Do you feel safe in your area of residence? by demographic group -- percent

Demographic group	Yes	Sometimes	No
Jordanian	81.6	12.0	6.4

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[57] Sample only includes the 140 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Syrian	73.3	13.3	13.3
Male	86.7	8.9	4.4
Female	77.9	13.7	8.4
Um Al Manee'	84.1	4.8	11.1
Mafraq for Boys	87.0	13.0	0.0
Dafyaneh	86.7	6.7	6.7
Aqraba	58.3	37.5	4.2
Functional difficulties	87.2	5.1	7.7
Total	80.7	12.1	7.1
Madrasati pretest	79.0	13.9	7.1

Table 42: "Which of the following is most accurate about your neighborhood?"[58] by demographic group -- percent

Demographic group	It is harmonious, people care for each other	It's quiet, not many problems	Has many problems
Jordanian	31.2	56.0	12.8
Syrian	20.0	66.7	13.3
Male	22.2	66.7	11.1
Female	33.7	52.6	13.7
Um Al Manee'	38.1	42.9	19.0
Mafraq for Boys	21.7	69.6	8.7
Dafyaneh	20.0	76.7	3.3
Aqraba	29.2	58.3	12.5
Functional difficulties	30.8	51.3	18.0
Total	30.0	57.1	12.9
Madrasati pretest	43.6	40.5	15.9

Table 43: "Do many students get teased or bullied in your school?"[59] by demographic group -- percent

Demographic group	Yes, many	Yes, a few	No
Jordanian	28.8	21.6	49.6
Syrian	0.0	13.3	86.7

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[58] Sample only includes the 140 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

[59] Sample only includes the 140 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

Male	24.4	24.4	51.1
Female	26.3	19.0	54.7
Um Al Manee'	54.0	11.1	34.9
Mafraq for Boys	4.4	21.7	73.9
Dafyaneh	0.0	30.0	70.0
Aqraba	4.2	33.3	62.5
Functional difficulties	25.6	18.0	56.4
Total	25.7	20.7	53.6
Madrasati pretest	26.2	57.3	16.5

Table 44: "Is there at least one adult you can talk to in the school if you were facing a hardship?"[60] by demographic group -- percent

Demographic group	Yes	No
Jordanian	83.2	16.8
Syrian	93.3	6.7
Male	86.7	13.3
Female	83.2	16.8
Um Al Manee'	77.8	22.2
Mafraq for Boys	91.3	8.7
Dafyaneh	93.3	6.7
Aqraba	83.3	16.7
Functional difficulties	79.5	20.5
Total	84.3	15.7
Madrasati pretest	73.6	26.4

Table 45: "In your school, do people help one another?"[61] by demographic group -- percent

Demographic group	Yes	Sometimes	No
Jordanian	56.8	36.8	6.4
Syrian	66.7	33.3	0.0
Male	46.7	51.1	2.2

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[60] Sample only includes the 140 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

[61] Sample only includes the 140 students from Mafraq for Boys, Dafyaneh for Girls, Al Aqraba for Girls, and Um All Manee' for Girls

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Female	63.2	29.5	7.4
Um Al Manee'	68.2	20.6	11.1
Mafraq for Boys	47.8	52.2	0.0
Dafyaneh	40.0	56.7	3.3
Aqraba	62.5	37.5	0.0
Functional difficulties	51.3	41.0	7.7
Total	57.9	36.4	5.7
Madrasati pretest	26.0	60.8	13.2

Table 46: "In your neighborhood, do people help one another? by demographic group -- percent

Demographic group	Yes	Sometimes	No
Jordanian	69.6	26.4	4.0
Syrian	53.3	46.7	0.0
Male	64.4	31.1	4.4
Female	64.4	27.4	3.2
Um Al Manee'	69.8	23.8	6.4
Mafraq for Boys	56.5	39.1	4.4
Dafyaneh	63.3	36.7	0.0
Aqraba	79.2	20.8	0.0
Functional difficulties	56.4	38.5	5.1
Total	67.9	28.6	3.6
Madrasati pretest	43.2	47.6	9.2

Table 47: "Thinking of how things were in your community before, would you say that the relationship between Jordanians and Syrians in your community has improved?" by demographic group -- percent

Demographic group	True	False
Jordanian	76.0	24.0
Syrian	93.3	6.7
Male	86.7	13.3
Female	73.7	26.3
Um Al Manee'	61.9	38.1
Mafraq for Boys	95.6	4.4
Dafyaneh	93.3	6.7

Aqraba	83.3	16.7
Total	77.9	22.1

Table 48: "Thinking of how things were in your community before, would you say that you have more Jordanian/Syrian friends now than before?" by demographic group -- percent

Demographic group	True	False
Jordanian	58.4	41.6
Syrian	93.3	6.7
Male	77.8	22.2
Female	54.7	45.3
Um Al Manee'	39.7	60.3
Mafraq for Boys	95.7	4.3
Dafyaneh	90.0	10.0
Aqraba	54.2	45.8
Total	62.1	37.9

Annex 7.7: Evaluation matrix

Criteria	Evaluation questions	Tools
Relevance	- Does the project logic (underlying Theory of Change) allow the achievement of the project objectives? - Are the project objectives still valid? - Are the activities and outputs of the project consistent with the intended outcomes? - Were the target's realistic? - To what extent did the project respond to the needs of the target groups? - Did the planning and implementation of interventions take the local context into account? - To what extent did the target communities and stakeholders participate in the planning and implementation of projects interventions? - To what extent is the project suited to the priorities and policies of World Vision Germany and Jordan and the donor BMZ?	- Desk review of project documents and secondary sources - KIIs with WV and partner staff - KIIs with other stakeholders - Beneficiary FGDs - Student beneficiary survey

Effectiveness	- To what extent did the project achieve its outputs, outcomes and objectives? - What were the major factors influencing the achievement or non-achievement of the objectives? - Have critical components for strengthening resilience been implemented and are there visible results?	- KIIs with WV and partner staff - KIIs with other stakeholders - Beneficiary FGDs - Student beneficiary survey
Efficiency	- Is the relationship between input of resources and results achieved appropriate and justifiable? - Were services provided in time and impacts achieved within an appropriate time period?	- Desk review of project documents - KIIs with WV and partner staff
Coverage	- To what extent did the project reach most vulnerable children? - Who are the population groups that were reached through the project's activities and why? - Were there any population groups in need of the support provided by the project, but who were not targeted? If so, who are these groups and why were they not targeted?	- Desk review of project documents - KIIs with WV and partner staff
Impact	- What are the positive and negative, intended and unintended, changes produced by the project? - Have these changes contributed to any identified changes with regard to child wellbeing? - What real difference has the intervention made in the lives of the beneficiaries? - Are the local communities and stakeholders more resilient than before? - How many people have been affected?	- Desk review of project documents and secondary sources - KIIs with WV and partner staff - KIIs with other stakeholders - Beneficiary FGDs - Student beneficiary survey
Connectedness & Sustainability	- How likely is it that any positive changes may be sustained in the short- and medium-term? - In what ways did the planning and implementation of the project take longer-term and interconnected problems into account? - How did the project consider the connection between humanitarian action, recovery and development? - Did the project plan and implement an adequate transition and exit strategy? - What is the likelihood of the services and effects continuing beyond the duration of the project? - How well are the project's outputs linked to more long-term focused objectives? - What are the major factors which influence the achievement or non-achievement of the sustainability of the project?	- Desk review of project documents and secondary sources - KIIs with WV and partner staff - KIIs with other stakeholders - Student beneficiary survey
Indicators (as per project logframe and ToC)		**Tools**
Outcome 1. Children and youth benefit from an improved learning environment		

% of students and school staff who feel that their learning environment is adequate and safe (disaggregated by gender, age & nationality) by the end of the project	- Student beneficiary survey - FGDs with school staff
% of students & school staff who are satisfied with their school's WASH facilities (disaggregated by gender, age & nationality) by the end of the project	- Student beneficiary survey - FGDs with school staff
% of students show improved hygiene practices including hand washing behavior (disaggregated by gender, age & nationality) by the end of the school year	- Student beneficiary survey
Outcome 2. Children and youth are empowered to engage in self-led initiatives (children's clubs and engagement in cultural and sport events)	
Increased proportion of targeted children & youth who feel their opinion is valid in their community/school (disaggregated by age, gender & nationality) by the end of the school year	- Student beneficiary survey
Increased proportion of targeted children & youth who feel they are making important contribution in their community / school by the end of the school year	- Student beneficiary survey
Outcome 3. The resilience of and social cohesion between refugees and host community members strengthened in communities	
Increased proportion of targeted children & youth who feel their community /school is a safe place (disaggregated by age, gender & nationality) by the end of school year	- Student beneficiary survey
Outcome 4. The local partners implementing the project have increased capacities	
% of partners staff reporting improved performance & technical skills in their work as a result of fully attending the capacity building sessions by the end of the project	- Desk review of project documents - KIIs with partner staff

Annex 7.8: Implementing Partner ITTs

(Outcomes 1, 2 and 3)

Outcome 1	Indicator	Sources of Verification	Implementing Partner	Target's Unit	Project Target	Pretest (Baseline)	EOP Achieved
Children and youth benefit from an improved learning environment	%of students and school staff who feel that their learning environment is adequate and safe by the end of the project	Pretest EoP Evaluation	▮	Students & School Staff	75%	- School environment perceived as safe: 85% - School environment perceived as free from danger: 66%	- School environment perceived as safe: 94% - School environment perceived as free from danger: 88%

| | % of students show improved health practices according to documented schools' health needs | Pretest EoP Evaluation | ▮ | Students & School Staff | 75% | - Students always using soap while washing hands after using toilets: 79%

- Students always washing hands before and after eating: 73%

- Students always brushing their teeth twice per day: 26%

- Students always eating breakfast daily: 42%

- Students who know the importance and health benefits of sports: 12%

- Students who | - Students always using soap while washing hands after using toilets: 84%

- Students always using soap while washing hands after using toilets: 75%

- Students always brushing their teeth twice per day: 52%

- Students always eating breakfast daily: 53%

- Students who know the importance and health benefits of sports: 89%

- Students who never/rarely eat fast food: 37%
- Students who never/rarely watch TV: 53% |
| | | | | | | never/rarely eat fast food: 14%

- Students who never/rarely watch TV: 43% | |

Output level	Indicator	Sources of Verification	Implementing Partner	Target's Unit	Project Target	EOP Achieved	
	% of students & school staff who are satisfied with their school's WASH facilities	EoP Evaluation	██████	Students & School Staff	75%	- N/A	- Students who are more satisfied thank before: 77% - Teachers who are more satisfied thank before: 78%
1.1: Adequate, safe and hygienic spaces for education and recreational activities at school	# of students have access to improved WASH facilities in schools	* Schools registers / year * Post Implementation Monitoring	██████	Students	5000	5639	
	# of school staff have access to improved WASH facilities in schools	* Schools registers / year * Post Implementation Monitoring	████████ ████	School staff	250	355	
	# of students have access to safe & adequate spaces in schools	* Schools registers / year * Post Implementation Monitoring	██████	Students	5000	5639	
1.2: Design and	# of school staff trained on the	* Training registers	████	School staff	20	Amman= 8 Zarqa= 6	

implementation of annual work plans at school	development & implementation of the Healthy Schools Program work plans	* Monitoring trip reports					Mafraq= 3 Irbid= 3 Total= 20
	% of teachers show improvement in their safety measures & management, and school management knowledge	* Pre and Post training survey per each subject	▉		School staff	20 old target / new target is 75%	95%
1.3: Health schools program	# of school staff attended health awareness activities under the Healthy Schools Program	* Attendance sheets / training / year * Monitoring reports	▉		School Staff	20	Amman= 60 Zarqa= 20 Mafraq= 30 Irbid= 30 Total= 140

Outcome 2	Indicator	Sources of Verification	Implementing Partner	Target's Unit	Project Target	Pretest (Baseline)	EOP Achieved

Children and youth are empowered to engage in selfled initiatives	Increased proportion of targeted children & youth who feel their opinion is valid in their community/school	Pretest EoP Evaluation	■■■■	Students	75%	- Students feel like they are an important part of their school: 56% - Students who feel like they are always noticed when they do something well: 38% - Students who feel teachers always listen	- Students feel like they are an important part of their school: 51% - Students who feel like they are always noticed when they do something well: 51% - Students who feel teachers always listen to

Please note: With regard to outcome 2's indicator 1 and 2, some of the "EOP Achieved" findings - highlighted in grey - showed endline values below the values found in Madrasati's pretest survey data. More information about why this may be the case is discussed in the limitation section of this evaluation report.

						to their ideas: 44% - Students who feel adults in their school always respect the opinions of students: 37% - Students who feel adults at home always listen to their opinion: 39% - Students who feel adults outside the house always take their opinion seriously: 15%	their ideas: 38% - Students who feel adults in their school always respect the opinions of students: 31% - Students who feel adults at home always listen to their opinion: 48% - Students who feel adults outside the house always take their opinion seriously: 27%

| | Increased proportion of targeted children & youth who feel they are making important contribution in their community / school | Pretest EoP Evaluation | ████████ | Students | 75% | - Students feel that students their age can change the bad things in school: 58%

- Students feel they themselves can change the bad things in school: 49%

- Students feel they can make their school a better place: 67%

- Students participating | - Students feel that students their age can change the bad things in school: 39%

- Students feel they themselves can change the bad things in school: 44%

- Students feel they can make their school a better place: 58%

- Students participating in |
| | | | | | | in many school activities: 46%

- Students participate in activities in their community: 31%

- Students participate in activities with their family: 67% | many school activities: 67%

- Students participate in activities in their community: 23%

- Students participate in activities with their family: 51% |

% decreased level animosity between Syrian and Jordanian children at targeted schools	EoP Evaluation	▮▮▮▮	Students	N/A	- Pretest data N/A	- Students reported that compared to before, tension and dislike between Syrian and Jordanian students has decreased: 78% - Students have more friends of other national groups (Jordanian/Syrian) than they did before: 62%
% of Syrian and Jordanian children participating in children's clubs are able to express themselves with confidence and participate actively in group discussions	EoP Evaluation	▮▮▮▮	Students	80%	- Pretest data N/A	- Students had improved their ability to express themselves with confidence and participate actively in a group discussion: 95%
% of Syrian and Jordanian children participating in children's clubs can	EoP Evaluation	▮▮▮▮	Students	80%	- Pretest data N/A	- Students had a serious argument or fight with another student, but later found a way to become

Output level	Indicator	Sources of Verification	Implementing Partner	Target's Unit	Project Target	EOP Achieved	
	give an example of a time when there was a conflict, and they tried to seek reconciliation with the other person						friends again: 73% - Students have improved their ability to reconcile with friends after a fight or argument compared to before: 89%
	% of Syrian and Jordanian children participating in children's clubs report feeling part of a group of friends and accepted by their peers	EoP Evaluation	███████	Students	80%	- Pretest data N/A	- Students feel they are a part of a group of friends: 96% - Students feel like they are accepted by the other students at their school: 90% - Students feel that their group of friends has grown: 85% - Students that agree that their feeling of being accepted and liked by other students has increased: 89%

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2.1: Children's peace clubs established and promoted	80% of Syrian and Jordanian children participating in children's clubs report feeling part of a group of friends and accepted by their	* Pre and post implementation surveys	▮▮▮	Students	80%	86%
	peers					
	Number & type of clubs established & functioning as planned	* Completion reports * Monitoring trips reports	▮▮▮	Children's peace clubs	4	4
	# of students registered in each club	* Registration records * Monitoring reports	▮▮▮	Students	720	1726
2.2: Peace themed annual cultural and sport events with communities	# of participants in summer camps and festivals	* Attendance sheets * Monitoring trips reports	▮▮▮	Participant	720	414
	# of participants in joint activities	* Attendance sheets * Monitoring trips reports	▮▮▮	Participant	720	1726

Outcome 3	Indicator	Sources of Verification	Implementing Partner	Target's Unit	Project Target	Pretest (Baseline)	EOP Achieved
The resilience of and social cohesion between refugees and host community members is strengthened	Increased proportion of targeted children & youth who feel their community /school is a safe place	Pretest EoP Evaluation	▮	Students	75%	- Students feel safe at school: 70% - Students do not feel afraid at school: 58% - Students feel there is no bullying in their school: 16% - Students have at least one adult they can talk to in the school if they were facing a hardship: 74%	- Students feel safe at school: 77% - Students do not feel afraid at school: 72% - Students feel there is no bullying in their school: 54% - Students have at least one adult they can talk to in the school if they were facing a hardship: 84%
						- Students feel people in their school help each other: 26% - Students feel that relationship between Jordanians and Syrians in their community has improved: N/A	- Students feel people in their school help each other: 58%s - Students feel that relationship between Jordanians and Syrians in their community has improved: 78%

	% of Syrian and Jordanian community members (including children and youth) who can identify, understand and respond adequately to violations of child rights, in coordination with local justice mechanisms	EoP Evaluation	██████	School staff	80%	- Pretest data N/A	- 3/4 of interviewed CBPPC member teachers
	% of Syrian and Jordanian youth and children feel safe in their communities	Pretest EoP Evaluation	██████	Students	N/A	- Students feel safe in their area of residence: 79% - Students feel people in their neighborhood help one another: 43%	- Students feel safe in their area of residence: 81% - Students feel people in their neighborhood help one another: 68%
	% of Syrian and Jordanian community members (including children and youth) report that their views are sought and incorporated	EoP Evaluation	██████	Students	80%	- Pretest data N/A	- Students feel that compared to before teachers ask them more about their opinion concerning matters that affect their life and which are important to them: 74%

	into the decisionmaking of matters that affect their life					- Students feel that compared to before parents ask them more about their opinion concerning matters that affect their life and which are important to them: 81% - Students feel that, compared to before, they are more able to influence decisions taken by adults, especially decision that affect their life: 66%

Output level	Indicator	Sources of Verification	Implementing Partner	Target's Unit	Project Target	EOP Achieved
3.1 Selection of community centers	Information related to this output is not available in the ITT.					
3.2: Targeted spaces renovated	Number of club spaces identified and refurbished by the end of the 2016	* Handover reports * Monitoring reports	■■■■	Club space	4	4
3.3: Communitybased Peace Promoting Committees (CBPPCs) established and working	# of participants in the CBPPC trainings	* Attendance sheets * Monitoring trips reports	■■■■	Participant	20	126
	# of teachers participated in the teacher's capacity building sessions	* Attendance sheets * Monitoring trips reports	■■■■	Teacher	20	86

3.4: Communitybased peace building	# community members reached through	* Activity registers * Monitoring	███████	Community member	20	40
outreach campaigns designed and conducted	community-based peace building outreach campaigns disaggregated by age	reports				