

Impact Evaluation

**Jordan River Foundation
Community Empowerment Program (CEP)
Jordan River Child Safety Program (JRCSP)**



**مؤسسة نهر الأردن
Jordan River Foundation**

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Acronyms and Abbreviations

ADC	Aqaba Development Corporation
ASEZA	Aqaba Special Economic Zone Authority
CBBDS	Capacity Building and Business Development Services
CBO	Community Based Organization
CEP	Community Empowerment Program
CMU	Community Mobilization Unit
CSP	Child Safety Program
DE	Developmental Evaluation
DFID	Department for International Development
ERfKE	Education Reform for the Knowledge Economy
FPD	Family Protection Department
GDP	Gross Domestic Product
GHSH	Global School-based Student Health Survey
IE	Impact Evaluation
IT	Information Technology
JRF	Jordan River Foundation
LAMP	Literacy Assessment and Monitoring Programme
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoPIC	Ministry of Planning and International Cooperation
MoSD	Ministry of Social Development
MSC	Most Significant Change
NCFA	National Council for Family Affairs
NFPS	National Family Protection System
NPAC	National Plan of Action for Children
QRCEC	Queen Rania Al Abdullah Community Empowerment Center

Acronyms and Abbreviations

QRFCC	Queen Rania Family and Child Center
RCCDP	Rural Community Cluster Development Program
RL	Revolving Loan
SSP	Safe Schools Project
TEI	The Evaluators' Institute
ToR	Terms of Reference
UNGEI	United Nations Girl's Education Initiative
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
WHO	World Health Organization
YCI	Youth Career Initiative
YLP	Youth Leadership Program
YSVP	Youth Summer Volunteer Program

Executive Summary

The Jordan River Foundation (JRF), a non-governmental nonprofit organization, chaired by Her Majesty Queen Rania Al Abdullah commissioned an external impact evaluation that was conducted by The Evaluators' Institute (TEI), The George Washington University in Washington, DC. TEI was already working in Jordan on educational reform (ERfKE) and capacity building initiatives.

The impact evaluation was to address three primary questions.

1. The extent to which the JRF programs contributed to improved quality of life and community wellbeing, income generation and economic development, poverty reduction, the empowerment of women and youth, and civic engagement and good governance.
2. The Extent to which the JRF Child Safety Program contributed to improving the protection and safety of children; and the prevention of abuse and violence against children in their communities and schools (Safe Schools Program).
3. The extent to which JRF contributed to capacity building in both community empowerment and child safety; through skills training, community awareness, outreach and mobilization, coalition development, and community engagement in identifying concerns and strategies to resolve them.

Community Empowerment Program

Community participation in shaping and defining the program and how it is implemented, are characteristic of all JRF programs, making the use of randomized designs and comparison groups challenging if not impossible. With comparison groups, the most significant challenge is ensuring that other factors potentially contributing to change did not differentially take place in program and comparison communities, making once equivalent communities dissimilar. Assumptions of program impact are compromised if program and comparison groups differ at any point during the program in terms of non-program *factors* thought to be supportive of positive outcomes.

Given that, the design approach for this impact evaluation uses: 1) a theory-based approach that examines the causal mechanisms from input to outcome; 2) an examination of extent and patterns of the *participatory role* of beneficiaries and other appropriate community stakeholders; and 3) a case-centered approach using a within-in and cross-case analysis of communities participating in JRF initiatives.

Twenty-one JRF projects, from Ajloun Governorate in the north to Aqaba Governorate in the south were visited for the IE study. The projects visited were

quite diverse, ranging from small revolving loans given to individuals, to larger community-focused initiatives that varied from agricultural programs, to a community health center.

The findings from this impact evaluation study are summarized below.

Impact is typically determined in reference to the counterfactual – what would have happened if the program or intervention had not occurred. It was clear that many of the project outcomes simply did not exist prior to JRF, and would not exist without these initiatives. For example, productive income generating farms in the desert of Wadi Araba, where water, wells and irrigation were not available; a health center, a medical home for a community that once delayed seeking care because of travel distance and high costs; and a glass bottom boat company in Aqaba establishing its unique presence in offering a Jordan cultural experience, successfully competing against larger, modern boat companies. The counterfactual – what would have happened if the program (JRF) did not occur? The obvious answer to the counterfactual question is unfarmed arid desert land, continued health risk for community with poor access to care services, and the income loss as large boat companies saturate the tourist market in Aqaba.

Impact regarding community capacity building is evidenced in how stakeholder groups manage disagreement and disappointment regarding project selection and outcomes. There was unanimous consensus across stakeholder groups (municipal leaders, cooperative management and members, direct and indirect beneficiaries) of the benefit received in working with JRF, across all 21 projects regarding the benefits experienced from the JRF CEP initiative.

The revolving loan programs managed by community cooperatives were quite successful. Systematic data are collected on the number of loans, their duration and their timely pay back. Cooperatives estimated that between 95% and 98% of the loans were repaid on time. The impact of this program is seen in the ability to send children to better school and to provide higher education opportunities to them. The entrepreneurial skills learned are demonstrated in loan recipients training other community members, using their new incomes to expand business opportunities for themselves and others.

The JRF CEP projects are intentionally targeted at vulnerable areas, communities with high concentrations of poverty, and few, if any. CEP has proven its ability to enhance the opportunity for job development and income generation for men, women and youth; and, to improve the wellbeing of life in the community.

Child Safety Program

As was the case with the CEP study, the lack of quantitative data that includes a true baseline and subsequent follow-up data collected systematically across CSP applications makes it possible to numerically estimate the impact of the JRCSP initiative. However, it is even more impossible to overlook the voices of the children and their families, to ignore the subject of their drawings, the content of their drama/plays or their enthusiasm in learning about new ways to behave. It is highly unlikely that this would have happened without the JRCSP activities.

The most significant and obvious outcome of the CSP initiative is the Kingdom's commitment to child and family safety – *The National Family Protection System* (NFPS) initiated in 1997, led by the Jordan River Foundation (JRF), the passage of the Family Protection Law in March 2008, and the development of the Family Protection Department (FPD). The engagement of 16 governmental and non-governmental organizations collaborating under one umbrella of the National Council for Family Affairs (NCFA), is an accomplishment that cannot be ignored.

JRF's commitment to participatory community engagement is also quite evident in the CSP initiative. Women talk of coming to multiple trainings and becoming trainers themselves. They volunteer stories about going to homes in their neighborhoods to talk to women, mothers about the Center activities, encouraging them to come. Word-of-mouth has mobilized community engagement.

The JRCSP initiative has been particularly successful given the cultural taboo against openly talking about child abuse and domestic violence, as well as the prevailing cultural position taken on the need for harsh disciplinary practices in the home and in the schools. In spite of these constraints, the CSP and the Safe Schools Projects (SSP), an extension of the child safety efforts in Jordan, are generally well received – attitudes about abuse and violence are changing, as well as disciplinary practices.

The CSP and SSP initiatives are multi-focused, seeking to change individual behavior, organizational climate and social policy. This is an ambitious objective. Change is more apparent at the individual level. Children speak about more congenial relationships with their parents, siblings and friends; parents, especially mothers, express improvement and higher quality in their relationships with their children; and teachers recognize the value in effective alternative disciplinary approaches even if they are hard to implement, and speak about the consequences of using the "stick." Without doubt, there are challenges in trying to change what is perceived as tradition, however attitudes and behaviors are indeed changing.

Activating change at the organization level is more challenging. An emphasis on student test scores, Large classes, difference in the disciplinary practices teachers use in their homes and what they are expected to use in the classroom, the lack of counselors in the schools and the fact that teacher performance is largely

predicated on student achievement can become barriers to a smooth implementation of the SSP initiative. Factors though to influence the outcomes of SSP, and the role those factors play in mediating the achievement of long-term objectives must be considered. The *Family Protection Law* provides a framework in which to work, and the attitudinal changes of parents, teachers, school principals and administrators, a foundation on which to build. The JRCSP has proven its ability to facilitate change, from social policy and legislation to parental practices in the home and teacher discipline in the classrooms.

The basic question asked in any impact evaluation is whether the outcomes, if they occur can be linked to the program, in this case the CEP and JRCSP initiatives. The answer is unequivocally, yes. Though unable to numerically quantify the magnitude of the CEP and JRCSP impact, it is undeniably there. No alternative explanations exist to account for the sustainable outcomes seen in the neighborhoods, schools, communities/villages studied, and the changes (direct and indirect) that were experienced by the CEP and JRCSP beneficiaries.

Impact Evaluation

***Jordan River Foundation
Community Empowerment Program (CEP)
Jordan River Child Safety Program (JRCSP)***



IMPACT EVALUATION

THE JORDAN RIVER FOUNDATION

1. INTRODUCTION

1.1. Background

The Jordan River Foundation (JRF), established in 1995, is a non-governmental (NGO), nonprofit organization, chaired by Her Majesty Queen Rania Al Abdullah. The mission of JRF is “*to engage Jordanians to realize their full economic potential and overcome social challenges especially child abuse.*” JRF efforts are characterized by a primary focus on Jordan’s most vulnerable populations, initiatives to empower the Jordanian citizenry, enabling them to identify concerns and issues that challenge and compromise their ability to protect child and family wellbeing, to achieve community-level economic potential, and to develop strategies to successfully address and ameliorate these challenges. It is important to note that the identification of concerns and issues, as well as the strategies used to address them are *home grown* and idiosyncratic to each participating community and village. The diversity of Jordan, exemplified in its tribal history leads to a distinct interpretation of community and village needs and the subsequent development of unique strategies on how best to address them. JRF recognizes the individuality of the communities in which it works, hence the unique nature of JRF Programs and the avoidance of implementing a *one-size-fits-all* approach across the Kingdom.

To reach the goals noted above, JRF targets vulnerable communities and engages community members through training, coalition building, and in developing local and regional capacity through community-based organizations (CBOs) to explore and develop entrepreneurial options and opportunities; to more adequately manage existing community resources; to foster awareness of developmentally appropriate childrearing and disciplinary practices and the risk factors and consequences of child abuse and maltreatment; and, to strengthen community member engagement in cooperative and productive civic governance. JRF realizes these goals through a diverse range of projects in three main program areas: 1) the *Child Safety Program* (CSP), the 2) *Community Empowerment Program* (CEP), and 3) the *Training and Consultancy Services* (TCS – the *training arm* of JRF) Unit. It is estimated to date that JRF has reached more than one million people in

the Kingdom within 12 governorates, under the umbrella of these three program initiatives.

JRF is widely recognized as a leading organization, providing renowned training and education to build community capacity in the fields of child protection, economic and community development, and non-profit management. While the quality of JRF programs is publically acknowledged, there is a self-acknowledged lack of a systematic evaluation of the impact of these program efforts across time and across program efforts. An examination of the JRF Annual and Sustainability Reports revealed an emphasis on program goals and outputs, the number of participants, as well an increase or decrease of specific events; but, provided little detail on how these efforts or events changed perceptions and/or attitudes, the wellbeing of individuals, or community/village organization and governance. There is no guarantee that programs reviewed and reported on will also be examined in subsequent yearly reports, leaving readers to question the sustainability of, or changes (positive or negative) in reported data.

1.2. Impact Evaluation Study Questions

To address these concerns and the need for impact evaluation (IE), JRF sought and supported an external evaluation that responded to the following three evaluation questions (extracted from the JRF Terms of Reference (ToR)).

Question 1: How did JRF contribute to the **improvement of the quality of life** of the served communities and achieve good governance at local levels? Specifically,

- a) How did JRF improve the employment opportunities through revolving loans and income generating projects for the served communities?
- b) What is the contribution of JRF in alleviating poverty in the served communities?
- c) How did JRF empower women and youth in the served communities?
- d) How did JRF promote good governance through building the capacities of the local CBOs?

Question 2: How did JRF **enhance the wellbeing of children** in local communities? Specifically,

- a) How did JRF contribute to the protection and safety of children?
- b) How did JRF's interventions contribute to the prevention of abuse and violence against children in targeted communities?

Question 3: How did JRF **contribute to building the capacities** of local and regional professionals? Specifically,

- a) How did the JRCSP program contribute, locally and regionally, to building the capacities of professionals working on family protection systems and child protection?
- b) How did the CEP, through the CBBDS, contribute to building the capacities of professionals at the national and regional level?

The working definition of impact taken by this IE study, focuses on the positive and negative (lessons learned), primary, secondary and tertiary long-term effects

on the intended beneficiaries that result from the intervention or program. Impact, as defined by this study, will examine the causal contribution of the intervention or program in terms of both direct and indirect effects, providing explanation of how the intervention/program contributed to sustained outcomes experienced by direct and indirect beneficiaries.

There is an obvious interdependence across the three evaluation questions to be addressed in this IE study. For example, improvement in the quality of life (Question 1) would naturally include a focus on child safety (Question 2). To enhance the wellbeing of children (Question 2), there must be established community capacity (Question 3) to support and enforce such efforts. Adverse economic conditions, poverty, escalating unemployment rates, and a sense of powerlessness (Questions 1 and 3) can exacerbate the potential for child abuse and maltreatment (Question 2); while building community capacity and ownership of the economic productivity efforts can instill a sense of commitment and responsibility for outcomes reaching far beyond initial emphasis on economic productivity. In summary, outcome and impact in one program area has the potential to directly and indirectly affect other programmatic areas.

A review of several JRF documents (e.g., Annual and Sustainability Reports, training activities) revealed a systematic emphasis on training and the empowerment of community stakeholders to define and shape program initiatives independent of whether these efforts addressed child safety, economic development or community capacity building. Because each community/village is encouraged to identify their specific concerns and issues, as well as the strategies they will use to address these issues, programmatic approaches are quite diverse even though they target overarching issues of child safety or economic development. In other words, an economic development project in one community may not resemble what is done in another community, even though each community built on a similar foundation of training, consultation with emphasis on local capacity building.

Furthermore, the contextual interdependencies among child safety, community empowerment, and community organizational capacity building noted above, typically result in adaptation as change in one area precipitates the need for change in other areas. Though JRF projects all share a strong grounding in community training and local capacity building, the programs produce a variety of community-based strategies to accomplish their goals of protecting and enhancing child and family wellbeing, and optimizing economic potential at the community and village level. The diversity of the JRF programs demands a flexible approach to the IE study, one that is theory-based, participatory, and case-based to capture the uniqueness of community/village response and implementation.

2. JORDAN DEMOGRAPHIC PROFILE

The Hashemite Kingdom of Jordan is positioned in a global region characterized by political turbulence and regional conflict. Jordan is a constitutional monarchy under the reign of King Abdullah II. Jordan has a parliamentary system consisting of an elected lower house (Chamber of Deputies), and an upper house (House of Notables) that is appointed by the King. Jordan's population is approximately six and a half million people (2012), with about 70% under 30 years of age, and roughly 36% of the population 14 years and younger¹. The sex ratio, males to females, remains consistently equivalent across the population age span. About 70% of the population lives in urban areas of the Kingdom.

While Jordan is considered a middle-income country (GDP per capita \$6000 USD, 2011; \$5100 USD, 2009; GDP growth rate in 2012 2.6%, with an expected debt-to-GDP of 65%²), the Kingdom is challenged by scarce natural resources and water supplies, by the provision of asylum to refugee populations (Palestine, Iraq, and Syria), as well as by declining tourism in the wake of the Arab Spring and an increased need to import energy sources³. The debt burden and budget constraints have resulted in the changes or elimination of several subsidies that intensify the effects of poverty for many. Though the national poverty rate in Jordan, reported by the Ministry of Planning and International Cooperation (MoPIC) has hovered around 14% (14.2 in 2002, 13.3 in 2008, 14.4% in 2010), there are substantive pockets of poverty concentrations in both urban and rural areas of the Kingdom. It is important to note that natural resources, presently scarce, are likely to be even more adversely affected by climate changes, resulting in increasingly limited resources for the most vulnerable poverty population pockets. To address, reduce and eradicate poverty, Jordan has implemented a social wellbeing/welfare framework in its national agenda, with heavy emphasis on local development. The United Nations Millennium Development Goals have been adopted as an intervention context⁴.

Also contributing to the slow economic growth is a rising unemployment rate. Substantive segments of the Jordanian population are available for work, but

¹ U.S. Central Intelligence Agency. Retrieved 2013-02-27.

² International Monetary Fund (May 2012) – IMF Country Report #12/119.

³ International Monetary Fund (May 2012) – IMF Country Report #12/119.

⁴ Jordan Ministry of Planning and International Cooperation & United National Development Programme. (2011). *Jordan Human Development Report*. http://www.undp-jordan.org/index.php?page_type=publications&press_id=197. Retrieved 2013-2-28.

without employment opportunities. The Department of Statistics (Jordan) reports the overall unemployment at 12.5% in the last quarter of 2012, but more of a concern is the overall unemployment rate for youth between the ages of 15 and 24 of 27% (22.5% males, 45.9% females). Despite incremental growth in GDP, the economy, employment and development efforts, especially those pertaining to the youth of the Kingdom remain a central focus for reform.

In spite of the turbulence of regional conflict, unemployment and economic concerns, Jordan has demonstrated a commitment to and success in addressing the Millennium Development Goals⁵ (MDGs), especially goals targeting education, gender equality and maternal and child health. The population literacy rate is estimated at 92.6%. Overall women still lag behind men in terms of literacy (89% compared to 96% for males); however, the gap is slowly decreasing (decrease from 14%⁶ in 2006 to 10% in 2012⁷). The gender literacy gap does not exist for Jordanian youth between 15 years of age and 24 years. The education gender gap⁸ is also lessening. Forty-seven percent of the kindergarten population is female, as is 49% of the basic education population. Females outnumber males in secondary education (52%).

With regard to health, improvement has been made in infant mortality rates; moving from a reported rate of 22/1000 in 2002 to 16/1000 in 2012. Maternal mortality experienced a slight decrease with reported rates of 61/100,000 in 2012 compared to 63/100,000 in 2006⁹.

In addition to addressing needed improvements in poverty reduction, employment, education and health, Jordan has identified child and family safety, abuse and violence as priority concerns. A United Nations Children's Fund (UNICEF) study conducted in 2007 estimated that more than half of Jordan's children experienced abuse or were exposed to violence in their families or in their schools¹⁰. To address this, Jordan has made a commitment to child and family safety. In 1997, Jordan began *The National Family Protection System* (NFPS), which was led by the Jordan River Foundation (JRF). NFPS, the first of its kind in the Arab world, developed as a multidimensional model shepherded by JRF, and grew to incorporate sixteen governmental and non-governmental organizations, all working together to optimize family wellbeing. These efforts led to the passage of the Family Protection Law¹¹ in March 2008, and the development of the Family

⁵ <http://www.un.org/millenniumgoals/> U.S. Central Intelligence Agency – literacy defined as population age 15 and older able to read and write. Retrieved 2013-02-27. Retrieved 2013-02-27.

⁶ Jordan Department of Statistics, 2006 estimates.

⁷ U.S. Central Intelligence Agency – literacy defined as population age 15 and older able to read and write. Retrieved 2013-02-27.

⁸ Jordan Department of Statistics, 2010 estimates.

⁹ Reported by World Health Organization - <http://www.globalhealthfacts.org/> Retrieved 2013-02-27.

¹⁰ Elayyan, K. (2007). *Violence Against Children in Jordan*. UNICEF.

¹¹ Published on page 821 of the Jordanian Official Gazette issue number 4892 on March 16, 2008.



Protection Department (FPD), which oversees the disposition, and referral of abuse cases. In addition, Jordan has also addressed violence prevention in its National Plan for Action in early childhood care¹². While these efforts and the existing law do not explicitly resolve the issues or guarantee coordination across governmental and non-governmental organizations, public awareness of the consequences of child abuse has increased and attitudes regarding abuse and corporal punishment have begun to change in promising directions. For example, Article 62 of the Jordan penal code recognizes the use of corporal punishment by parents. The Family Protection Law and the Protection from Family Violence Law (2009) do not forbid corporal punishment from childrearing practices. An amendment to extend the prohibition of corporal punishment to childrearing and to all childcare settings has been proposed and is under consideration in the upper and lower houses of Parliament.

¹² http://www.unicef.org/pfo/files/Child_Protection_from_Violence_Exploitation_and_Abuse_2011.pdf . Retrieved 2013-02-27

3. DESIGN AND METHODOLOGICAL APPROACH

Not everything that can be counted counts. Not everything that counts can be counted¹³.

3.1. Design Considerations

Though there is some variability in defining impact evaluation (IE), there is substantive debate regarding the sources of rigorous evidence that are needed to support assertions that particular programs or interventions contributed to the direct and indirect effects experienced by intended beneficiaries. Although there is variation in defining *impact*, it is generally understood to mean the contribution that a program/intervention makes in terms of the positive and negative changes – intended and unintended, direct and indirect effects experienced by intended beneficiaries. What has been more contentious is the ongoing debate focused on the design and methodological approach taken to determine the level of *causal* impact associated with a program or intervention.

Randomization continues to be viewed as the *gold standard* approach; an approach that was considered essential in speaking to causation and program impact. In theory randomization is the optimal safeguard against potential bias in estimating program impact; in practice it presents several challenges, especially for developing communities. Random control designs answer the important question of what would have occurred if the program and/or intervention had not been there – the *counterfactual*, using a well-defined comparison considered to be equal in every way except exposure to the program/intervention. It is not always feasible to implement a randomized design, nor does this design always yield accurate and actionable data for policy decision-making.

For example it can be quite challenging to justify providing an intervention to select groups and not others, especially when the intervention need is great. It is also difficult to adequately identify equivalent comparisons, especially when participation is voluntary and subject to specific criteria for participation. Perhaps the most significant challenge is ensuring that other factors potentially contributing to change did not differentially take place in program and comparison communities, making once equivalent groups dissimilar. Outcome and impact assumptions would be compromised if program and comparison groups differ at any point in the study in terms of non-program *factors* thought to

¹³ Quote often attributed to Albert Einstein, however credit is more accurately given to William Bruce Cameron. (1963). *Informal Sociology: A Casual Introduction to Sociological Thinking*. New York: Random House.

be supportive of positive outcomes. In addition, target constructs such as quality of life, wellbeing, and community capacity building are ambiguous to begin with, and given the expectation that participating communities and villages will generate their own definitions, as well as develop village-specific programs to implement make it impossible to maintain the control needed to implement a randomized design that assumes the equivalence of program and comparison groups as well as the equivalence of the evaluation context. Interventions implemented in remote areas present even more challenges, as small villages may not provide sufficient samples for randomized participation in program and controlled comparison groups. In many instances adequate equivalent cross-village comparisons simply do not exist.

As noted previously, the inflexibility of randomized designs do not allow for the incorporation of contextual complexities as they arise, complexities that are often characteristic of developing communities (e.g., political, economic shifts in conditions and circumstances). This limits the ability to comprehensively understand differential outcomes and impact that may be experienced across and within programs, as initial designs may not have identified and sufficiently addressed the potential of such phenomena. The lack of adequate comparisons is an especially pertinent issue given that this impact evaluation was conducted post implementation of the programs examined. While communities and villages may be currently similar, their similarities cannot be guaranteed when the programs were initially implemented, in some cases many years prior to this IE study. In addition, JRF programs have grown via *word of mouth* from village to village – diffusion of innovation,¹⁴ making the identification of suitable village comparisons, not exposed to or engaged in any part of the program, even more challenging.

In summary, the nature of the Jordan River Foundation (JRF) initiatives, grounded in a community participatory model, whereby the community shapes and defines the program and the manner in which it is implemented, make it difficult if not impossible to identify an equivalent comparison group. Given that, the design approach for this impact evaluation is purposefully trifold: 1) a theory-based approach that examines the causal mechanisms from input to outcome – essentially examining the *theory of change* used by the Jordan River Foundation, 2) a participatory evaluation approach that examines the role of diverse program stakeholders, heavily emphasizing the experiences of direct and indirect beneficiaries, and observing expressions of knowledge and shifts in attitude, and demonstrated behavior, and 3) within and cross-case studies of communities participating in the JRF, CSP and CEP initiatives.

¹⁴ Rogers, E. M. (1962). *Diffusion of Innovations*. New York: Free Press

3.2. Evaluation Approach

The evaluation approach taken in this IE study is largely *developmental*. Developmental evaluation¹⁵ (DE) recently emerged in the evaluation literature in response to programs and intervention that did not have a clear progression in terms of problem identification and program implementation leading to a set of hypothesized outcomes. While the JRF CEP and JRCSP programs share the same goals, these programs are quite distinct in terms of their community/village specific conceptualization. Nonetheless, these programs, while distinct, have shared emergent patterns that are characteristics of all JRF initiatives. The DE framework allows us to identify and integrate the shared program patterns and guiding principals promulgated by JRF, the unique contextual characteristics of the CEP and JRCSP initiatives, the social structure of the communities/villages participating in JRF initiatives, and the dynamic and evolving community/village stakeholder relationships that continuously shape and influence these initiatives.

3.2.1. Theory-Based Approach

As mentioned earlier, the evaluation also takes a trifold theory-based, participatory, and case study approach. The IE study is *theory-based* in that it uses a theory of change to understand the mechanisms that contribute to identified change and support the data interpretation. The CEP and JRCSP initiatives are community-based. JRF provides support to the community in terms of building capacity through education, awareness building, and managerial and technical training. Meaningful engagement of the community is considered by JRF as the crucial component for positive program impact and sustainability. Continued consultation to the community is provided by JRF, however, it is the community that is expected to conceptualize, implement, adapt and sustain the programs. While the initial involvement of JRF's capacity building efforts triggers the potential for community change, the mechanisms associated with the changes that occur via the CEP and JRCSP initiatives are contextual and unique from community to community.

3.2.2. Participatory Focused

Community participation is an integral component of JRF's theory of change. Essentially, participation in the development of community-based CEP and JRCSP programs promotes a sense of program ownership, and optimizes the

¹⁵ Patton, M. Q. (2011). Developmental evaluation: Applying complexity concepts to enhance innovation and use. New York: The Guilford Press.

potential for success. As David Ellerman¹⁶ (2005) suggests, participatory approaches see beneficiaries as having *agency*, and that the actions of the beneficiaries contribute to favorable outcomes. The IE approach taken in this study purposefully examines the extent and patterns of the *participatory role* of beneficiaries and other appropriate community stakeholders in shaping the program. In addition, data collection efforts intentionally cut across multiple stakeholders involved in the CEP projects. This provides an opportunity to examine the correspondence and discord across diverse stakeholder groups, for example the cooperative managers, direct beneficiaries, and community members not directly participating in CEP activities.

3.2.3. Case-Based Emphasis

Emerging patterns across JRF program sites will be examined using a *case-centered* (within case and cross-case) approach. Collected data (observations, documents, interviews, focus groups, MSC stories, etc.) will be examined within a site to determine the consistency and of beneficiary experiences, and the extent to which positive and negative outcomes are experienced. Process tracing¹⁷ will be used to systematically assess and identify causal mechanisms, stakeholder and beneficiary actions and beliefs, community events, and appropriate phenomena that provide evidence of supporting the inference that the program was associated with the change that occurred.

3.2.4. Process Tracing

Our process tracing approach will focus on the conceptual framework defined by JRF as fundamental to program success, participatory methodology that ensures community participation, a commitment to the long-term sustainability of projects and activities and interventions that lead to community-level job creation, employment, and human and social capital returns. Case data will be examined for empirical regularities, established patterns that descriptively reoccur within and across cases (e.g., villages). Given the lack of a comparison, the counterfactual will be examined in terms of descriptive evidence asserting what would have occurred if the CEP or JRCSP initiatives had not occurred – *plausible alternatives*. The congruence of presumed causal mechanisms will be examined using a within-case and across-case approach. Admittedly, the time spent in each site and limited familiarity with the site will challenge the rigor of this evaluation tool. Nonetheless, process tracing will provide a conceptual framework to

¹⁶ Ellerman, D. (2005). *Helping People Help Themselves: From the World Bank to an Alternative Philosophy of Development Assistance*. Ann Arbor: University of Michigan Press.

¹⁷ Collier, D. (2011). Understanding process tracing. *Political Science and Politics*, 44(4), 823-830.

examine the theory of change associated with the CEP and JRCSP programs and also provide a context for exploring case/community-centered data.

3.2.5. Most Significant Change

As described above, the evaluation framework builds on a developmental evaluation model that emphasizes a theory-based, participatory focused, and case-centered approach. The *Most Significant Change*¹⁸ (MSC) story technique was used as a primary data collection approach, as its primary focus is on program impact. MSC is a qualitative and participatory evaluation method to systematically collect program/intervention stories about the changes and outcomes that are experienced by beneficiaries participating in programs and interventions. The method was developed by Davies (1996¹⁹) to address the specific challenges associated with evaluation of complex programs characterized by diverse implementation and sometimes, unexpected outcomes. An overview of the MSC Protocol can be found in Appendix C.

Essentially, the process focuses on the collection of stories describing the most significant changes that have occurred as a result of, in our case the JRF CEP and/or CEP initiatives. Ideally, the process uses a nomination process whereby community stakeholders select the most meaningful and important of the collected stories. In the present study, the MSC approach was adapted to address time constraints. Stories from beneficiaries about the most significant change(s) they experienced as a result of the CEP and/or JRCSP program were collected. Though the stories were shared with program staff, there was no systematic selection of the most significant of the stories collected, or identification of specific domains of change to investigate. Instead, program beneficiaries were free to tell us about the changes they experienced that were meaningful to them. Beneficiaries were also asked about challenges they experienced and in retrospect, how things might have been different. MSC is an ideal method for this study, as it intentionally and purposefully focuses on program impact.

An advantage of MSC is its inductive approach. It is not prescriptive, does not define the data collection strategy a priori, does not constrain stakeholder participation to a structured/semi-structured question protocol, but rather enables broad participation at diverse program levels. The inductive approach captures unexpected as well as anticipated events and outcomes, and takes into account program complexity by incorporating diverse perspectives. In addition, MSC is

¹⁸ Davies, R., & Dart, J. (2005). *The 'Most Significant Change' (MSC) Technique: A Guide to Its Use*. Manila. Retrieved from (last accessed 6/2/2012): www.mande.co.uk/docs/mscguide.pdf.

Serrat, O. (2010). *The most significant change technique*. Washington, DC: Asian Development Bank.

¹⁹ Davies, R.J. (1996). *An Evolutionary Approach To Facilitating Organizational Learning: An Experiment By The Christian Commission For Development In Bangladesh*. <http://www.mande.co.uk/docs/ccdb.htm> (Retrieved 2013-03-02).

adaptive, allowing a change of focus when appropriate, and is amenable to favorable organizational learning. The MSC technique has been successfully used internationally to examine community empowerment, maternal and child health, educational reform, local governance by organizations such as USAID, DFID, Aga Khan Foundation, OXFAM and CARE.

A cursory criticism of MSC is a belief that it is subjective. However the use of a systematic process, the review and analysis of stories in terms of emergent patterns and replication of stories by other beneficiaries and stakeholders, and correspondence of MSC stories with other data sources (documents/reports, observations, interviews, etc.) further strengthens this approach. Furthermore, the analytic process is transparent. MSC is quite different from other qualitative approaches (traditional case studies, interviews, focus groups, etc.) where the evaluation team decides what information is to be included and what will be discarded. All stories are accompanied with sufficient descriptive details allowing for verification of the story accuracy. The flexibility of the MSC approach gives us the ability to gather additional information about events pertinent to the story or events that emerged since the story, that support or disconfirm project sustainability. The fact that MSC supports diversity of perspectives, as opposed to seeking data characterized by consensus also provides a safeguard in terms of bias. As noted, story details can be verified throughout the MSC process.

3.3. Data Sources – Site Locations

The trifold evaluation approach originally hoped to use a mixed method, incorporating a balance of both quantitative and qualitative data sources. A desk review of JRF Annual and Sustainability Reports revealed inconsistency in reporting quantitative data across JRF program sites that could be used to sufficiently characterize the CEP and JRCSP programs throughout project durations. While quantitative survey data does exist, it is largely country level aggregate data, collected for other reasons, pertaining to census, financial, manufacturing, educational achievement, and literacy concerns (e.g., the Jordan Living Conditions Survey²⁰, World Bank Microdata Catalog²¹, Literacy Assessment and Monitoring Program/LAMP²²). Access to these existing datasets for secondary analyses was not available at the time this report was written, and therefore could not be linked to areas of the Kingdom where JRF programs were located. Beneficiary-completed questionnaires were not feasible given the

²⁰ Hanssen-Bauer, J., Pedersen, J., & Tiltne, A. A. (1998). Jordan Society: Living Condition in the Hashemite Kingdom of Jordan – <http://www.fafo.no/pub/rapp/253/index.htm>. Retrieved 2013-02-27.

²¹ <http://data.worldbank.org/country/jordan>. Retrieved 2013-02-27.

²² <http://www.unesco.org/new/en/amman/education/literacy/>. Retrieved 2013-02-27.

diversity of the project sites visited for this evaluation study, which included sites from Ajloun in the north to Aqaba in the south (see Appendix A).

Data sources for this evaluation consisted of site visits to JRF programs from Ajloun in the north to Aqaba in the south (see map below and Appendix A). Site visit locations were selected by JRF staff to illustrate the diversity of projects across a variety of geographical contexts. While the JRF staff selected the program sites to visit, the evaluator was free to request additional information and to speak with any member of the community or program staff. It was not unusual



for community members, not directly affected or associated with the JRF projects to volunteer perspectives and opinions. Data sources also included examination of existing statistical data mentioned above, a review of existing JRF reports and project documents (See Appendix C); review of other pertinent documents (e.g., children's drawings, school and agriculture logs, etc.); direct observations of community program activities; conversations with programs staff, which included JRF staff as well as community members leading CBO initiatives; direct program beneficiaries; randomly selected community members not directly affected by the program; and, individuals volunteering their perspectives on JRF programs

and life in the community. The conversations took place in one-on-one (interviews) and in community groups (focus groups), and in the streets and shops of the villages visited.

All conversations were audiotaped after permission to audiotape was obtained by the individuals involved. Individuals were informed that reports would not identify participants by name. Conversations were conducted in Arabic, with near simultaneous translation into English provided by a professional interpreter, who was not part of the JRF staff. When professional interpretation services were not available JRF staff provided translation. Multiple JRF staff provided translation on these occasions to ensure the accuracy of what was spoken in Arabic. On rare occasions when translation was questioned, the audiotape was marked and later reviewed by Arab speaking colleagues of the evaluator. Many individuals from the project sites had an understanding of English. Both Arabic and English conversations were recorded, enabling further verification of translations as necessary. All quotations, unless identified as spoken in English, are translations.

One hundred fifty-six audiotapes ranging in duration from brief five-minute conversations to more than hour-long group conversations, for a total of approximately 37 hours of taped conversations were collected. Audiotapes were review in correspondence to the notes that were taken during the interview and

focus group conversations. Selected audiotapes were coded using NVivo, a text-based software program²³ in order to produce a preliminary report of IE findings. In the near future, all tapes will be coded using NVivo, as it allows us to more readily quantify perceptions across more than 150 audiotapes, as well as examine the associations among codes. Coding is developed using an etic-emic approach, where a randomly selected portion of the data (randomly selected) are used to develop codes, and the remaining data used to test the adequacy of the coding structure. This process leads to an inductive discovery of the characteristics of the JRF CEP and JRCSP initiatives, and the similarities these initiatives share, as well as the uniqueness that is characteristics of each initiative. For this initial analysis, coding was more general and targeted to address the three evaluation questions asked in the ToR. By default there was substantively more emphasis on qualitative than quantitative data sources to address the three **requested evaluation areas**, which are summarized below.

4. Question 1 assesses the extent to which the JFR programs contributed to improved quality of life of the served communities and villages (relevance, effectiveness, and impact); and, to what extent did these programs support effectively identification of issues of community concern, development of strategies to address them that included the use and monitoring of revolving loans, the empowerment of women and youth, and effective CBO management practices.
5. Question 2 focuses on the JRF *Child Safety* program's (JRCSP) effect on child wellbeing (relevance, effectiveness, efficiency, impact, and sustainability). This question addresses both prevention and intervention via a multidisciplinary, government and non-government approach. Prevention efforts addressing positive child-rearing practices and family interaction, as well as addressing and ameliorating the stress associated with socio-economic distress that is often a precipitating factor in child abuse; and, intervention efforts target protection and rehabilitation via Family Protection Department, and the Ministries of Social Development and Health.
6. Question 3 examines the impact of professional capacity building via the *Community Empowerment Program* (CEP) and the *Capacity Building and Business Development Services* (CBBDS) Unit. The evaluation focuses on direct and indirect effects through an examination of its emphasis on *community mobilization* in defining relevant needs and priorities, *business development* efforts that support the development of entrepreneurial skills, and *professional training* that encourage the development of technical and managerial capacities; and how these efforts interact to addresses the effectiveness of the JRF programs.

²³ NVivo – www.qsrinternational.com

4. EVALUATION FINDINGS – COMMUNITY EMPOWERMENT PROGRAM

4.1. Overview: Community Empowerment Program (CEP)

JRF Community Empowerment Program (CEP) initiatives are characterized by a beneficiary targeted commitment to *sustainable human development*. This commitment extends to Jordan's most vulnerable communities. The primary goal of CEP is to enable communities/villages to identify existing community resources; to craft prospective economic opportunities; and, to develop effective strategies to achieve these opportunities that will improve the quality of life for direct beneficiaries and the communities in which they live.

JRF, through their *Capacity Building and Business Development Services* (CBBDS) Unit, uses a community capacity building training model. CBBDS activities begin with community outreach and the establishment of *Local Community Committees*. Building community awareness about shared concerns and the importance of community participation is the foundation for the CBBDS training and capacity-building that lead to the development of a community profile; the identification of potential development projects; the formation of, or mobilization of existing community CBOs, and the implementation of proposed projects. Community leadership, CBO members, and village citizenry learn and acquire the skills and expertise needed to design, implement and manage their projects; to modify and to adapt strategies as necessary; and, to sustain and to expand the scope of their initiatives. In addition to these skills and areas of expertise, and perhaps not directly acknowledged, are proficiencies in advocacy and governance. CBBDS training extends to using information gained through successful community projects to effectively campaign for policy changes that positively affect and improve life in the community.

The JRF CEP projects are quite diverse in their focus, ranging from agriculture and food production, to breeding sheep and pigeons, to weaving and wool products, to providing community-based services, to building glass-bottom tourist boats, to building and staffing local medical clinics and more. Notwithstanding, these diverse projects follow a systematic approach that promotes effective community engagement and yields consistently favorable outcomes, as is evidenced in the findings of this IE study. In addition to a focus on the community and CBO organization, CEP projects

specifically promote the empowerment of women and youth.

4.1.1. Jordan River Foundation Principals

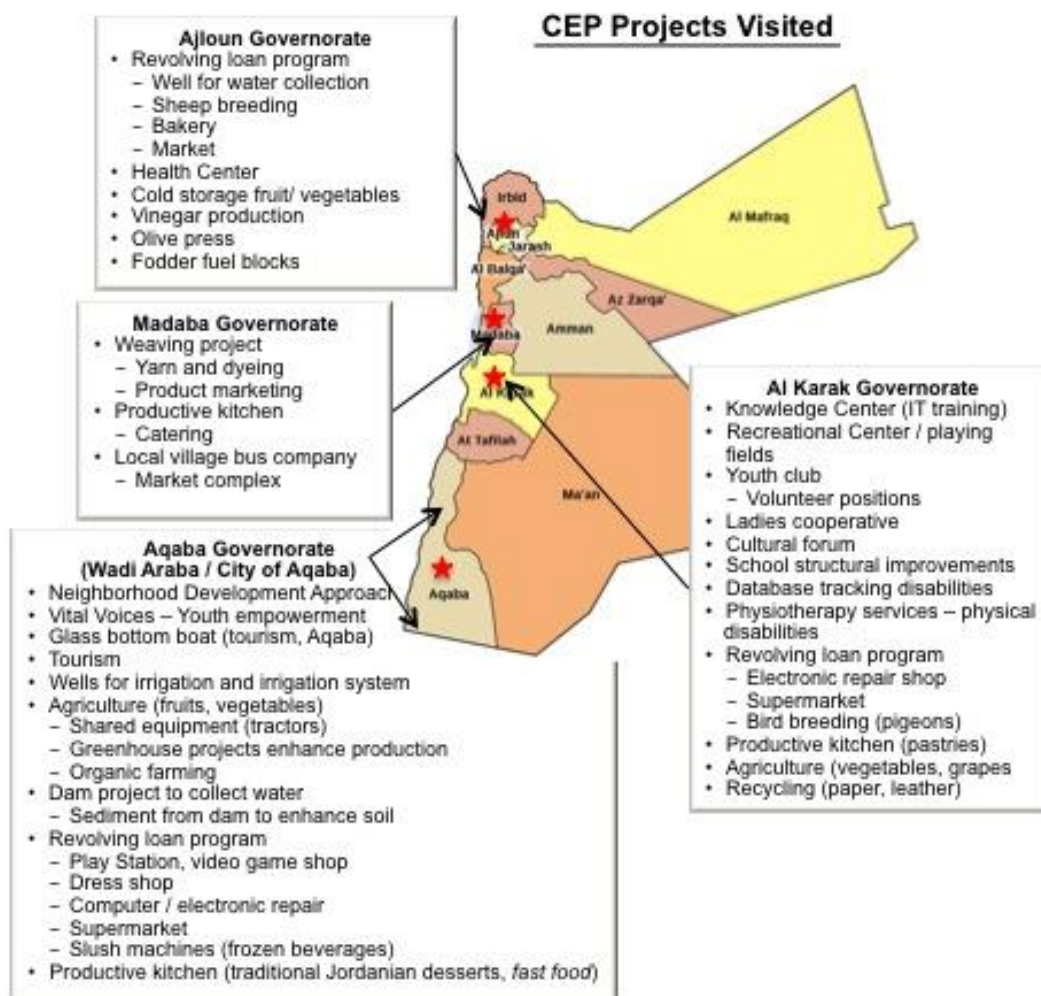
The JRF approach is based on three principles that permeate their projects throughout the Kingdom. These principals are as follows:

1. Participatory methodology that ensures meaningful community involvement
2. Commitment to the long-term sustainability of projects and activities
3. Economic endeavors that lead to community-level job creation, employment, human capital returns, and revenues for CBOs (cooperatives) and their members

In summary, using the above principals, the CEP initiative focuses on the identification and efficient and effective organization of community resources; the creation of temporary and permanent employment within the community; and, encouraging and supporting community level entrepreneurial activities that contribute to optimizing the wellbeing of those living in the community.

4.2 Project Locations: Community Empowerment Program (CEP)

Community Empowerment Programs (CEP) in four of Jordan's Governorates, Ajloun in the north, Madaba and Al Karak in middle Jordan, and Aqaba in the south were visited. CEP projects are diverse, ranging from collaborative partnerships with multiple funders to small revolving loans offered to individuals. The graphic below provides the location and briefly outlines the types of projects that are supported by the JRF CEP initiative in each of the Governorates. All projects are currently ongoing.



The CEP projects target a range of locations having diverse population densities (urban and rural/remote) and poverty concentrations. Projects in Ajloun (north) and in the City of Aqaba (south) have higher population concentrations while project populations in Wadi Araba (Aqaba Governorate) and Ghor Mazraa'a (Al Karak Governorate) are more sparse. Many of the CEP projects are intentionally located in what Jordan has identified as *poverty pockets*, sub-governorate areas

where 25% of the population is below the Jordanian poverty level. Poverty pockets are identified by the Jordan Department of Statistics through a Household Expenditure and Income Survey¹. There are 32 poverty pockets areas as of 2008. National poverty levels were set at 57JD per month in 2008, equivalent to approximately \$81(USD)/month. In 2008, Jordan spent approximately 585 million JD addressing poverty via increased salaries and retirement payments, one-time gifts/grants, subsidies, lower taxes, etc.). In 2008, it was estimated that 13.3% of Jordanians live in poverty. It is important to understand that poverty in Jordan is often concentrated, as is the case in the 32 identified *poverty pockets*. Had Jordan not invested in addressing, poverty, the proportion below the poverty line would likely be greater than 20%.

The following table provides a summary of CEP efforts in the four governorates.

Project Descriptions		Projects Included in IE Study
Ajloun Governorate: Rasoun Village	<p>JRF has been working in Ajloun Governorate since 2002. In 2007, Under the direction of Her Majesty Queen Rania, JRF piloted a new initiative, a holistic approach to the community that includes education, health, infrastructure, youth and economic empowerment. JRF signed the agreement with Orange Jordan and Orange Foundation (cell technology) in February 2008. The project aims to develop this marginalized community that is not classified as a poverty pocket but is in dire need of development, by creating and supporting sustainable social, economic and cultural programs derived from local needs and priorities in partnership with different stakeholders</p> <p>Rasoun Cooperative was established in 2007 to become the umbrella and the steering arm of the project's activities. There are currently 191 members of which 120 are females.</p> <p>Small revolving loans have been given to community members to implement different small and micro business projects To date there are 87 beneficiaries of which 47 are females.</p>	<ul style="list-style-type: none"> • Nursery / Child Care • Rasoun Secondary School for Girls (structural project) • Revolving loan <ul style="list-style-type: none"> ○ Bakery ○ Sheep breeding ○ Supermarket • Health Center
Ajloun Governorate: Ras Munif	<p>Income-generating project owned and managed by (Qura Shamal Ajloun cooperative). This Project is under the Rural Community Cluster Development Program (RCCDP, 2002-2006), a national program funded by Ministry of Planning and International Cooperation and implemented by Jordan River Foundation and Mercy Corp. Primary objective is promoting citizen participation in addressing critical needs for the economic and social revitalization of rural community life. The program develops local communities with similar needs by empowering them to develop income-generating projects to increase their standard of living.</p>	<ul style="list-style-type: none"> • Agricultural complex - storage for freezing fruits/vegetables • Nursery - high quality fruit seedlings to improve product. • Manufacture of vinegar and molasses. • Multipurpose hall housing meetings, workshops/ trainings • Olive press – service to local farmers • Fodder block (organic heat source) manufactured using olive pressing byproducts.

¹ Department of Statistics based on the *Household Income and Expenditures Survey* (HIES) of 2008. HIES was conducted in 2010, however poverty statistics were not available on the Department website, nor were algorithms available to update poverty estimates based on the data available for 2010.
www.dos.gov.jo/dos_home_e/main/index.htm. Retrieved 2013-03-10.

Project Descriptions		Projects Included in IE Study
Madaba Governorate: Areed Area and Bani Hamadi Village	<p>JRF has been working in the Al Areed area of Madaba Governorate since 2002, and the Bani Hamadi Village since 1998. This JRF effort includes the development of a transportation/bus complex with several local markets, housed within this complex. The project was implemented in 2002 through the Rural Community Cluster Development Program (RCCDP) in which the project provided 15 job opportunities.</p> <p>The Bani Hamida Women's Weaving Project originated by Save the Children in 1985 and merged into the Jordan River Foundation in 1998. This project revived traditional Bedouin rug weaving, helping to maintain the social fabric of the Makawir area (south-west of Madaba). Since its inception, the project employed 24 full-time employees, benefited over 1650 wage-based women from spinners, weavers and dyers who have produced the superior quality pure wool rugs. Currently there are approximately 450 with part-time work in the spinning, weaving and dyeing of wool.</p>	<ul style="list-style-type: none"> • Bus complex • Shops <ul style="list-style-type: none"> ○ Bakery ○ Grocery store ○ Variety store • Bani Hamadi weaving project
Al Karak Governorate: Ghor Mazra'a	<p>JRF recognized the need to empower youth and activate the role of youth centers to become youth-friendly places. Accordingly, JRF has worked in partnership with relevant stakeholders at the district level to jointly identify the needs and priorities of the area with the focus on youth and their surrounding environment. Through the initiative which is funded by Ministry of Planning and International Cooperation (MoPIC), JRF has followed a process of youth empowerment which has contributed to enhancing the socio-economic status of youth</p> <p>Project focuses on empowering the local committee for the <u>mentally and physically disabled</u> in Ghor Al Mazra'a, project is implemented in partnership with The Embassy of Japan, and focuses on enhancing and leveraging the capacity of Ghor Al Mazra'a for addressing the needs of the mentally and physically disabled through a rehabilitation center providing physiotherapy and other needed services.</p> <p><u>Revolving loans</u> have been given to community members including youth to implement different small and micro business project. To date RL beneficiaries are 132 of which 49 are females</p> <p><u>Integrated agriculture</u>: The project implemented in 2007 that offers agricultural services to the local farmers in the area, it provides 4 job opportunities. The project is run by Wadi Salam Cooperative, which was established by JRF, to oversee project activities. There are currently 153 members of which 23 are females.</p>	<ul style="list-style-type: none"> • Park and Recreation Center <ul style="list-style-type: none"> ○ Youth Club ○ Knowledge Center • Center for physically and mentally disabled • Revolving loan <ul style="list-style-type: none"> ○ Radio / TV repair ○ Supermarket ○ Bird breeding
Aqaba Governorate: Rahma Village (Wadi Araba)	<p>Rahma Village in Wadi Araba – JRF has been working there since 2002. The project implemented in 2007 through Local Development Program for Less Privileged Areas (LDPLA), offering agricultural services to the local farmers in the area. Initiative provided 4 job opportunities. The project is run by Rahma Cooperative, and currently has 288 members of which 46 are females.</p>	<p><i>Cooperative visited – no projects observed</i></p>

Project Descriptions		Projects Included in IE Study
Aqaba Governorate: Wadi Araba Risha Village and City of Aqaba	<p>JRF has been working in Wadi Araba since 2002, supporting several interventions were implemented through the following projects:</p> <ul style="list-style-type: none"> • Rural Community Cluster Development Project (RCCDP) / (2002 – 2006) • Local Development Program for Less- Privileged Areas (LDPLA)/ (2007 – 2009) <p>This is an integrated agricultural project, which was implemented in 2002 through Rural Community Cluster Development Program (RCCDP) with the local farmers in the area. The project provides 25 job opportunities.</p> <p>Ga'a Seedyen Cooperative was established in 2002 by JRF to become the umbrella and the steering arm of the project's activities that now has 873 members (no females).</p> <p>Al-Risha Folklore Group meetings take place at the municipality. This group is formed by 14 youth members who work in local events which JRF has provided them with occasions equipment</p> <p>Old Town (Aqaba) Neighborhood Development Activity (NDA)</p>	<ul style="list-style-type: none"> • Agricultural projects <ul style="list-style-type: none"> ◦ Wells and irrigation systems ◦ Organic farm fields ◦ Greenhouse ◦ Dam project – water collection and use of sediment • Glass bottom boats (City of Aqaba) • Revolving loans (City of Aqaba) <ul style="list-style-type: none"> ◦ Play station video game station ◦ Dress shop ◦ Computer electronic repair
	Unique Projects Visited*	21
<p>* Some projects, such as the integrated agricultural project have several sites. Sites within these integrated projects were considered as one project and are not listed separately in this table.</p>		

4.3. Findings: Community Empowerment Program (CEP)

While there are many outcomes associated with the achievements of the JRF CEP projects, there is primary interest in the following objectives.

- Improved **wellbeing and socio-economic status**, especially those in poverty pockets
- Increase managerial and entrepreneurial **skills and expertise** of local community members and community-based organizations
 - Increase knowledge, skill and accessibility to economic opportunities for marginalized groups (e.g., women, youth)
- Examine and **reorganize local resources** to increase efficiency and productivity (CBOs, co-operatives, etc.)
- Engage local communities, individuals and institutions in **advocacy, municipal decision-making, and governance** activities targeting issues that affect their wellbeing and livelihoods

4.3.1. Theory of Change

The impact of the CEP projects is examined in terms of a **theory of change** that identifies the mechanisms that contribute to change and subsequently provide

support for data interpretation. The theory of change, graphically illustrated below provides a simplified depiction, which is based on the primary objectives of interest and the underlying program principals articulated by JRF. While the CEP projects are quite diverse – a well project to collect water for a family in Ajloun to a sheep breeding project in Ghor Mazraa²⁴; these projects share a similar theory of change. This graphic represents the basic *causal* chain that characterizes the CEP projects independent of their focus. It builds on community outreach, awareness and training (inputs) to support community participation and strengthen leadership and generate strategies for improving community wellbeing (outputs). The CEP model asserts that this will lead to a sense of personal agency, community action, increased skills and expertise, as well as opportunities, employment and income (outcomes). Impact for this study is characterized by longer-term outcomes such as economic independence, job creation, poverty reduction and long-term benefits to children, youth, families and the community.



4.3.2. Addressing the Counterfactual

The lack of a counterfactual (comparison) is a methodological consideration, but essentially not a substantive one, as prior to the JRF CEP initiative these projects did not exist, offering a clear opportunity to establish a baseline. For example, prior to the JRF CEP integrated agricultural initiatives implemented in the Aqaba Governorate, a dam²⁴ for ground water (irrigation) and protection against flooding, appropriate use of greenhouses and organic methods of farming did not exist. In addition, many of the acres, now farmed in that governorate, were not previously used for agriculture or anything productive. Another example is the olive press that was purchased as part of the CEP initiative in the Kufranja Area in the Ajloun Governorate. The olive press was purchased to provide services to local farmers growing olives. Local farmers can access the press for reasonable fees, which in

²⁴ Dam is under the Auspices of the Jordan Valley Authority.

turn support the operation. A derivative of the olive press project is the manufacturing of fodder blocks made from the olives, olive parts, stems and twigs that do not meet criteria for pressing into oil. This organic material is compressed into blocks that are safe to use for home heating during winter months – another income generating project. A similar project also located in Ajloun is a large cold



Olive Press – Ajloun Governorate

storage facility that allows farmers to store fruits and vegetables (apples, potatoes, etc.), and to sell produce at later dates, at higher prices when it is not in season. As was the case with the olive press and the fodder blocks, apples that do not meet quality criteria, are used in vinegar production. The storage facility also provides meeting space for the surrounding communities. These income generating products and services did not exist

prior to JRF CEP.

The revolving loan programs provide another example of initiatives that occurred as a result of the CEP. For example, an electronic repair shop in Ghor Mazra'a (Al Karak Governorate), a dress shop and a video game/play station facility in Aqaba City, a sheep breeding business for a woman living in Rasoun Village (Ajloun Governorate) provide sources of new income and the ability to send children to private schools and to the university – benefits that were not available to these families prior to the revolving loan program.

While the baseline is a retrospective account of what was experienced by individuals prior to implementing these CEP projects, there was significant correspondence across reports from direct and indirect beneficiaries, cooperative managers and members, and JRF reports regarding how things were before the JRF programs. An example of such evidence is the statement from a young man, a member of the CEP *youth initiative* working on the integrated agriculture project in Wadi Araba. Statements such as this and others like it, give us confidence

in say that had the CEP program not occurred, the examples described above, and those that will be described later in the report, simply would not have occurred.

Before this project I was doing nothing. JRF inspired me. We all live; but now we live to do something, for change – so that we can keep living. I behave differently now, for sure. Now much committed to community . . . from selfishness, I've grown up here – in the area, I know the details – I own this (he looks around, pointing to the vast desert terrain) – I need to take care of it.

Young Man
Integrated Agricultural Project
Wadi Araba (10 December 2012)
Statement provided in English.

4.4. Building Community Capacity – Commercial Examples

The fundamental component of the JRF CEP initiative is community participation, working with existing CBOs and other community level organizations, building their capacity to identify concerns and to effectively manage the resolution of those concerns. Though consensus varied regarding whether CBO decisions were optimal for their respective communities, there was agreement on the benefits of awareness and capacity building efforts, and the training provided by JRF as being crucial for the successful establishment of CBOs and cooperatives.

4.4.1. Rasoun Village – Ajloun Governorate

There was a lack of awareness and knowledge. We tried to establish a charitable cooperative, but we had challenges. Through JRF and capacity building we understood the concept of a CBO – to enhance the spirit of teamwork, brotherhood.

We have many tribes, we all want representatives – didn't know how to do it. The CBO was open for all people, not tribal. JRF helped us.

CBO Members, Rasoun Village
Ajloun Governorate
12 December 2012

We have a special action plan – JRF makes local community participate in all activities. For example we participate in the vendoring (selling vegetables, fruit, etc.) process as well as farming

Ga'a Seedyeen Cooperative
Wadi Araba, 10 December 2012

The Cooperative in Rasoun Village, Ajloun Governorate described the challenges they faced as they tried to establish a charitable cooperative. The “first challenge we had, was how to manage,” stated one member of the Rasoun Cooperative. Cooperative members (men and women) reported that there were no stable financial resources to work with, and that tribal conflicts were common. Each attempt to establish a charitable cooperative failed or efforts never materialized. JRF began working in the Ajloun Governorate in 2002 to build capacity via awareness, community mobilization and training.

In 2007, under the direction of Her Majesty Queen Rania, JRF piloted a new holistic community initiative that addressed education, health, youth and economic empowerment, as well as community infrastructure improvement. JRF training and capacity building methodologies were implemented, and in 2007, the Rasoun Cooperative was established. This cooperative became the umbrella and the steering arm of the project's activities. In February 2008, JRF initiated a collaborative agreement with Orange Jordan and Orange Foundation (cell technology) to provide financial resources to the area.

4.4.2. Ras Munif Area – Ajloun Governorate

The impact of JRF's capacity building efforts is not measured by testimony alone (interview or focus group), but is also reflected in the behavior and



Record Page: Olive Press

actions of CBO/cooperative members. The individuals managing and operating the olive press in the Ras Munif Area, Ajloun Governorate shared a business plan that clearly demonstrates that the purchase of a second olive press would double their productivity and be cost neutral in terms of operations. No expansion of staff or an increase in overhead would be needed. The cost benefit analysis was impressive, as was their hardcopy record keeping of the farmer's use of the press, evidence that the demand was there in terms of a second press.

4.4.3. Al Areed Area – Madaba Governorate

In the Al Areed area of Madaba Governorate, JRF was described as initiating “interaction on a daily basis, regarding every single initiative – very different than projects done by the government,” stated one member of the Ayadi Ataa Cooperative. Municipal government leaders in the Al Areed Area also agreed that the JRF trainings and capacity building were beneficial. One official affirmed that “JRF’s interaction is different from the government – we now look at need in correspondence with local community support. We (Municipality) are ambitious. We are in a remote area, we want more.”

4.4.3.1. Ayadi Ataa Cooperative – Madaba Governorate

There is agreement between municipality officials and Ayadi Ataa Cooperative members regarding the benefit received from participation in JRF capacity building activities. They describe the benefit as significant, even though not everyone is happy with the community projects that were selected or the outcomes that were associated with them.

Recent history in the area helps us better understand differing community perspectives. The Bedouin weaving project, *Bani Hamadi Women’s Weaving Project*, started by Save the Children in 1985, and absorbed by JRF in 1998, was highly successful in employing women, producing income and increasing tourism in this remote area. Bani Hamadi rugs were exhibited and purchased internationally. As the market for these products became saturated over time, purchases waned, as did community and family income.



Bani Hamadi Weaving Project

Municipal officials want to “converge all support and effort on mitigating migration out of the area. JRF has helped, needs to be more focus on the municipality than on the institution (cooperative),” stated a municipal official. From the cooperative perspective, their aspiration is to replace the weaving project with a fabric factory, a project as expansive as the *Bani Hamadi Weaving Project* grew to be. Current projects in the area have focused on bus transportation and a market complex (groceries, bakery, etc.) co-located at the bus station. While there is considerable discord on the benefits of the bus, there is agreement regarding the beneficial impact of JRF capacity building efforts. As one cooperative member said, “We established cooperation through JRF.”

4.4.4. Wadi Araba – Integrated Agricultural – Aqaba Governorate

The integrated agricultural project in Wadi Araba provides another example. Cooperative members graphically presented plans for expansion of the agricultural project, identifying irrigation needs, and concerns about the quality of the soil, and a process for expansion. Their planning was quite impressive. We toured a “plantation” (farm) where the soil was unfit to grow most crops due to the high salt and



Agricultural Planning

sediment concentrations. They explained that they needed to plant and harvest at least three growths (e.g., corn) before the soil would be suitable for growing food products. The crops grown to leach the soil of salt/sediment were used for fodder.

“Change takes time,” they reminded me. The planning and attention to both the growing and the marketing potential of their produce was equally impressive; as was their investment in growing crops that need less water (a scarce resource), using plastic greenhouses to conserve what water is available, and producing unique varieties that would yield higher returns. This project has established collaboration with the Regional Center for Agriculture, where research is conducted. This is an opportunity for each to learn from one another and for the Cooperative to add another resource to support their community efforts.

4.4.5. Aqaba – Glass Bottom Boat Project

Another well-developed commercial venture is the building of glass bottom boats in Aqaba. Aqaba, on the coast of the Red Sea is one of Jordan's tourist destinations. Aqaba is known for its rich marine life. Although there is growing competition for glass bottom boat tours, the cooperative in Aqaba purposefully decided to build small traditional boats that speak to Jordanian culture, distinguishing themselves from the other competitors using larger, more modern boats. In addition, the cooperative that builds the boats is collaborating with a *productive kitchen* (catering, also a JRF project) to provide traditional foods of the region, giving their tourist customers a *taste of Jordan*, as well as a cultural experience.



Glass Bottom Boat - Aqaba

4.5. Building Community Capacity – Community Wellbeing

4.5.1. Recreation Center – Wadi Araba

Not all community projects are commercial ventures. Some projects focus on community needs, opportunities for youth, activities to engage the community and so forth. The recreation complex in Southern Ghour is an example. The center houses a Knowledge and Cultural Center offering computer classes and skills training for the community, a playground for children, a soccer/football field for youth, and two youth clubs.



Community Recreation Center

This is a remote area, with limited resources. While visiting this area, it was impossible not to notice groups of youth walking the streets, several of them, when asked, saying, “there is nothing to do but be in the street,” when asked. The JRF focus on youth in this area has begun to change this. Training opportunities in Amman were made available to youth in the area. Not all youth, as was observed, are interested in such opportunities. Participating youth received JRF training in basic skills and entrepreneurship. Some youth attended a four-day camp where more intensive training was provided. These youth described a play they developed at the camp for Her Majesty, Queen Rania, to share their

experiences. “No words were used, only gestures,” they said. In summarizing youth experience with JRF activities, another youth shared, “we didn’t have goals, didn’t have ideas, skills. Through training, collaboration, we have goals, vision and success.”

What the youth had learned became obvious during the site visit. A sequence of meetings was scheduled with municipal, cooperative and youth leaders in the park. However, all groups came at the same time. It was quite remarkable, how youth led much of the discussion, and felt confident to offer opinions, positions and recommendations that differed from the individuals representing the municipality and cooperative. They took a leadership role in much of the discussion. Youth openly discussed the lack of employment opportunities, and the need for meaningful activities. The youth told us about the surrounding villages forming competitive football/soccer teams. About 300 players compete, using the fields morning and evening. The demand to use the fields is growing, and exceeds capacity.

What was particularly inspiring was the youth discussion about volunteering. They told me that “volunteering is not new, but the methodology is.” Further explanation revealed that helping out is a norm, however, with nothing to do, a sense of “laziness develops,” I was told. Now, youth thankfully accept meaningful unpaid positions to learn skills and gain experience. Volunteer positions can lead to employment, and in this case, an interest in governance – two youth mentioned their interest in running for elected municipal positions in their communities.

Without being asked, youth described JRF as influencing change in the community, and providing important opportunities for them and others. Many said that without JRF, they “would be walking the street, like them” (pointing to a group that had been walking back and forth for much of the site visit).

4.5.2. Neighborhood Development Activity (NDA) – Aqaba²⁵

With the support of JRF and the Aqaba Development Corporation (ADC), a citizen’s group representing Old Town Neighborhoods in Aqaba formed a local committee to analyze the most pressing needs for their respective neighborhoods, identifying community mobilization strategies, and potential projects to fund and work on. The Neighborhood Development Activity (NDA), an innovative partnership between ASEZA (Aqaba Special Economic Zone Authority) and the citizens of Aqaba to address the most pressing challenges in the Old Town area of Aqaba (poor environmental and health conditions, such as water systems, waste control and collection, family and educational supports and awareness programs

²⁵ Al-Husseini, D. Z. (2007). *Aqaba’s Old Town: Proposed Model for Community Development within the Aqaba Special Economic Zone*. Thesis submitted to Massachusetts Institute of technology

highlighting the dangers of tobacco, alcohol and drug use). The NDA initiative specifically targets youth participation in community initiatives, building their skills and leadership capacity; and, providing youth with a meaningful voice in the neighborhood development process – a solid preparation for involvement in civic engagement.

4.5.3. Rasoun Village – Health Center



Health Center – Rasoun Village

Another community wellbeing focused project undertaken with the assistance of JRF, is the health center in Rasoun Village, Ajloun Governorate. Prior to this initiative, people in the community had to travel long distances to receive medical care – care that was much more costly, in terms of the transportation to get there. A woman waiting for an appointment, shared that before the center, she waited as long as she could, before seeking medical services, often having much more

serious symptoms to treat than she would have had, if she had seen a doctor sooner. The transportation cost and the distance were big factors for this woman in delaying the care she needed. This is no longer the case for her, her family, and others in the community. She goes on to say her family is healthier now as they can afford and are able to see a practitioner when needed.

The health center has expanded since its development. A new ultrasound machine has encouraged women to come for regular prenatal care. Medical personnel were trained to use the equipment and to read results. The increase in expertise understandably enhances their professional skills. One nurse said she could now get a higher-paying position in a neighboring urban area, but chooses to stay in the community.

5. Summary Findings – Building Community Capacity

There are many other stories – stories that confirm the fact that CEP initiatives have substantively changed communities, some of the most vulnerable communities in Jordan. That the JRF CEP has been effective in training efforts and community capacity building across a diverse array of projects is undeniable. The receptivity of the participating communities/villages is quite positive, as is the participation of the community in capacity building activities, and the establishment of community cooperatives.

There is variable information regarding the size of the cooperative memberships, as well as the population of the villages from which members would come. Asking several individuals about Cooperative memberships and village population rendered widely different estimates. In addition, the census of villages changes seasonally, as people move to warmer areas in the winter and cooler areas in the summer. This information is not presented in this report as without village census information it is impossible to know how representative cooperative membership is of a particular village. Independent of the representation of these community cooperatives, it is patently clear, that these communities have changed in positive ways, and that JRF significantly contributes to those changes.

It is important to note that not one of the 21 projects visited for this IE study voiced complaints about the training, support or capacity building workshops/activities – all provided positive stories and linking them to significant changes that occurred as a result. This is not to say that the CEP initiatives and projects were not without shortcomings or disappointment. Both municipal leaders and cooperative members from Ajloun and Madaba Governorates said they could do more with more money, hinting that JRF should shoulder a more sizeable proportion of the responsibility for securing additional funds. The challenge of funding for cooperatives was the only complaint voiced by the cooperatives and community about JRF. All other disappointments and frustrations were focused on choices that were made in terms of projects.

The bus complex in Al Areed, Madaba Governorate is an example. The area is remote and transportation linking the villages did not exist. People took buses back and forth to Madaba, a distance away to shop and secure services (e.g., health). A decision was made to purchase two buses that would provide a transportation circuit linking the villages. A complex was built around the bus station, with shops (income generating opportunities for the community), storage, and places to centrally meet. There is a bus from the complex back and forth to Madaba.

The community is divided as to whether this was a good decision. The new bus schedule does not stop at each house, making it less convenient for some. Some

people use cars and think a gas station would have been a better decision, as they must drive to Madaba to get fuel, which means they are using almost twice the fuel they would have used if there was a local station. The schedule presents challenges for others. From the municipality perspective, the bus does not generate sufficient revenue to support other projects. As one cooperative member said, “To please 100% is impossible.”



Harvesting Cucumbers – Wadi Araba

Talking with people around the bus complex yielded mixed opinions. Several people thought that the shops were more expensive. However,



Grocery Store – Bus Complex

when asked what they did prior to having the complex with the shops (bakery, pharmacy, grocery, variety store), they quickly responded, “We go to Madaba,” and followed up by saying, “This is better.” Asking for more clarification, I learned that when the cost of the bus trip to Madaba, and the time to get there was factored in, people recognized the benefit of the complex. The effort to get a local gas station continues, as do the differing opinions.

6. Direct Beneficiaries – Most Significant Change

6.1 Ga’a Seedyeen Cooperative – Wadi Araba

While large projects, such as the olive press, integrated agriculture, and cold storage have impressive impact at the community level they also have substantively touched the lives of individuals and families. For example, the membership of Ga’a Seedyeen Cooperative managing the integrated agricultural project in Wadi Araba is all men, however they have created some seasonal jobs for women living in the village. When asked why there were no women members in this cooperative, I was told, “it is only for men, only for the workers.” This is a traditional tribal perspective I am told, one that is slowly beginning to change in Wadi Araba.

While the cooperative membership is men only, women are beginning to work in the agricultural project. Six women work part-time in the plastic greenhouses harvesting cucumbers. These women also harvest the bottom leaves that are

beginning to wither. These leaves are collected and used for livestock fodder. When asked how working has changed their lives, one woman volunteered that she can now send her daughter to the university. Her daughter receives tuition, but there was no money for books or bus transportation. “Now she can go,” she said. A follow-up question was asked about the seasonality of this work, and how it affected being able to send her daughter to the university. She explained that other women she works with have younger children, not at the university yet, and she borrows from them. “When they send their children to university they can borrow from me,” she offers. These women had set up their own revolving loan system, an indirect effect of this small loan program and the training they received, not to mention the sense of empowerment they reflect in describing their accomplishments and hope for their children.

6.2. Rahma Village, Wadi Araba

The agricultural projects have additional direct and indirect benefits. In Rahma Village, Wadi Araba, four permanent jobs were developed to assist in offering agricultural services to local farmers. One man holding one of the four jobs said that while his salary was small, the fact that he could use the tractor for transportation was a great advantage. The tribal customs in Wadi Araba are not open to women working or participating in most cooperatives. However, in this area of Wadi Araba, Rahma Village, the Cooperative now includes women. The Cooperative reports 288 members, 46 of them are women.



Tractor Transportation, Wadi Araba

6.3. Revolving Loan Program

Approximately 90% of the *change stories* shared focused on being able to better educate children. Many of these stories resulted from participation in small revolving loan programs to start businesses. Participants receive training; apply to cooperatives that manage the loans. Data on the number of loans provided by cooperatives was variable. Some could report on the number of loans and the proportion given to women, but the details of the time interval for these numbers was uncertain. Cooperatives estimated that between 95% and 98% of the loans were paid back on time – an estimate that is a far better return than most lenders from industrialized countries.

The following are examples of projects supported by the revolving loan program.

6.3.1. Video Games- Play Station (Aqaba)

A man using a small loan, set up a play station/video game place for children in Aqaba City, using refurbished computers, monitors and a collection of video games. Small fees provide income and upkeep of the equipment. He reports that he is now able to send his two children to a private parochial elementary school in Aqaba. While he developed a successful business, and the wellbeing of his family has obviously improved, he has also contributed to the wellbeing of the community. Children in the neighborhood have a place to go, a place to be – they are off the streets, in a safe place with something to do. He shared that during football/soccer season, especially when Lionel Messi (soccer star from Barcelona) is playing, he uses the monitors to broadcast the game and invites neighbor youth to come and watch.

6.3.2. Computer Repair (Southern Ghour)



Computer Repair - Aqaba

Another small revolving loan in Aqaba supported the opening of a computer and electronics repair shop. The owner works with his son. Both report that life is better, and that the family has benefitted. What is interesting about this example, is the fact that this man used his business to set price thresholds for this type of repair service in Aqaba. When his shop opened, he offered lower repair fees compared to his competitors. He reported that there were two other repair shops in Aqaba, both very expensive, too expensive for people to consider repairing their computers, etc. The need was there to open a third shop, one with lower prices. His low fees generated many customers, more customers than he believed he could manage. However, his fee structure was intentional, as he believed that the other shops would lower their prices rather than risk going out of business. He established an electronic repair fee structure for the Aqaba neighborhoods, an indirect benefit to the whole community – an impact reaching far beyond this man and his family. This individual used the small loan and the training he received, started a successful business, and established market-value repair prices for the neighborhood areas.

6.3.3. Revolving Loans – Stories from Women

There are many stories attesting to the impact of these small revolving loan programs, and how they changed lives and enhanced wellbeing. Many of these stories speak to the empowerment of women.

6.3.3.1 Bridal Dress Shop (Aqaba)

The loan program under an Aqaba Cooperative enabled a woman to open a bridal gown and dress shop in Aqaba. She was so successful that she is opening a second shop in another neighboring area. She, like others is using her income to better educate her children. In addition, the shop owner also talked about the need for such neighbor shops, as many women choose not to travel, or feel they cannot travel to shop.

6.3.3.2 Sheep Breeding – Rasoun Village (Ajloun)



*Sheep Breeding
Rasoun Village (Ajloun)*

In Rasoun Village in the north, a woman received a small loan to breed sheep. The loan allowed her to purchase four sheep. Now she has 50 sheep. While I failed to ask her how long that took, I did ask about, what look to be an ever-increasing flock. She responded that she sells to other women in the area, teaches them to breed. Sheep supply meat, skins, wool, and dairy products. She is sending two daughters to university, one who is studying engineering. She told me she has 11 children. Her pride in sharing her accomplishments was obvious, as was her satisfaction in being able to share her skills with other women.

6.3.3.3 Supermarket – Rasoun Village (Ajloun)

Another woman in the same village used her loan to open a supermarket. The market has expanded since it opened. As she pointed out the various products she sells (everything needed in the village) she is quick to tell us that her husband built the shelving. Her smile and her husband's indicate how proud both are of her accomplishments. She speaks openly about how the income has enhanced the wellbeing of her family, and has provided her with money to pursue her creative interest, making silk flower arrangements. She showed us to a space in the back of

the supermarket, where she and her husband craft silk flower arrangements. When asked about which product sell most in her supermarket, she smiles and says, “the silk flowers.” Two young daughters were with her that day, as were several neighborhood children – *helping out* in the market. This woman is clearly successful, reflects a sense of empowerment, and is a role model to children, especially the girls in the neighborhood.



*One Success Leads to Another . . .
Supermarket to Successful
Silk Flower Arrangement Business*

7. Empowerment of Women

The examples of woman-led businesses are more numerous in the north part of Jordan. Change regarding the role of women appears to be slower in South Jordan, especially in the more remote areas, such as Wadi Araba. Change is, however, occurring. The six women harvesting cucumbers in the integrated agriculture project managed by the Ga’a Seedyeen Cooperative reflect evidence of this. As I was reminded by the men in this cooperative, “Change takes time.”

7.1. Bani Hamadi Women’s Weaving Project

The most significant of the women empowerment change stories came from the Bani Hamida Weaving Project (Al Areed, Madaba Governorate – Middle Jordan). Hand weaving on floor looms is a tradition of the women of the Bedouin tribe of the Bani Hamadi. The area is a poverty pocket, with minimal transportation, a lack of roads, insufficient health care services, challenges with potable water, and a low social status for women. In 1985, under Save the Children, the Bani Hamadi Weaving Project began to mobilize. In 1998 this project merged with JRF. During this time, the women became organized. JRF offered trainings in leadership, marketing, and computers. Prior to this initiative, rugs were woven at home in a haphazard manner – no systematic patterns or sizes. Women simply worked with the yarn they had and used toxic dying processes, in their homes without any communication or knowledge of what weaving other women were working on.

Halima Al-Qu’aydeh, from the Bani Hamadi Village, manages this project and introduced quality control. Halima showed us the stick that she marked off in order to systematically weave rugs of the same sizes; told us about how she, with the other women, implemented some regulation of traditional Bedouin designs and instituted health conscious processes for dying the wool used in the rugs. She went house to house working with the women, and over time, some women began to collectively work together, outside their homes. Halima became the first woman to obtain a drivers license in her village, the first woman to run for



Quality Control – Systematic Rugs Sizes
Halima Al-Qa'aydeh, Manager
Bani Hamadi Weaving Project

municipal office – she won the election. She announced in our meeting, that recently, she became the first woman in her village to go to the beauty salon to get her hair done. When asked about how the men in the villages responded to all of this, she laughed, offering that her father worried about other people on the road when she decided to get her drivers license; and, then earnestly stated that the income the women earned enhanced the wellbeing of the families and the men grew to appreciate that.

The Weaving Project at the height of its productivity employed 24 full-time workers. This has diminished as the market for the rugs became saturated (described earlier). To date, the Weaving Project is estimated to have provided wages to more than 1,650 women. Halima's success exemplifies the JRF empowerment efforts for women in Jordan. Halima's story is an extraordinary success story, widely written about. Others are following in her footsteps. Six other women in the weaving project now have licenses to drive, are seeking more education, wanting to learn more skills. While the women expressed concerns about the future of the Weaving Project, it is clear that their sense of accomplishment and empowerment continues to grow.

8. Empowerment of Youth

The descriptions provided above reflect JRF's emphasis on the importance of youth empowerment and their role in community change. It is estimated that about 70% of Jordan's population is thirty years of age or younger. The turbulence in the Middle East, characterized as the *Arab Spring*, intensified by what is referred to as a *youth bulge*, is an obvious concern for Jordan and for JRF. Youth in Jordan experience high rates of unemployment, many without any meaningful activities in which to engage. The JRF CEP initiatives intentionally supports and incorporates youth activities. Many of the cooperatives described above include youth clubs. Life, leadership, entrepreneurship, and computer skills training are offered in the communities and in Amman. Multi-day camps providing more intensive experiences are also available.

8.1. Southern Ghor Area, Wadi Araba – Ghor Al Safi Youth Center

JRF has facilitated and influenced a sense of the importance and benefits of volunteerism and civic engagement for youth, as was noted by youth in the Southern Ghor area, Wadi Araba (Ghor Al Safi Youth Center - Recreation Center Project). JRF provided five training sessions for approximately 320 youth, of whom 76 were female. These courses focused on computer, marketing and other topics. JRF reports conducting voluntary initiatives that encourage youth to participate in civic engagement. Two young men from that Youth Center told of their interest in running for municipal position, seeing election as an opportunity for community change. A total number of 600 youth participated in these initiatives.

8.2. Urban Youth Initiatives – Aqaba and Amman

JRF's youth empowerment efforts are not restricted to remote areas of Jordan. Youth in urban areas, Aqaba and Amman are also productively engaged. In Aqaba, the youth groups shared their experiences and ambitions. The Aqaba youth described themselves, as having different personalities, excited to learn new skills, learning to work collaboratively, eager to help the community and to make positive change, and willing to volunteer their time. The young women in Aqaba emphasized the benefits of having mixed male and female groups, and learning to work together.

In Amman, youth talked about their experience about learning from one another. The Amman youth group was unique in that it included youth from West Amman, a more affluent area with youth from East Amman, one of Amman's most impoverished areas. The youth acknowledged having preconceptions about one another. Youth from West Amman were described as privileged, with a sense of entitlement, having little interest in poor areas of the city, by East Amman youth. Their counterparts in West Amman portrayed youth from the East as having little education, and no ambition. As one youth stated, "We learned we are the same." These youth (West and East Amman) are actively engaged in volunteer work at the Queen Rania Family and Child Center (QRFCC) – they paint, clean, work with the children, and now train other youth.

The youth engaged in JRF are quite impressive. One young man from Amman had just filed the required paper work to incorporate his information technology business; another had voiced his interest in working to reform education in the world's most impoverished areas, a young woman talked of going to medical school. All had ambitions and reflected the confidence to achieve them.

8.3. Youth Career Initiative

In 2007, JRF established the Youth Career Initiative (YCI), the first such activity in the Arab Region. Collaborating with business leaders and leading hotels in Amman, JRF sought to empower disadvantaged and vulnerable youth, by providing skills training, and work internship experiences. The YCI focused on the hospitality industry, and more specifically on hotel employment. YCI training incorporates basic and life skills training as well training in communication, teamwork, critical thinking, problem solving, information management, personal management, and life-long learning skills. The training and paid internship experiences are believed to give YCI youth an advantage in securing full-time positions. In many instances, the participating hotels retain youth once their internships are completed.

As part of the IE study, seven youth participating in YCI were interviewed. All had finished their internships at five-star Amman hotels. They now had varying paid positions within the hotel – hotel restaurants, kitchens, lounges, exercise rooms, spas, and laundry. While all youth were favorable and excited about their employment there were some notable aspects of their stories.

One young man spoke about his experience working in the exercise and spa area of the hotel. The guests at these five star hotels are international, having many different cultural traditions. While more modest dress for women is the custom in Jordan, it is not so internationally. The stories this young man shared reflected a strong cultural sensitivity, and a confidence in being able to work with diversity.

A young woman, who dropped out of YCI, midway in her training, shared how she made her decision to return. She dropped out due to her shyness, an obstacle for anyone wanting to work in the hospitality industry. She attributed her shyness to the cultural role of Arab women, a role that her father did not endorse for his daughter. She saw dropping out as a failure, and made the decision to return. She completed the internship, secured permanent employment in one of Amman's most exclusive hotels, where she works in the lobby lounge greeting guests as they enter for beverages and food.

She relates that she spoke little English when she started YCI, but after a little more than a year she is quite fluent (interview was conducted in English). She reports learning English on her own by listening to popular music and watching movies in English. Coincidentally, I had visited this hotel prior to beginning the JRF IE study and met this young woman in the lounge. I found her to be quite accomplished in making guests feel welcome, and adept in initiating and engaging in conversation with them. The hotel Human Resource Director, shared that this young woman will be participating in marketing campaigns, and in training YCI interns. "Five years from now, I want to be a manager," she states.

YCI is not without challenges. The stipends for youth interning at hotels are small. Many youth must travel a distance to get to work, which leaves little money left

over. In some cases, youth are offered funds to live in Amman. Residences are available for youth living hours away from Amman. Outreach to women is difficult, as the role of women in the workforce is sometimes not accepted in families. In addition, the youth that YCI most wants to reach often do not meet requirements that hotels are looking for, for example, completion of education and language skills, including some fluency in English.

JRF reports that approximately 70% complete the YCI training and internships to go on to full-time employment within the hospitality industry. Another 9% realize the importance of education in getting a good job, and decide to continue their education, delaying their entry into the workforce. Youth completing YCI and obtaining employment report that with their incomes, they are able to help their families. One young man announced that because of YCI he is engaged, will be married soon, and will start his own family.

9. Community Empowerment - Conclusion & Recommendations

9.1. Summary Conclusions

Without quantitative data that includes a true baseline reflecting community conditions prior to the implementation of the intervention or program it is impossible to numerically estimate the impact of the JRF CEP projects. That said, it is equally impossible to ignore what has happened in the communities where JRF has implemented CEP projects. There is little question that the CEP program has had impact in terms of its participatory methodology; its commitment to sustainable projects and activities; and its focus on capacity and skills building, income generation, community volunteerism, and civic engagement.



*Lemon Trees
Wadi Araba Desert*

As noted earlier in this report, impact is determined in reference to the counterfactual – what would have happened if the program or intervention had not occurred. Productive plantations (farms) in Wadi Araba with lemon trees growing in the sandy soil; six women harvesting cucumbers in an integrated agriculture project overseen by a cooperative, whose membership is restricted to men; a woman in Rasoun Village with a household well to collect rain water so she no longer needs to travel a distance to the water tank and pay for potable water; and a video game/play station shop that provides both income and a safe place for children – these outcomes and many others are evident of the

impact of the JRF CEP initiative. The lemon trees, though not the lush California

trees that are familiar to me, are symbolic of the commitment to make things work, even under the harshest of conditions.

While there is disagreement and some disappointment regarding project selection and outcomes, there was unanimous consensus across stakeholder groups (municipal leaders, cooperative management and members, direct and indirect beneficiaries) of the benefit received in working with JRF. It is also obvious that the commitment of community/village stakeholders to make change does not dissolve when disagreement surfaces about project selection, or disappointment results over project outcomes. As one member of the Ayadi Ataa Cooperative in the Al Areed area of Madaba Governorate noted that JRF initiated a collaborative community process where there is, “interaction on a daily basis, regarding every single initiative – very different than projects done by the government”.

Though systematic data were not routinely collected on an annual basis, there was sufficient evidence that these programs had been in operation for quite some time, and many for more than ten years (e.g. Bani Hamadi Weaving Project 1997, Ajloun Governorate, 2002, Rahma Village – Wadi Araba, 2002), testimony to the sustainability of JRF’s CEP efforts.

The JRF CEP projects are intentionally targeted at some of Jordan’s most vulnerable areas – communities with high concentrations of poverty, and few, if any resources (roads, water, health care services, etc.). CEP has proven its ability to enhance the opportunity for job development and income generation – permanent agriculture jobs in Wadi Araba for men, part-time income for women also in Wadi Araba, income for a woman in Rasoun Village breeding sheep and for a man in Aqaba repairing computers. There are many more success stories, different in the context of the work, but similar in the ability of the beneficiaries to send their children to better schools and to the university.

In conclusion, though unable to numerically quantify the magnitude of the CEP impact, it is undeniably there. I could find no alternative explanations to account for the outcomes seen in the communities/villages studied.

9.2. Recommendations

While the CEP initiative has much to celebrate in terms of accomplishments and impact, there are areas that can be strengthened in terms of their evaluative process. The following are suggested recommendations.

- Implementation of a **systematic data collection** approach. A review of the JRF Sustainability Reports revealed inconsistency in the projects highlighted in each yearly report. The vast area covered by JRF initiatives makes it challenging to evaluate each program every year. When

considering evaluation staffing and funds needed to conduct such studies, a sampling frame that randomly selects among similar types of projects might be a feasible solution. In addition, the periodicity of reviewing projects should be considered in terms of staffing and funding needs. It is better to evaluate projects every two or three years, than to haphazardly select both projects to evaluate and the timing of the study.

- Less is more – **fewer but well conducted, rigorous evaluation studies** will enhance the credibility of the JRF initiatives. cursory data collection across a number of projects coupled with in-depth study of selected projects will likely yield a better evaluation experience. A seasoned evaluator would be needed to ensure that project characteristics are not generalized across sites when studying a vast array of projects in the same study.
- **Enlist community members to assist in data collection.** Some of the community cooperatives demonstrated skills in collecting data – cooperative memberships, number of revolving loans provided (amounts, proportion to women, youth, etc.), proportion of loan repaid and on time, and so forth. Cooperative managers could be enlisted to provide a minimal set of data (key performance indicators) on a systematic basis.
 - Quantitative data collected by cooperatives could easily be placed in tables and added as an Appendix to the Sustainability and Annual Reports. Readers would then be able to track a set of consistent data on each project on an annual basis.
- The youth were quite impressive. **Youth could be trained to assist in evaluation activities.** In doing this, youth would acquire additional skills and expertise. To guard against potential bias, youth could be assigned to different communities/villages or different types of programs. For example, youth working or volunteering in the JRF Child Safety Program (CSP) could be assigned to CEP projects and vice versa.
- Incorporating **quantitative survey data** would allow for the triangulation across data sources – surveys, qualitative interview/focus group, and observations. In some villages, literacy could make this challenging, however, surveys completed by municipality officials and cooperative management may be possible. Surveys should be brief and target a specific set of information.
 - It is important to highlight the value of statements (qualitative) from beneficiaries, underscoring the advantages of mixed methods (quantitative/qualitative).
- Randomized/quasi-experimental **study designs** remain the gold standard. They are challenging to implement as was outlined in this report; and at times degrade the validity of the evaluation in terms of generalizing results. Nonetheless, it would be important to consider whether a comparison is possible. For example, would it be possible to implement a lagged design, where two similar communities, implementing the program in one



community and a year later in the comparison community? Having said that, informed by my experience with this IE study, I suspect it would be challenging. Nonetheless is important to be able to defend the choice of evaluation designs.

- The **linkage with other data sets**, such as survey data housed at the Jordan Department of Statistics (Household Income and Expenditure Survey - 2010, Job Creation Survey – 2011). A review of the Department of Statistics reveals that many surveys have not been conducted recently. Other potential surveys to consider is the UNESCO LAMP (Literacy Assessment and Monitoring Programme) conducted in Jordan in the past year or two. LAMP is a household survey that examines the distribution of literacy skills of youth and adults. Since literacy is necessary for securing employment, this study may add to a more comprehensive understanding of CEP communities and villages.
- **Be expansive in looking for indirect benefits, and long terms benefits.** The success of daughters being sent to the university because her mother had part-time work harvesting cucumbers is also a target for impact evaluation.

Impact Evaluation

*Jordan River Foundation
Child Safety Program (JRCSP)*



10. INTRODUCTION – CHILD SAFETY PROGRAM

10.1. Background: Child Safety Program

In 1997, an independent child protection system was launched by the Jordan River Foundation. Under the direction of Her Majesty, Queen Rania Al Abdullah, JRF launched initiatives to address child protection and safety, recognizing that substantive prevention and intervention efforts were needed. A study conducted by UNICEF (2007) confirmed this need. The study estimated that more than half of Jordan's children experienced abuse or were exposed to violence in their families, communities and/or in their schools²⁶. Family members, teachers and school administrators perpetrated the abuse in about half of the cases. Other adults and youth in the neighborhood accounted for about a third of the remaining cases. Between two and seven out of every 100 children experience sexual abuse, most at the hands of family members, teachers and school administrators. In 2010, approximately 8,600 cases of suspected or substantiated child abuse were reported to the Jordan Family Protection Department (FPD). These estimates are thought to represent only a small percentage of the child abuse that actually occurs. Many cases are likely to be ignored or to go unrecorded. Several factors influence the unwillingness to report abuse. For example, the burden of filing a report, the attitudes of the family regarding abuse, the stigma that might be experienced, and the perceived seriousness and harm associated with the abuse and lack of knowledge about what constitutes abuse may substantively deter reporting such cases. Furthermore, variable awareness and understanding of the seriousness and the consequences of child abuse, a reluctance to get involved in "family business," and thinking that someone else will speak up may dissuade police and others from intervening on the child's behalf.

To address this, Her Majesty, Queen Rania made a commitment, through JRF, to ensure child protection and safety. From the very beginning, JRF took an inter-agency, prevention and intervention approach in confronting child and family abuse; a subject that was not openly addressed in the Arab culture. Institutional capacity was developed across 16 governmental and non-governmental organizations under the National Task Force for Family Protection, operating under the umbrella of the National Council for Family Affairs (NCFA), which is chaired by Her Majesty, Queen Rania. Jordan is the first country in the Arab Region to openly address child and family abuse, and to advocate for child protection policy. Jordan is also a signatory to more international human rights

²⁶ Elayyan, K. (2007). *Violence against Children in Jordan*. UNICEF.

treaties than other countries in the region, and has taken steps to harmonize national laws with the requirements of these conventions.

The National Family Protection System (NFPS) originated in 1997, led by the Jordan River Foundation (JRF). The initial approach worked within the existing legal and cultural framework of Jordan, building awareness of the issues and increasing skills in advocating for policy change and its implementation. Through JRF, professional networks were established that resulted in cross agency collaborations, and defined roles and responsibilities for organizations regarding violence prevention and the protection of children, women and families. For example, early detection of domestic violence was highlighted in awareness and outreach activities that were targeted to the Ministry of Health and NGOs providing primary and maternal healthcare services. Communities were mobilized through awareness building, and training courses were developed to extend this initiative into the schools. Teachers were trained in effective classroom disciplinary approaches, alternatives to the normative verbal criticism and corporal punishment that was characteristic of school classrooms in Jordan. Children were introduced to the notion of child rights and protection against violence through curricula using visual art, drama, and music to convey messages that violence of any kind (physical, verbal, sexual, etc.) is never acceptable.

JRF's efforts led to the passage of the Family Protection Law²⁷ in March 2008, and the development of the Family Protection Department (FPD), which oversees the disposition, and referral of abuse cases. Jordan has also addressed violence prevention in its National Plan for Action in early childhood care. While these efforts and the existing law do not explicitly resolve all issues or guarantee coordination across governmental and non-governmental organizations, public awareness of the consequences of child abuse has increased and attitudes regarding abuse and corporal punishment have begun to change in promising directions. For example, Article 62 of the Jordan penal code recognizes the use of corporal punishment by parents. The Family Protection Law and the Protection from Family Violence Law (2009) do not forbid corporal punishment from childrearing practices. An amendment to extend the prohibition of corporal punishment to childrearing and to all childcare settings has been proposed and is under consideration in the upper and lower houses of Parliament.

The overall goals of the JRF Child Safety Program (JRCSP) have remained consistent since its inception. They are as follows.

- Improvement of child protection and creations of safe and healthy environments for Jordanian children

²⁷ http://www.unicef.org/pfo/files/Child_Protection_from_Violence_Exploitation_and_Abuse_2011.pdf. Retrieved 2013-02-27

- Reduced violence against children at home and school. Support of positive, developmentally appropriate family dynamics through prevention programs and early interventions
- Identification and development of comprehensive rehabilitation services for child victims of violence and their families
- Promotion of awareness and educational outreach to the general public about definitions and kinds of violence/abuse, as well as the risk factors and consequences of child abuse
- Advancement of awareness and understanding of developmentally appropriate child-rearing practices
- Enhancement of capacity building and collaboration across governmental and non-governmental organizations regarding child rights and protection

While the JRF CEP initiative is grounded in a more fluid participatory community model that is distinct from site to site, the JRCSP initiative has a more systematic model approach. The JRCSP also differs from the CEP in that the program target, abuse, is well described by JRF, as are the methods used to address it. JRCSP is focused on strengthening the family unit, preventing child and family abuse, promoting a culture where child and family wellbeing is enhanced, and child rights are recognized and ensured. While there is flexibility in how the JRCSP program is structured within the community, each JRCSP is guided by the same set of principles and overarching objectives, which are presented below.

Principles

- Sustaining the family
- Establishing and maintaining partnerships and networks with governmental and non-governmental organizations
- Flexibility in working with each community to address their unique characteristics
- Providing efficient and effective prevention and intervention programs
- Learning from and building upon past experiences
- Transparency in terms of program success
- Consistent approach and implementation of effective models
- Outreach to all segments of society, communities within and beyond Jordan

Objectives

- Increase awareness and knowledge about child safety and prevention of child abuse
- Development of an accessible a database for studies conducted on child safety and protection
- Facilitate and mobilize the role of Jordanian community members and institutions in promoting child safety and preventing child abuse
- Dissemination of child safety programs/ frameworks on a national level
- Empower community members with skills needed to protect children from abuse and promote developmentally appropriate child-rearing practices
- Empower children to protect themselves from abuse by providing them with much needed knowledge and skills

JRF's approach has demonstrated that change takes time, that social policy change within a traditional and socially conservative environment requires ongoing awareness and capacity building, and demands sustained broad agency stakeholder and public support.

10.2. Impact Evaluation Study Questions (JRCSP)

To address these concerns and the need for impact evaluation (IE) of the JRCSP, JRF sought and supported an external evaluation that responded to the following evaluation question (extracted from the JRF Terms of Reference – ToR).

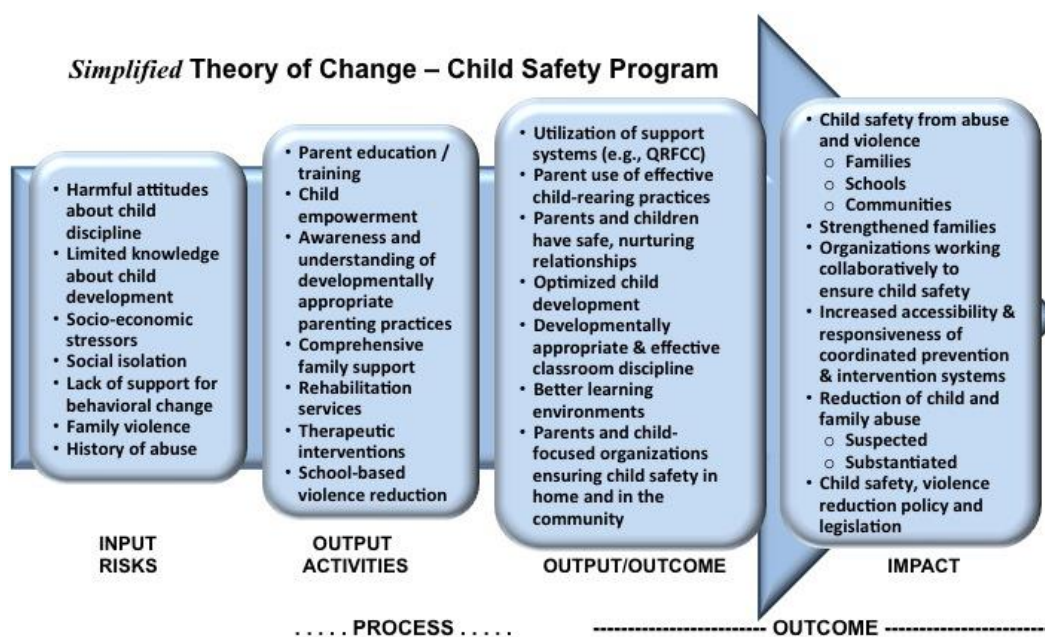
Question 2: How did JRF **enhance the wellbeing of children** in local communities? Specifically,

- a) How did JRF contribute to the protection and safety of children?
- b) How did JRF's interventions contribute to the prevention of abuse and violence against children in targeted communities?

The IE study targeted two JRCSP centers in Jordan, the *Queen Rania Family and Child Center* (QRFCC) in East Amman, and the *Queen Rania Al Abdullah Community Empowerment Center* (QRCEC) in Aqaba. Both centers have implemented the JRCSP model, as well as expanded their initiatives to the surrounding schools – the Safe School Program.

11. DESIGN AND METHODOLOGICAL APPROACH (JRCSP)

The evaluation approach taken for the JRCSP IE study is exploratory, non-experimental, primarily qualitative, and process-outcome focused. The overall goal of the external evaluation is impact. The evaluation questions ask about **how** the JRCSP contributed to the protection and safety of children and **how** it contributed to the prevention of abuse and violence experienced by children, women and families. Impact characterizes the change in child protection and safety and the experience of abuse and violence; however, to address the “how” questions requires attention to the JRCSP process. Process evaluation examines how change happened, if change occurs, identifying whether these changes result from the program (JRCSP) or whether they are extraneous contextual factors, such as environment shifts beyond the reach of the JRCSP initiative. The logic and theory of change model is depicted below, illustrating how risk factors necessitate the need for intervention; how activities (the process) influence desired outcomes; and, how these outcomes lead to long-term individual, community, service system, and societal impact.



The methodological approach taken for the impact evaluation (IE) of the Child Safety Program (JRCSP) is similar to the approach taken in examining the CEP. The design for the IE study of the JRCSP incorporates trifold methodology: 1) a theory-based, process-outcome approach taken to examine the causal mechanisms from input to outcome – essentially examining the JRCSP *theory of change* used

by the Jordan River Foundation, 2) a participatory evaluation approach that examines the role of diverse program stakeholders, heavily emphasizing the experiences of direct and indirect beneficiaries, and observing expressions of knowledge and shifts in attitude, and demonstrated behavior, and 3) within and cross-case studies of communities participating in the JRCSP initiative. Detailed description about this approach can be found in earlier sections of the report.

11.1. Data Sources: Child Safety Program

The JRCSP IE study targeted two primary sites, East Amman (*Queen Rania Family and Child Center – QR FCC*) and Aqaba in the south (*Queen Rania Al Abdullah Community Empowerment Center – QRCEC*). These centers are prominent examples of the JRCSP initiative, although the QRCEC is somewhat different in that the Center is not considered a JFCSP Center as it supports multiple programs and activities. In addition, both locations (Amman and Aqaba) provide an opportunity to examine the JRCSP expansion to the Safe Schools Project (SSP).



Data sources also included an examination of available statistical data on estimated abuse, a review of existing JRF reports and project documents (See Appendix C); review of other pertinent documents (e.g., children's drawings, school posters, etc.); direct observations of community program activities; conversations with programs staff, which included JRF staff, direct program beneficiaries; school staff, as well as community members leading JRCSP initiatives. The conversations took place individually (interviews) and in groups (discussion groups).

Conversations were audiotaped after permission to audiotape was given. Individuals were informed that reports would not identify participants by name. Conversations were conducted in Arabic, with near simultaneous translation into English provided by a professional interpreter, who was not part of the JRF staff. When professional interpretation services were not available JRF staff provided translation. When translation was unclear or uncertain, the audiotape was marked and later reviewed by Arab speaking colleagues of the evaluator. All quotations, unless identified as spoken in English, have been translated

11.2. JRCSP Center Descriptions

As previously mentioned, two JRF centers housing JRCSP activities were examined in this IE study, the *Queen Rania Family and Child Center* (QRFCC) in East Amman and the *Queen Rania Al Abdullah Community Empowerment Center* (QRCEC) in Aqaba. The Centers are described below.

11.2.1. Queen Rania Family and Child Center

In 2005, JRF established the Queen Rania Family and Child Center (QRFCC) in East Amman. QRFCC was initially designed to provide a variety of preventive and awareness-raising programs for children, youth, parents, and professionals. Today, QRFCC has evolved into a comprehensive community-based model, offering all-inclusive prevention and intervention services, which aim to reduce and over time, stop child abuse, strengthen the family unit, and promote a culture of child safety. QRFCC functions as a comprehensive training center, where prevention and intervention models can be implemented, evaluated and shared beyond East Amman on both regional and national levels.

As noted, QRFCC provides a diverse array of prevention and intervention program services that focus on:

- Community awareness and needs assessment
- Child empowerment
- Youth empowerment
- Women empowerment
- Parenting programs
- Support groups for children
- Advocacy
- Counseling for children and their families
- Counseling for battered women in East Amman
- Training and capacity building for professionals and paraprofessionals (including schools)
- Training and capacity building for CBOs

11.2.2. Queen Rania Al Abdullah Community Empowerment Center

In 2008, the cornerstone was laid for the establishment of the QRCEC. QRCEC, modeled after QRFCC and considered a branch of the JRF, was conceived as a comprehensive community center that addresses child safety and protection, as well as community and youth empowerment, entrepreneurship, and poverty reduction via income generation, quite different from the QRFCC described above. The need for such a center in Aqaba was emphasized in the findings of a

socio-economic community assessment, sponsored by the Aqaba Development Corporation (ADC) and conducted by JRF (2007). This study identified an overwhelming need for intervention in the area of child safety. The study presented the opportunity for JRF to establish a multi-focused, comprehensive community center that uniquely connects community empowerment with child protection, safety and violence prevention, emphasizing JRF's recognition of socio-economic stressors as contributing to the incidence of child and family abuse.

Aqaba, located on the Red Sea in the southernmost part of Jordan, is striving to become an international business and tourist hub. In 2001, the government of Jordan identified Aqaba as a development zone – *Aqaba Special Economic Zone Authority* (ASEZA). The ASEZA offered low tax, duty-free business and commerce opportunities along the Jordanian Red Sea coastline. The ASEZA acts as an autonomous financial and administrative organization, which is responsible for the management, regulation and development of an international, competitive investor-friendly economic zone.

The ASEZA adds unique challenges to JRF's CEP and CSP efforts. Initially, the ASEZA was not overtly receptive to the activities of the QRCEC. Community empowerment efforts to assist local community members in developing income-generating small businesses in Aqaba neighborhoods were not part of the ASEZA agenda. Moreover, raising awareness and attention, and mobilizing communities about the prevalence of child and family abuse and school violence and the need for preventing it, could be, and likely was seen, as potentially detrimental in building a global economic zone. ASEZA is viewed as focused on attracting investors, and less so on the needs of the local community²⁸. However, ASEZA support for the QRCEC and its initiatives resulted from their realization of the importance of community inclusion in their investment plans. ASEZA recognized that partnership with JRF, and success at the local level optimized the potential for success and the accomplishment of objectives beyond the local community.

The QRCEC focuses on three primary areas (see below). Healthy family dynamics and child protection will be addressed in this section of the report, as economic empowerment in Aqaba (e.g., small revolving loans – dress, computer repair, and play station/video game shops) has been examined in earlier sections of this report.

1. Healthy Family Dynamics and Child Protection
2. Economic Empowerment
3. Youth Empowerment and Employability

²⁸ Al-Husseini, D. Z. (2007). Aqaba's Old Town: Proposed Model for Community Development within Aqaba Special Economic Zone. Master of Science Thesis, University of Jordan.

12. CHILD SAFETY PROGRAM SERVICES AND TARGETED INITIATIVES

12.1. JRCSP Prevention and Intervention Services

JRF describes CSP prevention services in terms of primary and secondary levels. The primary level focuses on building community awareness. A national campaign was initiated to call attention to the prevalence and consequences of child abuse, and to sensitively address the social denial that characterizes this issue in Jordan. At the secondary level, JRF established the Queen Rania Family and Child Center (QRFCC) to support and promote the healthy development of children and families, and to strengthen the capacities of professionals and institutions responsible for child wellbeing and safety.

When abuse occurs, intervention is needed. The initial response is to assist victims with their legal, medical, psychological, educational and social needs. The complex and multi-faceted needs of abused children require an expedient and compassionate response. A comprehensive understanding of the nature of child abuse and its precipitating risk factors is needed to effectively intervene. Research, practical experience, and insights gained from the JRCSP interventions shaped subsequent activities, help to address root causes and to better recognize risk factors, and build stronger and healthier families and communities.

12.1.1. JRCSP Community Mobilization and Awareness

JRCSP initiatives are grounded in strong community networks. These networks build on public awareness and the importance of promoting healthy families in protecting children and securing their rights. To this end, JRF expanded its CSP outreach efforts through the establishment of the Community Mobilization Unit (CMU). The CMU supports the JRCSP mission to build and nurture a culture of child safety through community empowerment, participation, and consensus that safety, family stability, and the wellbeing of children are optimized when children and families are supported within their communities.

The CMU's goals are enhancement of community awareness about child safety and critical role played by local communities in preventing child abuse. Community-based child safety committees have been formed in the northern, central and southern parts of the Kingdom. These committees include representatives from governmental and non-governmental organizations, as well as prominent and influential community members. Once these committees are formed, training and capacity building activities are implemented so that each

community is prepared to assess its needs in relation to child rights and safety issues. Community-based committees prioritize outcomes and develop annual action plans to monitor their progress. Seven committees have been established since 2006. Efforts have been made to ensure the inclusion of marginalized groups from remote areas of the Kingdom.

12.1.2. JRCSP Child Services

Several child safety prevention and intervention initiatives are offered through the QRFCC and QRCEC, most of which use artistic media and interactive approaches. Child programs use hands-on, participatory learning models that accentuate sight, sound, and touch. Children interact with environments and scenarios that are based on real-world experiences, and are given the opportunity to think about how these experiences impact their attitudes, feelings and behavior. Learning for children at QRFCC/QRCEC is a self-discovery process, with a goal of developing life long, adaptive learning skills. Interactive *edutainment* programs are available in the form of an interactive library; art, music, physical activity for young girls, drama workshops; and, interactive information technology (IT) labs.

The *interactive library* blends reading, communicating and expression, and writing using a variety of art forms and play. Staff engages children using developmentally and culturally appropriate materials that are targeted to the child's interests. These materials help staff to convey messages about the prevention of bullying and appropriate responses to being bullied, positive self-concept, acceptance of differences, conflict resolution and peace-building and civic engagement and responsibility.



Drama is used to assist in connecting children with their feelings. Children learn to express their thoughts and emotions using sound and/or movement. Drama programs emphasize child safety, trust, personal space and body privacy, as well as appropriate emotional and physical relationships between children and adult caregivers. Children create their own plays, participate

as actors or use puppets to express their feelings and experiences. Plays are shared with other children, with parents and the community.

Art workshops are also used to assist children in sharing painful emotions and events, concerns, unexpressed fears and anxieties,



uncomfortable experiences, feelings of guilt or shame that result from incidences of abuse. Drawings and other visual art forms allow children to express and describe feelings and experiences that are sometimes too painful to verbalize, allowing therapists, counselors, and QRFCC and QRCEC staff to more compassionately understand and interact with the child. Children also master artistic skills, discovering that their artwork is valued, and learning that they can communicate and interact with caring adults in multiple ways. Children can submit their work to national, pan-Arab and international exhibitions, enhancing their sense of self and confidence.

The QRFCC and QRCEC provide instruction in *information technology* (IT), which includes training on computers and software applications, use of the Internet and social media, and creative communication functions to promote self-expression and learning. The IT lab not only teaches basic IT skills and applications, but also facilitates the development of creative verbal and graphic communication, critical thinking, team building, and collaboration skills using 21st century technology skills – skills needed for successful future employment.

Music is also incorporated as one of the QRFCC/QRCEC interactive mediums used in children's activities. In East Amman, the QRFCC developed a stand-alone music workshop. Research indicates that music education supports the development of higher order thinking skills (analysis, logic, and creativity), improved concentration and memory, interpersonal and collaborative skills²⁹. The Music Workshop is part of the ongoing daily QRFCC activity that introduces music to children who would not ordinarily have this kind of opportunity. Music is also incorporated in the QRCEC programs in Aqaba. A group of adolescents formed to learn traditional Jordanian music and to play traditional instruments (reed pipes, tabliah (drum), rehab and simsimiyya (stringed instruments), riq (tambourine). These youth perform at various events in Aqaba.



Simsimiyya

JRF creatively uses physical fitness as a method of engaging young girls and women in the JRCSP initiatives. In 2007, the QRFCC constructed a sports hall in Jabal Al Nasser (East Amman) for women and young girls and launched the **Fit for Life Workshop**. Fit for Life is a comprehensive approach that incorporates physical, cognitive, and psychosocial development in an effort to optimize the development of young girls in Jabal Al Nasser. A wide variety of physical and edutainment activities are provided. The Fit for Life program has expanded and now includes awareness activities for young women and mothers that address

²⁹ Terenzini, P.T., Springer, L., Pascarella, E. T., & Amaury, N. (1995). Influences affecting the development of students' critical thinking skills. *Research in Higher Education*, 36(1), 23-39.

adolescent health issues that focus on physical, sexual, as well as emotional changes that occur during adolescence and early adulthood, and how these impact on self-identity.

12.1.3. JRCSP Parent Services

In addition to addressing child and youth needs the QRFCC and the QRCEC



support *parenting units* where parents can learn about the developmental stages of childhood and adolescence, effective alternatives to abusive disciplinary practices. Parents lacking knowledge about child development, sometimes unknowingly expect a level of understanding and behavior from their child that is beyond the child's developmental capability, frustrating the

parent, leading to potentially abusive responses. In addition to child development, parent trainings include effective behavior modification approaches, appropriate disciplinary strategies, management of conflict with children, as well as how parents can ensure the safety of children.

12.1.4. JRCSP Youth Initiatives

QRFCC and QRCEC provide programs that empower youth, increase their sense of civic engagement and responsibility, enhance their skills and stimulate a belief in the importance of volunteerism and participation in their communities and society at large – all of which contribute to a positive self-concept and sense of self confidence. In addition to entrepreneurial activities, the youth in East Amman and Aqaba participate in peer-to-peer activities, child safety initiatives, and in helping to create child friendly safe spaces in schools and in their communities.

While youth economic empowerment and civic engagement has been addressed in previous sections of this report, it is important to note the child and school-focused accomplishments of youth participating in the JRCSP activities. In East Amman, approximately 150 youth volunteers from different parts of Amman take part in QRFCC's annual Youth Summer Volunteer Program (YSVP). These youth identify particular community service projects to complete. They design, lead and implemented these projects. Projects include renovation of public parks and public schools in eastern Amman (five public schools participating in the JRF SSP were renovated in East Amman in 2007). These initiatives reached beyond East Amman, as youth renovated two additional schools in Wadi Araba were renovated that year. In addition to renovation projects, youth tutor children and help them with art and drama projects.

In Aqaba, it is much the same. In 2009, the QRCEC launched, *Maghaweer Al Aqaba*, where approximately 150 youth each year are involved in community projects, many of them focused on children and schools. JRF reports that in 2010 the *Maghaweer* tutored children in English, managed a football league, and in 2011 they cleaned and painted one of the SSP public school.

12.1.5. JRCSP Intervention Services

Counseling and **shelter services** are also available for children experiencing maltreatment and abuse. These services are admittedly scarce, and are not systematically found throughout the Kingdom. JRF estimates that thousands of children in need of psychosocial intervention are without any support or services, exacerbating the damaging impact of child abuse.

In 2010, JRF established a psychosocial case-management service for vulnerable children in Eastern Amman through the QRFCC. Most children were referred through the QRFCC workshops, the Helpline, the Safe Schools Project, and the Family Protection Department/Eastern Amman and Dar Al Aman, a therapeutic shelter (described below). Counseling services aim to minimize risk factors for abuse and to optimize overall wellbeing.

Parents and children can choose between individual and group level counseling services. Typically, individual counseling is reserved for problems too difficult to address in a group setting. If individual counseling is necessary, the child and the family typically participate separately, on average, in eight weekly sessions. Parent/family sessions concentrate on child development, child-rearing skills and appropriate disciplinary practices. When it is appropriate, child and parent sessions are held together.

JRF uses the *Life Story Work* model³⁰ as a group counseling intervention. Life story work is a method to record the details about the child's history and personal development using words, pictures, drawings and photos created by the child with the help of a trusted adult or other person having a meaningful relationship with the child. The child produces a *My Life Story Book* to help him/her understand past experiences and to integrate these experiences into a positive self-identity. Life story work establishes a structure for talking about past, present, and future events, providing a link to the past as they move on in their lives toward future goals and aspirations. Typically life story work is done in small groups, four to six children, grouped by age over the course of 16 sessions.

³⁰ Rose, R. (2005). *Life Story Work with Traumatized Children*. Philadelphia, PA: Jessica Kingsley Publishers.

Support groups for adolescents and parents are also available. Participants in these groups share similar problems and experiences, share experiences, and learn from one another in a safe and accepting environment. The participants decide among themselves the topic to discuss and address. A trained facilitator is available to assist throughout the process. Support groups average around 10 participants and meet for about 16 sessions. The target age group for this intervention is children and adolescents, ages ranging between 12-18 years.

12.2. JRCSP Specialized Services

In addition to building community awareness of the prevalence and consequences of child abuse, training and prevention and intervention services, JRF supports target initiatives to schools, a telephone hotline for children, families and community members, and a therapeutic shelter, the only such facility in the Arab Region (Dar Al Aman). Descriptive information about these initiatives is found below.

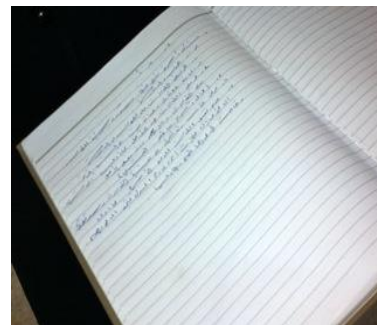
12.2.1. JRCSP Safe Schools Project

JRF recognizes the importance of schools in the lives of children and their families, and launched a national initiative, *Safe Schools Project* (SSP). The goal of the SSP is to provide a safe and secure learning environment that protects children from any kind of abuse (physical, sexual, verbal, and emotional, etc.), bullying, and neglect, as well as raises the awareness of and educates teachers and parents about child abuse and the rights of children. The program also aims at ensuring that teachers refrain from any kind of violence, teaching them about effective forms of classroom and student discipline that are developmentally appropriate, and how they can constructively assist children in understanding why and how their behavior needs to be modified. As of 2011, SSP has been implemented in Amman (Eastern), Zarqa, Ajloun, Madaba, Jerash, Irbid, Balqa and Aqaba governorates.



While Dar Al Aman (mentioned above and described in more detail below) is the only residential facility for seriously abused children, some schools are stepping in to comprehensively provide additional care for the most vulnerable children. For example, a school in Aqaba established what they call a “safe room,” a

separate place in the school where children can go for specialized activities. In this room, children select aliases; they are not called by their name. A registry is kept by alias names. Children engage in art, drama, games, and productive activities; have an opportunity to sensitively work through their trauma with trained professional staff. Although programs like this one help to fill the gap, the need is far greater than are the available facilities and services.



School Safe Room Registry

12.2.2. 110 Helpline for Families and Children

A toll-free, telephone helpline to seek help about or report child abuse was established by JRF in 2007 – **110 for Families and Children**. Helpline calls can be made using cellphones or landlines, simply by dialing 110. All calls are confidential – the 110 call number will not appear on any bill or be recorded on any cell device. Helpline call counselors, many of whom are graduate students, are trained in active listening, unconditional acceptance, how to provide psychological support, guidance and information, and how to make referrals if necessary. Counselors are also trained to work with child and adult callers on a range of concerns, abuse as well as developmental and socio-emotional worries.

While there are social services offering consultations about physical, psychological and socio-emotional issues, the locations of these services and how to access them was unclear to many families in Jordan. The Helpline emerged in response to this need, offering a single portal to collective services – the 110 Helpline for Children and Families. The Helpline is now a member of the Child Helpline International (CHI), an international network of child helplines that have been established in 160 countries around the World.

The Helpline is also committed to advocating on behalf of children in pursuit of social change. As with all components of the JRCSP initiative, core values provide a solid foundation, and the 110 Helpline is no different. These values are as follows.

- *Social Justice*: no caller is denied service based on age, gender, religion, ethnicity, culture, socioeconomic status, ability, or denied for any other reason.
- *Person-centered practice*: Counselors actively listen to callers and respecting needs, priorities, and decisions considered by the caller.
- *Empowerment-based approach*: Counselors emphasize callers' strengths and resources, and encourage them to take action in attaining the changes they aspire.
- *Tolerance*: Counselors accept and respect callers despite differences in opinions, values, or decisions.
- *Competence*: Counselors provide services only within their area of expertise, and

stay informed on issues related to the callers they serve. Calls beyond their expertise are referred to counselors having the required expertise.

- *Confidentiality*: Counselors do not share any information related to callers without the caller's consent (restrictions apply where there is evidently eminent danger to a child). Callers can choose to remain anonymous or confidential.
- *Family perspective, child focus*: Counselors appreciate the family's role in the healthy development of children and manifest the UNICEF Convention on the Rights of the Children³¹ in their practice.

Calls received range across a number of concerns. A majority of the calls are about family relations, school issues, abuse and violence. A substantive number of calls end and do not provide enough information about why the call was made. Some calls result in referrals, linking callers to appropriate service providers independent of the nature of the concern precipitating the call (legal, education, etc.). The Helpline follows up with both the caller and the referred service provider. Appendix B provides data on the 110 Helpline calls for 2011.

JRF targeted several population segments including schools, health providers, and community centers, to raise awareness on the Helpline service. In doing so, they increased their outreach additional beneficiary groups. With the help of children, flyers and posters were produced announcing the Helpline. These flyers and poster illustrated engaging scenarios about children in different situations where they might need to call the Helpline. Helpline outreach also targets refugee populations (e.g., Iraqi refugees).

For the most part, Helpline counselors are university intern volunteers, who are concluding studies in related areas such as psychology and counseling. All volunteers complete an intensive training program, and are supervised by professional Helpline staff member at all times to ensure the high quality confidentiality of services. These staff members oversee the daily operations and performance of the Helpline, and when needed, they are available to intervene with a difficult or high-risk case, to provide consultations to the volunteers when referrals or urgent action is needed. Staff training is ongoing, incorporating new research and pertinent information as it becomes available.

Several governmental, non-governmental, and volunteer entities partnered with JRF to make the Helpline possible. These partners include:

- | | |
|----------------------------------|--|
| • Ministry of Education | • The Jordanian Hashemite Fund for Human Development |
| • Ministry of Interior | • Higher Council for the Affairs of People with Disabilities |
| • Ministry of Social Development | • Jordanian Women's Union |
| • Ministry of Health | • Law Groups for Human Rights |
| • Ministry of Labor | |

³¹ United Nations Treaty Collection. Convention on the Rights of the Child. Retrieved 2013-03-28.
<http://treaties.un.org/Pages/src-TREATY-id-IV~11-chapter-4-lang-en-PageView.aspx>

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- | | |
|--------------------------------------|---|
| • Public Security Directorate | (MIZAN) |
| • Orange (Mobile telecommunications) | • Sisterhood is Global – Jordan Chapter |
| • Zain (Mobile telecommunications) | • Cerebral Palsy Foundation |
| • Umniah (Mobile telecommunications) | |
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12.2.3. Specialized Efforts: Dar Al Aman

The Dar Al Aman (*House of Safety* in Arabic) Child Safety Center was founded in 2000 by Her Majesty Queen Rania Al Abdullah. Queen Rania's commitment to child protection, safety and wellbeing is internationally renowned. Her Majesty served as UNICEF's first Eminent Advocate for Children, as the Honorable Global Chair of the United Nations Girl's Education Initiative (UNGEI), and as a Foundation Board Member of the World Economic Forum's Global Agenda Council on Education Systems.

Dar Al Aman is the first child safety center in the Arab World. This center provides shelter, therapeutic intervention and care for emotionally, physically, and sexually abused children. The Center accommodates approximately 40 children from infancy through early adolescence. Dar Al Aman operates under the egis of the Jordan River Foundation, and addresses the needs of the most severely abused and vulnerable children of Jordan via referrals from the Ministry of Social Development and the Family Protection Department. Intervention services include social, psychological, educational and training, and medical. Dar Al Aman is recognized by the World Health Organization (WHO) as a model child welfare and safety program³².



Dar Al Aman was not included as a focus in this impact evaluation. JRCSP staff freely admit that the need for such shelter services exceeds the limitations of Dar Al Aman. The above description is provided in support of the comprehensiveness of the JRF prevention and intervention efforts in addressing and endeavoring to resolve child abuse in the Kingdom.

³² World Health Organization. (2009). Child Maltreatment Comes Out of the Shadows. WHO Bulletin, Volume 87, 333-334. <http://www.who.int/bulletin/volumes/87/5/09-040509.pdf>. Retrieved 2013-03-27.

13. EVALUATION FINDINGS – CHILD SAFETY PROGRAM

Measuring the absence of an occurrence, in this case child abuse is often challenging, as it requires the consideration of what would happen in the absence of the JRCSP. Isolating the impact of a specific program can be challenging. There are several standard approaches in evaluating prevention programs such as the JRCSP. The most often used approach is to establish a baseline using several years of data prior to the implementation of the program and to contrast it with several years of post-program implementation data, essentially a pre-post design. While not perfect, this method helps to demonstrate the program's impact at the level reflected in the data (e.g., individual, school, neighborhood, community, etc.).

Assessing the impact of child abuse in Jordan introduces additional complexities. Child abuse, family and school violence is not openly discussed. Some characterize such discussions as *taboo*. As consequence of secrecy, we are left to speculate on the extent to which child abuse is problematic in Jordan, using existing data collected by external organizations. The UNICEF study conducted in 2007 reported estimates of abuse and exposure to violence for more than half of Jordan's children³³. The Global School-based Student Health Survey (GSHS³⁴), conducted during the same year in Jordan by the WHO, revealed that 40% of students in grades 8 through 10 were bullied in their schools. Verbal and sexual violence also occur in schools although precise estimates are not available from this survey.

It is not unusual for communities to implement a variety of prevention programs. This is the case with the JRCSP. Several approaches to promotion of child safety and the prevention of child abuse were taken. In an impact evaluation, the first step is to determine whether other child abuse prevention programs have been implemented in Jordan. It would not be possible to attribute change to the JRCSP without investigating the presence of other child abuse initiatives. A thorough review of existing reports, available data and media reports (e.g., Jordan Times, etc.) revealed that no such programs exist. In fact, this investigation revealed that the JRCSP initiative is the first of its kind in Jordan, and in the Arab Region.

A second consideration in evaluating the impact of any prevention initiative is the consistency of the program approach that is used. Standardized models are often

³³ Elayyan, K. (2007). *Violence Against Children in Jordan*. UNICEF.

³⁴ Al Qaseer, B.M. , & Batarseh, S. (2007). *Jordan Global School based Student Health Survey*. World Health Organization. www.who.int/chp/gshs/GSHS_Country_Report_Jordan_2007.pdf. Retrieved 2013-03-29.

not used, as community-based programs are frequently encouraged to adapt and implement initiatives differently depending on the community needs and circumstances. Unless a program is consistent and has reliable fidelity to the program model, it is not possible to speak to the impact of the program. While there is some variation in determining community need and variability in adoption levels of the JRCSP initiative across communities, the JRCSP model has been standardized in terms of core values, goals, principles, and model approach. These are consistently applied to all JRCSP endeavors; allow an examination of the outcomes and impact of the JRCSP initiative across activities and sites.

The outcomes and impact of the JRCSP will be address in terms of examining changes in community awareness and outreach; changes in parental attitudes and child-rearing approaches; changes in the experiences of children and youth; and changes in national policy. As mentioned previously, this impact evaluation is largely qualitative, relying on the testimony of beneficiaries, program staff, appropriate governmental, non-governmental organizations, and community members. A meeting and interview schedule was prearranged; however the evaluator was able to augment this schedule and request time with additional individuals in order to gather further corroborating evidence. Diverse data sources were sufficient to allow for data triangulation. Data triangulation³⁵ uses different *sources* of information, for example, statements from program beneficiaries, program staff and community members. Correspondence across multiple data sources increases our confidence in the credibility and validity of study findings.

13.1. Community Awareness and Outreach

In 2006, the JRF QRFCC launched a training center focusing on the promotion of child safety to build capacity among professionals working with children. Ten training manuals on effectively promoting and addressing child protection issues with parents, children, youth and professionals were developed. The CMU describes previously, is design to activate the community in reporting abuse and securing child rights. JRF has fostered the creation of local committees since 2006. Local committees are charged with developing local action plans to promote child safety and to prevent child abuse.

It is unfortunate that there are no consistent data that are routinely collected from these committees regard the development and implementation of their action plans from year to year. While this is a recommendation for the future, the existence of these local committees, from Ajloun in the north to Wadi Araba and Aqaba in the south is testimony to the outreach efforts of JRCSP and QRFCC.

³⁵ Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597–607. <http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>. Retrieved 2013-03-29.

Another example of the effectiveness of JRCSP awareness raising efforts is found in the increasing number of calls to the 110 Helpline (see below). Approximately 2,500 calls were received in 2008, one year after the 110 Helpline was established. One year later, in 2009, the number of calls increased by 200%, and have maintained small, but steady increases in subsequent years.

Year	Number of Calls
2008	2,581
2009	5,207
2010	5,644
2011	5,865
2012	5,707

13.1.1. Community-based Organizations (CBOs)

JRF acts as a catalyst for the mobilization of CBOs. JRCSP staff reported that there were 37 CBOs in the area of QR FCC in East Amman. Some of the CBOs are active, while others have limited community engagement. The role of the CBOs is to address social issues, but to do so is dependent on financial wherewithal and support. JRF works to support CBOs in fund raising efforts, proposal writing and so forth. Without the assistance of JRF, CBO support is variable. The pattern is similar at the QRCEC in Aqaba. Both the QR FCC and the QRCEC also rely on community volunteers in addition to support from CBOs. Volunteers augment community empowerment efforts via the CBOs. Volunteers are provided training, and voice strong dedication to the goals of the JRCSP initiative. CBOs unanimously concede the favorable benefits received from JRF trainings and capacity building with regard to child safety, a pattern that was also characteristic of the JRF CEP initiative.

13.1.2. Outreach: Governmental/Non-governmental Organizations

To date, 16 governmental and non-governmental entities are organized under the umbrella of the National Council for Family Affairs (NCFA) established in 2001 by Royal decree, initiated by the launch of an independent child protection system spearheaded by JRF in 1997. This model is manifested through the *National Task Force for Family Protection*, operating under the NCFA. The role of JRF is to activate the Task Force to carry out the child safety efforts on a national level. For example, as part of establishing a *National Day for Child Safety*, JRF conducted a workshop to provide the technical support for the establishment of a model for family justice centers in Jordan with the participation of all the institutions and ministries concerned with family protection. This workshop focused on objectives and goals to be achieved and an evaluation of the services provided by these institutions for domestic violence victims from prevention, intervention, and

rehabilitation perspectives. JRF continues to provide such support in leading the process to establish professional teams to support Ministry of Social Development (MoSD) and the Family Protection Department (FPD) in the review of open claims of abuse. In addition, the impact of JRF's initial efforts in child protection is again realized in continuing undertakings of NCFA, such as the *Child-Friendly Budgeting*, and the establishment of an *Accreditation and Quality Assurance System* for Family Violence.

One of the most important accomplishments of the NCFA is their facilitation the Child-Friendly Budgeting, the first of its kind in the Arab region. This initiative raises the awareness of decision-makers and legislators through training on the needs of children. This effort resulted in a Child Budget Analysis and two Policy Briefs, one for the public and the others for legislative decision-makers. In addition, NCFA initiated beginning steps for an Accreditation and Quality Assurance System for Organizations dealing with Family Violence. This effort seeks to raise the overall quality of services provided to children and families through the development of standards for services provided in response to family violence. To this end, in 2010, NCFA developed a training manual to enhance the skills of those working in the field of Family Counseling. The NCFA reports that as of 2010, 2250 individuals were trained on the topics regarding family counseling. Though this training effort targets Amman, there are plans to establish training centers in Northern and Southern Governorates.

JRF and the Ministry of Education (MoE) have jointly designed and integrated an arts-based, school curriculum focusing on child safety promotion and prevention of abuse for children aged five to eight (Arts for Child Safety Project³⁶). In addition, this JRF – MoE collaboration produced awareness and information materials, as well as instructional guidelines for the prevention of child abuse in schools. A training manual for school counselors was also developed.

In summary, JRF was the precipitating force that stimulated many, if not all of the accomplishments of Jordanian organizations, governmental and non-governmental with regard to child safety – the promotion of child protection and the prevention of child abuse. The Efforts of Her Majesty, Queen Rania, via the Jordan River Foundation have received international recognition, and have served as a model for other countries in the region. The WHO has identified Dar Al Aman shelter as a “model child welfare and safety programme” for the WHO Eastern Mediterranean Region, which spans 22 countries³⁷.

³⁶ National Council for Family Affairs and UNICEF. *Children in Jordan - Situation Analysis - 2006/2007*. Jordan. 2007.

³⁷ World Health Organization. (2009). Child Maltreatment Comes Out of the Shadows. WHO Bulletin, Volume 87, 333-334. <http://www.who.int/bulletin/volumes/87/5/09-040509.pdf>. Retrieved 2013-03-27.

13.2. Parent Initiatives

JRF recognized early on that direct outreach about child abuse might not be effective in engaging the community. Instead they took a community learning center approach, offering training classes in computer use and software training, as well as exercise and fitness classes for women and girls (Fit for Life). Gradually the community came to the center and discovered other resources, not only for themselves, but also for their children. The QRFCC and QRCEC also offer classes in handicrafts. Some women report taking classes in beading and jewelry making, this led to income generating projects. Nearly all of the women who receive small payments either from training or from skills that they learned at the Centers said that the money is not what is important. “*Having money in your hand*” one woman summarizes is symbolic, makes us feel we can do something.

I came for a computer class – to improve myself. It influenced to go more.

Mother of a child, now at the Center

I took sessions about children – I have no children. I practice on my nephew.

Woman participating in Center program

I told my fiancé about the Center. Now I am married and pregnant. I gained a lot. It affected my life.

Woman participating in Center program

I learned about violence. There is no life in your head with crossed arms.

Woman participating in Center program

I was used to order, waiting for instructions. Here you can speak. You can call women by name, not call her the mother of _____.

Woman participating in Center Program

I got a call to come to the Center. We were going to make education tools – puzzles. The caller said to come, to draw. I had forgotten I knew how to draw. I got there and thought I was in heaven – watercolors. I had been depriving myself from this – not deprived, but I had forgotten I had this in me. I found an old sketchbook – I used to draw, at the university, I even had an income. We need something from inside that is magical.

Woman participating in Center Program

I am in his drawing.

Mother of a son who drew a smiling family

While the women report positive experiences, they also tell of emotional tensions that are experienced. Leaving the home, taking classes outside the home, using public transportation without the accompaniment of a husband, older son, or other male family member are not typical activities women engage in, in conservative Arab culture. Such activities sometimes generate harsh responses from husbands and mother in laws ranging from forbidding the woman from going to the Center to being able to go only if the woman attends to her household responsibilities first. Women told of leaving abusive marriages, and of now knowing that some of their past interactions with older grown children were abuse, not acceptable, and likely harmful. The retrospective assessment of past parenting practices is

emotionally difficult for many. One woman summarized her feelings by saying that she could not change what had been done, but she could start doing things differently with her younger children.

JRF engages men in the community through JRCSP computer, IT, and work related classes. As men come to JRCSP Centers they become more comfortable with their wives and children attending Center activities. There are specific classes and activities that are targeted to fathers – *insights for fathers* on alternative disciplinary approaches, however far fewer fathers participate in these activities, than do mothers. Much of the benefit of JRCSP parenting activities for families is communicated via the mothers. Women report that their children are happier; that they have improved relationships with their children; and, that their homes are calmer and happier. This change of family climate helps to build more positive attitudes and greater acceptance from fathers and husbands regarding the Centers.

Fathers/husbands were not interviewed as part of the JRCSP impact evaluation; however a few men interviewed in the CEP study did note the benefits experienced by the family as a result of their wives' participation in JRCSP activities. The most frequently mentioned benefit was the increased economic status of the family, an outcome of changing male attitudes about the role of women outside the home, and JRCSP classes targeting marketable skills for women (e.g., beading). Male teachers and school administrators were however interviewed about the Safe Schools Project, enabling an opportunity to speak with them about general attitudes of fathers about child safety and abuse issues in the home. (Please see section 13.4. Safe Schools Projects below.)

13.3. Child Initiatives

A small group of children participating in JRCSP activities, met to share and talk about their experiences. The group included boys and girls between the ages of 12 and 7. What was immediately noticeable was the fact that the children took turns talking about their involvement with Center workshops and activities, listened to one another talk, and refrained from interrupting when someone was speaking. The children come to the Center and register/enroll in workshops and activities that interest them. They shared an exhaustive list of things that they had learned.

One of the children (home visit) asked me why don't you come to visit me another time. My heart felt like it took a bullet. I know when I am not there the child is beaten; me being absent, her being pressurized and not allowed to go outside, she started beating him again.

Trainer in the community

You cannot imagine the kind of relationship between us (with my children) we have friendship now.

Woman Participating in Center Program

In the words of children . . . What We Learned

- | | |
|-----------------------------------|--|
| • Not to hit | • The types of abuse |
| • Not to say bad words | • Self defense |
| • To respect others | • How to identify and not go to dangerous places |
| • To listen and not interrupt | • Football |
| • To cooperate | • Music |
| • To respect others | • Art and drawing |
| • To respect people who are older | • Drama and plays |
| • To act with ethics and kindness | • To be a role model |
| • Resilience | • How to treat new children/make new friends |
| • Patience | |
| • Good manners | |
-

Much of the learning occurs indirectly, symbolically through art, drama, games, and music activities. The children were overwhelmingly enthusiastic about the activities in which they were involved, especially, music. Most of the children shared that they had little if any experience with music before coming to the Center, and that music was one of the most difficult activities to master. They learn to play instruments – drums, guitar, piano, and to sing. One child stated, “We have fun and we learn at the same time.” Another child said, “My dream was to become a musician. I had talent, now I have bigger talent.” The children reiterated how difficult music was to learn. For most it was a new skill. The children tell me that the teacher is well liked, teaches them to listen, to respect one another, to react with kindness when mistakes are made, and to have patience.



Art and drama are also popular activities for the children. Drawings are used to help children in expressing and externalizing their feelings, fears and experiences, and to convey important messages to the child about the types of abuse, how to avoid dangerous places, and how to be safe. The children talked about the “Power of Color.” Color is used to depict and symbolize specific feelings. One child described using dark color to represent dangerous places. This child talked of a drawing illustrating the roads from his/her house to the Center. “The dangerous road is not safe it is dark . . . the other road is a different color.” The child went on to elaborate that the dangerous road is shorter, but that that road is not taken. While there are drawings illustrating being hit by parents and teachers, there are also drawings reflecting happiness and good relationships, relationships no longer based on being hit or beaten. One boy shared that he and his mother now talk. This mother also attends classes and training at the Center, and in a separate

discussion group, confirmed what her son shared in the children's group. She remarked, "For the first time we talk now."

The art projects benefit the children in terms of self-concept and confidence. One suggestion from the children on what to change at the Center was to have more of their drawings hanging on the walls. The children are noticeably proud of their drawings and the booklets that they produce. Their participation in drama is also enthusiastically shared. They use puppets to express feelings and to convey messages. They, with the help of their teachers create plays. The children design invitations and give them to their families to come and see them perform in their plays. They share this information with a noticeable sense of self, pride and accomplishment.

When asked how their behavior has changed as a result of coming to the Center, one boy expressed that he used to hit his younger sibling when he/she messed up his things. The younger sibling would hit back and a physical fight would ensue. Now this boy sees himself as a "role model" for his sibling, he explains that his sibling's behavior is not "correct." The young boy goes on to say that his younger sibling still hits him, but he no longer hits back, that he is a role model for change in his younger sibling's behavior. Many children shared such stories.

When asked what the children would change about the Center, a resounding "nothing," was their response. "There is nothing to change – it is all very nice," said one child. "The Center change our lives, gave us new life, taught us to cooperate with family, how to cooperate with my mother when I can (meaning able)."

The discussion with the children ended by asking them what they wanted to be when they grew up. They responded – architect who builds bridges, a journalist, a businessman, a lawyer, and several wanted to be doctors. Their responses were surprising to me and to the interpreters assisting in the discussion. What was quite remarkable was the manner in which the children were able to describe the activities and responsibilities associated with their career choices.

13.4. Youth Initiatives – Child Safety Program

The Youth Leadership Program (YLP) was developed by JRF in 2009 to enhance the leadership capacity of youth to plan and implement community-based projects. Approximately 275 youth volunteers from different parts of Amman take part in QRFCC's annual Youth Summer Volunteer Program (YSVP) in 2010. These youth identify community services projects that they design, lead and implement. In 2006, the program renovated two public parks and three public schools in eastern Amman, and in 2007 five public schools were renovated in eastern Amman (schools identified as part of the QRFCC Safe Schools. Two schools in

Wadi Araba (South Jordan) were also renovated. Youth describe the pride they experience in improving the school environment for children and the impact it has on their educational experience. Strong connections between youth and civic engagement are developed, as well as insight regarding the role of the community in the protection of children

Many youth continue to volunteer past their engagement in the YSVP. They spend time at the QRFCC and QRCEC working with children, helping them to construct puppets and other art projects, and also providing mentorship and academic tutorial supports. These youth also serve as role models, demonstrating civic engagement, and community responsibility.

In addition to the youth summer program, JRF implemented a Youth Empowerment Program (YEP). To date, more than 12 youth cohorts, aged 12 through 17, completed a 16-week training program focusing on life skills, social responsibility and awareness building that support the ability to identify community needs, to promote positive images of youth in their respective neighborhoods and to apply newly learned skills in real life situations. These initiatives led to the recognition that girls were underserved and that there was need for greater mobilization of female youth.

As of end of 2010, approximately 500 youth participated in comprehensive youth training sessions at QRFCC. As reported in the JRF Sustainability Report for 2010³⁸, almost 4,000 youth across Jordan were involved in volunteer projects, many of these volunteer opportunities related to Child Safety and Safe Schools.

13.5. Safe Schools Projects

Discussions about the SSP initiative were held with three separate groups, two in East Amman and one in Aqaba. Participants included teachers across varying subject areas, guidance counselors, librarians, principals, and school administrators from public and private, and girls and boys schools. SSP was introduced to selected schools. Schools were variable in terms of their acceptance and willingness to participate in the SSP. One principal, acknowledged not initially wanting SSP, and not doing anything actively to make it successful. Looking back, this principal cannot imagine the school without the SSP initiative. For the most part, participants voiced favorable opinions about SSP; however they also identified some important issues warranting further consideration.

³⁸ <http://jordanriver.jo/?q=content/our-reports>

Some participants felt that initially the concept of SSP was unclear. While emphasis was placed on child safety and alternative classroom disciplinary approaches to replace the use of the “stick” (beating - corporal punishment), some early interpretations of SSP objectives were that students should not be punished at all. This perception was largely held by school personnel that were not directly involved in the SSP initiative, and was clearly not the intent of SSP. There was debate over the effectiveness of alternative disciplinary approaches for boys versus girls. Discussion participants described boys as having more energy, energy that needs to be redirected, sometimes challenging to accomplish in the classroom and teach at the same time.



Forms of School Discipline
Alternatives Are Addressed in CSP Trainings

Teachers and other appropriate school staff were asked to participate or to volunteer for the JRF trainings. In many cases, those that participated were the best teachers in the schools. Several participants stated that on occasion, the wrong teachers were sent to the trainings. When asked to elaborate on this statement, participants were split in terms of thinking that selected teachers were teachers who were excellent already and did not need the training and those teachers who did not have the right attitude and would not likely implement SSP. The variability of teachers participating in SSP trainings obviously has an impact on the fidelity to which the program is implemented, and the outcomes that are achieved.

Participants in the three discussion sessions unanimously agreed that the JRF trainings were of high quality, but the application of the program in terms of its outcomes needs more time. Some discussion participants spoke about a lack of follow-up by JRF. While there are numerous trainings provided by JRF, participants felt there was insufficient follow-up in the schools, evaluation or feedback on implementation.

When asked about the continued use of the “stick,” one school administrator stated that 90% of the teachers “left the stick” after the SSP initiative came to their school, but they were “not convinced of the benefits of using alternative methodologies.” This participant went on to say that teachers, “if left alone, will carry the stick.” The conversation continued with a majority of participants across all three groups agreeing, “. . . starting with the stick is unacceptable.” One teacher said, “You beat if you are weak inside.” Discussion participants also raised the issue of public humiliation of students in front of their peers as harmful and characterized it as an ineffective disciplinary approach. This comment surfaced independent of any question asked about the use of humiliation. This is

covered in the JRF training and such statements are an obvious reflection of what had been learned during JRF SSP training sessions.

Many schools appeared to experience a “*backlash*,” where teachers felt they had no protection from students. “If a student hits another student and gets scratched, we (teachers) are blamed by the parents,” stated one discussion participant. “Parents go to the Foundation (JRF) or the police and complain about us. We (teachers) don’t have the methodology to deal with that.” “We can get fired on the spot”, said another. Many of the discussion participants spoke of the classroom difficulties with children and the children’s experiences in the larger community. “Teachers need psychology,” said one teacher. Discussion participants generally agreed that both children and teachers come with backgrounds, the “result of community life,” economic, social and family stressors. “We need to understand them” (background factors), emphasized a school administrator. Taking on the additional challenge of addressing the psychosocial need of students is challenging for Jordanian schools with as many as 45 to 55 students in a classrooms. One discussion participant described a school with 1300 students with no counselor. Another described a school lacking enough chairs in the classroom for students. These are environmental factors that must be addressed. “Some schools are not safe,” stated on discussion participant. In addition, many families in Jordan believe that harsh discipline is needed to raise good children. As one teacher stated, “how can we beat at home and not in the school?”

To change these perceptions, discussion participants asserted that the JRF SSP initiative needs to focus on the entire community, to raise awareness, to change expectations and to accomplish better alignment between school discipline and disciplinary practices used in the home. Along these lines, was a suggestion to establish a parent council, a group that meets monthly with teachers to improve communication and enhance the opportunity to come up with good solutions that would be accepted by teachers and parents.

Differences between the objectives of SSP, school principals, and MoE were also acknowledged. “Sometime we want different things,” expressed one participant. Test score and grades are thought to be most important to MoE. Teacher performance is assessed in terms of student performance – grades. One school administrator suggested that a “code of conduct,” endorsed by the MoE needs to be established. Several teachers added that SSP workshop training should be linked to promotion and higher ranks, higher pay.

The grade is the actual measure of achievement of the student. This is WRONG (emphasized in the statement). The right idea is achievement of behavior and values; and how to put those values to use.

If the grade is the only measure the teacher will act according.

School Administrator

Discussion participants were split when asked about their optimism for the future of SSP, “50%, maybe,” said one participant. All thought SSP would improve the school, but that it is also governed by economics, the quality and willingness of the teachers to change. “Optimism is there, but it varies,” said another. One teacher stated, “Our Prophet says, if optimistic you will find a good result.”

13.6. Prevention versus Intervention

The boundaries between prevention and intervention are sometimes blurred. Essentially the difference between prevention and intervention is that prevention focuses on risk of abuse, while intervention addresses the needs of children and families already identified as involved with abuse. Much of the JRCSP efforts are directed toward primary and secondary prevention activities. *Primary prevention*, directed at the population at large, includes such activities as building community awareness, increasing knowledge about the developmental needs of the child, increasing knowledge and changing attitudes about the use of corporal punishment and hard disciplinary tactics in the home and in school, and the dissemination of the 110 Helpline. *Secondary prevention* differs from primary prevention efforts in that it targets individuals, families, who are most at risk of experiencing child abuse. Helpline referrals, counseling and case management services, safe rooms within schools are characteristic of secondary prevention as well as intervention efforts.

The JRCSP approach uses a comprehensive, ecological-developmental framework that addresses the child, the family, as well as the larger social systems such economic condition and the stressors of poverty, schools, and cultural norms and traditions. JRCSP is an empowerment-based model that works with families, teachers, school administrators and supports them in more effectively managing developmentally appropriate relationships with their children and students.

JRCSP services range from parent (and teacher) education and outreach to more intensive services that provide shelter services that address family preservation and reunification and law enforcement.

The more intensive JRCSP intervention services, such as Dar Al Amman were not observed as part of this impact evaluation study, however the recognition of Dar Al Amman by the World Health Organization (WHO) as a model programme in the Eastern Mediterranean Region (includes 22 countries and the Palestinian territories) speaks to the quality and the impact of JRCSP’s intensive intervention services. In addition, the growing number of abuse cases received by the FPD (8,605 reported in 2010³⁹) and the increase in Helpline calls (an increase of more than 225% since the initiation of the 110 Helpline) also speaks to the impact that

³⁹ <http://www.jordanriver.io/?q=content/jrcsp/overview>

JRF has achieved in terms of public awareness about the consequences of abuse, and that intervention services are available. To that end, JRF was instrumental in the passage of a law recommending therapy for the victims and perpetrators of child abuse in Jordan.⁴⁰ While the problem of child abuse has not been solved in Jordan, the efforts of JRF regarding raising public awareness and their role in activating the National Task Force under the umbrella of the NCFA have provided a solid, comprehensive and effective framework from which to address the issue of abuse.

14. CHILD SAFETY – CONCLUSIONS AND RECOMMENDATIONS

14.1. Summary Conclusions

As was the case with the CEP study, without quantitative data that includes a true baseline reflecting the prevalence and incidence of child abuse and family violence prior to the implementation of program it is not possible to numerically estimate the impact of the JRCSP and SSP initiatives. It is equally impossible to overlook the voices of the children and their families, to ignore the subject of their drawings, the content of their drama/plays or their enthusiasm in learning about music. It is quite unlikely that this would have happened without the JRF and the QRFCC and QRCEC activities.

A significant and obvious outcome of the JRCSP initiative is the support provided to the Kingdom's commitment to child and family safety lead by Her Majesty Queen Rania. As mentioned earlier in this report, Jordan initiated *The National Family Protection System* (NFPS) in 1997, which was led by the Jordan River Foundation (JRF), under the direction of Her Majesty Queen Rania. A multidimensional model was shepherded by JRF, and grew to incorporate sixteen governmental and non-governmental organizations. These efforts led to the passage of the Family Protection Law⁴¹ in March 2008, and the development of the Family Protection Department (FPD), which oversees the disposition, and referral of abuse cases. While these efforts do not explicitly resolve child abuse, they do provide an institutionalized framework from which to work.

JRF's commitment to participatory community engagement is also evident in the JRCSP initiative. Women talk of coming to multiple trainings and becoming trainers themselves. They volunteer stories about going to homes in their

⁴⁰ World Health Organization. (2009). Child Maltreatment Comes Out of the Shadows. WHO Bulletin, Volume 87, 325-404. <http://www.who.int/bulletin/volumes/87/5/09-040509.pdf>. Retrieved 2013-05-17.

⁴¹ Published on page 821 of the Jordanian Official Gazette issue number 4892 on March 16, 2008.

neighborhoods to talk to women, mothers about the Center activities, encouraging them to come. These women hold child safety trainings in neighborhoods for women who choose not to travel beyond their home or neighborhood, or who feel they cannot travel or use public transportation to get to the Center. Children talk to their friends at school about the Center activities. Word-of-mouth has mobilized community engagement. In addition, special attention is targeted to Iraqi refugee neighborhoods in East Amman to interest them in QRFCC activities.

The JRCSP initiative has been particularly successful given the cultural taboo about openly talking about child abuse and domestic violence, as well as the prevailing traditional cultural position taken on the need for harsh disciplinary practices in the home and in the schools. The table below reports the number of participants in JRCSP training sessions between 2005 and 2008.

Participants in JRCSP Trainings		
Year	Child	Adults
2005	500	5,400
2006	1,469	2,873
2007	1,235	3,388
2008	4,732	4,648
2009	5,172	4,723
2010	4,655	834
2011	6,883	7,314
2012	7,994	4,644
No data available for 2009, 2010 data reported number of training sessions offered, not the numbers of participants.		

Although the data do not detail how participants were distributed across the training sessions held each year, and we do not know whether these women took multiple trainings, although we suspect they did from conversations and discussion groups, the data are nonetheless impressive given the cultural inclination not to directly speak about the topic.

The SSP initiative is generally well received. Teachers, principals, school administrators and students speak favorable about the initiative. There are, however, tensions and challenges that can mediate the effectiveness and outcomes of the SSP initiative.

SSP, like the JRCSP initiative is a multi-focused endeavor. JRCSP and SSP seek to change individual behavior, organizational climate and social policy. This is an ambitious objective. Change is more apparent at the individual level. Children speak about more congenial relationships with their parents, siblings and friends; parents, especially mothers, express improvement and higher quality in their relationships with their children; and teachers recognize the value in effective alternative disciplinary approaches even if they are hard to implement and spoke about the consequences of using the “stick.” Without doubt, there are challenges

is trying to change what is perceived as tradition, however attitudes and behaviors are indeed changing.

Activating change at the organization level is more challenging. Principals and administrators spoke of the tension between disciplinary change and the emphasis on student grades and achievement scores. Large classes, difference in the disciplinary practices teachers use in their homes and what they are expected to use in the classroom, the lack of counselors in the schools and the fact that teacher performance is largely predicated on student achievement can become barriers to a smooth implementation of the SSP initiative. It is important and necessary to examine the factors thought to influence the end goal of the SSP effort, for example, ending physical disciplinary practices, harsh criticism and humiliation of students in front of peers, and so forth. Factors thought to influence the outcomes of SSP, and the role those factors play in mediating the achievement of long-term objectives must be considered. The *Family Protection Law* provides a framework in which to work, and the attitudinal changes of parents, teachers, school principals and administrators, a foundation on which to build.

The basic question asked in impact evaluation is whether the outcomes, if they occur can be linked as a result of the JRCSP program. The answer is unequivocally, yes. The process of change in efforts to promote child safety and reduce child abuse and family violence can be patently traced to the initiatives of Her Majesty Queen Rania, via the Jordan River Foundation. No plausible alternative explanations for the changes that have occurred could be found.

14.2. Recommendations

The achievements of the JRCSP are numerous. Participating children and parents offered substantive support of the benefits they received and how JRCSP favorably enhanced their lives. Most of the recommendations voiced by individuals participating in the discussion groups pertained to making the SSP initiative more effective. The recommendations listed below relate to evaluation and the need for systematic data, collected over time to better examine the impact of the JRCSP and SSP initiatives. The following are suggested recommendations.

- Implementation of a **systematic data collection** approach. As was the case with the CEP IE study, a review of the JRF Sustainability Reports revealed inconsistency in the project data that is highlighted in each report. For example the 2008 Sustainability Report provides data on youth involvement in JRCSP raining from 2005 through 2008, this is not reported in the 2010 Sustainability Report (2009 Sustainability report is not available on the JRF Website). Though these data are presented, the 2008 report does not differentiate what training these youth completed, or

what proportion of youth are new to JRCSP training in each of the reported years. While the 2008 Report provides data on the number of male and female participants, the 2010 Report provides data on the number of training session offered, not the number of individuals attending these trainings, making it impossible to link to legacy data as the data units are not the same. Baseline information about project start dates is not consistently reported.

- The **periodicity of reviewing projects** should be considered in terms of staffing and funding needs. It is better to evaluate projects every two or three years, than to haphazardly select both projects to evaluate and the timing of the study.
- Consider incorporating brief **quantitative surveys** following JRCSP and SSP training sessions. These surveys could assess quantitative changes in knowledge and shifts in attitudes, which could later be triangulated with other data sources such as qualitative interview/focus group, and observations in terms of consensus and/or discord. Surveys should be brief and target a specific set of information, for example, attitudes about the concepts covered in the training, likelihood of using what was learned, satisfaction with the training experience, etc.
 - A randomly selected group of training participants could be selected for a **follow-up survey or brief interview** inquiring about whether the individuals had an opportunity to use anything that was covered in the training session and if so, what was their experience in doing so.
- **Follow-up evaluation** of completed trainings, especially SSP trainings is needed to determine the level and fidelity of implementation. It is recommended that follow-up evaluation target the critical components of the SSP initiative and provide prompt feedback to schools in order to optimize outcomes.
- As part of the JRCSP, local committees have been formed by the CMU, and charged with the development of **local action plans** addressing child safety and the prevention of abuse. These plans should be systematically reviewed in terms of conceptualization, implementation and achievement of the stated objectives.
- Randomized/quasi-experimental **study designs** continue to be considered as the gold standard. Though they are challenging to implement, there may be opportunity to identify comparison schools in the same neighborhoods in order to better understand the change that is linked to SSP. For example a **difference-in-difference design** might be considered. Baseline and follow-up (posttest) data are collected in the SSP school(s). The change between baseline and posttest data in the SSP school(s) is compared to the status of a comparison school in the same neighborhood at the time of the posttest. The contrast between the SSP school(s) and the comparison school at posttest provides some control over extraneous factors that might



affect outcomes, such as economic shifts or policy changes. The effects of economic shifts and policy change would be expected to be similar in neighboring schools, hence the design name – difference (pre/posttest)-in-difference (SSP schools versus comparison schools).

- The **linkage with other data and research efforts**, such as those conducted by the National Council for Family Affairs, Jordan Department of Statistics, Ministry of Education – essentially any pertinent organization collecting information on child safety and family violence would be useful in providing a more comprehensive understanding of the communities in which JRCSP programs are implemented. For example, research demonstrates that abuse is linked to economic stress. Data from household economic surveys conducted by the Jordan Department of Statistics would enable JRF to examine the association between the prevalence of abuse and the concentration of poverty.
- **Be expansive in looking for indirect benefits, and long terms benefits**, such as changed attitudes of children toward school, changes in home – less tension, etc.,

Appendices

- **JRF Site Visit Schedule**
- **110 Helpline Data – 2011**
- **Documents and Reports Reviewed**



Appendix A

JRF Site Visit Schedule

Field Visits Schedule

Date	Area of Jordan	Projects/Service/ Activity Focus
3 December	Amman Governorate Amman	Orientation and planning session with JRF related staff Meetings: <ul style="list-style-type: none"> • CSP key staff • CEP key staff • CBBDS key staff • JRF Director General • Her Majesty Queen Rania Al Abdullah
4 December	Amman Governorate East Amman Al Nasir (CSP) Queen Rania Family and Child Center (QRFCC)	Meetings <ul style="list-style-type: none"> • Staff from QRFCC • CSP program beneficiaries Overview and observation of interventions within CSP Wrap-up meeting
5 December	Amman Governorate East Amman Al Nasir (CSP) Queen Rania Family and Child Center (QRFCC)	Meetings CSP program different groups beneficiaries <ul style="list-style-type: none"> • Women • Youth • Teachers (Safe School Program) Wrap up meeting
6 December	Madaba Governorate Al Areed District (Middle Jordan)	Meeting with several officials in the area <ul style="list-style-type: none"> • Head of the municipality • Local market beneficiaries • Local bus drivers Visit to the busses complex with the local market Visit to the Bani Hamida Women's Weaving Project Visits to schools Meeting with CBO officials Meetings with program beneficiaries
7 December		<i>Review of field notes and audio tapes</i>
8 December	Ghor Al Mazraa'a Karak Governorate (Wadi Araba – South Jordan)	Meeting with <ul style="list-style-type: none"> • Youth participating in Southern Ghour initiative • Municipality leader



Date	Area of Jordan	Projects/Service/ Activity Focus
		<ul style="list-style-type: none"> Southern Ghour Educational directorate Local committee for the mentally and physically disabled in Ghor Al Mazra <p>Visits to</p> <ul style="list-style-type: none"> Knowledge and Recreational Center Park and football (soccer field) Revolving loan projects Agricultural projects - Rahma Village in Wadi Araba Local schools <p>Observations: productive projects, small projects, youth initiatives</p>
9 December	Aqaba Governorate Wadi Araba (Southern Jordan)	<p>Observations of productive projects</p> <p>Observations of small local projects</p> <p>Observations of youth initiatives</p> <p>Visits to schools</p> <p>Meeting with officials and program beneficiaries</p>
10 December	Aqaba Governorate Aqaba	<p>Meeting with</p> <ul style="list-style-type: none"> G'aa Seedyeen CBO/cooperative members Local municipal officials to talk about their cooperation with JRF regarding the interventions in Risha Village – Development Unit & Capacity building beneficiaries Al-Risha Folklore Group – youth members who work in local events JRF CSP center in Aqaba Beneficiaries from surrounding neighborhood Local officials from Economic Enterprise Zone Development Activity (NDA) <p>Visits to productive projects, small projects, youth initiatives, visits to schools, meeting with officials and beneficiaries</p>
11 December	Amman Governorate Amman	<p>Meeting with beneficiaries from Youth Career Initiative (YCI)</p> <p>Meeting with Human Resource Departments of hotel employing YCI youth</p>



Date	Area of Jordan	Projects/Service/ Activity Focus
12 December	Ajloun Governorate Rasoun Village North Jordan	Visit implemented interventions that includes the following: <ul style="list-style-type: none">• Nursery/early child care (Maysaa Bani Mustafa)• Rasoun Secondary School for Girls• Bakery• Health Center See productive projects, small projects, youth initiatives, visits to schools, meeting with officials and beneficiaries
13 December	Ajloun Governorate Qasaba Village	Visit to <ul style="list-style-type: none">• Agricultural complex that includes seven stores for immediate freezing of fruits and vegetables• Nursery for the production of high quality fruit seedlings to improve the local product.• Plant for the manufacture of food products, consisting of vinegar and molasses.• A multipurpose hall where meetings, workshops and various types of training are conducted, particularly with regards to agricultural awareness.• Community olive press• Fodder block (natural by-product material from olive press) manufactured for home heat• Visits to schools• Meeting with officials and beneficiaries
14 December		<i>Review of field notes and audio tapes</i>
16 December	Amman	Wrap up and meeting with JRF
17 December	Amman	Debriefing with JRF evaluation staff



Appendix B

110 Helpline Data - 2011



2011 Data: 110 Helpline	Number of Calls			
	Girl	Boy	Unknown	Total
Total Calls	4851	1011	77958	83820
Responded	4851	1011	3	5865
Answered			77955	77955
Telephone (answered)			77955	77955
Walk-in/in person	39	45		84
Additional Information on Contacts			43951	43951
Adults contacting on behalf of children			2842	2842
Children contacting on behalf of other children			107	107
Number of test and/or silent calls			40985	40985
Contacts from children who do not reside with family, but at a shelter, on the street or with friends			17	17
Age and sex of the child concerned	2088	861	2380	5329
0 - 6	83	107	3	193
7 - 9	67	80	1	148
10 - 12	230	128	2	360
18 - 25	257	75		332
13 - 15	738	250	3	991
16 - 17	713	221	5	939
Unknown			2366	2366
Reasons for Contact	4068	883		4951
Abuse and Violence	470	74		544
Family relationships	985	104		1089
Psycho-social, mental health	284	38		322
School related	797	204		1001
Peer relationships	510	56		566
Homelessness/runaways/basic needs	95	21		116
Legal matters	260	29		289
Sexuality and sexual awareness	30	17		47
Substance use and abuse	14	22		36
Information requested	566	299		865
Commercial Exploitation	3	2		5
Discrimination	4			4
Physical health	50	17		67
Abuse and Violence	470	74	0	544
Unspecified / Other	33	2	0	35
Domestic Violence	29	2	0	31
Emotional	18	2	0	20
Physical	241	39	0	280
Sexual	59	8	0	67
Neglect	66	13	0	79
Bullying	24	8	0	32



2011 Data: 110 Helpline	Number of Calls			Total
	Girl	Boy	Unknown	
Cyber bullying	0	0	0	0
Witness to Violence	0	0	0	0
Commercial Exploitation	3	2	0	5
Unspecified / Other	0	0	0	0
Child sexual exploitation/prostitution	0	0	0	0
Child trafficking	0	0	0	0
Domestic child labor	0	0	0	0
Bonded child labor	0	0	0	0
Children used for begging	1	0	0	1
Children used for criminal activity	0	0	0	0
Kidnapping	0	0	0	0
Other child labor	2	2	0	4
Discrimination	4	0	0	4
Unspecified / Other	2	0	0	2
Access to education	2	0	0	2
Employment related	0	0	0	0
Mental and physical health	0	0	0	0
Immigration related	0	0	0	0
Racism related	0	0	0	0
Family relationships	985	104	0	1089
Unspecified / Other	358	19	0	377
Divorced/separated parents/parents in conflict	148	13	0	161
Parent/child relationships	292	44	0	336
Parents with addiction and/or mental health problems	7	3	0	10
Sibling relationship	85	7	0	92
Child custody and access	45	12	0	57
Maintenance and child support	33	3	0	36
New family/blended family	2	0	0	2
Adoption issues	1	0	0	1
Bereavement	14	3	0	17
HIV/AIDS infected/affected children	0	0	0	0
Unspecified / Other	0	0	0	0
Bereavement	0	0	0	0
Children living with HIV/AIDS	0	0	0	0
Children orphaned due to HIV/AIDS	0	0	0	0
Information about AIDS	0	0	0	0
Parents (or family) with HIV/AIDS	0	0	0	0
Homelessness/runaways/basic needs	95	21	0	116
Unspecified / Other	4	1	0	5
Abandoned	0	0	0	0
Missing children	0	1	0	1
Children calling for food	0	0	0	0



2011 Data: 110 Helpline	Number of Calls			Total
	Girl	Boy	Unknown	
Seeking shelter	7	5	0	12
Death of child on street	0	0	0	0
Employment opportunities	14	3	0	17
Orphaned	0	0	0	0
Repatriation	2	4	0	6
Resources and financial aid	68	7	0	75
Information requested	566	299	3	868
About children's issues/children's rights	27	7	0	34
About the helpline	497	288	3	788
Thank you for assistance	42	4	0	46
Legal matters	260	29	0	289
Unspecified / Other	0	0	0	0
Children in conflict with law	1	0	0	1
Advice and information	214	23	0	237
Law in conflict with children's rights	0	1	0	1
Birth registration	13	4	0	17
Child marriage	29	0	0	29
Child witness	0	0	0	0
Children in need of legal representation	3	1	0	4
Peer relationships	510	56	0	566
Partner Relationships	321	28	0	349
Problems with Friends	189	28	0	217
Physical health	56	17	0	73
Unspecified / Other	0	0	0	0
Access to health care	29	13	0	42
Concerns about illnesses	25	3	0	28
Hospitalization	2	1	0	3
Psycho-social, mental health	284	38	0	322
Unspecified / Other	177	28	0	205
Suicide	7	0	0	7
Depression	2	0	0	2
Fear and anxiety	21	3	0	24
Body/physical appearance	16	1	0	17
Phobias and obsessions	2	0	0	2
Boredom	5	0	0	5
Eating disorders	1	0	0	1
Identity and purpose of life	2	1	0	3
Lack of confidence	39	4	0	43
Loneliness	9	1	0	10
Self harm	3	0	0	3
School related	797	204	0	1001
Unspecified / Other	56	64	0	120
School drop-outs	68	33	0	101
Teacher problems	124	34	0	158



2011 Data: 110 Helpline	Number of Calls			
	Girl	Boy	Unknown	Total
Other adult related problems	40	12	0	52
Academic problems	346	43	0	389
Homework	11	0	0	11
Performance anxiety	152	18	0	170
Sexuality and sexual awareness	30	17	0	47
Pregnancy	0	0	0	0
Masturbation	8	5	0	13
Contraception	0	1	0	1
Information about sexuality and facts of life	15	9	0	24
Sexual fantasy	2	2	0	4
Sexual identity	5	0	0	5
STIs /STDs	0	0	0	0
Substance use and abuse	14	22	0	36
Information on substances and misuse	10	19	0	29
Addiction	4	3	0	7



Appendix C

Documents and Reports Reviewed

Jordan River Foundation Reports

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